

**Introduction:**

**LEA:** Kentfield Elementary School District **Contact (Name, Title, Email, Phone Number):** Liz Schott, Superintendent, [lschott@kentfieldschools.org](mailto:lschott@kentfieldschools.org), (415) 458-5130 **LCAP Year:** 2016-17

### ***Local Control and Accountability Plan and Annual Update Template***

*The Kentfield Elementary School District is located in Kentfield, California and is comprised of two different sites: Bacich Elementary School, K-4, with an enrollment of 653 students, and Kent Middle School, 5-8, with an enrollment of 576 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 K-4 is 21.06 and in grades 5-8 it is 26.18. 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*

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

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

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

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

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

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

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

## State Priorities

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

### A. Conditions of Learning:

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

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

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

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

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

### B. Pupil Outcomes:

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

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

### C. Engagement:

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

<b>Involvement Process</b>	<b>Impact on LCAP</b>
Special Education Parent Partners meeting: December 1, 2015 Strategic Planning Meeting at Kent Library: March 22, 2016 District English Learner Advisory Committee meeting: April 20, 2016 Kentfield Teachers Association leadership meeting: May 4 and 11, 2016 Parent/Staff Survey (75 responses): April and May, 2016 Student input: April 7, 2016 Emailed LCAP final draft to all District stakeholders for input: May 27, 2016 Public Hearing: May 31, 2016	At our Special Education Parent Partners meeting in December, the need for a Reading Specialist was emphasized, as was the desire for a middle school learning center class that addresses the needs of students whose IEPs give them more than half their day in Special Education. We were able to implement both of these suggestions.  The Strategic Planning tune up meeting's themes were: the quality of substitute teachers; equity for all students, including high achievers (need for

differentiation); comparable experiences in innovation lessons across grade levels at Bacich; and support for English Learners. To that end, the administrative team will discuss ways to provide professional development and support for our substitute teachers. We have built into our professional development plan more training in differentiation. The Bacich principal and innovation specialist will work to ensure that students at a grade level have comparable experiences with technology and making; and, we are adding 0.2 FTE of teacher support for Kent's ELs.

The meeting with Kent's student council produced input on the condition of student restrooms, desirability of the lunch program, and quality of substitute teachers. The maintenance director is actively testing products designed to improve the air quality in student restrooms. The PTA, with whom we have a Memorandum of Understanding for lunch service, is actively working on improving the offerings.

The Kentfield Teachers Association Leadership was adamant that no numeric measure of achievement related to the CAASPP be included in the LCAP this year. They were only comfortable with an assurance that teachers be trained and provided the tools for analyzing CAASPP year-over-year results.

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). A team of teachers and administrators will attend a yearlong series of trainings at the Sonoma County Office of Education, "Culturally Responsive Teaching for Deeper Learning."

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 updating the community on Measure D progress. A new section of enrichments at Kent is focused on service learning. The website has been updated with a page on the Measure D programming meetings, and a page of the annual print newsletter, to be delivered in mid-June, is dedicated to the building projects.

**Annual Update:**

Special Education Parent Partners meeting: December 1, 2015  
Strategic Planning Meeting at Kent Library: March 22, 2016  
District English Learner Advisory Committee meeting: April 20, 2016  
Kentfield Teachers Association leadership meeting: May 4 and 11, 2016  
Parent/Staff Survey (75 responses): April and May, 2016  
Student input: April 7, 2016  
Emailed LCAP final draft to all District stakeholders for input: May 27, 2016  
Public Hearing: May 31, 2016

**Annual Update:**

Goal 1 remains substantially the same. We continue to refine our implementation of the Common Core in Language Arts and Math, and the NGSS in Science. Implementation of Goal 2 will involve more training in differentiation, Project Based Learning, and cultural proficiency. Goal 3 is consumed by Bond projects and passage of the Parcel Tax. Implementing Responsive Classroom at Bacich and introducing it at Kent will address initiatives in Goal 4. Community involvement with the Kentfield Planning and Advisory Board will dovetail with our building projects. We will continue to find ways to collaborate with College of Marin.

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

### Instructions:

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

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

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

**Guiding Questions:**

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

GOAL 1:	Engage, support and challenge all students.	Related State and/or Local Priorities: 1 _ 2 <input checked="" type="checkbox"/> 3 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 10 _  Local : Specify <u>Strategic Goal #1</u>
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Identified Need :	Need: Improve teaching and learning  Metric: CAASPP results; Parent/Staff survey; Common Core-aligned report card at Bacich; all students provided with Common Core-aligned curricula and materials; Master Schedule at Kent shows course offerings available to all students
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Goal Applies to:	Schools: <u>All</u> Applicable Pupil Subgroups: <u>All</u>
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**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	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
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Identify, implement and evaluate instructional resources and assessments utilizing the Common Core State Standards, the Next Generation Science Standards, and other curriculum standards:  <ul style="list-style-type: none"> <li>• Continue and refine Readers Workshop at Bacich and in 5th grade at Kent</li> <li>• Continue to build classroom leveled libraries at Bacich</li> <li>• Continue and refine use of Eureka Math materials at</li> </ul>	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	4000-4999: Books And Supplies LCFF \$40,000 5000-5999: Services And Other Operating Expenditures LCFF \$71,545

<p>Bacich. Expand Eureka Math into 5th grade with support of Bacich Math Coach</p> <ul style="list-style-type: none"> <li>• Fully implement Next Generation Science Standards (NGSS) at Kent</li> <li>• Expand Writers Workshop to 6th grade at Kent. Teachers attend Teachers College at Columbia University for week-long institute</li> <li>• Align goals on IEPs with the Common Core and align Special Education instruction with the Common Core</li> <li>• Continue implementation of Next Generation Science Standards (NGSS) at Bacich (year 2). Purchase materials.</li> <li>• Use interim and end-of-year CAASPP assessments to evaluate effectiveness of overall program for 3rd-8th graders</li> </ul>			
<p>Employ an array of professional development models to inform curriculum improvements and refine teaching strategies.</p> <ul style="list-style-type: none"> <li>• Increase professional development in differentiating instruction, particularly to address learners who "already know it".</li> <li>• Provide Math training opportunities in-house and off-site.</li> <li>• Continue to provide teachers with training to increase fidelity of Fountas and Pinnell assessments, K-5</li> <li>• Orient and support new teachers to district culture and programs</li> <li>• Provide professional development in embedding ELD into Common Core aligned ELA materials</li> <li>• Kent Social Studies teachers meet with colleagues</li> </ul>	<p>District</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures  LCFF \$50,000</p>

<p>from other districts to share and discuss means of implementing the Common Core Standards</p> <ul style="list-style-type: none"> <li>• Provide substitute teachers with opportunity for professional development to improve outcomes</li> <li>• Commit staff meeting time to learning how to interpret CAASPP results</li> <li>• 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.</li> </ul>			
<p>Create opportunities for increased innovation, integration and collaboration in and between core and enrichment classes that inspire creativity, curiosity, and critical thinking.</p> <ul style="list-style-type: none"> <li>• Continue and expand on program models like "Enterprise".</li> <li>• PE, core and enrichment staff will develop lessons that integrate physical activity with literacy and mathematics</li> <li>• Expand exploration of Project/Problem Based Learning throughout District; make available Buck Institute's summer program at MCOE to interested teachers</li> <li>• Employ design methodology to develop 4th/5th grade program.</li> <li>• Art curriculum will continue to develop skills needed to address aesthetic issues in other curricular areas.</li> <li>• Work toward providing comparable experiences in innovation/making in each classroom at grade levels, K-4</li> </ul>	<p>District</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures  LCFF Accounted for in Discretionary Expenditures</p>

<ul style="list-style-type: none"> <li>• Provide professional development to support implementation of NGSS-aligned curriculum at Bacich</li> </ul>			
<p>Provide differentiated instruction to support the acquisition of core academic skills.</p> <ul style="list-style-type: none"> <li>• Increase professional development in differentiating instruction, particularly to address learners who "already know it".</li> <li>• Continue leveled reading groups TK-5; explore expanding to 6th</li> <li>• Continue Academic Workshops and Extended Math and Extended Reading at Kent</li> <li>• Continue pull-out ELD</li> <li>• Differentiate Math instruction and homework</li> <li>• Continue Math Coach position at Bacich</li> <li>• Continue differentiation during Library class</li> <li>• Use grade level and curriculum meeting time to discuss differentiating instruction for English Learners and share strategies.</li> </ul>	<p>District</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures  LCFF Accounted for in Discretionary Expenditures</p>
<p>Integrate community service and service learning into the curriculum.</p> <ul style="list-style-type: none"> <li>• Continue with grade level projects, TK-4</li> </ul>	<p>District</p>	<p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:  (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures  LCFF \$1,000</p>
<p>English Language Learner services and strategies will address this group of students' particular needs.</p>	<p>District</p>	<p><input type="checkbox"/> All  OR:</p>	<p>5000-5999: Services And Other Operating Expenditures Title II \$12,187</p>

<ul style="list-style-type: none"> <li>• Employ teacher and paraprofessionals at staffing levels proportional to EL student population who will provide ELD and other needed support for English Learners</li> <li>• Monitor reclassification rates to assure adequate progress of English Learners</li> <li>• Create structure in grade level and curriculum meetings to identify, assess, plan and implement strategies to meet the needs of English Learners.</li> <li>• 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</li> <li>• Expand scope of Learning Center services at Kent to encompass students with more moderate learning disabilities in addition to those with mild learning disabilities</li> <li>• Scholarship assistance will be provided to students to attend remedial summer school programs</li> </ul>		<input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries Title I \$103,064 2000-2999: Classified Personnel Salaries LCFF \$15,659 4000-4999: Books And Supplies LCFF \$8,300
	District	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) <u>Special Needs, African American, Special Needs</u>	
		<input type="checkbox"/> All OR:	

		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
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**LCAP Year 2: 2017-18**

Expected Annual Measurable 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
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Identify, implement and evaluate instructional resources and assessments utilizing the Common Core State Standards, the Next Generation Science Standards, and other curriculum standards: <ul style="list-style-type: none"> <li>• Refine Readers Workshop at Bacich and in 5th grade at Kent</li> <li>• Continue to build classroom leveled libraries at Bacich</li> <li>• Refine use of Eureka Math materials at Bacich. Support expansion of Eureka Math into 5th grade</li> <li>• Fully implement Next Generation Science Standards (NGSS) at Bacich. Refine NGSS at Kent</li> <li>• Explore expansion of Readers Workshop to 6th grade at Kent.</li> <li>• Align goals on IEPs with the Common Core and align Special Education instruction with the Common Core</li> </ul>	District	X All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	4000-4999: Books And Supplies LCFF \$40,000 5000-5999: Services And Other Operating Expenditures LCFF \$71,545

<ul style="list-style-type: none"> <li>Use interim and end-of-year CAASPP assessments to evaluate effectiveness of overall program for 3rd-8th graders</li> </ul>			
<p>Employ an array of professional development models to inform curriculum improvements and refine teaching strategies.</p> <ul style="list-style-type: none"> <li>Continue professional development in differentiating instruction, particularly to address learners who "already know it".</li> <li>Provide Math training opportunities in-house and off-site.</li> <li>Continue to provide teachers with training to maintain fidelity of Fountas and Pinnell assessments, K-5</li> <li>Orient and support new teachers to district culture and programs</li> <li>Provide professional development in embedding ELD into Common Core aligned ELA materials</li> <li>Kent Social Studies teachers meet with colleagues from other districts to share and discuss means of implementing the Common Core Standards</li> <li>Provide substitute teachers with opportunity for professional development to improve outcomes</li> <li>Commit staff meeting time to learning how to interpret CAASPP results</li> <li>Special Educators will receive support in the implementation of Sonday, an Orton-Gillingham based, systematic, explicit, sequential, and cumulative multisensory language instruction program which cements student learning into long-term memory</li> </ul>	<p>District</p>	<p>X All          OR:          Low Income pupils          English Learners          Foster Youth          Redesignated fluent English proficient          Other Subgroups:          (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures          LCFF \$50,000</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> <ul style="list-style-type: none"> <li>• Continue and expand on program models like "Enterprise".</li> <li>• PE, core and enrichment staff will develop lessons that integrate physical activity with literacy and mathematics</li> <li>• Expand exploration of Project/Problem Based Learning throughout District; make available Buck Institute's summer program at MCOE to interested teachers</li> <li>• Art curriculum will continue to develop skills needed to address aesthetic issues in other curricular areas.</li> <li>• Continue providing comparable experiences in innovation/making in each classroom at grade levels, K-4</li> <li>• Identify professional development needs to refine implementation of NGSS-aligned curriculum at Bacich and Kent</li> </ul>	<p>District</p>	<p><input checked="" type="checkbox"/> All                  -----                  OR:                  Low Income pupils                  English Learners                  Foster Youth                  Redesignated fluent                  English proficient                  Other Subgroups:                  (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures                  LCFF Accounted for in Discretionary Expenditures</p>
<p>Provide differentiated instruction to support the acquisition of core academic skills.</p> <ul style="list-style-type: none"> <li>• Increase professional development in differentiating instruction, particularly to address learners who "already know it".</li> <li>• Continue leveled reading groups TK-5; explore expanding to 6th</li> <li>• Continue Academic Workshops and Extended Math and Extended Reading at Kent</li> <li>• Continue pull-out ELD</li> </ul>	<p>District</p>	<p><input checked="" type="checkbox"/> All                  -----                  OR:                  Low Income pupils                  English Learners                  Foster Youth                  Redesignated fluent                  English proficient                  Other Subgroups:                  (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures                  LCFF Accounted for in Discretionary Expenditures</p>

<ul style="list-style-type: none"> <li>• Differentiate Math instruction and homework</li> <li>• Continue Math Coach position at Bacich</li> <li>• Continue differentiation during Library class</li> <li>• Use grade level and curriculum meeting time to discuss differentiating instruction for English Learners and share strategies.</li> </ul>			
<p>Integrate community service and service learning into the curriculum.</p> <ul style="list-style-type: none"> <li>• Continue with grade level projects, TK-4</li> </ul>	District	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures LCFF \$1,000
<p>English Language Learner services and strategies will address this group of students' particular needs.</p> <ul style="list-style-type: none"> <li>• Employ teacher and paraprofessionals at staffing levels proportional to EL student population who will provide ELD and other needed support for English Learners</li> <li>• Monitor reclassification rates to assure adequate progress of English Learners</li> <li>• Create structure in grade level and curriculum meetings to identify, assess, plan and implement strategies to meet the needs of English Learners.</li> <li>• 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</li> </ul>	District	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures Title II \$12,187 <hr/> 1000-1999: Certificated Personnel Salaries Title I \$103,064 <hr/> 2000-2999: Classified Personnel Salaries LCFF \$15,659 <hr/> 4000-4999: Books And Supplies LCFF \$8,300

<ul style="list-style-type: none"> <li>Scholarship assistance will be provided to students to attend remedial summer school programs</li> </ul>			
	District	All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify) Special Needs, African American, Special Needs	

**LCAP Year 3: 2018-19**

Expected Annual Measurable 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
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Identify, implement and evaluate instructional resources and assessments utilizing the Common Core State Standards, the Next Generation Science Standards, and other curriculum standards: <ul style="list-style-type: none"> <li>Refine Readers Workshop at Bacich and in 5th grade at Kent</li> <li>Continue to build classroom leveled libraries at Bacich</li> <li>Refine use of Eureka Math materials at Bacich.</li> </ul>	District	X All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	4000-4999: Books And Supplies LCFF \$40,000 5000-5999: Services And Other Operating Expenditures LCFF \$71,545

<p>Support expansion of Eureka Math into 5th grade</p> <ul style="list-style-type: none"> <li>• Fully implement Next Generation Science Standards (NGSS) at Bacich. Refine NGSS at Kent</li> <li>• Explore expansion of Readers Workshop to 6th grade at Kent.</li> <li>• Align goals on IEPs with the Common Core and align Special Education instruction with the Common Core Continue and refine Readers Workshop at Bacich and in 5th grade at Kent</li> <li>• Use interim and end-of-year CAASPP assessments to evaluate effectiveness of overall program for 3rd-8th graders</li> </ul>			
<p>Employ an array of professional development models to inform curriculum improvements and refine teaching strategies.</p> <ul style="list-style-type: none"> <li>• Increase professional development in differentiating instruction, particularly to address learners who "already know it".</li> <li>• Provide Math training opportunities in-house and off-site.</li> <li>• Continue to provide teachers with training to ensure fidelity of Fountas and Pinnell assessments, K-5</li> <li>• Orient and support new teachers to district culture and programs</li> <li>• Provide professional development in embedding ELD into Common Core aligned ELA materials</li> <li>• Kent Social Studies teachers meet with colleagues from other districts to share and discuss means of implementing the Common Core Standards</li> <li>• Provide substitute teachers with opportunity for professional development to improve outcomes</li> </ul>	<p>District</p>	<p>X All          -----          OR:          Low Income pupils          English Learners          Foster Youth          Redesignated fluent          English proficient          Other Subgroups:          (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures          LCFF \$50,000</p>

<ul style="list-style-type: none"> <li>• Commit staff meeting time to interpreting CAASPP results</li> <li>• Special Educators will receive support in the refinement of Sonday, an Orton-Gillingham based, systematic, explicit, sequential, and cumulative multisensory language instruction program which cements student learning into long-term memory.</li> </ul>			
<p>Create opportunities for increased innovation, integration and collaboration in and between core and enrichment classes that inspire creativity, curiosity, and critical thinking.</p> <ul style="list-style-type: none"> <li>• Continue and expand on program models like "Enterprise".</li> <li>• PE, core and enrichment staff will develop lessons that integrate physical activity with literacy and mathematics</li> <li>• Expand exploration of Project/Problem Based Learning throughout District; make available Buck Institute's summer program at MCOE to interested teachers</li> <li>• Employ design methodology to develop 4th/5th grade program.</li> <li>• Art curriculum will continue to develop skills needed to address aesthetic issues in other curricular areas.</li> <li>• Continue providing comparable experiences in innovation/making in each classroom at grade levels, K-4</li> <li>• Provide professional development to refine implementation of NGSS-aligned curriculum at Bacich and Kent</li> </ul>	<p>District</p>	<p><input checked="" type="checkbox"/> All  OR:  Low Income pupils  English Learners  Foster Youth  Redesignated fluent English proficient  Other Subgroups:  (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures  LCFF Accounted for in Discretionary Expenditures</p>

<p>Provide differentiated instruction to support the acquisition of core academic skills.</p> <ul style="list-style-type: none"> <li>• Increase professional development in differentiating instruction, particularly to address learners who "already know it".</li> <li>• Continue leveled reading groups TK-6</li> <li>• Continue Academic Workshops and Extended Math and Extended Reading at Kent</li> <li>• Continue pull-out ELD</li> <li>• Differentiate Math instruction and homework</li> <li>• Continue Math Coach position at Bacich</li> <li>• Continue differentiation during Library class</li> <li>• Use grade level and curriculum meeting time to discuss differentiating instruction for English Learners and share strategies.</li> </ul>	<p>District</p>	<p><input checked="" type="checkbox"/> All                  -----                  OR:                  Low Income pupils                  English Learners                  Foster Youth                  Redesignated fluent                  English proficient                  Other Subgroups:                  (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures                  LCFF Accounted for in Discretionary Expenditures</p>
<p>Integrate community service and service learning into the curriculum.</p> <ul style="list-style-type: none"> <li>• Continue with grade level projects, TK-4</li> </ul>	<p>District</p>	<p><input checked="" type="checkbox"/> All                  -----                  OR:                  Low Income pupils                  English Learners                  Foster Youth                  Redesignated fluent                  English proficient                  Other Subgroups:                  (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures                  LCFF \$1,000</p>
<p>English Language Learner services and strategies will address this group of students' particular needs.</p> <ul style="list-style-type: none"> <li>• Employ teacher and paraprofessionals at staffing levels proportional to EL student population who will provide ELD and other needed support for English Learners</li> </ul>	<p>District</p>	<p>All                  -----                  OR:  <input checked="" type="checkbox"/> Low Income pupils  <input checked="" type="checkbox"/> English Learners  <input checked="" type="checkbox"/> Foster Youth  <input checked="" type="checkbox"/> Redesignated fluent                  English proficient                  Other Subgroups:</p>	<p>5000-5999: Services And Other Operating Expenditures Title II \$12,187</p> <hr/> <p>1000-1999: Certificated Personnel Salaries Title I \$103,064</p> <hr/> <p>2000-2999: Classified Personnel Salaries LCFF \$15,659</p> <hr/> <p>4000-4999: Books And Supplies LCFF \$8,300</p>

<ul style="list-style-type: none"> <li>• Monitor reclassification rates to assure adequate progress of English Learners</li> <li>• Create structure in grade level and curriculum meetings to identify, assess, plan and implement strategies to meet the needs of English Learners.</li> <li>• 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</li> <li>• Scholarship assistance will be provided to students to attend remedial summer school programs</li> </ul>		(Specify)	
	District	All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient Other Subgroups: (Specify) <u>Special Needs, African American, Special Needs</u>	
		All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	

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

GOAL 2:	Commit to exceptional and inspirational educators and staff	Related State and/or Local Priorities: 1 <input checked="" 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 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify <u>Strategic Goal #2</u>
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Identified Need :	Need: Highly qualified certificated and classified staff and administrators create academically rigorous and engaging learning opportunities for all students  Metric: Personnel record indicating teachers are assigned according to their credentials; teacher participation in leadership roles; improved assessment results for students
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	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
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Attract, retain, develop and inspire an effective and innovative staff  <ul style="list-style-type: none"> <li>• Hire exceptional new staff</li> <li>• Retain exceptional staff</li> </ul>	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries LCFF \$8,373,206  2000-2999: Classified Personnel Salaries LCFF \$1,999,670
Leverage the talents, skills, and passion of staff  <ul style="list-style-type: none"> <li>• Encourage and support teacher leadership in areas of passion; explore professional development for teacher leaders to increase their effectiveness and job satisfaction</li> </ul>	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	1000-1999: Certificated Personnel Salaries LCFF Accounted for in Certificated Salaries  2000-2999: Classified Personnel Salaries LCFF Accounted for in Classified Salaries

<ul style="list-style-type: none"> <li>• Ensure that paraprofessionals are utilized as co-educators, not clerical support</li> <li>• Continue Ed Camp professional development days to optimize sharing of the expertise among us</li> <li>• Encourage and support innovation and continuing education in all departments of the district</li> </ul>		_ Other Subgroups: (Specify)	
Maintain high quality working conditions and competitive compensation packages <ul style="list-style-type: none"> <li>• Engage in good faith negotiations</li> <li>• Seek out improvements to health and welfare benefits for all employees</li> <li>• Compensate staff competitively</li> </ul>	District	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	3000-3999: Employee Benefits LCFF \$3,906,753
Encourage work/life balance <ul style="list-style-type: none"> <li>• Honor people's time; administrators will elicit feedback from staff on how to maximize meeting efficiency</li> <li>• Leaders model work/life balance</li> </ul>	District	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Work/life Balance \$0.00

**LCAP Year 2: 2017-18**

Expected Annual Measurable Outcomes:	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		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Attract, retain, develop and inspire an effective and innovative staff <ul style="list-style-type: none"> <li>• Hire exceptional new staff</li> </ul>	District	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners	1000-1999: Certificated Personnel Salaries LCFF \$8,373,206 2000-2999: Classified Personnel Salaries LCFF \$1,999,670

<ul style="list-style-type: none"> <li>Retain exceptional staff</li> </ul>		Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	
<p>Leverage the talents, skills, and passion of staff</p> <ul style="list-style-type: none"> <li>Encourage and support teacher leadership in areas of passion; explore professional development for teacher leaders to increase their effectiveness and job satisfaction</li> <li>Ensure that paraprofessionals are utilized as co-educators, not clerical support</li> <li>Continue Ed Camp professional development days to optimize sharing of the expertise among us</li> <li>Encourage and support innovation and continuing education in all departments of the district</li> </ul>	District	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	1000-1999: Certificated Personnel Salaries LCFF Accounted for in Certificated Salaries 2000-2999: Classified Personnel Salaries LCFF Accounted for in Classified Salaries
<p>Maintain high quality working conditions and competitive compensation packages</p> <ul style="list-style-type: none"> <li>Engage in good faith negotiations</li> <li>Seek out improvements to health and welfare benefits for all employees</li> <li>Compensate staff competitively</li> </ul>	District	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	3000-3999: Employee Benefits LCFF \$3,906,753
<p>Encourage work/life balance</p> <ul style="list-style-type: none"> <li>Honor people's time; administrators will elicit feedback from staff on how to maximize meeting efficiency</li> <li>Leaders model work/life balance</li> </ul>	District	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Work/life Balance \$0.00

**LCAP Year 3: 2018-19**

Expected Annual Measurable Outcomes: 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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Attract, retain, develop and inspire an effective and innovative staff</p> <ul style="list-style-type: none"> <li>Hire exceptional new staff</li> <li>Retain exceptional staff</li> </ul>	District	<p><input checked="" type="checkbox"/> All                      OR:                      Low Income pupils                      English Learners                      Foster Youth                      Redesignated fluent English proficient                      Other Subgroups:                      (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries LCFF \$8,373,206                      2000-2999: Classified Personnel Salaries LCFF \$1,999,670</p>
<p>Leverage the talents, skills, and passion of staff</p> <ul style="list-style-type: none"> <li>Encourage and support teacher leadership in areas of passion; explore professional development for teacher leaders to increase their effectiveness and job satisfaction</li> <li>Ensure that paraprofessionals are utilized as co-educators, not clerical support</li> <li>Continue Ed Camp professional development days to optimize sharing of the expertise among us</li> <li>Encourage and support innovation and continuing education in all departments of the district</li> </ul>	District	<p><input checked="" type="checkbox"/> All                      OR:                      Low Income pupils                      English Learners                      Foster Youth                      Redesignated fluent English proficient                      Other Subgroups:                      (Specify)</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Accounted for in Certificated Salaries                      2000-2999: Classified Personnel Salaries LCFF Accounted for in Classified Salaries</p>
<p>Maintain high quality working conditions and competitive compensation packages</p> <ul style="list-style-type: none"> <li>Engage in good faith negotiations</li> <li>Seek out improvements to health and welfare benefits for all employees</li> </ul>	District	<p><input checked="" type="checkbox"/> All                      OR:                      Low Income pupils                      English Learners                      Foster Youth                      Redesignated fluent English proficient</p>	<p>3000-3999: Employee Benefits LCFF \$3,906,753</p>

<ul style="list-style-type: none"> <li>Compensate staff competitively</li> </ul>		Other Subgroups: (Specify)	
Encourage work/life balance  <ul style="list-style-type: none"> <li>Honor people's time; administrators will elicit feedback from staff on how to maximize meeting efficiency</li> <li>Leaders model work/life balance</li> </ul>	District	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Work/life Balance \$0.00

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

GOAL 3:	Ensure appropriate stewardship of our facilities and fiscal systems	Related State and/or Local Priorities: 1 <input checked="" 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 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify <u>Strategic Goals # 2,3</u>
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Identified Need :	Need: Maintain facilities and ensure adequacy of campus space. Deliver a balanced budget, aligned to Strategic Plan goals.  Metric: Parent/Staff survey; student input; adult:student ratios; successful completion of bond projects; MCOE and outside audits, FIT Report
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	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
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Align fiscal resources to support achievement of the goals and strategies in our Strategic Plan  <ul style="list-style-type: none"> <li>• Ask voters in November 2016 to renew Parcel Tax</li> <li>• Adjust budget for ongoing employer contribution rates to STRS and PERS</li> <li>• Maintain District reserve level as required by SB 858</li> <li>• Maintain class sizes at locally-desired levels</li> <li>• Compensate staff competitively</li> </ul>	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	CalSTRS 3000-3999: Employee Benefits LCFF \$1,681,751  Health & Welfare and Statutory Benefits 3000-3999: Employee Benefits LCFF \$2,225,002
Continuously monitor and improve facilities to ensure spaces are optimal for teaching and learning	District	<input checked="" type="checkbox"/> All OR:	5800: Professional/Consulting Services And Operating Expenditures Bond \$500,000

<ul style="list-style-type: none"> <li>• Work with project manager and architects to complete Measure D projects - new buildings and modernization</li> <li>• Implement next phase of Prop 39 supported improvements</li> <li>• Maintain custodial/maintenance staff at current levels to ensure clean and safe facilities</li> </ul>		<ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	<p>Energy Management System 6000-6999: Capital Outlay Prop 39 \$100,000</p> <p>Custodial Salaries 2000-2999: Classified Personnel Salaries LCFF \$427,610</p>
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**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>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</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Align fiscal resources to support achievement of the goals and strategies in our Strategic Plan</p> <ul style="list-style-type: none"> <li>• Adjust budget for ongoing employer contribution rates to STRS and PERS</li> <li>• Maintain District reserve level as required by SB 858</li> <li>• Maintain class sizes at locally-desired levels</li> <li>• Compensate staff competitively</li> </ul>	<p>District</p>	<p><input checked="" type="checkbox"/> All                      OR:                      Low Income pupils                      English Learners                      Foster Youth                      Redesignated fluent English proficient                      Other Subgroups: (Specify)</p>	<p>CaSTRS 3000-3999: Employee Benefits LCFF \$1,681,751</p> <p>Health &amp; Welfare and Statutory Benefits 3000-3999: Employee Benefits LCFF \$2,225,002</p>
<p>Continuously monitor and improve facilities to ensure spaces are optimal for teaching and learning</p> <ul style="list-style-type: none"> <li>• Work with project manager and architects to complete Measure D projects - new buildings and modernization</li> <li>• Implement next phase of Prop 39 supported</li> </ul>	<p>District</p>	<p><input checked="" type="checkbox"/> All                      OR:                      Low Income pupils                      English Learners                      Foster Youth                      Redesignated fluent English proficient                      Other Subgroups:</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Bond \$500,000</p> <p>Energy Management System 6000-6999: Capital Outlay Prop 39 \$100,000</p> <p>Custodial Salaries 2000-2999: Classified Personnel Salaries LCFF \$427,610</p>

<p>improvements</p> <ul style="list-style-type: none"> <li>Maintain custodial/maintenance staff at current levels to ensure clean and safe facilities</li> </ul>		(Specify)	
<b>LCAP Year 3: 2018-19</b>			
<p>Expected Annual Measurable Outcomes:</p>	<p>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</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Align fiscal resources to support achievement of the goals and strategies in our Strategic Plan</p> <ul style="list-style-type: none"> <li>Adjust budget for ongoing employer contribution rates to STRS and PERS</li> <li>Maintain District reserve level as required by SB 858</li> <li>Maintain class sizes at locally-desired levels</li> <li>Compensate staff competitively</li> </ul>	<p>District</p>	<p><input checked="" type="checkbox"/> All  OR:  Low Income pupils  English Learners  Foster Youth  Redesignated fluent English proficient  Other Subgroups:  (Specify)</p>	<p>CaISTRS 3000-3999: Employee Benefits LCFF \$1,681,751  Health &amp; Welfare and Statutory Benefits 3000-3999: Employee Benefits LCFF \$2,225,002</p>
<p>Continuously monitor and improve facilities to ensure spaces are optimal for teaching and learning</p> <ul style="list-style-type: none"> <li>Work with project manager and architects to complete Measure D projects - new buildings and modernization</li> <li>Implement next phase of Prop 39 supported improvements</li> <li>Maintain custodial/maintenance staff at current levels to ensure clean and safe facilities</li> </ul>	<p>District</p>	<p><input checked="" type="checkbox"/> All  OR:  Low Income pupils  English Learners  Foster Youth  Redesignated fluent English proficient  Other Subgroups:  (Specify)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Bond \$500,000  Energy Management System 6000-6999: Capital Outlay Prop 39 \$100,000  Custodial Salaries 2000-2999: Classified Personnel Salaries LCFF \$427,610</p>

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

GOAL 4:	Provide an environment that supports our Core Values - respect, collaboration, perseverance, innovation, engagement and responsibility	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify <u>Strategic Goal #4</u>
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Identified Need :	Need: Support the social-emotional needs of students to enhance educational experience Metric: Student suspension and expulsion rates, attendance rates, student interview input
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Build and promote cultural competence within the school community <ul style="list-style-type: none"> <li>• Send district team to 4-part series: "Culturally Responsive Teaching for Deeper Learning" at Sonoma County Office of Education (\$1325 + \$5000 for subs)</li> <li>• Explore with Parent Education committee of PTA speakers who can address topic of cultural competence with parent body.</li> <li>• Spanish B classes and Laurel Dell will continue to further enhance language and cultural exchange program through service-based learning</li> </ul>	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	5000-5999: Services And Other Operating Expenditures LCFF \$6,325
Foster a culture in which all members of our Kentfield		<input checked="" type="checkbox"/> All	5000-5999: Services And Other Operating Expenditures

<p>School District community show respect and compassion towards one another, communicate in a positive manner, and stand up for and do the right thing.</p> <ul style="list-style-type: none"> <li>• A Touch of Understanding, an ability awareness program, will come to Kent</li> <li>• Encourage student work that addresses real community/world problems and issues</li> </ul>	<p>District</p>	<p>OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups:                  (Specify)</p>	<p>LCFF \$3,700</p>
<p>Nurture the social development and emotional health of students</p> <ul style="list-style-type: none"> <li>• All staff will continue long-established emphasis on teamwork and cooperation</li> <li>• Implement Responsive Classroom at Bacich and provide professional development in Responsive Classroom at Kent</li> </ul>	<p>District</p>	<p><input checked="" type="checkbox"/> All                  OR:                  _ Low Income pupils                  _ English Learners                  _ Foster Youth                  _ Redesignated fluent English proficient                  _ Other Subgroups:                  (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures                  LCFF \$4,800</p>

**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>Fewer suspensions (2015-16 = 22); maintain attendance (2015-16 = 96%); students reporting fewer examples of inhospitable school climate</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Build and promote cultural competence within the school community</p> <ul style="list-style-type: none"> <li>• Take advantage of cultural proficiency staff development opportunities</li> <li>• Explore with Parent Education committee of PTA speakers who can address topic of cultural competence with parent body.</li> <li>• Spanish B classes and Laurel Dell will continue to further enhance language and cultural exchange</li> </ul>	<p>District</p>	<p><input checked="" type="checkbox"/> All                  OR:                  Low Income pupils                  English Learners                  Foster Youth                  Redesignated fluent English proficient                  Other Subgroups:                  (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures                  LCFF \$6,325</p>

<p>program through service-based learning</p>			
<p>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.</p> <ul style="list-style-type: none"> <li>Encourage student work that addresses real community/world problems and issues</li> </ul>	<p>District</p>	<p><input checked="" type="checkbox"/> All  OR:  Low Income pupils  English Learners  Foster Youth  Redesignated fluent  English proficient  Other Subgroups:  (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures  LCFF \$3,700</p>
<p>Nurture the social development and emotional health of students</p> <ul style="list-style-type: none"> <li>All staff will continue long-established emphasis on teamwork and cooperation</li> <li>Refine Responsive Classroom at Bacich and support implementation in Responsive Classroom at Kent</li> </ul>	<p>District</p>	<p><input checked="" type="checkbox"/> All  OR:  Low Income pupils  English Learners  Foster Youth  Redesignated fluent  English proficient  Other Subgroups:  (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures  LCFF \$4,800</p>

**LCAP Year 3: 2018-19**

<p>Expected Annual Measurable Outcomes:</p>	<p>Fewer suspensions (2015-16 = 22); maintain attendance (2015-16 = 96%); students reporting fewer examples of inhospitable school climate</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Build and promote cultural competence within the school community</p> <ul style="list-style-type: none"> <li>Take advantage of cultural proficiency staff development opportunities</li> <li>Explore with Parent Education committee of PTA speakers who can address topic of cultural competence with parent body.</li> </ul>	<p>District</p>	<p><input checked="" type="checkbox"/> All  OR:  Low Income pupils  English Learners  Foster Youth  Redesignated fluent  English proficient  Other Subgroups:  (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures  LCFF \$6,325</p>

<ul style="list-style-type: none"> <li>Spanish B classes and Laurel Dell will continue to further enhance language and cultural exchange program through service-based learning</li> </ul>			
<p>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.</p> <ul style="list-style-type: none"> <li>Encourage student work that addresses real community/world problems and issues</li> </ul>	<p>District</p>	<p><input checked="" type="checkbox"/> All  OR:  Low Income pupils  English Learners  Foster Youth  Redesignated fluent  English proficient  Other Subgroups:  (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures  LCFF \$3,700</p>
<p>Nurture the social development and emotional health of students</p> <ul style="list-style-type: none"> <li>All staff will continue long-established emphasis on teamwork and cooperation</li> <li>Refine Responsive Classroom at Bacich and Kent</li> </ul>	<p>District</p>	<p><input checked="" type="checkbox"/> All  OR:  Low Income pupils  English Learners  Foster Youth  Redesignated fluent  English proficient  Other Subgroups:  (Specify)</p>	<p>5000-5999: Services And Other Operating Expenditures  LCFF \$4,800</p>

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

GOAL 5:	Expand and strengthen communication and partnerships with our community	Related State and/or Local Priorities: 1 _ 2 _ 3 <u>X</u> 4 _ 5 _ 6 _ 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify <u>Strategic Goal #5</u>
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Identified Need :	Need: Communicate thoroughly and effectively with parents and staff
	Metric: Parent/Staff survey

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

**LCAP Year 1: 2016-17**

Expected Annual Measurable Outcomes:	Increased levels of satisfaction with District communication as measured by Parent/Staff Survey
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Communicate as one school, two campuses: Maintain a comprehensive, effective, and transparent approach to communication, utilizing coordinated resources to share information <ul style="list-style-type: none"> <li>• Continue Weekly Updates from schools and district in "one email per week"</li> <li>• Refine mobile app and promote its use</li> <li>• Publish and distribute by mail "Year in Review" to all households in District</li> <li>• 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</li> </ul>	District	<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

<p>Collaborate with business and community partners to identify ways we can work together to support our learning goals</p> <ul style="list-style-type: none"> <li>• Continue collaboration with College of Marin; meet with community outreach personnel to plan activities</li> <li>• Involve community in Parcel Tax Task Force and information campaign</li> <li>• Further integrate service learning into local community</li> </ul>	<p>District</p>	<p><input checked="" type="checkbox"/> All                  -----                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	
	<p>District</p>	<p><input checked="" type="checkbox"/> All                  -----                  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:                  (Specify)</p>	

**LCAP Year 2: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>Increased levels of satisfaction with District communication as measured by Parent/Staff Survey</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Communicate as one school, two campuses: Maintain a comprehensive, effective, and transparent approach to communication, utilizing coordinated resources to share information</p> <ul style="list-style-type: none"> <li>• Continue Weekly Updates from schools and district in "one email per week"</li> <li>• Refine mobile app and promote its use</li> <li>• Publish and distribute by mail "Year in Review" to all</li> </ul>	<p>District</p>	<p><input checked="" type="checkbox"/> All                  -----                  OR:                  Low Income pupils                  English Learners                  Foster Youth                  Redesignated fluent English proficient                  Other Subgroups:                  (Specify)</p>	

<p>households in District</p> <ul style="list-style-type: none"> <li>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</li> </ul>			
<p>Collaborate with business and community partners to identify ways we can work together to support our learning goals</p> <ul style="list-style-type: none"> <li>Continue collaboration with College of Marin; meet with community outreach personnel to plan activities</li> <li>Involve community in Parcel Tax Task Force and information campaign</li> <li>Further integrate service learning into local community</li> </ul>	<p>District</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	
	<p>District</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	
<p><b>LCAP Year 3: 2018-19</b></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Increased levels of satisfaction with District communication as measured by Parent/Staff Survey</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Communicate as one school, two campuses: Maintain a comprehensive, effective, and transparent approach to communication, utilizing coordinated resources to share</p>	<p>District</p>	<p><input checked="" type="checkbox"/> All ----- OR: Low Income pupils</p>	

<p>information</p> <ul style="list-style-type: none"> <li>• Continue Weekly Updates from schools and district in "one email per week"</li> <li>• Refine mobile app and promote its use</li> <li>• Publish and distribute by mail "Year in Review" to all households in District</li> <li>• 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</li> </ul>		<p>English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	
<p>Collaborate with business and community partners to identify ways we can work together to support our learning goals</p> <ul style="list-style-type: none"> <li>• Continue collaboration with College of Marin; meet with community outreach personnel to plan activities</li> <li>• Involve community in Parcel Tax Task Force and information campaign</li> <li>• Further integrate service learning into local community</li> </ul>	<p>District</p>	<p><u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	
	<p>District</p>	<p><u>X</u> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	

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

## Annual Update

**Annual Update Instructions:** For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

### Guiding Questions:

- 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 schoolsites 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?

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

Original GOAL 1 from prior year LCAP:	Engage, support and challenge all students.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 4 <input checked="" type="checkbox"/> 5 _ 6 _ 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/>  COE only: 9 10 _  Local : Specify <u>Strategic Goal #1</u>
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	Increased student achievement; increased levels of student engagement and creativity	Actual Annual Measurable Outcomes: In this baseline year of CAASPP (see LCAP attachments), District students evidenced a strong grasp of the Common Core. Teachers continued to receive training in reading, math and science. English Learner reclassification rates remain high. Engagement and creativity measures are not yet determined.
<b>LCAP Year: 2015-16</b>		
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>
	<b>Budgeted Expenditures</b>	<b>Estimated Actual Annual Expenditures</b>
Identify, implement and evaluate instructional resources and assessments utilizing the Common Core State Standards, the Next Generation Science Standards, and other curriculum standards.	ELA/ELD adopted materials will be piloted or begin to be used in classrooms 4000-4999: Books And Supplies LCFF \$2,500	ELA/ELD adopted materials will be piloted or begin to be used in classrooms: Partially implemented
	Bacich teachers will receive professional development in Eureka Math and Rekenrek. 5000-5999: Services And Other Operating Expenditures LCFF \$5,000	Bacich teachers will pilot Eureka Math. Bacich teachers will receive professional development in Eureka Math and Rekenrek: Bacich is working on a schoolwide pilot of Eureka Math. Bacich staff carefully analyzed two other Math curricula last year and determined that neither was adequate, so they agreed to study Eureka Math.
	Implement Readers Workshop at Bacich and in 5th Grade at Kent 4000-4999: Books And Supplies LCFF \$5,000	
	Bacich teachers will pilot Eureka Math. 4000-4999: Books And Supplies LCFF \$25,000	Implement Readers Workshop at Bacich and in 5th Grade at Kent: Bacich has adopted and implemented Reading and Writing Workshop out of the Teachers College at Columbia University. Writing Workshop is in its third year, and Reading Workshop is in
	Evaluate benchmark assessments in Math across grade levels to ensure alignment with Common	
		ELA/ELD adopted materials will be piloted or begin to be used in classrooms 4000-4999: Books And Supplies LCFF \$1,586
		Bacich teachers will receive professional development in Eureka Math and Rekenrek. 5000-5999: Services And Other Operating Expenditures LCFF \$4,690
		Implement Readers Workshop at Bacich and in 5th Grade at Kent 4000-4999: Books And Supplies LCFF \$2,393
		Bacich teachers will pilot Eureka Math. 4000-4999: Books And Supplies LCFF \$19,834
		Evaluate benchmark assessments in Math across grade levels to ensure alignment with Common Core and to

	<p>Core and to ascertain effectiveness at measuring interim student progress. 5000-5999: Services And Other Operating Expenditures LCFF \$3,000</p> <p>Continue work with Science NGSS - Buck Institute, local collaboration, conference attendance 5000-5999: Services And Other Operating Expenditures LCFF \$2,000</p> <p>Articulate CCSS skills, research skills, informational writing skills, academic vocabulary, and threaded concepts across grades in Social Studies 5000-5999: Services And Other Operating Expenditures LCFF \$10,000</p> <p>All students with IEPs will have goals aligned with the Common Core, and will receive Special Education aligned with the Common Core 1000-1999: Certificated Personnel Salaries LCFF Already accounted for in Goal 2</p> <p>Refine trimesterly assessment report. 5000-5999: Services And Other Operating Expenditures LCFF \$1,000</p> <p>Bacich teachers will receive professional development in Readers Workshop Reading Institute - Summer 2015. 5000-5999: Services And Other Operating Expenditures LCFF \$12,000</p>	<p>its first year. Assessments of student progress have been aligned to this curriculum. Research skills, informational writing skills, academic vocabulary and other Common Core-related concepts have been implemented across grade levels. We are excited about this K-8 alignment of our reading program, knowing that consistency of delivery models and methods optimizes student success.</p> <p>Evaluate benchmark assessments in Math across grade levels to ensure alignment with Common Core and to ascertain effectiveness at measuring interim student progress.</p> <p>Continue work with Science NGSS - Buck Institute, local collaboration, conference attendance: Work on the Next Generation Science Standards (NGSS) is in its third year at Kent. Kent Science teachers have revamped the 5-6-7-8 program at Kent, adopting the integrated model recommended by NGSS. The department was recognized by the State of California last year with a Gold Ribbon Award. Bacich is nearing the end of its first year of NGSS adoption. A systematic pilot program which utilizes FOSS (Full Option Science System) in eleven classrooms is underway in all grade levels, preparatory to adopting the program schoolwide next year.</p> <p>Articulate CCSS skills, research skills, informational writing skills, academic vocabulary, and threaded concepts across grades in Social Studies: Library Media Teachers on both campuses collaborate with classroom teachers</p>	<p>ascertain effectiveness at measuring interim student progress. 5000-5999: Services And Other Operating Expenditures LCFF \$3,495</p> <p>Continue work with Science NGSS - Buck Institute, local collaboration, conference attendance 5000-5999: Services And Other Operating Expenditures LCFF \$12,422</p> <p>Articulate CCSS skills, research skills, informational writing skills, academic vocabulary, and threaded concepts across grades in Social Studies 5000-5999: Services And Other Operating Expenditures LCFF \$11,382</p> <p>All students with IEPs will have goals aligned with the Common Core, and will receive Special Education aligned with the Common Core. 1000-1999: Certificated Personnel Salaries LCFF Already addressed in Goal 2</p> <p>Refine trimesterly assessment report. \$0.00</p> <p>Bacich teachers will receive professional development in Readers Workshop Reading Institute - Summer 2015. 5000-5999: Services And Other Operating Expenditures LCFF \$45,744</p>
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		<p>and support students by integrating curriculum, Common Core standards, and the Library collection. The teaching of research, information, and digital literacy skills will be articulated K-8.</p> <p>All students with IEPs will have goals aligned with the Common Core, and will receive Special Education aligned with the Common Core: Staff continues to work on aligning Individualized Education Plan (IEP) goals and interventions with the Common Core for students with special needs.</p> <p>Refine trimesterly assessment report.: The introduction of the California Assessment of Student Performance and Progress (CAASPP) last Spring has provided us with data on student progress that can be measured over time, and in relation to districts like ours. In addition, teachers at Kent administered Interim assessments to students in all grades to see if midyear course corrections were necessary.</p> <p>Bacich teachers will receive professional development in Readers Workshop Reading Institute - Summer 2015. Kent is in its second year working with the Pearson Mathematics program.</p>									
<table border="1"> <tr> <td data-bbox="96 1258 243 1339">Scope of Service</td> <td data-bbox="243 1258 569 1339">District</td> </tr> <tr> <td colspan="2" data-bbox="96 1339 569 1492"> <input checked="" type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners                 </td> </tr> </table>	Scope of Service	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners			<table border="1"> <tr> <td data-bbox="1031 1258 1178 1339">Scope of Service</td> <td data-bbox="1178 1258 1514 1339">District</td> </tr> <tr> <td colspan="2" data-bbox="1031 1339 1514 1492"> <input checked="" type="checkbox"/> All                      OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners                 </td> </tr> </table>	Scope of Service	District	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		
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Scope of Service	District										
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners											

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Employ an array of professional development models to inform curriculum improvements and refine teaching strategies.	<p>Offer professional development and/or PLCs to share and increase expertise in differentiated instruction, particularly to address learners who "already know it". Coach 5000-5999: Services And Other Operating Expenditures LCFF \$5,000</p> <p>Bacich teachers participate in Math training opportunities in-house and off-site 5000-5999: Services And Other Operating Expenditures LCFF \$3,000</p> <p>Continue GLAD training 5000-5999: Services And Other Operating Expenditures LCFF \$3,800</p> <p>Ed Camp scheduled four times per year on shortened Wednesdays 5000-5999: Services And Other Operating Expenditures LCFF \$1,200</p> <p>PE Staff will participate in PD designed to support Common Core reading, writing, speaking and listening skills (e.g., SPARK) 5800: Professional/Consulting Services And Operating Expenditures LCFF \$2,000</p>	<p>Offer professional development and/or PLCs to share and increase expertise in differentiated instruction, particularly to address learners who "already know it". Coach: not implemented this year</p> <p>Bacich teachers participate in Math training opportunities in-house and off-site: Bacich teachers participate in Math training opportunities in-house and off-site: Bacich teachers attended a two day training last summer with Ross School. Bacich teachers participate in Math learning opportunities in-house and off-site.</p> <p>Continue GLAD training: No Kentfield teachers participated in GLAD training this year as it was not offered in our area.</p> <p>Ed Camp: Teachers from both schools are participating in a professional learning model called Ed Camp. Teachers chose a topic to study with colleagues at four meetings spread across the year (with meetings in between, if desired). Many teachers have been studying project based learning together, while others have learned how to make iMovies, a skill they can bring to their students.</p> <p>PE Staff participated in professional development to support Common Core reading, writing, speaking and listening skills (e.g., SPARK)</p>	<p>Offer professional development and/or PLCs to share and increase expertise in differentiated instruction, particularly to address learners who "already know it". Coach 5000-5999: Services And Other Operating Expenditures LCFF \$0.00</p> <p>Bacich teachers participate in Math training opportunities in-house and off-site 5000-5999: Services And Other Operating Expenditures LCFF \$0.00</p> <p>Continue GLAD training - Not Implemented \$0.00</p> <p>Ed Camp scheduled four times per year on shortened Wednesdays (Staff Meetings) \$0.00</p> <p>PE Staff will participate in PD designed to support Common Core reading, writing, speaking and listening skills (e.g., SPARK) 5800: Professional/Consulting Services And Operating Expenditures LCFF \$435</p> <p>Professional Development in Science: 5000-5999: Services And Other Operating Expenditures LCFF \$1,920</p> <p>All K-5 teachers have received professional development in Readers and Writers Workshop. 5000-5999: Services And Other Operating Expenditures LCFF \$45,774</p>

		<p>Professional Development in Science: The teachers have participated in extensive professional development, collaborated with neighboring Districts, and devoted innumerable hours of their own time to making this shift. They also participated in a Buck Institute for Education series of workshops last year on STEM practices. Eleven Bacich teachers have received professional development from FOSS staff.</p> <p>All K-5 teachers have received professional development in Readers and Writers Workshop.</p>	
<p>Scope of Service   District</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</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>Continue collaboration with ELA/ELD and Social Studies at Kent (\$1000) 1000-1999: Certificated Personnel Salaries LCFF Already accounted for in Goal 2</p> <p>Science with non-fiction text 4000-4999: Books And Supplies LCFF \$5,000</p> <p>Kent Math will develop projects using MARS/MAPS activities or other activities in two trimesters to foster conceptual learning 5000-</p>	<p>Continue collaboration with ELA/ELD and Social Studies at Kent (\$1000): this was not completed this year.</p> <p>Science with non-fiction text: NGSS Science curriculum was supported by the infusion of non-fiction books in the Bacich Library.</p> <p>Kent Math will develop projects using MARS/MAPS activities or other activities in two trimesters to foster conceptual learning: Kent administered</p>	<p>Continue collaboration with ELA/ELD and Social Studies at Kent (\$1000) 1000-1999: Certificated Personnel Salaries LCFF Already accounted for in Goal 2</p> <p>Science with non-fiction text 4000-4999: Books And Supplies LCFF \$5,599</p> <p>Kent Math will develop projects using MARS/MAPS activities or other activities in two trimesters to foster conceptual learning 4000-4999: Books</p>

	<p>5999: Services And Other Operating Expenditures LCFF \$2,500</p> <p>PE, core and enrichment staff will develop lessons that integrate physical activity with literacy and mathematics 5000-5999: Services And Other Operating Expenditures LCFF \$2,500</p> <p>Expand Maker, STEAM curriculum to all grade levels 4000-4999: Books And Supplies LCFF \$17,000</p> <p>Expand Project Based Learning pedagogy 5000-5999: Services And Other Operating Expenditures LCFF \$1,000</p> <p>Library teachers will collaborate with classroom teachers to integrate curriculum, Common Core standards, and library collection. Research skills, and information and digital literacy skills will be articulate (\$2000) 1000-1999: Certificated Personnel Salaries LCFF Already accounted for in Goal 2</p> <p>Provide opportunities for students to participate and compete in Science Fair, Speech Contests, Spelling Bee, Mathletes</p> <p>Pursue Gold Ribbon Recognition at Kent for Science program</p>	<p>interim assessments provided by CAASPP this Winter in select grade levels and subjects so as to better monitor progress mid-year. This was deemed to be a better formative assessment plan then introducing MARS/MAPS activities.</p> <p>PE, core and enrichment staff will develop lessons that integrate physical activity with literacy and mathematics: the Bacich PE teacher attended the California PE Teachers Conference.</p> <p>Expand Maker, STEAM curriculum to all grade levels: The hallmark curriculum integration experiment at Kent is the Enterprise class, which is in its second year of melding maker education, art, and business planning into an enrichment offering. Spanish and music, and Spanish and P.E. have also collaborated to make learning more integrated for Kent students. At Bacich, technology, maker, and coding activities and applications are infused throughout the grade levels.</p> <p>Expand Project Based Learning pedagogy: Project based learning is a focus at Bacich and Kent. There was an EdCamp group dedicated to learning more about PBL and implementing units.</p> <p>Library teachers will collaborate with classroom teachers to integrate curriculum, Common Core standards, and library collection. Research skills, and information and digital literacy skills will be articulated (\$2000): our Library teachers collaborate with our classroom teachers to ensure that the library</p>	<p>And Supplies LCFF \$2,500</p> <p>PE, core and enrichment staff will develop lessons that integrate physical activity with literacy and mathematics 5000-5999: Services And Other Operating Expenditures LCFF \$435</p> <p>Expand Maker, STEAM curriculum to all grade levels 4000-4999: Books And Supplies LCFF \$19,692</p> <p>Expand Project Based Learning pedagogy 5000-5999: Services And Other Operating Expenditures LCFF \$1,000</p> <p>Library teachers will collaborate with classroom teachers to integrate curriculum, Common Core standards, and library collection. Research skills, and information and digital literacy skills will be articulate (\$2000) 1000-1999: Certificated Personnel Salaries LCFF Already accounted for in Goal 2</p> <p>Provide opportunities for students to participate and compete in Science Fair, Speech Contests, Spelling Bee, Mathletes 5000-5999: Services And Other Operating Expenditures LCFF \$3,702</p> <p>Pursue Gold Ribbon Recognition at Kent for Science program 5000-5999: Services And Other Operating Expenditures LCFF \$250</p> <p>4th/5th grade task force 0000: Unrestricted LCFF \$0.00</p>
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		<p>collections are integrated, useful and complete.</p> <p>Provide opportunities for students to participate and compete in Science Fair, Speech Contests, Spelling Bee, Mathletes: County/State Science Fair participation was discontinued due to calendar conflicts. However, opportunities abound for students who desire to compete outside of school in other academic challenges: spelling bee, Mathletes, speech contests. There is also a Math Lunch Club at Bacich once a week for interested 3rd and 4th graders.</p> <p>Pursue Gold Ribbon Recognition at Kent for Science program: Kent received this award in school year 2015-16. Bacich, however, received the Gold Ribbon for its writing program in 2016-17.</p> <p>The 4th/5th grade task force is working on developing the best program for our intermediate students (4th and 5th graders) who will be together on the Kent campus beginning in August, 2017. The Task Force is considering the intent of this initiative carefully in planning the new program and campus use.</p>									
<table border="1"> <tr> <td data-bbox="90 1352 243 1430">Scope of Service</td> <td data-bbox="243 1352 569 1430">District</td> </tr> <tr> <td colspan="2" data-bbox="90 1430 569 1492"><input checked="" type="checkbox"/> All</td> </tr> </table>	Scope of Service	District	<input checked="" type="checkbox"/> All			<table border="1"> <tr> <td data-bbox="1031 1352 1184 1430">Scope of Service</td> <td data-bbox="1184 1352 1514 1430"></td> </tr> <tr> <td colspan="2" data-bbox="1031 1430 1514 1492"><input type="checkbox"/> All</td> </tr> </table>	Scope of Service		<input type="checkbox"/> All		
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<p>OR:          _ Low Income pupils          _ English Learners          _ Foster Youth          _ Redesignated fluent English proficient          _ Other Subgroups: (Specify)</p>		<p>OR:          _ Low Income pupils          _ English Learners          _ Foster Youth          _ Redesignated fluent English proficient          _ Other Subgroups: (Specify)</p>	
<p>Provide differentiated instruction to support the acquisition of core academic skills.</p>	<p>Refine implementation of WIN (What I Need) at Bacich 5000-5999: Services And Other Operating Expenditures LCFF \$2,000</p> <p>Continue Academic Workshops and Extended Math and Extended Reading at Kent (\$100,000) 1000-1999: Certificated Personnel Salaries LCFF Already accounted for in Goal 2</p> <p>Research supplemental interactive grammar applications that will differentiate 5-8 4000-4999: Books And Supplies LCFF \$3,000</p> <p>Extend leveled reading to grade 5; continue in K-4 4000-4999: Books And Supplies LCFF \$3,500</p> <p>Continue pull-out ELD (\$5000) 1000-1999: Certificated Personnel Salaries Supplemental Already accounted for in Goal 2</p> <p>Differentiate Math instruction and homework for all students; Continue Math Coach position at Bacich (\$40,000) 1000-1999: Certificated Personnel Salaries LCFF Already accounted for in Goal 2</p> <p>Maintain paraprofessional support ratios TK-4 (\$100,000) 2000-2999: Classified Personnel Salaries LCFF Already accounted for in Goal 2</p> <p>Observe other RtI programs 5000-5999: Services And Other Operating Expenditures Special Education</p>	<p>WIN has been discontinued due to the introduction of Readers Workshop which was deemed adequate to address the diverse needs of Bacich learners.</p> <p>Continue Academic Workshops and Extended Math and Extended Reading at Kent (\$100,000): We continue to offer Academic Workshop and Extended Math and Reading at Kent, as well as pull-out English Language Development (ELD) at both schools. Booster groups in the early grades at Bacich provide remediation for struggling readers. A Reading Specialist will be added to the intervention staffing at Bacich next year.</p> <p>Research supplemental interactive grammar applications that will differentiate 5-8: Staff did not feel the need to research supplemental interactive grammar applications this year.</p> <p>Extend leveled reading to grade 5; continue in K-4:grades K-5 are now fully implementing the Reading Workshop curriculum whose foundation is leveled reading.</p> <p>Continue pull-out ELD (\$5000): We staff pull-out ELD at both sites. Kent has a 20% position, and Bacich has</p>	<p>Refine implementation of WIN (What I Need) at Bacich 5000-5999: Services And Other Operating Expenditures LCFF \$0.00</p> <p>Continue Academic Workshops and Extended Math and Extended Reading at Kent (\$100,000) 1000-1999: Certificated Personnel Salaries LCFF Already accounted for in Goal 2</p> <p>Research supplemental interactive grammar applications that will differentiate 5-8 4000-4999: Books And Supplies LCFF \$0.00</p> <p>Extend leveled reading to grade 5; continue in K-4 4000-4999: Books And Supplies LCFF \$7,531</p> <p>Continue pull-out ELD (\$5000) 1000-1999: Certificated Personnel Salaries Supplemental Already accounted for in Goal 2</p> <p>Differentiate Math instruction and homework for all students; Continue Math Coach position at Bacich (\$40,000) 1000-1999: Certificated Personnel Salaries LCFF Already accounted for in Goal 2</p> <p>Maintain paraprofessional support ratios TK-4 (\$100,000) 2000-2999: Classified Personnel Salaries LCFF Already accounted for in Goal 2</p> <p>Observe other RtI programs 5000-5999: Services And Other Operating Expenditures Special Education \$2,000</p>

	<p>\$2,000</p> <p>Expand the use of Newsela in all curriculum areas 5-8 4000-4999: Books And Supplies LCFF \$6,000</p>	<p>approximately 60%. The Bacich teacher also serves as our district EL Coordinator, and her total contract is 80%.</p> <p>Differentiate Math instruction and homework for all students; Continue Math Coach position at Bacich (\$40,000): the District has committed to a Math Coach for the past year at Bacich, actually increasing her time from 50% to 80%, to assist teachers with the successful implementation of Eureka Math.</p> <p>Maintain paraprofessional support ratios TK-4 (\$100,000): Paraprofessional support has been restored at Bacich to pre-2010 levels with the help of our foundation, kik. This important component of our program allows teachers to individualize instruction and tailor programs to meet the needs of all students.</p> <p>Observe other Rtl programs: this was not completed this year.</p> <p>Expand the use of Newsela in all curriculum areas 5-8: The use of Newsela in 5th-8th grades has proven an effective means of differentiating complex, non-fiction text for students with different levels of reading fluency and comprehension at Kent.</p>	<p>Expand the use of Newsela in all curriculum areas 5-8 4000-4999: Books And Supplies LCFF \$7,700</p>
<p>Scope of Service   District</p> <hr/> <p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service  </p> <hr/> <p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	

<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>Integrate community service and service learning into the curriculum.</p>	<p>Continue with grade level projects, TK-4 4000-4999: Books And Supplies LCFF \$5,000</p> <p>Spanish A will increase clothing donation activity to once a trimester and increase number of organizations to which to donate 4000-4999: Books And Supplies LCFF \$1,000</p> <p>Spanish B classes will work with Laurel Dell to expand language and cultural exchange program and identify a community-service goal. 4000-4999: Books And Supplies LCFF \$1,000</p>	<p>Continue with grade level projects, TK-6, such as Ceres Cards, Humane Society, Warm Wishes cards, STRAW Network, and Eco-Action Project.</p> <p>Spanish B classes will work with Laurel Dell to expand language and cultural exchange program and identify a community-service goal: 8th grade Spanish classes will work with Laurel Dell to expand language and cultural exchange program and identify a community-service goal.</p> <p>Spanish A will increase clothing donation activity to once a trimester and increase number of organizations to which to donate: this program was discontinued this year.</p>	<p>Continue with grade level projects, TK-4 \$0.00</p> <p>Spanish B classes will work with Laurel Dell to expand language and cultural exchange program and identify a community-service goal. \$0.00</p> <p>Spanish A will increase clothing donation activity to once a trimester and increase number of organizations to which to donate \$0.00</p>
<p>Scope of Service   District</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>		<p>Scope of Service</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Low Income pupils</li> <li><input type="checkbox"/> English Learners</li> <li><input type="checkbox"/> Foster Youth</li> <li><input type="checkbox"/> Redesignated fluent English proficient</li> <li><input type="checkbox"/> Other Subgroups: (Specify)</li> </ul>	
<p>English Learners will make expected progress toward achieving full English</p>	<p>Employ teacher and paraprofessionals at staffing levels</p>	<p>The district employed teachers and paraprofessionals at staffing levels</p>	<p>Employ teacher and paraprofessionals at staffing levels proportional to EL</p>

<p>Language proficiency</p>	<p>proportional to EL student population who will provide ELD and other needed support for English Learners (\$81,171) 1000-1999: Certificated Personnel Salaries Supplemental Already accounted for in Goal 2</p>	<p>proportional to English Learner student population who provided English Language Development (ELD) and other needed support for English Learners:</p> <p>Tonya Ward Singer, a best-selling language and literacy consultant, worked with the Kent staff on issues related to equity and English Learners in March, 2016.</p>	<p>student population who will provide ELD and other needed support for English Learners (\$81,171) 1000-1999: Certificated Personnel Salaries Supplemental Already accounted for in Goal 2</p> <p>Tonya Singer professional development 5000-5999: Services And Other Operating Expenditures Other \$4,500</p>				
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<p>Students in the following subgroups will achieve at rates comparable to their peers in the White and Asian American subgroups: Hispanic, African American, English Learners, Socioeconomically Disadvantaged, Special Needs, Foster Youth, R-FEP (\$12,000)</p>	<p>Provide supplementary assistance to learners from subgroups to close the gap between their academic performance and that of the overall student population (\$12,000) 1000-1999: Certificated Personnel Salaries Supplemental Already accounted for in Goal 2</p>	<p>Provide supplementary assistance to learners from subgroups to close the gap between their academic performance and that of the overall student population:</p> <p>Homework help classes are available to students whose families qualify for the free/reduced lunch program on both campuses.</p> <p>Academic workshop and Extended Math and Extended Reading are provided at Kent.</p> <p>The District has given away gently used IMacs to students whose families qualify for free or reduced lunch in</p>	<p>Provide supplementary assistance to learners from subgroups to close the gap between their academic performance and that of the overall student population (\$12,000) 1000-1999: Certificated Personnel Salaries Supplemental Already accounted for in Goal 2</p>				

		<p>order to narrow the digital divide.</p> <p>The District will provide scholarship support to K-1 students who will benefit from attending the summer school program offered by Larkspur Rec at Bacich.</p>	
<p>Scope of Service   District</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Special Needs, African American, Special Needs</u></p>		<p>Scope of Service  </p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>We will work on integrating the ELD standards into our English Language Arts programs through out EL teachers and reading specialist (adding position at Bacich in 2016-17). NGSS and Eureka Math pilots will be build out at Bacich.</p>		

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

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

Original GOAL 2 from prior year LCAP:	Commit to exceptional and inspirational educators and staff		Related State and/or Local Priorities: 1 <input checked="" 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 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify <u>Strategic Goal #2</u>
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Positive credential audit; increased levels of staff satisfaction	Actual Annual Measurable Outcomes:	Decreased negative responses on annual survey from staff and parents (1/5 the number of comments overall); did not lose any teachers for reasons we could control (compared to two at the end of 2014-15)
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Attract, retain, develop and inspire an effective and innovative staff	Hire exceptional and highly qualified certificated staff 1000-1999: Certificated Personnel Salaries LCFF \$8,027,584  Hire exceptional and highly qualified classified staff 2000-2999: Classified Personnel Salaries LCFF \$1,948,304  Ensure cutting edge professional development 5000-5999: Services And Other Operating Expenditures LCFF \$38,444	Kentfield is consistently able to find desirable new certificated and classified staff. We strive to find employees who bring unique qualities of their own, and who are enthusiastic about being part of our district. We offer competitive salaries and benefits, high-quality professional development, and a supportive and innovative working environment.	Hire exceptional and highly qualified certificated staff 1000-1999: Certificated Personnel Salaries LCFF \$8,165,236  Hire exceptional and highly qualified classified staff 2000-2999: Classified Personnel Salaries LCFF \$2,017,226  Ensure cutting edge professional development 5000-5999: Services And Other Operating Expenditures LCFF \$62,738
Scope of Service	District	Scope of Service	
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<p><input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>									
<p>Leverage the talents, skills, and passion of staff</p>	<p>Encourage teacher leadership in areas of passion 5000-5999: Services And Other Operating Expenditures Title II \$12,290</p> <p>Offer professional development days for paraprofessionals at both schools 5000-5999: Services And Other Operating Expenditures Title II \$12,290</p>	<p>We encourage teachers to contribute in their areas of passion by compensating them for participation on committees and task forces that concentrate on teaching and learning. We also offer compensation for paraprofessionals who wish to participate in our professional development offerings, e.g., Responsive Classroom, Reading Workshop.</p>	<p>Encourage teacher leadership in areas of passion 5000-5999: Services And Other Operating Expenditures Title II \$12,187</p> <p>Offer professional development days for paraprofessionals at both schools 5000-5999: Services And Other Operating Expenditures Title II \$12,187</p>								
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<p>Maintain high quality working conditions and competitive compensation packages</p>	<p>Enact negotiated 3% salary adjustment for certificated employees (\$207,802) 1000-1999: Certificated Personnel Salaries LCFF Already accounted for in Goal 2</p> <p>Enact negotiated 3% salary adjustment for classified employees (\$54,682) 2000-2999: Classified Personnel Salaries LCFF Already accounted for in Goal 2</p> <p>Transition from Mercer health benefits to SISC health benefits</p>	<p>The District negotiates annually with its certificated bargaining unit for salary and benefits and up to three other articles in the Collective Bargaining Agreement. Our compensation package is comparable to similar districts in Marin.</p> <p>The transition from Mercer to SISC is complete.</p> <p>Our working conditions are currently satisfactory, but we are in the process of improving them substantially through</p>	<p>Enact negotiated 3% salary adjustment for certificated employees (\$207,802) 1000-1999: Certificated Personnel Salaries LCFF Already accounted for in Goal 2</p> <p>Enact negotiated 3% salary adjustment for classified employees (\$54,682) 2000-2999: Classified Personnel Salaries LCFF Already accounted for in Goal 2</p> <p>Transition from Mercer health benefits to SISC health benefits effective 10-1-2015 to provide employees new health</p>								

	<p>effective 10-1-2015 to provide employees new health benefits provider and choice for benefit options, and a maximum of 10% premium increase over prior year. 3000-3999: Employee Benefits LCFF \$123,264</p>	<p>our modernization and building programs.  The Master Facilities Plan is complete.</p>	<p>benefits provider and choice for benefit options, and a maximum of 10% premium increase over prior year. 3000-3999: Employee Benefits LCFF \$36,972</p> <hr/> <p>Implement Master Facilities Plan created by CSDA Design Group/Measure D 6000-6999: Capital Outlay Bond \$138,500</p>								
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Scope of Service	District										
<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)											
<p>Encourage work/life balance</p>	<p>Honor people's time - maximize meeting efficiency 5900: Communications LCFF \$5,000</p> <hr/> <p>Leaders model work/life balance 5900: Communications LCFF \$5,000</p>	<p>Honor people's time - maximize meeting efficiency: Administration works with staff to plan meetings. Everything that can go out in written form does.</p> <p>Leaders model work/life balance: District leadership shows staff by example the importance of life outside of work. We prioritize family, health, and recreation openly and visibly so as to give permission to staff to do the same.</p>	<p>Honor people's time - maximize meeting efficiency 5900: Communications LCFF \$0.00</p> <hr/> <p>Leaders model work/life balance 5900: Communications LCFF \$0.00</p>								
<table border="1"> <tr> <td data-bbox="96 1312 243 1388">Scope of Service</td> <td data-bbox="243 1312 569 1388">District</td> </tr> <tr> <td colspan="2" data-bbox="96 1388 569 1479"> <input checked="" type="checkbox"/> All                      OR:                 </td> </tr> </table>	Scope of Service	District	<input checked="" type="checkbox"/> All OR:			<table border="1"> <tr> <td data-bbox="1031 1312 1178 1388">Scope of Service</td> <td data-bbox="1178 1312 1514 1388">District</td> </tr> <tr> <td colspan="2" data-bbox="1031 1388 1514 1479"> <input type="checkbox"/> All                      OR:                 </td> </tr> </table>	Scope of Service	District	<input type="checkbox"/> All OR:		
Scope of Service	District										
<input checked="" type="checkbox"/> All OR:											
Scope of Service	District										
<input type="checkbox"/> All OR:											

<ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Start hiring process earlier in 2016-17 so as to attract the most highly qualified candidates.</p>		

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

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

Original GOAL 3 from prior year LCAP:	Ensure appropriate stewardship of our facilities and fiscal systems		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/>  COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/>  Local : Specify <u>Strategic Goals # 2,3</u>
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Increased satisfaction with facilities and class sizes as measured by Parent/Staff Survey; implementation of Facilities Master Plan; positive audits	Actual Annual Measurable Outcomes:	Citizens Oversight Committee positive annual report for Measure D projects; successful Parcel Tax renewal election; parent comments on annual survey (concerns about some aspects of facilities)
<b>LCAP Year: 2015-16</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Align fiscal resources to support achievement of the goals and strategies in our Strategic Plan and LCAP	Plan for Parcel Tax changes. Create a Task Force to research implementation of Parcel Tax renewal in 2018-19 0000: Unrestricted LCFF \$3,992,763	Plan for Parcel Tax changes. Create a Task Force to research implementation of Parcel Tax renewal in 2018-19: Annual budget development closely aligns with the goals and initiatives in our Strategic Plan. Passage of Measure D, our General Obligation bond, in November 2014, enabled the District to complete a Facilities Master Plan and begin designing new and modernized facilities.  Currently, our attention is on renewing our Parcel Tax, which expires in June, 2019. The Parcel Tax comprises 25% of our budget, funding much of what makes our program exceptional, including: small class sizes, certificated Library teachers, Assistant Principals, Enrichment teachers, and Spanish teachers.	Plan for Parcel Tax changes. Create a Task Force to research implementation of Parcel Tax renewal in 2018-19 0000: Unrestricted LCFF \$3,992,763
	Adjust for increase in budget for ongoing employer contribution rates to STRS and PERS 3000-3999: Employee Benefits LCFF \$1,044,415		Adjust for increase in budget for ongoing employer contribution rates to STRS and PERS 3000-3999: Employee Benefits LCFF \$1,253,174
	Disclose new requirement for District reserves to follow SB 858 requirements. Research establishment of Committed Stabilization Arrangement. Reserve Public Hearing on 5/26/2015. 0000: Unrestricted LCFF \$5,000		Disclose new requirement for District reserves to follow SB 858 requirements. Research establishment of Committed Stabilization Arrangement. Reserve Public Hearing on 5/26/2015. 0000: Unrestricted LCFF \$0.00

		<p>Adjust for increase in budget for ongoing employer contribution rates to STRS and PERS:</p> <p>Disclose new requirement for District reserves to follow SB 858 requirements. Research establishment of Committed Stabilization Arrangement. Reserve Public Hearing on 5/26/2015:</p>	
<p>Scope of Service   District</p> <hr/> <p><input checked="" type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service  </p> <hr/> <p><input type="checkbox"/> All  OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Implement Facilities Master Plan</p>	<p>Employ appropriate personnel (Project Manager, Architect) to implement Facilities Master Plan. 5800: Professional/Consulting Services And Operating Expenditures Bond \$50,000</p> <p>Replace current Energy Management System (EMS) using approved California Energy Commission (CEC) application, using Proposition 39 funding 6000-6999: Capital Outlay Prop 39 \$200,000</p> <p>Maintain custodial/maintenance staff at current levels to ensure clean and safe facilities 2000-2999: Classified Personnel Salaries LCFF \$307,778</p>	<p>Employ appropriate personnel (Project Manager, Architect) to implement Facilities Master Plan: Architect, project manager have been employed to implement Facilities Master Plan.</p> <p>Replace current Energy Management System (EMS) using approved California Energy Commission (CEC) application, using Proposition 39 funding: Replacement of our Energy Management System under Prop 39 has been delayed to coincide with upcoming modernization work being done on both campuses.</p> <p>Maintain custodial/maintenance staff at current levels to ensure clean and safe facilities: Custodial levels have remained constant for two years and</p>	<p>Employ appropriate personnel (Project Manager, Architect) to implement Facilities Master Plan. 5800: Professional/Consulting Services And Operating Expenditures Bond \$23,248</p> <p>Replace current Energy Management System (EMS) using approved California Energy Commission (CEC) application, using Proposition 39 funding 6000-6999: Capital Outlay Prop 39 \$110,363</p> <p>Maintain custodial/maintenance staff at current levels to ensure clean and safe facilities 2000-2999: Classified Personnel Salaries LCFF \$348,126</p>

		will no longer need to be a goal.	
Scope of Service	District	Scope of Service	
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Monitor Measure D bond building projects. Monitor results of Parcel Tax election. Respond if vote fails. Address concern about student restrooms. State Priorities #2 and #3 are not addressed in this goal and were erroneously marked as doing so.	

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

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

Original GOAL 4 from prior year LCAP:	Provide an environment that supports our Core Values - respect, collaboration, perseverance, innovation, engagement and responsibility		Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 X 6 X 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify <u>Strategic Goal #4</u>	
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	Fewer discipline referrals; fewer suspensions; fewer counselor referrals	Actual Annual Measurable Outcomes:	Suspension rates increased from 2014-15. Attendance remained stable at approximately 96%.	
<b>LCAP Year: 2015-16</b>				
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>		
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>	
Build and promote cultural competence within the school community	<p>All Language Arts classes will continue to study characters in literature to analyze cultural values, and teachers will analyze the effectiveness of such studies (\$882,715) 1000-1999: Certificated Personnel Salaries LCFF Already accounted for in Goal 2</p> <p>Social Studies classes will continue to use current events and other informational sources, combined with historical sources, to analyze current trends that reflect cultural values, and teachers will analyze the effectiveness of such studies (\$225,000) 1000-1999: Certificated Personnel Salaries LCFF Already accounted for in Goal 2</p> <p>PE staff will teach and model positive communication and good sportsmanship (5.0FTE) (\$299,837)</p>	<p>We diversified curriculum materials to incorporate the widest possible spectrum of experience.</p> <p>Library teachers at both schools ensured that literature is available that focuses on values and culture. Lists of culturally diverse library materials were made available to classroom teachers and to students.</p> <p>Code RED and Character Counts emphasized and encouraged the pillars of character. Monthly assemblies at Bacich focused on a character trait, while Kent shifted its student recognition assemblies to celebrating community service rather than on grades.</p> <p>Language Arts classes studied characters in literature to analyze</p>	<p>All Language Arts classes studied characters in literature to analyze cultural values. Teachers analyzed the effectiveness of such studies (\$882,715) 1000-1999: Certificated Personnel Salaries LCFF Already accounted for in Goal 2</p> <p>Social Studies classes used current events and other informational sources, combined with historical sources, to analyze current trends that reflect cultural values. Teachers analyzed the effectiveness of such studies (\$225,000) 1000-1999: Certificated Personnel Salaries LCFF Already accounted for in Goal 2</p> <p>PE staff taught and modeled positive communication and good sportsmanship (5.0FTE) (\$299,837) 1000-1999: Certificated Personnel Salaries LCFF Already accounted for</p>	

	<p>1000-1999: Certificated Personnel Salaries LCFF Already accounted for in Goal 2</p> <p>Initiate new staff in District Social-Emotional Learning programs prior to start of first year 5000-5999: Services And Other Operating Expenditures LCFF \$500</p> <p>All District Professional Development - Gender Spectrum 5000-5999: Services And Other Operating Expenditures LCFF \$850</p> <p>Expand "Be the Change Week" to Bacich 5000-5999: Services And Other Operating Expenditures LCFF \$3,875</p> <p>Diversify curriculum materials to incorporate the widest possible spectrum of experience 4000-4999: Books And Supplies LCFF \$1,500</p>	<p>cultural values, and teachers analyzed the effectiveness of such studies.</p> <p>Social Studies classes used current events and other informational sources, combined with historical sources, to analyze current trends that reflect cultural values, and teachers analyzed the effectiveness of such studies.</p> <p>PE staff taught and modeled positive communication and good sportsmanship.</p> <p>A Touch of Understanding, a disability awareness and empathy program, came to fourth grade at Bacich.</p> <p>Tonya Ward Singer, a best-selling language and literacy consultant, worked with the Kent staff on issues related to equity and English Learners in March, 2016.</p> <p>The entire Administrative team attended an overview of Responsive Classroom, and the Bacich staff participated in an all-day training in March.</p> <p>All staff continued to practice and model for students our long-established emphasis on teamwork and cooperation.</p> <p>All District Professional Development - Gender Spectrum - didn't happen this year. Opted for Responsive Classroom and Tonya Ward Singer instead.</p> <p>Expand "Be the Change Week" to Bacich - didn't happen this year. Bacich has chosen to adopt Responsive Classroom.</p>	<p>in Goal 2</p> <p>Initiated new staff in District Social-Emotional Learning programs prior to start of first year \$0.00</p> <p>Diversify curriculum materials to incorporate the widest possible spectrum of experience \$0.00</p> <p>Tonya Ward Singer, language and literacy consultant - March 2016 5000-5999: Services And Other Operating Expenditures LCFF \$4,500</p>
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<p>Scope of Service   District</p>		<p>Scope of Service</p>	
<p><input checked="" type="checkbox"/> All          -----          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All          -----          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>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.</p>	<p>Ability Awareness at Bacich (Understanding our Differences)          5900: Communications LCFF          \$1,250</p>		<p>\$0.00</p>
<p>Scope of Service   District</p>		<p>Scope of Service</p>	
<p><input checked="" type="checkbox"/> All          -----          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> All          -----          OR:  <input type="checkbox"/> Low Income pupils  <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth  <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Nurture the social development and emotional health of students</p>	<p>All staff will continue long-established emphasis on teamwork and cooperation 5900: Communications LCFF</p>		<p>Continue long-established emphasis on teamwork and cooperation. 5900: Communications \$0.00</p>
<p>Scope of Service   District</p>		<p>Scope of Service</p>	
<p><input checked="" type="checkbox"/> All          -----          OR:</p>		<p><input type="checkbox"/> All          -----          OR:</p>	

<ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>		<ul style="list-style-type: none"> <li>_ Low Income pupils</li> <li>_ English Learners</li> <li>_ Foster Youth</li> <li>_ Redesignated fluent English proficient</li> <li>_ Other Subgroups: (Specify)</li> </ul>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Evaluate 2016 California Healthy Kids Survey data to assess need for future goals related to school climate and culture.</p>		

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

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

Original GOAL 5 from prior year LCAP:	Expand and strengthen communication and partnerships with our community		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _  COE only: 9 _ 10 _  Local : Specify <u>Strategic Goal #5</u>	
Goal Applies to:	Schools: All	-----		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Increased levels of satisfaction with District communication as measured by Parent/Staff Survey		Actual Annual Measurable Outcomes:	Some satisfaction with communication as measured by annual survey. Quarterly Communications Committee meetings with representatives from stakeholder groups provide input. Overall satisfaction with weekly communication format, although need for stand-alone emails debated.
<b>LCAP Year: 2015-16</b>				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Communicate as one school, two campuses		Refine Weekly Update on District website 5000-5999: Services And Other Operating Expenditures LCFF \$5,000  Launch mobile app 5000-5999: Services And Other Operating Expenditures LCFF \$1,800	The launch of our mobile app, and complete redesign of our weekly newsletter has streamlined communication throughout the District, and greatly reduced the bombardment of parent and staff email inboxes.  Refine Weekly Update on District website 5000-5999: Services And Other Operating Expenditures LCFF \$2,677  Launch mobile app 5000-5999: Services And Other Operating Expenditures LCFF \$1,866	
Scope of Service	District			Scope of Service
<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient				<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)

_ Other Subgroups: (Specify)				
Create a comprehensive, effective, and transparent approach to communication, utilizing coordinated resources to share information		Continue to refine committee structure and function	The School Board recently improved its committee structure to ensure that the channels through which it collects input from its stakeholders is transparent and efficient.	Continue to refine committee structure and function \$0.00
Scope of Service	District		Scope of Service	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Collaborate with business and community partners to identify ways we can work together to support our learning goals		Continue to collaborate with College of Marin to expose our students to its resources	<p>Bacich First Grade students participate in a walk to the local post office to learn about their local community. Second Graders learn about the local economy by visiting the Marin Farmers Market.</p> <p>The entire Kent student body attended a drama performance at College of Marin (COM) for the past two years, and Kent student art works related to the play being performed were displayed in the COM theater lobby.</p>	Continue to collaborate with College of Marin to expose our students to its resources \$0.00
Scope of Service	District		Scope of Service	
<input checked="" type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners			<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	It was not appropriate to tie this goal to State Priority #6, therefore no actions are planned for that priority area. We plan to interact closely with community groups such as the Kentfield Planning and Advisory Board (KPAB) as we work through out Measure D Bond projects. KPAB is also willing to work with us on our transportation needs.		

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

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$122,038
In the LCAP year, 2016-17, the Kentfield School District anticipates funds in the amount of \$122,038 to provide improved services for our low-income students, foster youth and English learners. The District will expend these funds to improve and increase intervention and remediation services for these students, including, but not limited to: homework help for students and parents; English Language Development professional development and direct services. 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.	

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

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

.90	%
The District provides professional, highly qualified staff that provides services and support for all students. In 2016-17 the full-time equivalent (FTE) certificated teachers total 89.50 FTE and the classified support staff totals 35.29 FTE. The Kentfield School District serves 1,233 K-8 students with an unduplicated pupil count of 99 students or 8.04%. 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 (.40FTE), providing a 1.56% increase in services to these students. The District dedicates a classified paraprofessional (.30FTE) for support at Bacich Elementary School. In addition, students will be served by classified paraprofessionals for increased services and support outside the classroom with a designated Study Club, a 1.13% increase in services.	

## Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Funding Sources	16,057,407.0 0	16,386,347.0 0	19,530,572.0 0	19,530,572.0 0	19,530,572.0 0	58,591,716.0 0
	0.00	0.00	0.00	0.00	0.00	0.00
Bond	188,500.00	161,748.00	500,000.00	500,000.00	500,000.00	1,500,000.00
LCFF	15,642,327.0 0	16,083,362.0 0	18,815,321.0 0	18,815,321.0 0	18,815,321.0 0	56,445,963.0 0
Other	0.00	4,500.00	0.00	0.00	0.00	0.00
Prop 39	200,000.00	110,363.00	100,000.00	100,000.00	100,000.00	300,000.00
Special Education	2,000.00	2,000.00	0.00	0.00	0.00	0.00
Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
Title I	0.00	0.00	103,064.00	103,064.00	103,064.00	309,192.00
Title II	24,580.00	24,374.00	12,187.00	12,187.00	12,187.00	36,561.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	16,057,407.0 0	16,386,347.0 0	19,530,572.0 0	19,530,572.0 0	19,530,572.0 0	58,591,716.0 0
	0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	3,997,763.00	3,992,763.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	8,027,584.00	8,165,236.00	8,476,270.00	8,476,270.00	8,476,270.00	25,428,810.0 0
2000-2999: Classified Personnel Salaries	2,256,082.00	2,365,352.00	2,442,939.00	2,442,939.00	2,442,939.00	7,328,817.00
3000-3999: Employee Benefits	1,167,679.00	1,290,146.00	7,813,506.00	7,813,506.00	7,813,506.00	23,440,518.0 0
4000-4999: Books And Supplies	75,500.00	66,835.00	48,300.00	48,300.00	48,300.00	144,900.00
5000-5999: Services And Other Operating Expenditures	131,049.00	233,469.00	149,557.00	149,557.00	149,557.00	448,671.00
5800: Professional/Consulting Services And Operating Expenditures	52,000.00	23,683.00	500,000.00	500,000.00	500,000.00	1,500,000.00
5900: Communications	11,250.00	0.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	338,500.00	248,863.00	100,000.00	100,000.00	100,000.00	300,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
All Expenditure Types	All Funding Sources	16,057,407.00	16,386,347.00	19,530,572.00	19,530,572.00	19,530,572.00	58,591,716.00
		0.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	LCFF	3,997,763.00	3,992,763.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	8,027,584.00	8,165,236.00	8,373,206.00	8,373,206.00	8,373,206.00	25,119,618.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	103,064.00	103,064.00	103,064.00	309,192.00
2000-2999: Classified Personnel Salaries	LCFF	2,256,082.00	2,365,352.00	2,442,939.00	2,442,939.00	2,442,939.00	7,328,817.00
2000-2999: Classified Personnel Salaries	Special Education	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	LCFF	1,167,679.00	1,290,146.00	7,813,506.00	7,813,506.00	7,813,506.00	23,440,518.00
4000-4999: Books And Supplies	LCFF	75,500.00	66,835.00	48,300.00	48,300.00	48,300.00	144,900.00
5000-5999: Services And Other Operating Expenditures	LCFF	104,469.00	202,595.00	137,370.00	137,370.00	137,370.00	412,110.00
5000-5999: Services And Other Operating Expenditures	Other	0.00	4,500.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Special Education	2,000.00	2,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title II	24,580.00	24,374.00	12,187.00	12,187.00	12,187.00	36,561.00
5800: Professional/Consulting Services And Operating Expenditures	Bond	50,000.00	23,248.00	500,000.00	500,000.00	500,000.00	1,500,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	2,000.00	435.00	0.00	0.00	0.00	0.00
5900: Communications		0.00	0.00	0.00	0.00	0.00	0.00
5900: Communications	LCFF	11,250.00	0.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018-19	2016-17- 2018-19 Total
6000-6999: Capital Outlay	Bond	138,500.00	138,500.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
6000-6999: Capital Outlay	Prop 39	200,000.00	110,363.00	100,000.00	100,000.00	100,000.00	300,000.00

**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

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

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

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

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).