

Introduction:

LEA: Kenwood School District **Contact (Name, Title, Email, Phone Number):** Bob Bales, Superintendent/Principal, bbales@kenwoodschool.org, 707-833-2500 **LCAP Year:** 2016-17

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
February 23, 2016 Community Forum. Two sessions 8:30am and 5:30pm	The community was given the opportunity to have input on the annual LCAP and district goals. Students were engaged in the process through school wide weekly assemblies which focused on key components of the LCAP (eg. Community Service component and Toolbox Project).
April 13, 2016 School Site Council review of the Parent/Family survey results	The School Site Council used the responses from the survey to guide decisions made for the annual update to the LCAP.

May 4, 2016 Review of LCAP draft with Sonoma County Office of Education LCAP Coordinator

May 4, 2016 The Superintendent/Principal reviewed a draft of the LCAP with teachers and staff

May 11, 2016 School Site Council review of LCAP draft

May 11, 2016 Board of Trustees review of LCAP Draft

May 25, 2016 The final draft of the LCAP was available for public inspection

June 1, 2016 Public Hearing for LCAP and 2016-17 Budget

June 8, 2016 Adoption of LCAP and 2016-17 Budget

Anna Moore provided guidance on content and compliance as the annual update to the LCAP was developed.

Teachers (the local bargaining unit) and staff were given the opportunity to review and have input on the annual update to the LCAP at a regularly scheduled staff meeting. The goals were reviewed and no input was received at the time but all were encouraged to contact the Superintendent/Principal if they wanted to provide input.

The School Site Council had the chance to discuss the current LCAP and have input on the annual update.

The Board of Trustees had the chance to discuss the current LCAP and give feedback on the annual update.

A copy of the final draft of the annual update to the LCAP was made available in the school office for any member of the public to review and comment in writing to the Superintendent/Principal.

Members of the public were invited to comment and give input on the LCAP annual update and the 2016-17 budget.

The Board of Trustees approved the 2016-17 LCAP

Annual Update:

February 23, 2016 Community Forum led by an outside facilitator. Two sessions 8:30am and 5:30pm The morning session was represented by the Kenwood Education Foundation, a Special Education parent and School Site Council. The evening session was canceled due to lack of participation.

Seven of the the eight LCAP target priorities were discussed in the session. Discussion focused on feedback on current programs and future direction of school community. Key points at the forum were:

- "Good" rating for FIT in the past year and review of facilities plan
- 95% to date of 6th graders and 80% of 5th graders had participated in Community Service
- 84% of families currently access school information electronically

April 13, 2016 School Site Council reviewed the Parent/Family survey results

- 15% of families responded to the survey

Annual Update:

Feedback from the community discussion was overwhelmingly positive, emphasizing the strength of the instructional programs, personal connection between staff and students, and the success of the community service requirement. It was noted that our Special Education services successfully met the needs of identified students.

The Student Leadership Group was asked to provide input regarding school safety and ideas for additional recreational opportunities throughout the school year. The Superintendent/Principal shared their at the Community forum.

Almost all of the respondents were very positive about the overall school program and climate of the school. One of the common components was the personal connection between staff and students and the fact that students

May 4, 2016 Review of LCAP draft with Sonoma County Office of Education LCAP coordinator
 The Superintendent/Principal reviewed the LCAP draft with the teachers and staff on May 4, 2016.

May 6, 2016 School Site Council members were emailed an electronic copy of the LCAP draft

May 6, 2016 All Trustees were emailed an electronic copy of the LCAP draft

May 11, 2016 School Site Council review of LCAP draft

May 11, 2016 Board of Trustees review of LCAP Draft

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love coming to school. The new lunch program that was started in the 2015-16 school year was highlighted by parents as a fabulous addition to the school. Areas for continued focus were homework philosophy for intermediate students and electronic school to home communication. Also addressed in the survey was a desire for increased PE minutes. Families of students with special needs and families of English learners did not respond to the survey.

Anna Moore from the Sonoma County Office of Education met with the Superintendent/Principal and Business Manager to suggest minor changes to the current LCAP draft. The suggestions were noted and updates were made before the June 1, 2016 Public Hearing.

Goals were reviewed as well as the feedback from Anna Moore. The staff was invited and encouraged to give any feedback on the LCAP as it continued to develop.

All Site Council members were emailed an electronic copy of the LCAP draft on May 6, 2016 and were invited and encouraged to send all comments and suggestions to the Superintendent/Principal prior to or at the scheduled meeting.

All Trustees were emailed an electronic copy of the LCAP draft on May 6, 2016 and were invited and encouraged to send all comments and suggestions to the Superintendent/Principal prior to or at the scheduled meeting.

The School Site Council reviewed the LCAP draft on May 11, 2016. There was no additional feedback from the group.

The Board of Trustees reviewed the LCAP draft on May 11, 2016. There was no additional feedback from the group.

A copy of the LCAP draft was available to any member of the public who requested it, in print or in electronic form. There were no requests.

The Board of Trustees and a member of the public discussed the LCAP at the public hearing. The Superintendent/Principal and the Business Manager answered questions about the concept of supplemental funding and how it will be used in the next few years to improve and increase services for low income students, English language learners and foster youth.

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?

<p>GOAL 1:</p>	<p>-Continue to provide a safe environment for students</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 _ 3 _ 4 _ 5 _ 6 <input checked="" type="checkbox"/> 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify</p>
<p>Identified Need :</p>	<p>Students need a safe and secure environment in order to be successful</p> <ul style="list-style-type: none"> • Facility Inspection Tool (FIT) baseline Good to Exemplary in all areas • Baseline for Parent School Climate Survey from 2014-15 Indicated 94% strongly agree or agree that Kenwood School is a safe place for their child. • Suspension rate baseline is 1% • Expulsion rate baseline is 0% • As a baseline the Brightbytes 2014-15 technology survey indicated 95% of Kenwood School Families have internet access at home 	
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups:</p>	<p>All</p>

LCAP Year 1: 2016-17

- Expected Annual Measurable Outcomes:
- Maintain Good to Exemplary FIT rating
 - Maintain or increase percentage of students who agree or strongly agree that they feel safe at school as indicated by the biannual Student Survey
 - Maintain suspension rate at 1% or below
 - Maintain expulsion rate of 0%
 - Maintain and update technology for classrooms as needed per the Computer Purchase and Rotation schedule and report
 - Maintain digital citizenship curriculum for intermediate grades per Staff Development planning and schedules
 - Additional professional development in multimedia training and site safety will be provided based on results from staff survey done in 2015-16

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue working on the long term Facility Master Plan	District Wide	<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)	Cost of Construction Manager, Architect and Financial Consultant 6000-6999: Capital Outlay Other To Be Determined
Maintain Maintenance and Custodial Staff	District Wide	<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)	Maintenance and Custodial Staff 2000-2999: Classified Personnel Salaries Base \$134,788
Review Parent Mentor program effectiveness and modify communication and program. Per results of	District Wide	<input checked="" type="checkbox"/> All OR: -----	Staff and Community conferences and opportunity for feedback No Cost

<p>Parent and Student School Climate Surveys, maintain or increase percentage of parents who agree or strongly agree that their child feels safe at school</p>		<p><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>Continue prior programs and modify as needed</p> <ul style="list-style-type: none"> • Toolbox Program • Parent Education Nights 	<p>District Wide</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>Cost of Stipends and Extra Assignments for teachers as needed for Parent Education Nights 1000-1999: Certificated Personnel Salaries Base \$1500</p> <hr/> <p>Materials to supplement Toolbox curriculum</p> <p>4000-4999: Books And Supplies Base \$250</p>
<p>Maintain and update technology for classrooms as needed</p>	<p>District Wide</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>Maintain IT Coordinator position 2000-2999: Classified Personnel Salaries Base \$11,500</p>
<p>Open wireless network before and after school Monday through Friday to provide internet access for Low Income and English Learner families who do not have access at home.</p>	<p>District Wide</p>	<p><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 <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Open wireless network before and after school Monday through Friday No Cost</p>
<p>Implement Student Survey to determine overall school climate from student perspective</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>Survey to be administered to all 2-6 grade students No Cost</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Replace iPads for primary grades. Add extra classroom set of Chromebooks for intermediate grades.	District Wide	<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)	Purchase of 30 iPads 4000-4999: Books And Supplies Base \$12,900 Purchase 20 Chromebooks 4000-4999: Books And Supplies Base \$8,000
Maintain School Counselor position	District Wide	<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)	Cost of School Counselor position salary 1000-1999: Certificated Personnel Salaries Locally Defined \$11,250
Maintain Yard supervision positions	District Wide	<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)	Yard Supervision salaries 2000-2999: Classified Personnel Salaries Base \$11,895

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Maintain Good to Exemplary FIT rating • Maintain or increase percentage of families who agree or strongly agree that their child feels safe at school as indicated by the biannual Parent Survey • Maintain suspension rate at 1% or below • Maintain expulsion rate of 0% • Maintain and update technology for classrooms as needed per the Computer Purchase and Rotation schedule and report • Maintain digital citizenship curriculum for intermediate grades per Staff Development planning and schedules • Additional professional development in multimedia training will be provided based on results from staff survey to be administered in 2016-17
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to analyze options for implementation of funding plan for facilities and beginning of design phase of 5 year plan.	District Wide	<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)	Construction Management and Architect services 5800: Professional/Consulting Services And Operating Expenditures Other To be Determined
Maintain Maintenance and Custodial Staff	District Wide	<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)	Cost of Maintenance and Custodial Staff 2000-2999: Classified Personnel Salaries Base \$137,484
Continue to administer Parent/Family School Climate Survey to receive community feedback on safety of the	District Wide	<input checked="" type="checkbox"/> All OR:	Parent/Family School Climate Survey in the rotation to receive community feedback on safety of the school. No Cost

<p>school to maintain percentage of parents, students and staff who agree that Kenwood School is a safe environment</p>		<p><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>Continue prior Parent Education and Toolbox programs and modify as needed</p>	<p>District Wide</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>Continue prior Parent Education program and modify as needed 1000-1999: Certificated Personnel Salaries Base \$1,500 Continue Tool Box Program and modify as needed 4000-4999: Books And Supplies Base \$250</p>
<p>Maintain IT Coordinator Position</p>	<p>District Wide</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>Cost of IT Coordinator Position 2000-2999: Classified Personnel Salaries Base \$11,730</p>
<p>Open wireless network before and after school Monday through Friday to provide internet access for Low Income and English Learner families who do not have access at home</p>	<p>District Wide</p>	<p><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 <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Open wireless network before and after school Monday through Friday No Cost</p>
<p>Maintain School Counselor position</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>Cost of School Counselor position 1000-1999: Certificated Personnel Salaries Locally Defined \$11,475</p>

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Maintain Yard Supervision position	District Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Cost of Yard Supervision position 2000-2999: Classified Personnel Salaries Base \$12,133
Replace Chromebooks for intermediate grades	District Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Cost of One to One Devices per Technology Replacement Plan 4000-4999: Books And Supplies Base \$24,000

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Maintain Good to Exemplary FIT rating • Maintain or increase percentage of families who agree or strongly agree that their child feels safe at school as indicated by the biannual Parent Survey • Maintain suspension rate at 1% or below • Maintain expulsion rate of 0% • Maintain and update technology for classrooms as needed per the Computer Purchase and Rotation schedule and report • Maintain digital citizenship curriculum for intermediate grades per Staff Development planning and schedules • Additional professional development in multimedia training will be provided based on results from staff survey to be administered in 2016-17
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Application process and implementation of funding plan and beginning of design phase	District Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Construction Management and Architect services 5800: Professional/Consulting Services And Operating Expenditures Other To be Determined
Maintain Maintenance and Custodial Staff	District Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Cost of Maintenance and Custodial Staff 2000-2999: Classified Personnel Salaries Base \$140,234
Continue to administer Parent/Family or Student School Climate Survey alternately to receive community	District Wide	<input checked="" type="checkbox"/> All OR:	Student School Climate Survey in the rotation to receive community feedback on safety of the school. No Cost

<p>feedback on safety of the school to maintain percentage of parents, students and staff who agree that Kenwood School is a safe environment</p>		<p>Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	
<p>Continue prior Parent Education and Toolbox programs and modify as needed</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Continue prior Parent Education program and modify as needed 1000-1999: Certificated Personnel Salaries Base \$1,500 Continue Tool Box Program and modify as needed 4000-4999: Books And Supplies Base \$250</p>
<p>Maintain IT Coordinator Position</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Cost of IT Coordinator Position 2000-2999: Classified Personnel Salaries Base \$11.965</p>
<p>Open wireless network before and after school Monday through Friday to provide internet access for Low Income and English Learner families who do not have access at home</p>	<p>District Wide</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: (Specify)</p>	<p>Open wireless network before and after school Monday through Friday No Cost</p>
<p>Maintain School Counselor position</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth</p>	<p>Cost of School Counselor position 1000-1999: Certificated Personnel Salaries Locally Defined \$11,705</p>

		Redesignated fluent English proficient Other Subgroups: (Specify)	
Maintain Yard Supervision position	District Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Cost of Yard Supervision position 2000-2999: Classified Personnel Salaries Base \$12,376

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

GOAL 2:	-Parents will be involved in their student's education	Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 _ 6 _ 7 _ 8 _ COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Parents need to be involved in their students education to ensure student success including the parents of unduplicated students and students with exceptional needs. <ul style="list-style-type: none"> • Programs at Kenwood School District that provide opportunities for parents and families to have input on decisions are: <ul style="list-style-type: none"> • School Site Council • Kenwood Education Foundation (KEF) • Kenwood School Association (KSA) • Public Input during monthly Board of Trustees Meetings • Baseline for parent involvement is the 2014-15 Parent Survey that showed 88% agree or strongly agree that they are encouraged to be actively involved in school programs • Parent School Climate Survey to be given every other school and rotated with a Student Survey biannually. Baseline for parents and students feeling safe and connected at school is the 2014-15 Parent Survey that showed 94% agree or strongly agree that Kenwood School is a safe place for their child. • Volunteer Log monitored on an annual basis showed an average of 6 volunteers at the school per day • Field trip participation monitored throughout the year showed sufficient field trip chaperons were available for each school sanctioned trip • Baseline 32 families returned Parent School Climate Survey in 2014-15 • Maintain or increase family involvement in classroom activities by 10% each year based on volunteer log, field trip participation and attendance at school events.
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> Analyze and consider alternative methods for gathering parent feedback beyond prior year survey results (+10%) including the parents of unduplicated students and students with exceptional needs. Increase participation to more than 10% in every subsequent year. Parents will be invited and encouraged to provide input and have a greater involvement in decision making through School Site Council and School Parent groups. Annually 65% of families will participate in classroom activities. Sign in sheets at school events will be used to assess family participation percentage. Replies to school surveys and mailers will be assessed to determine the response rate.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain School website	District Wide	<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)	Cost of School website maintenance 0000: Unrestricted Base \$2,000
Continuation of Parent Education on Common Core curriculum using Parent Involvement Workshop and information sessions to aid in increasing response rate to surveys and school communications by 10%	District Wide	<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)	Cost of continuation of Parent Education on Common Core curriculum using Parent Involvement Workshop and information sessions 1000-1999: Certificated Personnel Salaries Base \$500
Continue to develop Parent Mentor Program to help annually increase the number of families that participate in classroom activities	District Wide	<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)	Continue Parent Mentor Program No Cost

Continue EL Coordinator time to contact each family as needed and provide access to all surveys and forums to non-English speaking families	District Wide	<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 <input type="checkbox"/> Other Subgroups: (Specify)	Cost of EL Coordinator time to contact each family as needed 0001-0999: Unrestricted: Locally Defined Supplemental \$1,083
Add component of Schoolwise system to add grade level analysis and increased classroom to home communication	District Wide	<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)	Cost of additional Schoolwise modules 0000: Unrestricted Base \$2000
Continue to provide translations as needed for all school parent events	District Wide	<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Cost to provide translations as needed for all school parent events 0001-0999: Unrestricted: Locally Defined Supplemental \$750.
Maintain EL Coordinator to oversee CELDT and EL issues	District Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Cost to maintain EL Coordinator to oversee CELDT and EL issues 0001-0999: Unrestricted: Locally Defined Title III \$1,500

LCAP Year 2: 2017-18

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| <p>Expected Annual Measurable Outcomes:</p> | <ul style="list-style-type: none"> Maintain or increase parent involvement beyond prior year survey results (+10%) including the parents of unduplicated students and students with exceptional needs. Increase participation to more than 10% in every subsequent year. Parents will be invited and encouraged to provide input and have a greater involvement in decision making through School Site Council and School Parent groups. Maintain the number of families that will participate in classroom activities. Sign in sheets at school events will be used to assess family annual participation percentage. Replies to school surveys and mailers will be assessed to determine the response rate. |
|---|---|

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain School website	District Wide	<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)	Cost to maintain School website 0000: Unrestricted Base \$2,000
Continuation of Parent Education on Common Core curriculum using Parent Involvement Workshop and information sessions to aid in increasing response rate to surveys and school communications by 10%	District Wide	<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)	Cost of staff to facilitate Parent Education on Common Core curriculum using Parent Involvement Workshop and information sessions 1000-1999: Certificated Personnel Salaries Base \$1,000
Continue Parent Mentor Program to maintain family participation in classroom activities	District Wide	<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)	Continue Parent Mentor Program No Cost
Continue EL Coordinator time to contact each family as	District	<input type="checkbox"/> All	Cost of EL Coordinator time to contact each family as needed

<p>needed to provide access to all surveys and forums to non-English speaking families</p>	<p>Wide</p>	<p>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)</p>	<p>0001-0999: Unrestricted: Locally Defined Supplemental \$1000</p>
<p>Maintain Schoolwise home access</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Cost to maintain Schoolwise home access 5000-5999: Services And Other Operating Expenditures Base \$1,000</p>
<p>Continue to provide translations as needed for all school parent events</p>	<p>District Wide</p>	<p><input type="checkbox"/> All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Cost of EL Coordinator to provide translations as needed for all school parent events 0001-0999: Unrestricted: Locally Defined Supplemental \$1,000</p>
<p>Maintain EL Coordinator to oversee CELDT and EL issues</p>	<p>District Wide</p>	<p><input type="checkbox"/> All OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	<p>Cost of EL Coordinator to oversee CELDT and EL issues 0001-0999: Unrestricted: Locally Defined Title III \$1,500</p>

LCAP Year 3: 2018-19

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| <p>Expected Annual Measurable Outcomes:</p> | <ul style="list-style-type: none"> Maintain or increase parent involvement beyond prior year survey results (+10%) including the parents of unduplicated students and students with exceptional needs. Increase participation to more than 10% in every subsequent year. Parents will be invited and encouraged to provide input and have a greater involvement in decision making through School Site Council and School Parent groups. Maintain the number of families that will participate in classroom activities. Sign in sheets at school events will be used to assess family annual participation percentage. Replies to school surveys and mailers will be assessed to determine the response rate. |
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain School website	District Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Cost to maintain School website 0000: Unrestricted Base \$2,000
Continuation of Parent Education on Common Core curriculum using Parent Involvement Workshop and information sessions to aid in increasing response rate to surveys and school communications by 10%	District Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Cost of staff to facilitate Parent Education on Common Core curriculum using Parent Involvement Workshop and information sessions 1000-1999: Certificated Personnel Salaries Base \$750
Continue Parent Mentor Program to maintain family participation in classroom activities	District Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Continue Parent Mentor Program No Cost
Continue EL Coordinator time to contact each family as	District	All	Cost of EL Coordinator time to contact each family as needed

<p>needed to provide access to all surveys and forums to non-English speaking families</p>	<p>Wide</p>	<p>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)</p>	<p>0001-0999: Unrestricted: Locally Defined Supplemental \$1,500</p>
<p>Maintain Schoolwise home access</p>	<p>District Wide</p>	<p><input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Cost to maintain Schoolwise home access 0000: Unrestricted Base \$2,000</p>
<p>Continue to provide translations as needed for all school parent events</p>	<p>District Wide</p>	<p><input type="checkbox"/> All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Cost of EL Coordinator to provide translations as needed for all school parent events 0001-0999: Unrestricted: Locally Defined Supplemental \$1,500</p>
<p>Maintain EL Coordinator to oversee CELDT and EL issues</p>	<p>District Wide</p>	<p>All OR: Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups: (Specify)</p>	<p>Cost of EL Coordinator to oversee CELDT and EL issues 0001-0999: Unrestricted: Locally Defined Title III \$1500</p>

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

GOAL 3:	Students will be proficient in Common Core Standards	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
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Identified Need :	Students need to be proficient in Common Core State Standards Metrics used to assess students are: DIBELS Baseline 88% of Kindergarten- 1st grade students are at low risk for needed intervention in Reading/Language Arts Accelerated Reader Baseline 69% of students in grades 1-6 have tested proficient in reading comprehension CAASPP Baseline 70% of 3-6 grade students met or exceeded English Language Arts standards in 2015 Baseline 62% of 3-6 grade students met or exceeded Mathematics standards in 2015 IXL Math Was not used in 2015-16 and will not be used as a metric in the future Baseline CELDT Data 10% Reclassification Rate for 2014-15 CST Data Baselines: <ul style="list-style-type: none"> • API 871 • On the most recent State Standardized Assessment 60% of Kenwood School 2-6 graders exceeded grade level standards • College and Career Readiness N/A • Advanced Placement N/A • EAP: There were no teacher missassignments, 100% of positions were correctly assigned. • Teacher Miss-Assignments N/A • Access to Core Curriculum Aligned Materials 100% including implementation of ELD standards. • Chronic Absenteeism 1% • Middle School Dropout Rate N/A • High School Dropout Rate N/A • High School Graduation Rate N/A
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • 80% of all students including English Language Learners, Low Income Students and Foster Youths, will exceed grade level standards in Reading as measured by Accelerated Reader and DIBELS • 75% of all students including English Language Learners, Low Income Students and Foster Youths, will met or exceed English Language Arts standards on CAASPP testing • 67% of all students including English Language Learners, Low Income Students and Foster Youths, will met or exceed Mathematics standards on CAASPP testing • Maintain 0% Teacher Misassignments • Increase CELDT reclassification rate to 15% and increase share of ELs that become English proficient. • Maintain access to Core Curriculum Aligned Materials - Implementation of content and performance standards for all students, including ELs, will be at 100% as measured by observation and review of lesson plans • Maintain attendance rate of 95% • Maintain Chronic Absenteeism 1% or below attendance records
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Implement the formation of a Curriculum Advisory Committee to include teachers, support staff, parent/community members, Board members and the Superintendent/Principal. This committee will assess programs and serve as advisory on the implementation of instructional materials and curriculum.</p> <p>The budget for the purchase of the new Language Arts/Writing curriculum is not included in the 2016-17 budgeted expenditures but has an assigned reserve within the General Fund Budget. The expenditure will be budgeted when the quotes have been received from the district board approved a publisher for the adopted curriculum.</p>	<p>District Wide</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>Fully implement benchmark assessment program. 5800: Professional/Consulting Services And Operating Expenditures Base \$1,000</p> <p>Assess staff needs to meet goal of 80% of all students at grade level standards 4000-4999: Books And Supplies Base \$1,000</p> <p>Purchase additional Instructional materials as needed per grade level 4000-4999: Books And Supplies Base \$1,000</p> <p>Adopt and purchase new Language Arts/Writing curriculum 4000-4999: Books And Supplies Base \$50,000</p>
<p>EL Coordinator will be working with classrooms teachers to collaborate on intervention strategies and language acquisition strategies</p>	<p>District Wide</p>	<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p>	<p>Maintain increased time for EL support 0001-0999: Unrestricted: Locally Defined Supplemental \$1,167</p>

<ul style="list-style-type: none"> Maintain or increase CELDT reclassification rate of 15% 		<input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Intervention Specialist to improve achievement in Math and Language Arts -both one on one and in small groups.	District Wide	<input checked="" 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 <input type="checkbox"/> Other Subgroups: (Specify)	Intervention Specialist to improve achievement in Math and Language Arts -both one on one and in small groups with specialized focus on Low Income or EL learners as needed 0001-0999: Unrestricted: Locally Defined Supplemental \$11,784 Intervention Specialist 1000-1999: Certificated Personnel Salaries Other \$11,784
Reading Teacher works with small groups of students to improve reading skills	District Wide	<input checked="" 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 <input type="checkbox"/> Other Subgroups: (Specify)	Reading Teacher works with small groups of students to improve reading skills with specialized focus on Low Income or EL learners as needed 0001-0999: Unrestricted: Locally Defined Supplemental \$6,042 Reading Teacher 1000-1999: Certificated Personnel Salaries Base \$6,042
Maintain Highly Qualified Teachers	District Wide	<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)	Cost of Highly Qualified Teachers 1000-1999: Certificated Personnel Salaries Base \$790,982
Maintain level of Instructional Assistants staff for classroom support	District Wide	<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	Cost of Instructional Assistants staff for classroom support 2000-2999: Classified Personnel Salaries Base \$74,294

		_ Other Subgroups: (Specify)	
Maintain level of Pupil services for students not meeting grade level standards including support for students with disabilities	District Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Cost of RSP Program 1000-1999: Certificated Personnel Salaries Special Education \$99,581 Cost of Psychologist 1000-1999: Certificated Personnel Salaries Special Education \$9,806 Cost of Speech Teacher 1000-1999: Certificated Personnel Salaries Special Education \$23,807 Cost of School Nurse 1000-1999: Certificated Personnel Salaries Base \$6,630 Cost of RSP Instructional Aide 2000-2999: Classified Personnel Salaries Special Education \$14,194
District subsidizes Free and Reduced Lunches for all eligible students	District Wide	_ All OR: <input checked="" type="checkbox"/> Low Income pupils _ English Learners <input checked="" type="checkbox"/> Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Cost of Free and Reduced lunches 7000-7439: Other Outgo Supplemental \$7,500

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • 80% of all students including English Language Learners, Low Income Students and Foster Youths, will exceed grade level standards in Reading as measured by Accelerated Reader and DIBELS or other school wide metric • 75% of all students including English Language Learners, Low Income Students and Foster Youths, will met or exceed English Language Arts standards on CAASPP testing • 67% of all students including English Language Learners, Low Income Students and Foster Youths, will met or exceed Mathematics standards on CAASPP testing • Maintain 0% Teacher Misassignments • Maintain CELDT reclassification rate of 15% and increase share of ELs that become English proficient. • Maintain access to Core Curriculum Aligned Materials - Implementation of content and performance standards for all students, including ELs, will be at 100% as measured by observation and review of lesson plans • Maintain attendance rate of 95% • Maintain Chronic Absenteeism 1% or below attendance records
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to assess the information from the Curriculum Advisory Committee to update and revise as needed for Language Arts/Writing. Start process for adoption of NGSS aligned science curriculum.	District Wide	<input checked="" type="checkbox"/> All	Continue benchmark assessment program and analysis 5800: Professional/Consulting Services And Operating Expenditures Base \$1,000
		OR:	Continue to modify and update based on staff needs to meet goal of all students at grade level standards 4000-4999: Books And Supplies Base \$1,000
		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	Assess and modify supplemental materials as needed for new Language Arts/Writing Curriculum 4000-4999: Books And Supplies Base \$2,500
		<input type="checkbox"/> Other Subgroups: (Specify)	Look at pilot programs available for science adoption No Cost
Continue EL coordinator working with classroom teachers to collaborate on intervention strategies and language acquisition strategies - Maintain or increase CELDT reclassification rate of 15%	District Wide	<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent	Maintain time for EL support 1000-1999: Certificated Personnel Salaries Supplemental \$1,167

		English proficient _ Other Subgroups: (Specify)	
Continue Intervention Specialist to improve achievement in Math and Language Arts - both one on one and in small groups	District Wide	<input checked="" 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)	Intervention Specialist to improve achievement in Math and Language Arts -both one on one and in small groups with specialized focus on Low Income or EL learners as needed 0001-0999: Unrestricted: Locally Defined Supplemental \$13,522 Maintain level of Intervention services for students not meeting grade level standards including support for students with disabilities 1000-1999: Certificated Personnel Salaries Base \$13,522
Continue program for Reading Teacher working with small groups to improve reading skills	District Wide	<input checked="" 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)	Reading Teacher works with small groups of students to improve reading skills with specialized focus on Low Income or EL learners as needed 0001-0999: Unrestricted: Locally Defined Supplemental \$6,159 Cost of Reading Tacher 1000-1999: Certificated Personnel Salaries Base \$6,159
Maintain Highly Qualified Teachers	District Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Cost of Highly Qualified Teachers 1000-1999: Certificated Personnel Salaries Base \$699,515
Maintain level of Instructional Assistants staff for classroom support	District Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Cost of Instructional Assistants staff for classroom support 2000-2999: Classified Personnel Salaries Base \$75,780

<p>Maintain level of Pupil services for students not meeting grade level standards including support for students with disabilities</p>	<p>District Wide</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>Cost of RSP program 1000-1999: Certificated Personnel Salaries Special Education \$101,573 Cost of Psychologist 1000-1999: Certificated Personnel Salaries Special Education \$10,002 Cost of Speech Teacher 1000-1999: Certificated Personnel Salaries Special Education \$24,283 Cost of School Nurse 1000-1999: Certificated Personnel Salaries Base \$6,763 Cost of RSP Instructional Aide 2000-2999: Classified Personnel Salaries Special Education \$14,478</p>
<p>District subsidizes Free and Reduced Lunches for all eligible students</p>	<p>District Wide</p>	<p><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Cost of Free and Reduced Lunches 7000-7439: Other Outgo Supplemental \$8,000</p>

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • 85% of all students including English Language Learners, Low Income Students and Foster Youths, will exceed grade level standards in Reading as measured by Accelerated Reader and DIBELS or other school wide metrics • 75% of all students including English Language Learners, Low Income Students and Foster Youths, will met or exceed English Language Arts standards on CAASPP testing • 67% of all students including English Language Learners, Low Income Students and Foster Youths, will met or exceed Mathematics standards on CAASPP testing • Maintain 0% Teacher Misassignments • Maintain CELDT reclassification rate of 15% and increase share of ELs that become English proficient. • Maintain access to Core Curriculum Aligned Materials - Implementation of content and performance standards for all students, including ELs, will be at 100% as measured by observation and review of lesson plans • Maintain attendance rate of 95% • Maintain Chronic Absenteeism 1% or below attendance records
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Curriculum Advisory Committee will continue to explore available science curriculum with final selection process taking place in the next school year.	District Wide	<input checked="" type="checkbox"/> All ----- OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Continue benchmark assessment program and analysis 5800: Professional/Consulting Services And Operating Expenditures Base \$1,000 Continue to modify and update based on staff needs to meet goal of all students at grade level standards 4000-4999: Books And Supplies Base \$3,000
Continue EL coordinator working with classroom teachers to collaborate on intervention strategies and language acquisition strategies - Maintain or increase CELDT reclassification rate of 15%	District Wide	<input type="checkbox"/> All ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient Other Subgroups:	Maintain time for EL support 0001-0999: Unrestricted: Locally Defined Supplemental \$1,167

		(Specify)	
Continue Intervention Specialist to improve achievement in Math and Language Arts - both one on one and in small groups	District Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Intervention Specialist to improve achievement in Math and Language Arts -both one on one and in small groups with specialized focus on Low Income or EL learners as needed 0001-0999: Unrestricted: Locally Defined Supplemental \$13,793 Maintain level of Intervention services for students not meeting grade level standards including support for students with disabilities 1000-1999: Certificated Personnel Salaries Base \$13,793
Continue program for Reading Teacher working with small groups to improve reading skills	District Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Reading Teacher works with small groups of students to improve reading skills with specialized focus on Low Income or EL learners as needed 0001-0999: Unrestricted: Locally Defined Supplemental \$6,282 Cost of Reading Teacher 1000-1999: Certificated Personnel Salaries Base \$6,282
Maintain Highly Qualified Teachers	District Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Cost of Highly Qualified Teachers 1000-1999: Certificated Personnel Salaries Base \$713,505
Maintain level of Instructional Assistants staff for classroom support	District Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Cost of Instructional Assistants staff for classroom support 2000-2999: Classified Personnel Salaries Base \$76,276

<p>Maintain level of Pupil services for students not meeting grade level standards including support for students with disabilities</p>	<p>District Wide</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>Cost of RSP program 1000-1999: Certificated Personnel Salaries Special Education \$103,604</p> <p>Cost of Psychologist 1000-1999: Certificated Personnel Salaries Special Education \$10,002</p> <p>Cost of Speech Teacher 1000-1999: Certificated Personnel Salaries Special Education \$24,769</p> <p>Cost of School Nurse 1000-1999: Certificated Personnel Salaries Base \$6,763</p> <p>Cost of RSP Instructional Aide 2000-2999: Classified Personnel Salaries Special Education \$14,478</p>
<p>District subsidizes Free and Reduced Lunches for all eligible students</p>	<p>District Wide</p>	<p>All OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Cost of Free and Reduced Lunches 7000-7439: Other Outgo Supplemental \$8,000</p>

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

GOAL 4:	Students will be engaged in their education and understand their connection to their community	Related State and/or Local Priorities: 1 _ 2 _ 3 _ 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
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Identified Need :	Students will be engaged in their education and understand connections to their community. <ul style="list-style-type: none"> • Baseline Community Service Participation 95% of 6th grade students in 2014-15 • Baseline Attendance rate of 95% in 2014-15 • Baseline Tardy rate is 3% • Baseline 100% of students including English Language Learners, Low Income Students and Foster Youths have access to all required areas of studies • Baseline 100% of students, including unduplicated students and students with special needs, participate in Music, Art, P.E., Library and Spanish enrichment programs
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Goal Applies to:	Schools: All <hr style="border-top: 1px dashed black;"/> Applicable Pupil Subgroups: All
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LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • All 3rd, 4th, 5th and 6th grade students will complete at least 5 hours of pre-approved community service • Maintain attendance rate of 95% • Maintain tardy rate of 2% or less • Maintain 100% of students including English Language Learners, Low Income Students and Foster Youths have access to all required areas of studies • Maintain 30 minutes per week per class in the following enrichment programs PE, art, library, music and technology
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Work with local organizations (ie. Rotary, Kiwanis, Fire Dept., etc.) to develop volunteer opportunities for	District Wide	<input checked="" type="checkbox"/> All	No cost

<p>community members such as lunch time clubs, afterschool tutoring for all 3rd, 4th, 5th and 6th grade students will complete at least 5 hours of pre-approved community service</p>		<p>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>Continue Kenwood Education Foundation enrichment programs</p>	<p>District Wide</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>Cost of Library Program 1000-1999: Certificated Personnel Salaries Other \$39,853 Cost of Art Program 2000-2999: Classified Personnel Salaries Other \$12,018 Cost of PE Program 1000-1999: Certificated Personnel Salaries Other \$18,539 Cost of Music Program 5000-5999: Services And Other Operating Expenditures Other \$25,000</p>
<p>Continue to implement STEAM/Maker enrichment session in 3rd, 4th and 5th grade on a weekly basis. Evaluate program to date.</p>	<p>District Wide</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>Maintain STEAM/Maker Coordinator position 1000-1999: Certificated Personnel Salaries Base \$16,000</p>

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • All 3rd, 4th, 5th and 6th grade students will complete at least 5 hours of pre-approved community service • Maintain attendance rate of 95% • Maintain tardy rate of 2% or less • Maintain 100% of students including English Language Learners, Low Income Students and Foster Youths have access to all required areas of studies • Maintain 30 minutes per week per class in each enrichment program
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to work with local organizations (ie. Rotary, Kiwanis, Fire Dept., etc) to develop volunteer opportunities for community members such as lunch time clubs, after school tutoring for all 3rd, 4th, 5th and 6th grade students will complete at least 5 hours of pre-approved community service	District Wide	<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)	No Cost
Continue Kenwood Education Foundation sponsored enrichment programs	District Wide	<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)	Cost of Library Program 0001-0999: Unrestricted: Locally Defined Other \$40,650 Cost of Art Program 2000-2999: Classified Personnel Salaries Other \$12,259 Cost of Music Program 5000-5999: Services And Other Operating Expenditures Other \$26,000 Cost of PE Program 1000-1999: Certificated Personnel Salaries Other \$18,726
Continue to implement STEAM/Maker enrichment session in 3rd and 4th grade on a weekly basis. Evaluate program to date. Add programs for 5th and 6th grade.	District Wide	<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	Maintain STEAM/Maker Coordinator position 1000-1999: Certificated Personnel Salaries Base \$16,320

		Other Subgroups: (Specify)	
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> All 3rd, 4th, 5th and 6th grade students will complete at least 5 hours of pre-approved community service Maintain attendance rate of 95% Maintain tardy rate of 2% or less Maintain 100% of students including English Language Learners, Low Income Students and Foster Youths have access to all required areas of studies Maintain 30 minutes per week per class in each enrichment program 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to work with local organizations (ie. Rotary, Kiwanis, Fire Dept., etc) to develop volunteer opportunities for community members such as lunch time clubs, after school tutoring for all 3rd, 4th, 5th and 6th grade students will complete at least 5 hours of pre-approved community service	District Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	No Cost
Continue Kenwood Education Foundation sponsored enrichment programs	District Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners Foster Youth Redesignated fluent English proficient Other Subgroups: (Specify)	Cost of Library Program 0001-0999: Unrestricted: Locally Defined Other \$41,463 Cost of Art Program 2000-2999: Classified Personnel Salaries Other \$12,504 Cost of Music Program 5000-5999: Services And Other Operating Expenditures Other \$26,000 Cost of PE Program 1000-1999: Certificated Personnel Salaries Other \$19,100
Continue to implement STEAM/Maker enrichment session in 3rd and 4th grade on a weekly basis. Evaluate program to date. Add programs for 5th and 6th grade.	District Wide	<input checked="" type="checkbox"/> All OR: Low Income pupils English Learners	Maintain STEAM/Maker Coordinator position 1000-1999: Certificated Personnel Salaries Base \$16,646

		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.

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:	-Continue to provide a safe environment for students		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 checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All All	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Maintain Good to Exemplary FIT rating Maintain or increase percentage of families who agree or strongly agree that their child feels safe at school as indicated by the biannual Parent Survey Maintain suspension rate at 1% or below Maintain and update technology for classrooms as needed per the Computer Purchase and Rotation schedule and report Maintain digital citizenship curriculum for intermediate grades per Staff Development planning and schedules Additional professional development in multimedia training will be provided based on results from staff survey to be administered in 2015-16 		<p>Actual Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> Maintain Good to Exemplary FIT rating. Facilities Inspection Tool results for 2015-16 were Good status. Painting touch-ups and lighting replacements will be done in the summer. 15% of parents responded to the biannual parent survey. All respondents felt that their students feel safe at school and the district has done a good job of addressing school safety on all levels. To date the suspension rate for 2015-16 is .02% Purchase of 24 Chromebooks was made to increase the one to one ratio in 5th and 6th grades. There will be another purchase in 2016-17 to finalize the one to one ratio in grades 3 -6. Kerry Rego digital media consultant spoke to intermediate grade students and parents about internet safety. Teachers in grades 4 and 5 are using curriculum from Common Sense Media and ISTE sessions and workshops. Staff continues to incorporate internet safety in all curriculum. In lieu of a formal survey the Superintendent/Principal met individually with staff to review and assess the safety of media used in their classrooms. The Computer curriculum Specialist communicates regularly with staff to address any concerns they may have.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services					
Budgeted Expenditures		Estimated Actual Annual Expenditures					
Continue exploring funding sources needed to achieve facility goals. Board and community will continue the discussion of the beginning phases of Facility Master Plan.	Construction Management and Architect services (fund 25) 5800: Professional/Consulting Services And Operating Expenditures Other \$3,000	The Facility Master Plan was addressed through implementation of Prop 39 funds for a Solar Array Project. Project to be completed during the summer of 2016.	Energy Management and Architect services (fund 40) 5800: Professional/Consulting Services And Operating Expenditures Other \$41,520				
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<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 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)					
Maintain Maintenance and Custodial Staff to ensure facilities that rate Good to Exemplary each year.	Cost of Maintain Maintenance and Custodial Staff (includes benefits) Resource 8150 2000-2999: Classified Personnel Salaries Base \$115,733	Maintenance and custodial staffing maintained with the addition of part time grounds staff. Kenwood School facilities rating was "Good" per the annual Facility Inspection Tool.	Cost of Maintain Maintenance and Custodial Staff (includes benefits) Funds 1 and 12, Functions 8000-8999 2000-2999: Classified Personnel Salaries Base \$302,709				
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Implement Parent School Climate Survey to receive community feedback on safety of the school. Rotate between Student survey and	Parent School Climate Survey in rotation in 2015-16 to receive community feedback on safety of	Parent School Climate survey was sent out to families in March of 2016. Although participation was less than expected the information gathered was	Parent School Climate survey done in March 2016 No Cost				

<p>Parent/Family survey annually to monitor the school climate and increase percentage of parents, students and families who agree or strongly agree that their child feels safe at school.</p>	<p>the school No Cost</p>	<p>useful. A new method of collecting data will be explored for the next parent survey in 2018-19.</p>	
<p>Scope of Service: District Wide</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: District Wide</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>Offer Parent Education classes to provide information on defining limits and behavior management tools</p>	<p>Stipend and extra assignment hours for teachers (Object code 1130) 1000-1999: Certificated Personnel Salaries Base \$1,000</p>	<p>Kerry Rego presented an evening class for parents and students on the topic of internet safety. Family Science night for K-6 parents and students was held in December 2015.</p>	<p>Kerry Rego Consulting - Parent Internet Safety evening 5800: Professional/Consulting Services And Operating Expenditures Base \$400 Stipends for science coordinators (includes Benefits) Management SCI 1000-1999: Certificated Personnel Salaries Base \$689</p>
<p>Scope of Service: District Wide</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: District Wide</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>Enhance iPad curriculum for all grade levels</p>	<p>Purchase of Apps and programs (Management code COMP) 4000-4999: Books And Supplies Base</p>	<p>Kindergarten through 2nd grades are the focus of curriculum supported by iPads. To date the K-2 teachers are still exploring apps for their classroom use.</p>	<p>Purchase of Apps and programs Management code COMP 4000-4999: Books And Supplies</p>

	\$1,000	The RSP program has added a Read Naturally app that supports struggling readers through a multimedia application	Special Education \$160 Purchase of Apps and programs Management code COMP 4000-4999: Books And Supplies Other \$60				
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Provide internet access for Low Income and English Learner families who do not have access at home	Open wireless network before and after school Monday through Friday (Mgt code COMP) 1000-1999: Certificated Personnel Salaries Supplemental \$1,000	Internet access has been available to all families since November of 2014. Infrastructure in the previous year has been sufficient to provide this service	Open wireless network before and after school Monday through Friday No Cost				
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Continue Toolbox Project	Materials to supplement Toolbox curriculum 4000-4999: Books And Supplies Base \$500	Information for the Toolbox Project was sent home to all K-6 parents at the beginning of the school year and again at back to school night. All classroom teachers utilized the Toolbox information on a daily and weekly basis. Staff continue to discuss ways to	Materials to supplement Toolbox curriculum No Cost				

				expand and integrate toolbox methods in their classroom cultures	
Scope of Service	District Wide			Scope of Service	District Wide
<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 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)	
Maintain School Counselor position	Cost of School Counselor Salary (Resource 9004) 1000-1999: Certificated Personnel Salaries Locally Defined \$8,507 Cost of School Counselor Benefits (Resource 9004) 3000-3999: Employee Benefits Locally Defined \$2,244	School Counselor position consistently maintained at 10% FTE	School Counselor Salary Resource 9004 Management COUN 1000-1999: Certificated Personnel Salaries Locally Defined \$8,622 School Counselor Benefits Resource 9004 Management COUN 3000-3999: Employee Benefits Locally Defined \$2,226		
Scope of Service	District Wide			Scope of Service	District Wide
<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 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)	
Maintain Yard supervision positions	Cost of Yard Supervisor salaries 2000-2999: Classified Personnel Salaries Base \$9,679 Cost of Yard Supervisor benefits 3000-3999: Employee Benefits Base \$1,301	Maintained Yard supervision positions	Yard Supervisors Salaries Object 2910 Managements AMYD, NOON 2000-2999: Classified Personnel Salaries Base \$10,041 Yard Supervisor Benefits Managements AMYD, NOON		

			3000-3999: Employee Benefits Base \$1,722				
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Maintain IT Coordinator position	<p>Cost of IT Coordinator Salary (mgt code COMP) 2000-2999: Classified Personnel Salaries Base \$10,056</p> <p>Cost of IT Coordinator benefits 3000-3999: Employee Benefits Base \$2,212</p>	Maintained IT Coordinator position	<p>IT Coordinator Salary Management COMP 2000-2999: Classified Personnel Salaries Base \$7,454</p> <p>IT Coordinator Benefits Management COMP 3000-3999: Employee Benefits Base \$2,507</p>				
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<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><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>					
Add more Chromebooks for intermediate grades	Purchase of 20 Chromebooks (Resource 9907) 4000-4999: Books And Supplies Base \$7,500	Purchased a classroom set of 24 Chromebooks for the 4-6 grades.	Cost of Chromebooks Resource 9907 object 4390 4000-4999: Books And Supplies Locally Defined \$7,886				
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>Utilizing Proposition 39 funds coupled with district facilities funds, the district will soon complete a solar energy project that will save thousands of dollars in ongoing energy costs. The solar array will also provide added curriculum for the STEAM program as student track the energy savings and conversion of different forms of energy.</p> <p>The responses to the Parent Climate survey was positive although the response rate was less that expected. The School Site council developed the survey to elicit a more narrative response to the school environment. The staff and School Site Council will continue to work on ways to increase participation on this biannual survey.</p> <p>Kerry Rego will return to present her internet safety presentation. Staff will work with her to tailor her focus to best meet the needs our schools students. Kenwood students have a more unique relationship with internet media and the focus will be on their experiences and knowledge.</p> <ul style="list-style-type: none"> • Proposition 39 project and the Entry Walkway Project were started in 2015-16. Both projects included design, construction management and consulting costs (\$38,520) Pg 44 • The reported costs of Maintenance and Custodial include all funds as well as benefits not originally projected (\$186,976) Pg 44 • Most primary classes had sufficient apps for the classroom iPads. (less \$840) Pg 46 • Kenwood School was able to provide internet access before and after school to those who needed it without additional cost. (less \$1,000) Pg 46 • There was sufficient materials available to continue the Toolbox project without the need for additional resources. (less \$500) Pg 46 • The actual cost of the IT coordinator is not finalized as there are still summer projects to be scheduled in June. (to date less \$2,602) Pg 48 • The projections for all other salaries and benefits were based on the original budget, while the updates reflect actual annual costs after salary negotiations. 		

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:	-Parents will be involved in their student's education		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
Goal Applies to:	Schools: All Applicable Pupil Subgroups:	All All	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Maintain or increase parent involvement beyond prior year survey results (+88%) including the parents of unduplicated students and students with exceptional needs. Annually 60% of families will participate in classroom activities. Sign in sheets at school events will be used to assess family participation percentage. Replies to school surveys and mailers will be assessed to determine the response rate. 		<p>Actual Annual Measurable Outcomes:</p> <ul style="list-style-type: none"> Parent involvement remained strong with over 80% of families attending Back to School Night. Parents were also actively engaged in many after school activities such as Lego Robotics (grades 4-6), Ocean Guardians (all grades), Garden Club (all grades), Spanish Club (all grades) and Band and Choir (all grades). Parents who reported not receiving information on school activities and events were less than 10% of the school population. 90% of parents were successfully informed and engaged based on feedback from the school office. In 2015-16 60% of families participated in classroom events and activities based on sign-in sheets. Parent/Family organizations were well attended and all positions were filled. Over 190 parents and community members attended the annual Kenwood Education Foundation Fundraising event on April 23, 2016 In 2015-16 the focus was on the parent perspective to the school climate. A student survey will be given in 2016-17. Approximately 15% of our families responded to the School Site Council generated Parent/Family Survey. Although the response rate was less than anticipated it was an indicator that most are pleased with the overall school program and climate. Nearly all of the respondents reported that the school experience for their child(ren) was overwhelmingly positive. <p>Parents felt that the school was a safe and nurturing environment both for the students as well as the families.</p>

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
Budgeted Expenditures		Estimated Actual Annual Expenditures	
Obtain parent and community input on school website enhancements to expand and update school website. Our focus for the 2015-2016 school year will be to encourage and support individual classroom webpages to facilitate classroom to home communication.	Webmaster costs (Mgt code COMP) 0000: Unrestricted Base \$1,000 Webhosting Costs (Mgt code COMP) 0000: Unrestricted Base \$1,000	Still in search of a webmaster for website upgrade and maintenance.	No Cost
Scope of Service: District Wide <hr/> X 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)		Scope of Service: District Wide <hr/> X 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)	
Continue to develop parent incentives for survey responses	Staff input for incentives and participation No Cost	The parent school climate was modified to be more user friendly with less questions and the opportunity for open ended feedback. The new survey was developed by a sub committee of the school site council.	No Cost
Scope of Service: District Wide <hr/> X All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English		Scope of Service: District Wide <hr/> X 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	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)					
Maintain or increase family involvement in classroom activities.	Continue to develop and implement Parent Mentor Program No Cost	Parent Mentor program is still in development and key volunteers have been identified. The program will start in 2016-17	Continue to develop and implement Parent Mentor Program No Cost				
<table border="1"> <tr> <td>Scope of Service</td> <td>District Wide</td> </tr> </table>	Scope of Service	District Wide		<table border="1"> <tr> <td>Scope of Service</td> <td>District Wide</td> </tr> </table>	Scope of Service	District Wide	
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Continue to have EL Coordinator time to contact each family to obtain information and feedback to provide access to all surveys and forums to non-English speaking families	Cost of EL Coordinator time to contact each family to obtain information and feedback (Resources 0199, 4203) 1000-1999: Certificated Personnel Salaries Supplemental \$500	Attempts were made to contact each EL family directly. Important sections of each weeks newsletter were translated to Spanish both on line and in hard copy.	No additional time was needed No Cost				
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Collaboration with Preschool Teacher to ensure Preschool Program with parent involvement component	Materials and supplies for Preschool start up (Fund 12) 0000: Unrestricted Other \$1,000	The new Preschool program was well received in 2015-16. Collaboration between Preschool and Kindergarten was firmly established to identify key	Materials and supplies for Preschool start up Fund 12 object 4000-4999 4000-4999: Books And Supplies				

			developmental goals prior to transition.	Other \$6,500				
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<p>Coordinate Parent Preview Night(s) for review and presentation of Common Core Curriculum</p>	<p>Materials for Parent Preview Nights 4000-4999: Books And Supplies Base \$200</p> <p>Staff to facilitate Parent Preview Night(s) (Object Code 1130) 1000-1999: Certificated Personnel Salaries Base \$1, 000</p>	<p>There were no newly adopted curriculum programs to introduce in 2015-16. Writing curriculum will be adopted in 2016-17 and parent preview nights will be scheduled.</p>	<p>Materials and staff for Parent Preview Nights No cost</p>					
<table border="1"> <tr> <td>Scope of Service</td> <td>District Wide</td> </tr> </table>	Scope of Service	District Wide			<table border="1"> <tr> <td>Scope of Service</td> <td>District Wide</td> </tr> </table>	Scope of Service	District Wide	
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<p>Review Parent Mentor program for effectiveness and act on needed improvements</p>	<p>Staff and community input to monitor program No Cost</p>	<p>Parent Mentor program is still in development and key volunteers have been identified. The program will start in 2016-17</p>	<p>Staff and community input to monitor program No cost</p>					
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<ul style="list-style-type: none"> <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) 		<ul style="list-style-type: none"> <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>Continue to provide translations as needed for all school parent events</p>	<p>Cost of EL Coordinator time to provide translations as needed for all school parent events (Resource 0199,4203) 1000-1999: Certificated Personnel Salaries Supplemental \$500</p>	<p>When translations were requested by parents or staff the EL Coordinator was available as needed.</p>	<p>No additional translations were needed in 2015-16 No Cost</p>				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">District Wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	District Wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">District Wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <ul style="list-style-type: none"> <input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) 	Scope of Service	District Wide	
Scope of Service	District Wide						
Scope of Service	District Wide						
<p>Maintain EL Coordinator to oversee CELDT and EL issues</p>	<p>Cost of EL Coordinator to oversee CELDT and EL issues (resource 0199,4203) 1000-1999: Certificated Personnel Salaries Supplemental \$16,056</p>	<p>EL Coordinator position was maintained to oversee CELDT and EL issues</p>	<p>Cost of EL Coordinator to oversee CELDT and EL issues Resources 0199 and 4203 1000-1999: Certificated Personnel Salaries Supplemental \$18,539</p>				
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<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>In 2016-17 the district will get from staff, parents and community members to determine specific content needed to update website information. An advisory group will share information with the IT coordinator and the Superintendent/Principal. With a more focused idea of what needed and what is available for a small school district a new web platform will be finalized. Considerations for school safety regarding public access will be paramount.</p> <p>The role of the EL Coordinator will transition to be fulfilled by a full time classroom teacher who will coordinate information and activities for EL families on an as needed basis. The EL coordinator will continue to provide CELDT, translation and intervention services to EL students. In addition the EL coordinator will oversee an afterschool homework club designated for the the EL students but open to all students as well.</p> <p>Based upon staff input during the current school year the school will identify and pilot a K-6 Writing program during the 2016-17 school year. Implementation expected in the 2017-18 school year.</p> <p>During the current school year the Parent Mentor program has been discussed. It was suggested that the parent mentor program be coordinated by the school site council. Two parents have been identified to lead the project in 2016-17.</p> <ul style="list-style-type: none"> • Kenwood School District is still studying different options for Website hosting and management. (less \$2,000) Pg 50 • The EL Coordinator had sufficient time to contact EL families within the scope of her general duties. No additional time was needed. (less \$500) Pg 52 & 53 • A new Preschool program was started in the 2015-16 school year. Start up costs for the program were more than initially projected. (\$5,500) Pg 52 • There was no newly adopted curriculum to present at Parent Preview Nights so no costs were incurred for materials or staffing. (less \$1,200) Pg 53 • The projections for salaries and benefits were based on the original budget, while the updates reflect actual annual costs after salary negotiations. 		

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:	Students will be proficient in Common Core Standards	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 _ 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 _ 7 _ 8 COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 75% of all students will exceed grade level standards in Reading as measured by Accelerated Reader and DIBELS Maintain 0% Teacher Misassignments Adopt Common Core Standard aligned English Language Arts curriculum in all grades including implementation of ELD standards. Increase CELDT reclassification rate to 15% Maintain access to Core Curriculum Aligned Materials 100% Maintain Chronic Absenteeism 1% or below attendance records IXL Math Baseline 85% of students K-6 are at a proficient level in selected grade-level mathematics skills. 	Actual Annual Measurable Outcomes: <ul style="list-style-type: none"> Students took the CAASPP (California Assessment of Student Performance and Progress) testing for the first time this year. The results showed that Kenwood Students are in the top 20% of Sonoma County 3rd- 6th graders. Math: <ul style="list-style-type: none"> Kindergarten - not assessed 1st Grade - not assessed 2nd Grade - not assessed 3rd Grade - 70% 4th Grade - 53% 5th Grade - 55% 6th Grade - 75% English Language Arts: <ul style="list-style-type: none"> Kindergarten - not assessed 1st Grade - not assessed 2nd Grade - not assessed 3rd Grade - 60% 4th Grade - 69% 5th Grade - 72% 6th Grade - 80% School Total - 76% of students at Low Risk/Established/Core Support DIBELS (Dynamic Indicators of Basic Early Literacy Skills) - Reading Fluency Students at proficient level or above by grade: <ul style="list-style-type: none"> Kindergarten - 93% 1st - 65% 2nd - 57%

			<p>3rd - 84%</p> <p>4th - 84%</p> <p>5th - 62%</p> <p>6th - 100%</p> <p>School Total - 82.5% of students at proficient level or above in Accelerated Reader - Reading Comprehension - Students scored at or above grade level benchmark by grade:</p> <p>Kindergarten - not assessed</p> <p>1st Grade - 62.7%</p> <p>2nd Grade - 76.5%</p> <p>3rd Grade - 84.9%</p> <p>4th Grade - 89.9%</p> <p>5th Grade - 93.1%</p> <p>6th Grade - 96.7%</p> <ul style="list-style-type: none"> • IXL Math was not used during the current school year as a baseline metric for mathematics. • There were 0% Teacher Misassignments. 100% of Teachers were correctly assigned. • The CELDT reclassification rate was 42% • 100% students had access to Core Curriculum Aligned Materials • Chronic Absenteeism is below 1%
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Train staff on new assessment tool(s) and integrate with current assessment practices	Cost to train staff on new assessment tool(s) and integrate with current assessment practices (Object codes 52XX) 5000-5999: Services And Other Operating Expenditures Base \$4,000	All classroom teachers received training regarding implementation of second year of CAASPP assessment. Integration with current assessment practices was successful.	In house training from the Computer Curriculum Specialist. No Cost
Scope of Service	District Wide	Scope of Service	District Wide

<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>EL Coordinator will be working with classrooms teachers to collaborate on intervention strategies and language acquisition strategies</p> <ul style="list-style-type: none"> Maintain or increase CELDT reclassification rate of 15% 	<p>Maintain time for EL support (resource 0199, 4203) 1000-1999: Certificated Personnel Salaries Supplemental \$5,075</p>	<p>When needed the EL Coordinator was available for consultation and collaboration with staff on individual student outcomes</p> <p>2015-16 CELDT Reclassification rate was 42%</p>	<p>Cost of EL Coordinator Resources 0199 and 4203 1000-1999: Certificated Personnel Salaries Supplemental \$18,539</p>
<p>Scope of Service: District Wide</p> <hr/> <p><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)</p>		<p>Scope of Service: District Wide</p> <hr/> <p><input type="checkbox"/> All ----- OR: _ Low Income pupils <input checked="" type="checkbox"/> English Learners _ Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient _ Other Subgroups: (Specify)</p>	
<p>Intervention Specialist to improve achievement in Math and Language Arts - both one on one and in small groups</p>	<p>Maintain additional 30 minutes per week of Intervention Specialist assistance is offered to Low Income or EL learners as needed 1000-1999: Certificated Personnel Salaries Supplemental \$1,759</p> <p>Cost of Intervention Specialist (Mgt code INTV) 1000-1999: Certificated Personnel Salaries Base \$27,383</p>	<p>Intervention Specialist was used to improve achievement in Math and Language Arts - both one on one and in small groups</p> <p>Offered Summer Intervention program for EL and Low Income students that needed a Jump Start for the next school year</p>	<p>Maintain additional 30 minutes per week of Intervention Specialist assistance is offered to Low Income or EL learners as needed Resource 0199 Mgt INTV 1000-1999: Certificated Personnel Salaries Supplemental \$1,300</p> <p>Cost of Intervention Specialist Mgt INTV 1000-1999: Certificated Personnel Salaries Base \$24,695</p> <p>Cost of Summer Intervention Program (including benefits)</p>

			Mgt SUMR 1000-1999: Certificated Personnel Salaries Supplemental \$2,804				
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<p>Reading Teacher works with small groups of students to improve reading skills</p>	<p>Maintain additional 30 minutes per week of Reading skills assistance is offered to Low Income or EL learners with the reading specialist as needed (Mgt code READ) 1000-1999: Certificated Personnel Salaries Supplemental \$900</p> <p>Cost of Reading Teacher 1000-1999: Certificated Personnel Salaries Base \$10,868</p>	<p>Reading Teacher worked with small groups of students to improve reading skills</p>	<p>Cost of Reading Teacher additional 30 Minutes per week offered to EL learners Resource 0199 Management READ 0000: Unrestricted Supplemental \$593</p> <p>Cost of Reading Teacher 0000: Unrestricted Base \$11,259</p>				
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<p>District subsidizes Free and Reduced lunches for all eligible students</p>	<p>Cost of Free and Reduced lunches (contribution to Fund 13) 7000-7439: Other Outgo Supplemental \$6,000</p>	<p>District subsidized Free and Reduced lunches for all eligible students.</p> <p>Foster Youth support in Non Public</p>	<p>Cost of Free and Reduced lunches Contribution to Fund 13 7000-7439: Other Outgo Supplemental \$7,400</p>				

		School and LCI	Cost of Plumbfield Academy 0001-0999: Unrestricted: Locally Defined Supplemental \$8,400								
<table border="1"> <tr> <td>Scope of Service</td> <td>District Wide</td> </tr> <tr> <td colspan="2"> <input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	District Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)			<table border="1"> <tr> <td>Scope of Service</td> <td>District Wide</td> </tr> <tr> <td colspan="2"> <input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) </td> </tr> </table>	Scope of Service	District Wide	<input type="checkbox"/> All ----- OR: <input checked="" type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		
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Continue professional development for staff in CCSS methodology and practice with emphasis on Reading Language Arts and metric assessment	Cost of professional development for staff in CCSS methodology and practice with emphasis on Reading Language Arts and metric assessment 5800: Professional/Consulting Services And Operating Expenditures Base \$2,500	Classroom teachers were given 30 hours of time to be done in the summer to further develop CCSS curriculum. All classroom teachers collaborated throughout the year to identify next step and define future goals in Language Arts. This has led to an emphasis on a new Writing curriculum in the next school year.	Cost of additional summer hours for classroom teachers to work on CCSS curriculum Resource 6264 1000-1999: Certificated Personnel Salaries Other \$6,917								
<table border="1"> <tr> <td>Scope of Service</td> <td>District Wide</td> </tr> <tr> <td colspan="2"> <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) </td> </tr> </table>	Scope of Service	District Wide	<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)			<table border="1"> <tr> <td>Scope of Service</td> <td>District Wide</td> </tr> <tr> <td colspan="2"> <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) </td> </tr> </table>	Scope of Service	District Wide	<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)		
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Scope of Service	District Wide										
<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)											
Maintain Highly Qualified Teacher staffing	Cost of Highly Qualified Teacher staffing 1000-1999: Certificated Personnel Salaries Base \$699,181	Highly Qualified Teacher staffing was maintained	Cost of Highly Qualified Teacher staffing (including benefits) 1000-1999: Certificated Personnel Salaries Base \$775,473								

Scope of Service	District Wide	Scope of Service	District Wide
<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><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>Maintain Instruction Support Assistants for core curriculum</p>	<p>Cost of Instruction Support Assistants for core curriculum 2000-2999: Classified Personnel Salaries Base \$59,920</p>	<p>Instruction Support Assistants for core curriculum maintained for all students including pupils from low income households, English Language Learners and Foster Youths</p>	<p>Cost of Instruction Support Assistants for core curriculum (including benefits) Resources 0000 and 9901 2000-2999: Classified Personnel Salaries Base \$72,837</p>
<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><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>Maintain Special Education and Pupil Services at current levels</p>	<p>Cost of RSP Program 1000-1999: Certificated Personnel Salaries Special Education \$96,769</p> <p>Cost of Psychologist 1000-1999: Certificated Personnel Salaries Special Education \$9,614</p> <p>Cost of Speech teacher 1000-1999: Certificated Personnel Salaries Special Education \$22,631</p> <p>Cost of School Nurse (Mgt code NURS) 1000-1999: Certificated Personnel Salaries Other \$6,500</p>	<p>Special Education and Pupil Services at maintained</p>	<p>Cost of RSP Teacher (including benefits) Mgt RSP 1000-1999: Certificated Personnel Salaries Special Education \$97,628</p> <p>Cost of Psychologist (including benefits) Mgt PSYC 1000-1999: Certificated Personnel Salaries Special Education \$5,426</p> <p>Cost of Speech teacher (including benefits)</p>

			<p>Mgt SPCH 1000-1999: Certificated Personnel Salaries Special Education \$24,250</p> <p>Cost of School Nurse (including benefits) Mgt NURS 1000-1999: Certificated Personnel Salaries Other \$2,500</p> <p>Cost of RSP Instructional Aide 2000-2999: Classified Personnel Salaries Special Education \$13,916</p>
<p>Scope of Service</p> <p>District Wide</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> <p>District Wide</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>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>In order for our students to be proficient in Common Core Standards the school will continue to focus our staff meetings and professional development opportunities on examining ways to provide a school wide writing program to our K-6 students. Funds again will be principally directed to coordinate a targeted afterschool homework club to address academic concerns for EL students. In addition all students will have access to the afterschool homework club, both on recommendation by their classroom teacher and/or by parent request.</p> <p>This was the second year of using the CAASPP assessment for California Schools. The results from last year were favorable, as Kenwood School's 3-6th graders performed well above the state average and in the upper quadrant of Sonoma County schools. The assessment for the second consecutive year was done by students online resulting faster and more reliable results and data.</p> <p>The Intervention Specialist will continue to work with specifically identified students as determined by the primary grade teacher in consultation with the Superintendent/Principal.</p> <p>The CELDT reclassification rate increased to 42%</p> <ul style="list-style-type: none"> • All additional training needed for staff in relation to CAASPP was done in-house by the Computer Curriculum Specialist (less \$4,000) pg 57 • The position of EL Coordinator was enhanced in 2015-16 to include duties as liaison for the EL community and families. (\$13,464) Pg 58 • A summer intervention program was done to help Low Income and EL students "Jump Start" into the next grade. (\$2,804) pg 58 • There was a significant increase in Lunch program participation across the board resulting in more fiscal support for Free 		

	<p>and Reduced lunch subsidies (\$1,400) pg 59</p> <ul style="list-style-type: none">• Classroom teacher were allowed up to 30 hours of summer prep time to further develop CCSS curriculum per the Educator Effectiveness funds (\$4,417) Pg 60• The case loads for the Psychologist and for the Nurse were less than originally budgeted (less \$8,188) pg 61• The position of RSP Aide was originally included with the other Classroom Aides Pg 61 and was moved as an added item to Special Education services (\$13,916) Pg 61• The projections for salaries and benefits were based on the original budget, while the updates reflect actual annual costs per negotiation settlement.
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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.

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Original GOAL 4 from prior year LCAP:	Students will be engaged in their education and understand their connection to their community		Related State and/or Local Priorities: 1 _ 2 _ 3 <input checked="" type="checkbox"/> 4 _ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 90% of 4th, 5th and 6th grade students will complete at least 5 hours of pre-approved community service Increase attendance rate to 97% Reduce Tardy rate to 2% Maintain 30 minutes per week per class in each enrichment program for all students including unduplicated students and students with disabilities. 		Actual Annual Measurable Outcomes: <ul style="list-style-type: none"> By April 2016 80% of 6th graders have completed their preapproved community service hours. Students in grades 4-5 are still working to complete their hours. In April 2016 a school clean up event was held and volunteers from all grade levels participated. Ocean Guardians is in its fourth year at Kenwood School. Supported by grants from the National Oceanic and Atmospheric Administration's National Marine Sanctuaries' Ocean Guardian School Program. Students have focused on native plant efforts will be to encourage people replace lawns with native, drought-tolerant alternatives. The STEAM (Science, Technology, Engineering, Art and Mathematics) program has continued to be very popular with the students and parents. Some highlights this year were the Family Science Night, the Egg Drop and hosting other educator from school throughout Sonoma County to see Kenwood's program. 2015-16 attendance rate was 95% 2015-16 tardy rate was 4% Maintained 30 minutes per week per class in each enrichment program for all students including unduplicated students and students with special needs.

LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services					
	Budgeted Expenditures		Estimated Actual Annual Expenditures				
Continue to work with local organizations (ie. Rotary, Kiwanis, Fire Dept., etc) to develop volunteer opportunities for students to help all 4th, 5th and 6th grade students to complete at least 5 hours of pre-approved community service	No Cost	Continued to work with the community to develop volunteer opportunities for students in 4th, 5th and 6th grade to complete at least 5 hours of pre-approved community service	No cost				
<table border="1"> <tr> <td>Scope of Service</td> <td>District Wide</td> </tr> </table>	Scope of Service	District Wide		<table border="1"> <tr> <td>Scope of Service</td> <td>District Wide</td> </tr> </table>	Scope of Service	District Wide	
Scope of Service	District Wide						
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<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><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>					
Continue Kenwood Education Foundation enrichment programs (Resource 9901)	<p>Cost of LibraryProgram 0001-0999: Unrestricted: Locally Defined Other \$43,237</p> <p>Cost of Art Program 2000-2999: Classified Personnel Salaries Other \$11,330</p> <p>Cost of Spanish as a second Language 1000-1999: Certificated Personnel Salaries Other \$17,088</p> <p>Cost of Music Program 5000-5999: Services And Other Operating Expenditures Other \$20,000</p> <p>Cost of PE Program 1000-1999: Certificated Personnel Salaries Other \$19,000</p>	Continued Kenwood Education Foundation enrichment programs (Resource 9901)	<p>Cost of Library Program (including benefits) Resource 9901 mgt LIBR 1000-1999: Certificated Personnel Salaries Locally Defined \$39,072</p> <p>Cost of Art Program (including benefits) Resource 9901 mgt ART 1000-1999: Certificated Personnel Salaries Other \$11,008</p> <p>Cost of Spanish as a second Language (including benefit) Resource 9901 mgt SPAN 1000-1999: Certificated Personnel Salaries Other \$18,539</p> <p>Cost of Music Program Resource 9901 mgt MUSI and BAND 5800: Professional/Consulting Services And Operating Expenditures</p>				

			Other \$24,155 Cost of PE Program (including benefits) Resource 9901 mgt PE 1000-1999: Certificated Personnel Salaries Other \$18,478
<p>Scope of Service District Wide</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 District Wide</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>	
Continue to implement STEAM enrichment session in 3rd and 4th grade on a weekly basis.	Maintain STEAM Coordinator position 1000-1999: Certificated Personnel Salaries Base \$5,475	Students in grades 3-4 have had one hour per week of specialized STEAM instruction.	STEAM Coordinator position maintained (including benefits) Mgt STEM 1000-1999: Certificated Personnel Salaries Base \$15,685.58
<p>Scope of Service District Wide</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 District Wide</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>	
Enhance student mentor programs across grade levels	No Cost	Sixth grade to primary mentor program. Buddy reader program. Student government include students from grades 1-6	No cost

Scope of Service	District Wide		Scope of Service	District Wide	
<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 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)		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<p>As we continue to require our students to preform community service, we will encourage individual students and specific classes to pursue community service opportunities beyond the scope of the school and to connect with outside organizations throughout Sonoma County. In addition students will be required to report to their teacher their community service hours at the end of each trimester. To increase participation in community service the concept will be introduced to the students during the first week of the school year and reiterated to parents at back to school night.</p> <p>The Buddy Reading Program which involves cross grade level teams that meet on a weekly basis and will continue during the 2016-17 school year. The success of the expanded Student government format will be continued to allow additional cross age learning opportunities and school spirit functions for students in all grades.</p> <p>In the next school year community leaders will be invited to attend our school assemblies and to address the students about the importance of community service and building a connection to the larger community.</p> <p>Additional collaborative learning opportunities will continue to be offered with programs such as The Ocean Guardian program, Garden Club and Lego Robotics. Plans are in place to offer all students an chance to learn to speak Chinese in an after school course.</p> <ul style="list-style-type: none"> • Savings due to the retirement of the Library Teacher and the hire of her replacement (less \$4,165) Pg 64 • Expansion of the STEAM program increased the hours for the STEAM coordinator (\$10,210) Pg 65 • Increase in hours and rates of the Music and Band consultants (\$4,155) Pg 64-65 • The projections for salaries, benefits and services were based on the original budget, while the updates reflect actual 				

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:	<u>\$15,608</u>
<p>Kenwood School District has calculated an amount of \$15,608 in supplemental grant LCFF funding to provide service for low income pupils, English language learners, and foster youth. In the 2016-17 school year, programs that will be supported by these funds will include: District sponsored free/reduced lunch program and additional time for intervention in the areas of reading and math. These programs are considered to be the most effective use of supplemental funds for Kenwood School District based upon input from classroom teachers and community members. Our small population of English Language learners and low income students gives the District the opportunity to concentrate a greater portion of time and funding to improve academics for those specifically identified students. CELDT reclassification rate and the ability to provide a nutritious lunch everyday for those students who cannot afford it outside the National School Lunch Program, are the measures used to justify the use of supplemental funds.</p>	

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.

2.68	%
<p>The calculated proportion to the increase of services provided to low income pupils, English language learners and foster youth for Kenwood School District is 2.68% in the 2016-17 school year. To provide services for the aforementioned unduplicated pupils, the district will allocate the following amounts:</p> <ul style="list-style-type: none"> • \$7,500 Subsidized Free and Reduced Lunch • \$11,784 Focused Intervention Services for EL and low income students • \$6,042 Focused Reading skills assistance for EL and low income students • \$3,000 EL curriculum and translations • \$1,000 Transportation costs for Valley of the Moon Children's Center foster youth to their current district of attendance 	

Total expenditures: \$ 29,326.

When we compare the total cost that the District anticipates expending to provide increased and improved services for unduplicated students to what the district spends overall for all programs, it yields a 5% increase in services for unduplicated services, per Minimum Proportionality Percentage calculations.

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	1,253,218.00	1,611,909.58	1,427,939.00	1,305,450.00	1,293,753.97	4,027,142.97
Foundation Funds	0.00	0.00	0.00	0.00	0.00	0.00
Base	960,508.00	1,225,471.58	1,132,281.00	1,013,656.00	996,386.97	3,142,323.97
Federal Funds	0.00	0.00	0.00	0.00	0.00	0.00
Locally Defined	10,751.00	57,806.00	11,250.00	11,475.00	11,705.00	34,430.00
Other	121,155.00	129,677.00	107,194.00	97,635.00	99,067.00	303,896.00
Special Education	129,014.00	141,380.00	147,388.00	150,336.00	152,853.00	450,577.00
Supplemental	31,790.00	57,575.00	28,326.00	30,848.00	32,242.00	91,416.00
Title III	0.00	0.00	1,500.00	1,500.00	1,500.00	4,500.00

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	1,253,218.00	1,611,909.58	1,427,939.00	1,305,450.00	1,293,753.97	4,027,142.97
0000: Unrestricted	3,000.00	11,852.00	4,000.00	2,000.00	4,000.00	10,000.00
0001-0999: Unrestricted: Locally Defined	43,237.00	8,400.00	22,326.00	63,831.00	67,205.00	153,362.00
1000-1999: Certificated Personnel Salaries	949,806.00	1,090,164.58	1,036,274.00	912,005.00	928,419.00	2,876,698.00
2000-2999: Classified Personnel Salaries	206,718.00	406,957.00	258,689.00	263,864.00	255,879.97	778,432.97
3000-3999: Employee Benefits	5,757.00	6,455.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	9,200.00	14,606.00	73,150.00	27,750.00	3,250.00	104,150.00
5000-5999: Services And Other Operating Expenditures	24,000.00	0.00	25,000.00	27,000.00	26,000.00	78,000.00
5800: Professional/Consulting Services And Operating Expenditures	5,500.00	66,075.00	1,000.00	1,000.00	1,000.00	3,000.00
5900: Communications	0.00	0.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	6,000.00	7,400.00	7,500.00	8,000.00	8,000.00	23,500.00

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
All Expenditure Types	All Funding Sources	1,253,218.00	1,611,909.58	1,427,939.00	1,305,450.00	1,293,753.97	4,027,142.97
0000: Unrestricted	Base	2,000.00	11,259.00	4,000.00	2,000.00	4,000.00	10,000.00
0000: Unrestricted	Other	1,000.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Supplemental	0.00	593.00	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
0001-0999: Unrestricted: Locally Defined	Other	43,237.00	0.00	0.00	40,650.00	41,463.00	82,113.00
0001-0999: Unrestricted: Locally Defined	Supplemental	0.00	8,400.00	20,826.00	21,681.00	24,242.00	66,749.00
0001-0999: Unrestricted: Locally Defined	Title III	0.00	0.00	1,500.00	1,500.00	1,500.00	4,500.00
1000-1999: Certificated Personnel Salaries	Base	743,907.00	816,542.58	821,654.00	744,779.00	759,239.00	2,325,672.0 0
1000-1999: Certificated Personnel Salaries	Federal Funds	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Locally Defined	8,507.00	47,694.00	11,250.00	11,475.00	11,705.00	34,430.00
1000-1999: Certificated Personnel Salaries	Other	42,588.00	57,442.00	70,176.00	18,726.00	19,100.00	108,002.00
1000-1999: Certificated Personnel Salaries	Special Education	129,014.00	127,304.00	133,194.00	135,858.00	138,375.00	407,427.00
1000-1999: Certificated Personnel Salaries	Supplemental	25,790.00	41,182.00	0.00	1,167.00	0.00	1,167.00
2000-2999: Classified Personnel Salaries	Base	195,388.00	393,041.00	232,477.00	237,127.00	228,897.97	698,501.97
2000-2999: Classified Personnel Salaries	Other	11,330.00	0.00	12,018.00	12,259.00	12,504.00	36,781.00
2000-2999: Classified Personnel Salaries	Special Education	0.00	13,916.00	14,194.00	14,478.00	14,478.00	43,150.00
3000-3999: Employee Benefits	Base	3,513.00	4,229.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Locally Defined	2,244.00	2,226.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Foundation Funds	0.00	0.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	9,200.00	0.00	73,150.00	27,750.00	3,250.00	104,150.00
4000-4999: Books And Supplies	Locally Defined	0.00	7,886.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Other	0.00	6,560.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Special Education	0.00	160.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	4,000.00	0.00	0.00	1,000.00	0.00	1,000.00

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
5000-5999: Services And Other Operating Expenditures	Other	20,000.00	0.00	25,000.00	26,000.00	26,000.00	77,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Base	2,500.00	400.00	1,000.00	1,000.00	1,000.00	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Other	3,000.00	65,675.00	0.00	0.00	0.00	0.00
5900: Communications	Base	0.00	0.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	Supplemental	6,000.00	7,400.00	7,500.00	8,000.00	8,000.00	23,500.00

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).