

Introduction:

LEA: Kenwood Elementary School District **Contact (Name, Title, Email, Phone Number):** Bob Bales, Superintendent/Principal, bbales@kenwoodschool.org, 707-833-2500
LCAP Year: 2014-15

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
November 14, 2013 Common Core Standards Parent Information Night	Introduce parents to the Common Core State Standards and get feedback on the process of implementation
February 25, 2014 Community Forum - Two sessions 8:30-10:00am and 5:30-7:00pm	Basis of goals and priorities for formation of the LCAP
February 26, 2014 Bright Bytes Survey	Determine the availability and access to technology of the school community in order to develop communications and engagement
March 26, 2014 and April 2, 2014 Wednesday Newsletter Announcing the	Allow community feedback on current programs and school environment

School Climate Survey

Survey window was March 26 to April 9, 2014

April 16, 2014 Board of Trustees Meeting

May 14, 2014 Kenwood Staff Meeting

May 21, 2014 2:00 to 3:00pm Kenwood School Site Council Meeting (open public meeting). Due to the limited number of English Learner parents and families (>8%) the district utilizes the the School Site Council as both district Parent Advisory Committee and is assisted by the EL coordinator to use as English Learner Parent Advisory Committee.

May 21, 2014 Letter from Superintendent/Principal to Kenwood Families and Community regarding Community Forum sessions - Sent in Wednesday Newsletter and posted to the school website

June 4, 2014 Public Hearing for LCAP and Budget

June 11, 2014 Approval

Annual Update:

February 24, 2015 Community Forum - Two sessions 8:30-10:00am and 5:30-7:00pm

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

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

The morning session was attended by eight parents, four staff members and one Board Member. The evening session was attended by two parents, one

Present work to date on LCAP and share results of Community Forum feedback

Present draft of LCAP to teaching staff for input and comment

Present final draft of LCAP for feedback from Site Council/LCAP committee. The Superintendent responded to feedback from the Site Council/LCAP committee via email.

Respond in writing to any questions/concerns from Community Forum meetings. There were no questions or concerns brought up at the meeting, therefore no written response was required.

Opportunity for community to respond to the LCAP

At the public hearing there were questions regarding assessments used to measure student achievement.

- In response IXL was removed as a metric used.
- Also "as measured by new school wide metric" was added to Year 3 "Students will be proficient in Common Core Standards" Goal.
- A request was made that the pages be manually numbered for easier reference.

Annual Update:

Allow community feedback on current programs and school environment The feedback from those in attendance was positive. There were no areas of concern. The consensus was that the community service program implemented in the 14-15 school year was a tremendous addition for the school and community. The sense of personal connection and nurturing environment were highlighted by those in attendance. Anticipation of the Parent Mentor program was also discussed.

student, and three staff members. Both Community Forum sessions were facilitated by an outside consultant.

May 13, 2015 the draft of the 2015-16 LCAP was brought to the School Site Council for advisory input.

May 13, 2015 the draft of the 2015-16 LCAP was presented to the Board of Trustees.

May 21, 2015 Special Meeting of the School Site Council for input on the completed draft of the 2015-16 LCAP

The School Site Council was given a draft copy of the 2015-16 LCAP to date for review and preparation for a second meeting. Any comments or concerns would be addressed and discussed at the May 21, 2015 Site Council Meeting.

The Board of Trustees was given a draft copy of the 2015-16 LCAP to date for review and preparation for the Public Hearing on June 3, 2015 Any comments or concerns were to be discussed individually with the Superintendent. There were no comments or concerns from the Board.

The School Site Council held an additional meeting on May 21, 2015 and the 2015-16 LCAP review was on the agenda.

Some comments from the meeting were:

- It was brought up by a member of our Parent/Teacher group that we should consider holding a meeting at the start of the school year that would invite all parents to come and learn about the different volunteer activities that are available for parents at the school. It was further suggested that the meeting take place off campus, during evening hours and that representative from the school's Parent Teacher organization and Educational Foundation be present to share opportunities for involvement.
- It was also brought up that the school should investigate the use of an on line survey (e.g. Sign up Genius) to facilitate parent involvement and donations.

If the School Site Council members were not available to attend the May 21, 2015 meeting they were encouraged to contact the Superintendent with any input.

Comments forwarded by a SSC member through email:

- Perhaps consider a time to discuss differentiation and academic challenge for students who are "ready to receive more."
- Also expressed the question of how effective the Toolbox program is for the older students and how we may measure this as a school.

May 27, 2015 2015-16 LCAP available for public viewing and review.

May 29, 2015 Student Survey was administered in grades 2-6.

June 3, 2015 Public Hearing for 2015-16 LCAP and Budget

June 17, 2015 Board Approval of Final 2015-16 LCAP

The survey was given to determine the level of emotional safety and comfort students felt in seeking out an adult to assist them when needed. The survey indicated the overwhelming majority of students felt a strong connection to their teacher or another caring adult on campus. This information was used to modify the student engagement portion of the LCAP.

The Board of Trustees was presented with the most current version of the LCAP. The Superintendent explained the approval process and the work being done with the Sonoma County Office of education. It was discussed that the content and core programs are not going to be changed however the information is going to be formatted to conform with the State Template. There was no public attendance and no public comments made in regard to the LCAP at the Public Hearing.

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 <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</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: 2015-16

<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 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
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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.		<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 (fund 25) 5800: Professional/Consulting Services And Operating Expenditures Other \$3,000
Maintain Maintenance and Custodial Staff to ensure facilities that rate Good to Exemplary each year.		<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 Maintain Maintenance and Custodial Staff (includes benefits) Resource 8150 2000-2999: Classified Personnel Salaries Base \$115,733
Implement Parent School Climate Survey to receive community feedback on safety of the school. Rotate between Student survey and Parent/Family survey		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Parent School Climate Survey in rotation in 2015-16 to receive community feedback on safety of the school No Cost

<p>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><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><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>Stipend and extra assignment hours for teachers (Object code 1130) 1000-1999: Certificated Personnel Salaries Base \$1,000</p>
<p>Enhance iPad curriculum for all grade levels</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>Purchase of Apps and programs (Management code COMP) 4000-4999: Books And Supplies Base \$1,000</p>
<p>Provide internet access for Low Income and English Learner families who do not have access at home</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 type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Open wireless network before and after school Monday through Friday (Mgt code COMP) 1000-1999: Certificated Personnel Salaries Supplemental \$1,000</p>
<p>Continue Toolbox Project</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</p>	<p>Materials to supplement Toolbox curriculum 4000-4999: Books And Supplies Base \$500</p>

		English proficient _ Other Subgroups: (Specify)	
Maintain School Counselor position		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	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
Maintain Yard supervision positions		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	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
Maintain IT Coordinator position		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Cost of IT Coordinator Salary (mgt code COMP) 2000-2999: Classified Personnel Salaries Base \$10,056 Cost of IT Coordinator benefits 3000-3999: Employee Benefits Base \$2,212
Add more Chromebooks for intermediate grades		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Purchase of 20 Chromebooks (Resource 9907) 4000-4999: Books And Supplies Base \$7,500

LCAP Year 2: 2016-17

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • 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 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
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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		<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		<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 \$118,048
Review Parent Mentor program effectiveness and modify communication and program as determined by		<input checked="" type="checkbox"/> All OR:	Staff and Community conferences and opportunity for feedback No Cost

<p>results of Parent and Student School Climate Surveys to 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>		<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 \$1000</p> <hr/> <p>Materials to supplement Toolbox curriculum</p> <p>4000-4999: Books And Supplies Base \$500</p>
<p>Maintain and update technology for classrooms as needed</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 \$11,200</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><input type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input 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><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>

		_ Redesignated fluent _ English proficient _ Other Subgroups: (Specify)	
Replace iPads for primary grades		<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent _ English proficient _ Other Subgroups: (Specify)	Purchase of 30 iPads 4000-4999: Books And Supplies Base \$12,900
Maintain School Counselor position		<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent _ English proficient _ Other Subgroups: (Specify)	Cost of School Counselor position salary 1000-1999: Certificated Personnel Salaries Locally Defined \$10,966
Maintain Yard supervision positions		<input checked="" type="checkbox"/> All ----- OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent _ English proficient _ Other Subgroups: (Specify)	Yard Supervision salaries 2000-2999: Classified Personnel Salaries Base \$11,200

LCAP Year 3: 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 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
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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		<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		<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 \$120,409
Continue to administer Parent/Family School Climate Survey to receive community feedback on safety of the school to maintain percentage of parents, students and staff who agree that Kenwood School is a safe		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Parent/Family School Climate Survey in the rotation to receive community feedback on safety of the school. Student Survey to be given in 18-19 No Cost

environment		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue prior Parent Education and Toolbox programs and modify as needed		<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 prior Parent Education program and modify as needed 1000-1999: Certificated Personnel Salaries Base \$1,000 Continue Tool Box Program and modify as needed 4000-4999: Books And Supplies Base \$500
Maintain IT Coordinator Position		<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 IT Coordinator Position 2000-2999: Classified Personnel Salaries Base \$11,424
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		<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)	Open wireless network before and after school Monday through Friday No Cost
Maintain School Counselor position		<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 School Counselor position 1000-1999: Certificated Personnel Salaries Locally Defined \$11,185

		_ Other Subgroups: (Specify)	
Maintain Yard Supervision position		<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 Yard Supervision position 2000-2999: Classified Personnel Salaries Base \$11,424
Replace Chromebooks for intermediate grades		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Cost of One to One Devices per Technology Replacement Plan 4000-4999: Books And Supplies Base \$18,000

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 <u>X</u> 4 _ 5 _ 6 <u>X</u> 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"> • 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. • 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: 2015-16

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.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted 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		<u>X</u> All OR: -----	Webmaster costs (Mgt code COMP) 0000: Unrestricted Base \$1,000

<p>encourage and support individual classroom webpages to facilitate classroom to home communication.</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>Webhosting Costs (Mgt code COMP) 0000: Unrestricted Base \$1,000</p>
<p>Continue to develop parent incentives for survey responses</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>Staff input for incentives and participation No Cost</p>
<p>Maintain or increase family involvement in classroom activities.</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 to develop and implement Parent Mentor Program No Cost</p>
<p>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</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>Cost of EL Coordinator time to contact each family to obtain information and feedback (Resources 0199, 4203) 1000-1999: Certificated Personnel Salaries Supplemental \$500</p>
<p>Collaboration with Preschool Teacher to ensure Preschool Program with parent involvement component</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>Materials and supplies for Preschool start up (Fund 12) 0000: Unrestricted Other \$1,000</p>

		<input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Coordinate Parent Preview Night(s) for review and presentation of Common Core Curriculum		<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)	Materials for Parent Preview Nights 4000-4999: Books And Supplies Base \$200 Staff to facilitate Parent Preview Night(s) (Object Code 1130) 1000-1999: Certificated Personnel Salaries Base \$1, 000
Review Parent Mentor program for effectiveness and act on needed improvements		<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)	Staff and community input to monitor program No Cost
Continue to provide translations as needed for all school parent events		<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 of EL Coordinator time to provide translations as needed for all school parent events (Resource 0199,4203) 1000-1999: Certificated Personnel Salaries Supplemental \$500
Maintain EL Coordinator to oversee CELDT and EL issues		<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:	Cost of EL Coordinator to oversee CELDT and EL issues (resource 0199,4203) 1000-1999: Certificated Personnel Salaries Supplemental \$16,056

		(Specify)	
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

LCAP Year 2: 2016-17

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 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		<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%		<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

<p>Continue Parent Mentor Program to help annually increase the number of families that participate in classroom activities</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 Parent Mentor Program No Cost</p>
<p>Continue EL Coordinator time to contact each family as needed and provide access to all surveys and forums to non-English speaking families</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>Cost of EL Coordinator time to contact each family as needed 1000-1999: Certificated Personnel Salaries Supplemental \$750</p>
<p>Collaboration and conference with Preschool staff. Parent feedback opportunity to be scheduled. Evaluate Preschool Program parent involvement component through community forum and feedback from Preschool staff</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>Collaboration and conference with Preschool staff. Parent feedback opportunity to be scheduled. No Cost</p>
<p>Add component of Schoolwise system to add grade level analysis and increased classroom to home communication</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 additional Schoolwise system components 5000-5999: Services And Other Operating Expenditures Base \$1000</p>
<p>Continue to provide translations as needed for all school parent events</p>		<p><input type="checkbox"/> All OR:</p>	<p>Cost to provide translations as needed for all school parent events 1000-1999: Certificated Personnel Salaries</p>

		<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)	Supplemental \$750
Maintain EL Coordinator to oversee CELDT and EL issues		<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 1000-1999: Certificated Personnel Salaries Supplemental \$16,377
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	

LCAP Year 3: 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 (+88%) including the parents of unduplicated students and students with exceptional needs. 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		<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		<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 \$750
Continue Parent Mentor Program to maintain family participation in classroom activities		<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 to provide access to all surveys and forums to		<input type="checkbox"/> All OR:	Cost of EL Coordinator time to contact each family as needed 1000-1999: Certificated Personnel Salaries Supplemental

<p>non-English speaking families</p>		<p><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>\$750</p>
<p>Evaluate Preschool Program parent involvement component through community forum and feedback from Preschool staff</p>		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Collaboration and conference with Preschool staff. Parent feedback opportunity to be scheduled. No Cost</p>
<p>Maintain Schoolwise home access</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 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><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)</p>	<p>Cost of EL Coordinator to provide translations as needed for all school parent events 1000-1999: Certificated Personnel Salaries Supplemental \$750</p>
<p>Maintain EL Coordinator to oversee CELDT and EL issues</p>		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth</p>	<p>Cost of EL Coordinator to oversee CELDT and EL issues 1000-1999: Certificated Personnel Salaries Supplemental \$16,705</p>

	<input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> 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.

<p>GOAL 3:</p>	<p>Students will be proficient in Common Core Standards</p>	<p>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</p>
<p>Identified Need :</p>	<p>Students need to be proficient in Common Core State Standards Metrics used to assess students are:</p> <p>IXL Math Baseline 80% of students K-6 are at a proficient level in selected grade-level mathematics skills.</p> <p>DIBELS Baseline 88% of Kindergarten- 1st grade students are at low risk for needed intervention in Reading/Language Arts</p> <p>Accelerated Reader Baseline 69% of students in grades 1-6 have tested proficient in reading comprehension</p> <p>Baseline CELDT Data 10% Reclassification Rate for 2014-15</p> <p>CST Data Baselines:</p> <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: N/A • 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 	
<p>Goal Applies to:</p>	<p>Schools: All Applicable Pupil Subgroups:</p>	<p>All</p>

LCAP Year 1: 2015-16

- Expected Annual Measurable Outcomes:
- 75% of all students will exceed grade level standards in Reading as measured by Accelerated Reader and DIBELS
 - 85% students proficient in IXL Math skills
 - 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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Train staff on new assessment tool(s) and integrate with current assessment practices		<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 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
EL Coordinator will be working with classrooms teachers to collaborate on intervention strategies and language acquisition strategies <ul style="list-style-type: none"> • Maintain or increase CELDT reclassification rate of 15% 		<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)	Maintain time for EL support (resource 0199, 4203) 1000-1999: Certificated Personnel Salaries Supplemental \$5,075
Intervention Specialist to improve achievement in Math and Language Arts - both one on one and in small groups		<input checked="" type="checkbox"/> All OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners	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

		<input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Cost of Intervention Specialist (Mgt code INTV) 1000-1999: Certificated Personnel Salaries Base \$27,383
Reading Teacher works with small groups of students to improve reading skills		<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)	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 Cost of Reading Teacher 1000-1999: Certificated Personnel Salaries Base \$10,868
District subsidizes Free and Reduced lunches for all eligible students		<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)	Cost of Free and Reduced lunches (contribution to Fund 13) 5000-5999: Services And Other Operating Expenditures Supplemental \$6,000
Continue professional development for staff in CCSS methodology and practice with emphasis on Reading Language Arts and metric assessment		<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 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
Maintain Highly Qualified Teacher staffing		<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 Highly Qualified Teacher staffing 1000-1999: Certificated Personnel Salaries Base \$699,181

		<input type="checkbox"/> Other Subgroups: (Specify)	
Maintain Instruction Support Assistants for core curriculum		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Cost of Instruction Support Assistants for core curriculum 2000-2999: Classified Personnel Salaries Base \$59,920
Maintain Special Education and Pupil Services at current levels		<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 RSP Program 1000-1999: Certificated Personnel Salaries Special Education \$96,769 Cost of Psychologist 1000-1999: Certificated Personnel Salaries Special Education \$9,614 Cost of Speech teacher 1000-1999: Certificated Personnel Salaries Special Education \$22,631 Cost of School Nurse (Mgt code NURS) 1000-1999: Certificated Personnel Salaries Other \$6,500

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 80% of all students will exceed grade level standards in Reading as measured by Accelerated Reader and DIBELS • Increase by 5% students proficient in IXL Math skills • Maintain 0% Teacher Misassignments • Increase CELDT reclassification rate to 15% • Maintain access to Core Curriculum Aligned Materials 100% • 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
Implement the formation of a Curriculum Advisory Committee to include teachers, support staff, parent/community members, Board members and the		<input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils	Fully implement benchmark assessment program. 5800: Professional/Consulting Services And Operating Expenditures Base \$1,000

<p>Superintendent/Principal. This committee will assess programs and serve as advisory on the implementation of instructional materials and curriculum</p>		<p><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>Assess staff needs to meet goal of 80% of all students at grade level standards 4000-4999: Books And Supplies Base \$1,000 Purchase additional Instructional materials as needed per grade level 4000-4999: Books And Supplies Base \$1,000 Adopt and purchase new Language Arts 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> <ul style="list-style-type: none"> Maintain or increase CELDT reclassification rate of 15% 		<p><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)</p>	<p>Maintain increased time for EL support 1000-1999: Certificated Personnel Salaries Supplemental \$5,200</p>
<p>Intervention Specialist to improve achievement in Math and Language Arts -both one on one and in small groups.</p>		<p><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)</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 \$1,700 Intervention Specialist 1000-1999: Certificated Personnel Salaries Other \$23,774</p>
<p>Reading Teacher works with small groups of students to improve reading skills</p>		<p><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)</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 1000-1999: Certificated Personnel Salaries Supplemental \$862 Reading Teacher 1000-1999: Certificated Personnel Salaries Base \$11,085</p>
<p>Maintain Highly Qualified Teachers</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 Highly Qualified Teachers 1000-1999: Certificated Personnel Salaries Base \$710,857</p>

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Maintain level of Instructional Assistants staff for classroom support		<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 \$61,119
Maintain level of Pupil services for students not meeting grade level standards including support for students with disabilities		<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 \$98,704 <hr/> Cost of Psychologist 1000-1999: Certificated Personnel Salaries Special Education \$9,806 <hr/> Cost of Speech Teacher 1000-1999: Certificated Personnel Salaries Special Education \$23,084 <hr/> Cost of School Nurse 1000-1999: Certificated Personnel Salaries Base \$6,630

LCAP Year 3: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • 80% of all students will exceed grade level standards in Reading as measured by Accelerated Reader and DIBELS or other school wide metric • Increase by 5% students proficient in IXL Math skills or other school wide metric • Maintain 0% Teacher Misassignments • Maintain CELDT reclassification rate of 15% • Maintain access to Core Curriculum Aligned Materials 100% • 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 and assess the Curriculum Advisory Committee Update and revise as needed		<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 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 \$1,000 Assess and modify supplemental materials as needed for new Language Arts Curriculum 4000-4999: Books And Supplies Base \$2,500 Maintain level of Intervention services for students not meeting grade level standards including support for students with disabilities 1000-1999: Certificated Personnel Salaries Other \$159,991
Continue EL coordinator working with classroom teachers to collaborate on intervention strategies and language acquisition strategies - Maintain or increase CELDT reclassification rate of 15%		<input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	Maintain time for EL support 1000-1999: Certificated Personnel Salaries Supplemental \$18,156
Continue Intervention Specialist to improve achievement		<input type="checkbox"/> All	Maintain additional 30 minutes per week of Intervention

<p>in Math and Language Arts - both one on one and in small groups</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>Specialist assistance for low income and EL Learners as needed 1000-1999: Certificated Personnel Salaries Supplemental \$1,800</p>
<p>Continue program for Reading Teacher working with small groups to improve reading skills</p>		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Maintain additional 30 minutes per week of Reading Teacher assistance for low income and EL Learners as needed 1000-1999: Certificated Personnel Salaries Supplemental \$905</p>
<p>Maintain Highly Qualified Teachers</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 Highly Qualified Teachers 1000-1999: Certificated Personnel Salaries Base \$732,183</p>
<p>Maintain level of Instructional Assistants staff for classroom support</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 Instructional Assistants staff for classroom support 2000-2999: Classified Personnel Salaries Base \$62,341</p>
<p>Maintain level of Pupil services for students not meeting grade level standards including support for students with disabilities</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>Cost of RSP program 1000-1999: Certificated Personnel Salaries Special Education \$100,678 Cost of Psychologist 1000-1999: Certificated Personnel</p>

		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Salaries Special Education \$10,002 Cost of Speech Teacher 1000-1999: Certificated Personnel Salaries Special Education \$23,456 Cost of School Nurse 1000-1999: Certificated Personnel Salaries Base \$6,763
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

GOAL 4:	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
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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 unduplicated students and students with disabilities, participate in Music, Art, P.E., Library and Spanish enrichment programs
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-16

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.
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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 students to help all 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	No Cost

		_ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue Kenwood Education Foundation enrichment programs (Resource 9901)	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 \$43,237 Cost of Art Program 2000-2999: Classified Personnel Salaries Other \$11,330 Cost of Spanish as a second Language 1000-1999: Certificated Personnel Salaries Other \$17,088 Cost of Music Program 5000-5999: Services And Other Operating Expenditures Other \$20,000 Cost of PE Program 1000-1999: Certificated Personnel Salaries Other \$19,000
Continue to implement STEAM enrichment session in 3rd and 4th grade on a weekly basis.	District Wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	Maintain STEAM Coordinator position 1000-1999: Certificated Personnel Salaries Base \$5,475
Enhance student mentor programs across grade levels	District Wide	<input type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No Cost

LCAP Year 2: 2016-17

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|---|--|
| <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 97% • Maintain tardy rate of 2% or less • 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
Work with local organizations (ie. Rotary, Kiwanis, Fire Dept., etc.) to develop volunteer opportunities for 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	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 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 1000-1999: Certificated Personnel Salaries Other \$44,101 Cost of Art Program 2000-2999: Classified Personnel Salaries Other \$11,556 Cost of Spanish as a second Language Program 1000-1999: Certificated Personnel Salaries Other \$14,430 Cost of Music Program 5000-5999: Services And Other Operating Expenditures Other \$20,000 Cost of PE Program 1000-1999: Certificated Personnel Salaries Other \$19,380
Continue to implement STEAM enrichment session in 3rd and 4th grade on a weekly basis. Evaluate program to date.	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 STEAM Coordinator position 1000-1999: Certificated Personnel Salaries Base \$5,586

LCAP Year 3: 2017-18

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|--------------------------------------|--|
| 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 97% • Maintain tardy rate of 2% or less • 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: <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 \$44,983 Cost of Art Program 2000-2999: Classified Personnel Salaries Other \$11,787 Cost of Spanish as a Second Language Program 1000-1999: Certificated Personnel Salaries Other \$14,719 Cost of Music Program 5000-5999: Services And Other Operating Expenditures Other \$20,000 Cost of PE Program 1000-1999: Certificated Personnel Salaries Other \$19,767
Continue to implement STEAM 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 Coordinator position 1000-1999: Certificated Personnel Salaries Base \$5,700

		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: Kenwood School Applicable Pupil Subgroups: All			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Maintain Good to Exemplary FIT rating • Maintain or increase percentage of parents and students who agree or strongly agree that their child feels safe at school • Maintain suspension rate at 1% or below • Maintain and update technology for classrooms as needed • Provide digital citizenship training for intermediate grades • Provide staff with professional development to utilize multimedia skill with students. 	<table border="1" style="width: 100%;"> <tr> <td style="width: 15%; vertical-align: top;">Actual Annual Measurable Outcomes:</td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • FIT for 2014-15 showed "Good" rating • Student Climate Survey was given to all 2-6 grade students on May 22, 2015. 73.5% 4-6 grade students felt they were treated kindly on the playground by peers. Only one of the 2-3 graders indicated that they were not treated kindly on the playground by peers. • Maintained suspension rate of less than 1% <p>Teachers have been given digital citizenship curriculum and have received preliminary training and will receive continuing guidance on implementation.</p> <p>Staff has received Professional Development in integrating multimedia into the classroom. County Office of Education staff and the District Technology Coordinator have provided inservices on utilizing the Google Chrome platform in the classroom. Staff have worked with collaboratively creating documents, creating multimedia slideshow presentations, and managing student work through the Google Classroom platform. Ongoing one-on-one and in-class assistance are provided on an as-needed basis by district staff.</p> </td> </tr> </table>	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • FIT for 2014-15 showed "Good" rating • Student Climate Survey was given to all 2-6 grade students on May 22, 2015. 73.5% 4-6 grade students felt they were treated kindly on the playground by peers. Only one of the 2-3 graders indicated that they were not treated kindly on the playground by peers. • Maintained suspension rate of less than 1% <p>Teachers have been given digital citizenship curriculum and have received preliminary training and will receive continuing guidance on implementation.</p> <p>Staff has received Professional Development in integrating multimedia into the classroom. County Office of Education staff and the District Technology Coordinator have provided inservices on utilizing the Google Chrome platform in the classroom. Staff have worked with collaboratively creating documents, creating multimedia slideshow presentations, and managing student work through the Google Classroom platform. Ongoing one-on-one and in-class assistance are provided on an as-needed basis by district staff.</p>
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LCAP Year: 2014-15				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures	Estimated Actual Annual Expenditures		
A long term Facility Master Plan will be developed and adopted by the	Consultation and planning with	The Board was presented with a formal 25 year Facility Maintenance Plan at Cost of Construction Management		

Board	Construction Management group and Architect 5800: Professional/Consulting Services And Operating Expenditures Other \$10,000	the November 12, 2014 Regular Board meeting. It was not an action item but was approved by the Board in discussion	group 5000-5999: Services And Other Operating Expenditures Other \$5,985								
<table border="1"> <tr> <td data-bbox="100 293 247 370">Scope of Service</td> <td data-bbox="247 293 569 370">District Wide</td> </tr> <tr> <td colspan="2" data-bbox="100 370 569 683"> <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 data-bbox="1031 293 1178 370">Scope of Service</td> <td data-bbox="1178 293 1514 370">District Wide</td> </tr> <tr> <td colspan="2" data-bbox="1031 370 1514 683"> <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 Maintenance and Custodial Staff to continue Good to Exemplary rating on FIT	Maintenance and Custodial Staffing 2000-2999: Classified Personnel Salaries Base \$99,307	All maintenance and custodial staff positions were maintained in 2014-15	Cost of Maintenance and Operations staff 2000-2999: Classified Personnel Salaries Base \$115,736								
<table border="1"> <tr> <td data-bbox="100 789 247 865">Scope of Service</td> <td data-bbox="247 789 569 865">District Wide</td> </tr> <tr> <td colspan="2" data-bbox="100 865 569 1179"> <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 data-bbox="1031 789 1178 865">Scope of Service</td> <td data-bbox="1178 789 1514 865">District Wide</td> </tr> <tr> <td colspan="2" data-bbox="1031 865 1514 1179"> <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)											
Provide Parent Mentor Program Implement School Climate Survey	Utilize Parent Mentor program to inform new parents regarding school programs and channels of communication No Cost	<p>School Climate survey send to students on May 22, 2015 to all 2-6 graders.</p> <p>Parent Program in development and Parent Climate survey due to be given in 2015-16</p> <p>Our student survey, which was completed by our students in grades 2-6, indicated that our students feel a</p>	No Cost								

		<p>very strong connection and support from the adults that make up the school staff. Survey results showed that students overwhelmingly felt comfortable asking a teacher, support staff member, and the Principal for assistance whenever he/she needed help with any issue.</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>Continue to implement Toolbox Project Provide Student Counseling Services Playground Supervision/Yard Duty Anti-bullying Assembly</p>	<p>Emphasize Toolbox Project to identify common code of student behavior 5000-5999: Services And Other Operating Expenditures Base \$2,800</p> <hr/> <p>Cost of Counseling Services 1000-1999: Certificated Personnel Salaries Other \$9900</p> <hr/> <p>Cost of Yard Duty Supervision 1000-1999: Certificated Personnel Salaries Base \$10420</p> <hr/> <p>School Assembly to address School Bullying 5000-5999: Services And Other Operating Expenditures Other \$1500</p>	<ul style="list-style-type: none"> • Toolbox Project renewed • All staffing maintained • Assembly with Joe Odhiambo In order to proactively address potential recess issues and/or "bullying" the school held and assembly on 3/12/15 featuring Joe Odhiambo, a former professional athlete and inspirational speaker. Through his message of sharing the five attributes to help one succeed in life, the students were able to understand the importance of kindness and empathy. Team building and communication techniques were also incorporated. 	<p>Cost of Toolbox Project and supplemental materials. 5000-5999: Services And Other Operating Expenditures Base \$500</p> <hr/> <p>Cost of Counseling program 1000-1999: Certificated Personnel Salaries Other \$10,200</p> <hr/> <p>Cost of Yard Supervision 2000-2999: Classified Personnel Salaries Base \$10,904</p>
<p>Scope of Service District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR:</p>		<p>Scope of Service District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All OR:</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><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 and update technology for classrooms as needed</p>	<p>Purchase of new router for wireless access 4000-4999: Books And Supplies Base \$3,000 Maintain IT Coordinator position 2000-2999: Classified Personnel Salaries Base \$11682</p>	<p>Maintain, update and purchase technology for classrooms.</p> <ul style="list-style-type: none"> • Purchased Chromebooks for 4th-6th Grade for classroom curriculum and Smarter Balanced Testing • Maintained IT Coordinator position • Purchased new router for wireless access 	<p>Cost of Chromebooks 4000-4999: Books And Supplies Base \$18,722 Cost of IT Coordinator position 2000-2999: Classified Personnel Salaries Base \$12,755 Cost of new router 4000-4999: Books And Supplies Base \$3,248</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>Provide internet access for low income/English Learners who do not have access at home</p>	<p>Open wireless network before and after school Monday through Friday No Cost</p>	<p>Plan in development for 2015-16 to provide internet access for low income/English Learners who do not have access at home. Open wireless network before and after school Monday through Friday coming in 2015-16</p>	<p>No Cost</p>
<p>Scope of Service District Wide</p> <hr/> <p><input type="checkbox"/> All</p>		<p>Scope of Service District Wide</p> <hr/> <p><input type="checkbox"/> All</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 <input type="checkbox"/> Other Subgroups: (Specify)</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 <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>Through the Tool Box program and focused staff training, problem solving skills were implemented at all grade levels to assist students in social interactions. Students who receive lunch time detention are asked to identify and explain which tools from the toolbox would be best used in the future to address a similar issue.</p> <p>Students' physical safety was enhanced in the 2014-15 school year by the addition of a designated bike path, which will be accompanied by a safety gate for the staff parking lot to be installed in the summer of 2015.</p> <p>The suspension rate dropped from the previous year due in part to focus on toolbox strategies and additional staff training. With the implementation of one to one devices in the classrooms staff spent professional development hours learning to implement digital citizenship curriculum and internet safety. Learning to use technology safety to gather research will be the focus through this summer's ISTE and ieSonoma conferences.</p> <p>We will do an annual analysis of the current plan. Modification of goals and actions will be made as needed.</p> <ul style="list-style-type: none"> • The actual cost of Construction Management in 14-15 was only \$5,985 (less \$4,000) Pg 46 • The cost projected for the Toolbox program included the cost of a site visit. The visit was not needed and only materials were purchased (\$1,300) pg 47 • The Kenwood School Association sponsored the Assemblies in 14-15 so there was no cost to the District (\$1500) pg 47 • Purchase of Chromebooks to implement the move to One to One devices was added in 14-15 \$18,722 pg 48 • The projections for salaries and benefits were based on the original budget, while the updates reflect actual annual costs. 		

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 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify	
Goal Applies to:	Schools: Kenwood School	----- Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Maintain or increase parent involvement beyond current survey results (88%) Increase response rate to all surveys and school communications by 20% Annually 50% of families will participate in classroom activities 		Actual Annual Measurable Outcomes:	<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), Lego Exploration (grades 1-3), Drama (all grades), and Band and Choir (all Grades) <p>Parent/Family organizations were well attended and all positions were filled. Over 170 parents and community members attended the annual Kenwood Education Foundation Fundraising event.</p> <ul style="list-style-type: none"> In 2014-15 the focus was on the student perspective to the school climate. A parent and family survey will be given in the 2015-16 school year.
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
Maintain or increase parent involvement beyond current survey results by improving school website	Budgeted Expenditures		Maintain or increase parent involvement beyond current survey results by improving school website <ul style="list-style-type: none"> All school events are currently posted on the school/district website. There are plans to begin posting school volunteers opportunities on the website. In addition the KSA (parent club) is exploring using "Sign Up Genius" in 	Estimated Actual Annual Expenditures
	Contract with new webhost provider 5900: Communications Base \$1,500 Communication with Webmaster and increase/update information on the website. 5800: Professional/Consulting Services And Operating Expenditures Base \$1,000	Cost of Webhosting contracted with the Sonoma County Office of Education 5900: Communications Base \$700		

		<p>the upcoming year to increase participation</p> <ul style="list-style-type: none"> • Webhosting was contracted with the Sonoma County Office of Education as part of technology services. • Webmaster services are still being explored. It is expected that a service will be chosen in the 2015-16 school year 	
<p>Scope of Service District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Increase response rate to survey by 20% and utilize parent surveys on an annual basis</p>	<p>Develop parent incentive for survey response 0000: Unrestricted Other \$200</p>	<p>Increase response rate to survey by 20% and utilize parent surveys on an annual basis</p> <ul style="list-style-type: none"> • Student Survey was given in 2014-15 on 5/22/2015 Parent survey will be done in 2015-16. 	<p>No Cost</p>
<p>Scope of Service District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English</p>		<p>Scope of Service District Wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>	

proficient _ Other Subgroups: (Specify)		_ Other Subgroups: (Specify)	
Maintain or increase family involvement in classroom activities. Annually 50% of families will participate in classroom activities	Create Parent Mentor program No Cost	Maintain or increase family involvement in classroom activities. Annually 50% of families will participate in classroom activities <ul style="list-style-type: none"> Parent Mentor program is being developed with the help of a subcommittee of the School Site Council. The program is still in development and is expected to be ready in 2015-16 	No Cost
Scope of Service: District Wide <hr/> <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)		Scope of Service: District Wide <hr/> <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)	
Provide access to all surveys and forums to non-English speaking families	EL Coordinator time to contact each family 1000-1999: Certificated Personnel Salaries Supplemental \$500 Provide translations as needed for all school parent events 1000-1999: Certificated Personnel Salaries Supplemental EL Coordinator to oversee CELDT and EL issues 1000-1999: Certificated Personnel Salaries Supplemental \$8,856	Provide access to all surveys and forums to non-English speaking families <ul style="list-style-type: none"> The recently hired EL Coordinator is working with staff and the community to develop a new community program. This program is focused on creating a stronger link with non-English speaking families and increasing their involvement in school activities and events. Hired Spanish Enrichment Teacher/EL Coordinator in January 2015. Duties include translations at 	Cost of EL Coordinator/Spanish Enrichment Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$8,486 Cost of EL Coordinator 1000-1999: Certificated Personnel Salaries Federal Funds \$542 Cost of "Cinco de Mayo" celebration 4000-4999: Books And Supplies Foundation Funds \$400

		<p>all events and for all school communications, coordination of CELDT testing and all EL issues.</p> <ul style="list-style-type: none"> A "Cinco de Mayo" celebration was held this year for the first time. It was a schoolwide event that celebrated the language and culture of many of the school's English Learners families. 	
<p>Scope of Service District Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District Wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>In the 2014-15 school year the role of the EL Community Coordinator was enhanced to create additional opportunities for parent involvement for EL families. Spanish club for students and a school wide cultural day helped to involve parents of our second language students to a greater extent. In the next year she will work toward communicating with 100% of the EL families.</p> <p>In order to facilitate more student involvement in our school community it was decided to alternate surveys annually between parents and students. This allows a more comprehensive view of the school climate. Since a parent survey was given in 2013-14 the student survey was developed by School Site Council volunteers and administered to students in May of 2015. With staffing changes in the next year, a dedicated Webmaster will be hired to develop a more comprehensive and user friendly website. This was a focus of the community forums. The website will be used to monitor how many families access information electronically. We will do an annual analysis of the current plan. Modification of goals and actions will be made as needed.</p> <ul style="list-style-type: none"> We are still looking for a webmaster to manage the district website (\$1000) pg 50 		

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.

<p>Original GOAL 3 from prior year LCAP:</p>	<p>Students will be proficient in Common Core Standards</p>	<p>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 <input checked="" type="checkbox"/> 7 _ 8 COE only: 9 _ 10 _ Local : Specify</p>	
<p>Goal Applies to: Schools: Kenwood School Applicable Pupil Subgroups: All</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> 70% of all students to exceed grade level standards in Reading as measured by Accelerated Reader, and DIBELS Finalize and implement schoolwide math metric. Students will be assessed on selected grade-level topics in the district's IXL software. 75% of students to meet or exceed a proficient level in selected math topics. Maintain 0% Teacher Misassignments Adopt Common Core Standard aligned Math curriculum in all grades Increase by 5% the number of students in the 50th percentile or above in Accelerated Reader Increase CELDT reclassification rate to 15% 	<p>Actual Annual Measurable Outcomes:</p>	<p>Students at or above proficient level for selected* grade-level mathematics skills by grade: Kindergarten - 90% 1st - 88% 2nd - 75% 3rd - 73% 4th - 67% 5th - 91% 6th - 95% School Total - 80% of students at a proficient level or above</p> <p>* Assessment data is based upon selected grade-level skills. Assessments do not cover all topics at a given grade level, but instead cover a sampling of critical skills expected of the grade.</p> <ul style="list-style-type: none"> Maintained 0% Teacher Misassignments Adopted Engage New York as the Common Core Standard aligned Math curriculum in all grades. Staff is supplementing with previous math curriculum for continuity. <p>DIBELS (Dynamic Indicators of Basic Early Literacy Skills) - Reading Fluency - Students at proficient level or above by grade: Kindergarten - 56% 1st - 80% 2nd - 68% 3rd - 74% 4th - 83%</p>

	<p>5th - 67%</p> <p>6th - 83%</p> <p>School Total - 74% of students at proficient level or above</p> <p>Accelerated Reader - Reading Comprehension - Students at or above 50th percentile by grade:</p> <p>Kindergarten - not assessed</p> <p>1st Grade - not assessed</p> <p>2nd Grade - 79%</p> <p>3rd Grade - 85%</p> <p>4th Grade - 84%</p> <p>5th Grade - 80%</p> <p>6th Grade - 72%</p> <p>School Total - 81% of students at 50th percentile or above</p> <ul style="list-style-type: none"> • CELDT Reclassification Rate of 12.5%
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LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services					
	Budgeted Expenditures		Estimated Actual Annual Expenditures				
Develop Common Core Aligned Assessment Tools	Investigate and identify additional assessment tools 0000: Unrestricted Base \$4,000	Develop Common Core Aligned Assessment Tools <ul style="list-style-type: none"> • Investigation of additional assessment tools still in development. 	No Cost				
<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>District wide</td> </tr> </table> <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)	Scope of Service	District wide		<table border="1" style="width: 100%;"> <tr> <td style="width: 15%;">Scope of Service</td> <td>District wide</td> </tr> </table> <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)	Scope of Service	District wide	
Scope of Service	District wide						
Scope of Service	District wide						
EL Coordinator will be working with	Increase time for EL support 1000-	EL Coordinator collaborates on	Increased time for EL Support 1000-				

<p>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>1999: Certificated Personnel Salaries Supplemental \$5,000</p>	<p>intervention strategies and language acquisition strategies with classrooms teachers</p> <ul style="list-style-type: none"> 2014-15 CELDT reclassification rate 12.50% 	<p>1999: Certificated Personnel Salaries Supplemental \$8,486</p>
<p>Scope of Service: District wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: District wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> 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>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 \$1,645</p>	<p>Intervention Specialist to improve achievement in Math and Language Arts - both one on one and in small groups.</p> <p>Additional 30 minutes per week of Intervention Specialist assistance offered to Low Income or EL learners as needed</p>	<p>Cost of extra Specialist Time 1000-1999: Certificated Personnel Salaries Supplemental \$1,036</p>
<p>Scope of Service: District wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service: District wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	

<p>Reading Teacher works with small groups of students to improve reading skills</p>	<p>Additional 30 minutes per week of Reading skills assistance is offered to Low Income or EL learners with the reading specialist as needed. 1000-1999: Certificated Personnel Salaries Supplemental \$862</p>	<p>Reading Teacher works with small groups of students to improve reading skills</p> <p>Additional 30 minutes per week of Reading skills assistance offered to Low Income or EL learners with the reading specialist as needed.</p>	<p>Cost of extra Specialist time 1000-1999: Certificated Personnel Salaries Supplemental \$540.</p>
<p>Scope of Service District wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>District subsidizes Free and Reduced lunches for all eligible students</p>	<p>Cost of Free and Reduced lunches 5000-5999: Services And Other Operating Expenditures Supplemental \$8,400</p>	<p>District subsidizes Free and Reduced lunches for all eligible students</p>	<p>Cost of Free and Reduced lunches for 2014-15 5000-5999: Services And Other Operating Expenditures Supplemental \$6,602</p>
<p>Scope of Service District wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" 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>Continue Professional Development for staff in CCSS methodology and practice with emphasis on Reading Language Arts and metric assessment</p>	<p>Continue professional development for staff in CCSS methodology and practice with emphasis on Reading Language Arts and metric assessment 5000-5999: Services</p>	<p>Continue professional development for staff in CCSS methodology and practice with emphasis on Reading Language Arts and metric assessment</p> <ul style="list-style-type: none"> Professional Development for staff 	<p>Cost of CCSS Professional Development 5000-5999: Services And Other Operating Expenditures Base \$3,933</p>

	And Other Operating Expenditures Base \$12,956	in CCSS methodology and practice with emphasis on Reading Language Arts and metric assessment <ul style="list-style-type: none"> • Release time and extra work days for CCSS development for classroom teachers 	Cost of Extra Assignment hours 1000-1999: Certificated Personnel Salaries Base \$9,907
Scope of Service: District wide		Scope of Service: District wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Maintain highly Qualified Teaching Staff	Maintain highly Qualified Teaching Staff 1000-1999: Certificated Personnel Salaries Base \$687,696	Maintained highly Qualified Teaching Staff	Cost of Highly Qualified Teaching Staff 1000-1999: Certificated Personnel Salaries Base \$751,900
Scope of Service: District wide		Scope of Service: District wide	
X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		X All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Purchase additional instructional materials as needed per grade level for transition to Common Core	Purchase additional instructional materials as needed per grade level for transition to Common Core 4000-4999: Books And Supplies Other \$2,500	Purchased additional instructional materials as needed per grade level for transition to Common Core	Cost of additional instructional materials for transition to Common Core 4000-4999: Books And Supplies Other \$4,638

<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Maintain level of Instructional Assistance Staff for classroom support</p>	<p>Maintain level of Instructional Assistance Staff for classroom support 2000-2999: Classified Personnel Salaries Base \$58,745</p>	<p>Maintained level of Instructional Assistance Staff for classroom support</p>	<p>Cost of Instructional Assistants 2000-2999: Classified Personnel Salaries Base \$69,194</p>
<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Maintain level of Intervention services for students not meeting grade level standards including support for students with disabilities</p>	<p>Maintain level of Intervention services for students not meeting grade level standards including support for students with disabilities 1000-1999: Certificated Personnel Salaries Other \$151,270</p>	<p>Maintained level of Intervention services for students not meeting grade level standards including support for students with disabilities</p>	<p>Cost of Intervention services 1000-1999: Certificated Personnel Salaries Other \$119,179</p>
<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>		<p>Scope of Service District wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p>	

_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)		_ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	<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 better implement our Engage New Your math program as we begin our second year using this program. In addition we will begin -as a staff - to study Language Arts programs for implementation during the following school year.</p> <p>Reassignment of the Intervention Specialist to meet specific identified student needs will be implemented in the next year. Summer Jumpstart Program will start in the summer of 2015 to address students who did not meet grade level standards in the previous year. CELDT reclassification dropped to 10% due to the decline in of enrollment of EL students.</p> <p>This year's student survey was also used to assess the transition to Common Core Instruction. The students in all surveyed grade levels felt that the teachers were very clear in communicating their expectations for behavior and for explaining learning activities in a clear and understandable manner. Of particular interest in the survey is the high percentage of students in grades 4-6 (90.6%) who agreed or strongly agreed that they were expected to explain strategies and answers in class discussions. This is aligned with our implementation of Common Core Standards in our classrooms during the 2014-15 school year. Also of note was the high percentage of students in grades 4-6 (96.9%) who agreed or strongly agreed that that they were learning "new" things in class.</p> <p>We will do an annual analysis of the current plan. Modification of goals and actions will be made as needed.</p> <ul style="list-style-type: none"> • Additional assessment tools have not been determined as of yet. Costs have been deferred to 15-16 (\$4,000) pg 55 • A portion of CCSS Professional Development was moved to compensation to teachers for release time and extra hours from travel and conference budgets \$9,907 pg 58 • A greater need for updated materials and supplies that support classroom CCSS curriculum was realized in 14-15 \$2,138 pg 58 • A greater portion of the EL Coordinator/Spanish Enrichment Teacher's time was shifted to EL support \$3,486 pg 56 • There was a significant decrease in Lunch program participation across the board resulting in less fiscal support for Free and Reduced lunch subsidies (\$1,798) pg 57 • The projections for salaries and benefits were based on the original budget, while the updates reflect actual annual costs. 		

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

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

Original GOAL 4 from prior year LCAP:	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"> All 6th grade students will complete at least 5 hours of pre-approved community service Attendance rate of 97% Tardy rate of 2.5% Maintain 30 minutes per week per class in each enrichment program 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> All 6th grade students will complete at least 5 hours of pre-approved community service. 95% of 6th graders completed at least 5 hours or more of pre-approved community service. Attendance rate of 95% The attendance rate for 2014-15 was drastically affected by a severe flu season that lasted from early November through late April. Tardy rate of 3.5% Maintained 30 minutes per week per class in each enrichment program
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
Implement upper grade community service and mentor programs	Work with local organizations (ie. Rotary, Kiwanis, Fire Dept., etc) to develop volunteer opportunities for students No Cost		Implement upper grade community service and mentor programs Student Council Work days for campus clean up on 1/14/15 and 4/18/2015 Students at all grade level were encouraged to participate in community service projects during the 2014-15 school year. Students in grades 4-6 were asked to record specific efforts and accumulated community service	No Cost

		<p>hours. Several students were inspired to use this “requirement” to create service projects that involved the entire student body and reached out beyond our school community. One specific example of this was a sixth grade student who decided to start a community-wide drive to collect personal hygiene items for homeless youth in the County.</p>	
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p>Scope of Service</p> <hr/> <p><input 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>Continue Toolbox program curriculum</p>	<p>Develop and implement an upper grade specific review of Toolbox program No Cost</p>	<p>Continue Toolbox program curriculum</p> <p>Implemented an upper grade specific review of Toolbox program. One area in development is having our sixth grade students present Toolbox strategies in the form of a "leadership team" at our weekly school-wide assemblies. The Toolbox program continues to provide out students with an excellent foundation for building emotional literacy and resilience at all grade levels.</p>	<p>No Cost</p>
<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>		<p>Scope of Service</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>	

<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)		<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Continue enrichment programs Art, music, library, PE, Spanish	Kenwood Education Foundation Programs 0001-0999: Unrestricted: Locally Defined Other \$92,970	Continue enrichment programs Art, music, library, PE, Spanish	Kenwood Education Foundation Programs 0001-0999: Unrestricted: Locally Defined Other \$98,637
<div style="border: 1px solid black; padding: 2px;">Scope of Service</div> <hr style="border-top: 1px dashed black;"/> <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)		<div style="border: 1px solid black; padding: 2px;">Scope of Service</div> <hr style="border-top: 1px dashed black;"/> <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>In order for our students to be engaged in their education and understand their connection to their community, we will continue to focus our attention on guiding our students to participate in community service activities, both at school and in the larger community. We would like to pursue mentoring opportunities for our students through our connection with our local Oakmont Kiwanis Club. To increase participation in community service the concept will be introduced to the students during the first week of the school year and reiterated in writing to parents at back to school night. In 14-15 the community service component was introduced after the first trimester of the school year. The Community Service program was highly successful for our 6th grade students. Participation was inconsistent for the 4th and 5th graders. Focus for the next 3 years will be to increase the participation in all grades 4th through 6th.</p> <ul style="list-style-type: none"> The projections for salaries, benefits and services were based on the original budget, while the updates reflect actual annual costs. 		

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>\$17,608</u>
Kenwood School District has calculated an amount of \$17,608 in supplemental grant LCFF funding to provide service for low income pupils, English language learners, and foster youth. In the 2015-16 school year, programs that will be supported by these funds will include: District sponsored free/reduced lunch program, EL Coordinator/Community liaison, and additional time for intervention in the areas of reading and math.	

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.

2.38	%
The calculated proportion to the increase of services provided to low income pupils, English language learners and foster youth for Kenwood School District is 2.38% in the 2015-16 school year. To provide services for the aforementioned unduplicated pupils, the district will allocate the following amounts:	
\$6,000 Subsidized Free and Reduced Lunch	
\$17,088 EL Coordinator and Community Liaison	
\$1,413 Additional Intervention Services for EL and low income students	
\$550 Additional Reading skills assistance for EL and low income students	
\$2,000 Transportation costs for Valley of the Moon Children's Center foster youth to their current district of attendance	

\$2,804 Summer Jump Start program targeting EL and low income students

Total expenditures: \$ 29,855

When we compare the total cost that the District anticipates expending for unduplicated students tot what the district spends overall for all programs,it yields a 2.50% increase in services for unduplicated services.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Funding Sources	1,173,765.96	1,262,230.00	1,253,218.00	1,308,065.00	1,433,628.00	3,994,911.00
Foundation Funds	0.00	400.00	0.00	0.00	0.00	0.00
Base	880,162.96	997,499.00	960,508.00	1,006,625.00	977,994.00	2,945,127.00
Federal Funds	0.00	542.00	0.00	0.00	0.00	0.00
Locally Defined	0.00	0.00	10,751.00	10,966.00	11,185.00	32,902.00
Other	268,340.00	238,639.00	121,155.00	133,241.00	271,247.00	525,643.00
Special Education	0.00	0.00	129,014.00	131,594.00	134,136.00	394,744.00
Supplemental	25,263.00	25,150.00	31,790.00	25,639.00	39,066.00	96,495.00

Total Expenditures by Object Type						
Object Type	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	1,173,765.96	1,262,230.00	1,253,218.00	1,308,065.00	1,433,628.00	3,994,911.00
0000: Unrestricted	4,200.00	0.00	3,000.00	2,000.00	2,000.00	7,000.00
0001-0999: Unrestricted: Locally Defined	92,970.00	98,637.00	43,237.00	0.00	44,983.00	88,220.00
1000-1999: Certificated Personnel Salaries	876,149.00	910,276.00	949,806.00	1,005,542.00	1,125,260.00	3,080,608.00
2000-2999: Classified Personnel Salaries	169,734.00	208,589.00	206,718.00	213,123.00	217,385.00	637,226.00
3000-3999: Employee Benefits	0.00	0.00	5,757.00	0.00	0.00	5,757.00
4000-4999: Books And Supplies	5,500.00	27,008.00	9,200.00	65,400.00	22,000.00	96,600.00
5000-5999: Services And Other Operating Expenditures	12,712.96	17,020.00	30,000.00	21,000.00	21,000.00	72,000.00
5800: Professional/Consulting Services And Operating Expenditures	11,000.00	0.00	5,500.00	1,000.00	1,000.00	7,500.00
5900: Communications	1,500.00	700.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
All Expenditure Types	All Funding Sources	1,173,765.96	1,262,230.00	1,253,218.00	1,308,065.00	1,433,628.00	3,994,911.00
0000: Unrestricted	Base	4,000.00	0.00	2,000.00	2,000.00	2,000.00	6,000.00
0000: Unrestricted	Other	200.00	0.00	1,000.00	0.00	0.00	1,000.00
0001-0999: Unrestricted: Locally Defined	Other	92,970.00	98,637.00	43,237.00	0.00	44,983.00	88,220.00
1000-1999: Certificated Personnel Salaries	Base	698,116.00	761,807.00	743,907.00	735,658.00	746,396.00	2,225,961.00
1000-1999: Certificated Personnel Salaries	Federal Funds	0.00	542.00	0.00	0.00	0.00	0.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	Annual Update Budgeted	Annual Update Actual	Year 1	Year 2	Year 3	Year 1-3 Total
1000-1999: Certificated Personnel Salaries	Locally Defined	0.00	0.00	8,507.00	10,966.00	11,185.00	30,658.00
1000-1999: Certificated Personnel Salaries	Other	161,170.00	129,379.00	42,588.00	101,685.00	194,477.00	338,750.00
1000-1999: Certificated Personnel Salaries	Special Education	0.00	0.00	129,014.00	131,594.00	134,136.00	394,744.00
1000-1999: Certificated Personnel Salaries	Supplemental	16,863.00	18,548.00	25,790.00	25,639.00	39,066.00	90,495.00
2000-2999: Classified Personnel Salaries	Base	169,734.00	208,589.00	195,388.00	201,567.00	205,598.00	602,553.00
2000-2999: Classified Personnel Salaries	Other	0.00	0.00	11,330.00	11,556.00	11,787.00	34,673.00
3000-3999: Employee Benefits	Base	0.00	0.00	3,513.00	0.00	0.00	3,513.00
3000-3999: Employee Benefits	Locally Defined	0.00	0.00	2,244.00	0.00	0.00	2,244.00
4000-4999: Books And Supplies	Foundation Funds	0.00	400.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	3,000.00	21,970.00	9,200.00	65,400.00	22,000.00	96,600.00
4000-4999: Books And Supplies	Other	2,500.00	4,638.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	2,812.96	4,433.00	4,000.00	1,000.00	1,000.00	6,000.00
5000-5999: Services And Other Operating Expenditures	Other	1,500.00	5,985.00	20,000.00	20,000.00	20,000.00	60,000.00
5000-5999: Services And Other Operating Expenditures	Supplemental	8,400.00	6,602.00	6,000.00	0.00	0.00	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	1,000.00	0.00	2,500.00	1,000.00	1,000.00	4,500.00
5800: Professional/Consulting Services And Operating Expenditures	Other	10,000.00	0.00	3,000.00	0.00	0.00	3,000.00
5900: Communications	Base	1,500.00	700.00	0.00	0.00	0.00	0.00

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).