

§ 15497. Local Control and Accountability Plan and Annual Update Template.

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.

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. 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 should comply with instructions and 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. 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 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:

Parent involvement: efforts to seek parent input in decision making, 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 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 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 engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA’s goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 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 representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for 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 School Climate Survey Survey window was March 26 to April 9, 2014	Allow community feedback on current programs and school environment
April 16, 2014 Board of Trustees Meeting	Present work to date on LCAP and share results of Community Forum feedback
May 14, 2014 Kenwood Staff Meeting	Present draft of LCAP to teaching staff for input and comment
May 21, 2014 2:00 to 3:00pm Kenwood School Site Council Meeting (open public meeting)	Present final draft of LCAP for feedback from Site Council/LCAP 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	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

Involvement Process	Impact on LCAP
school website	was required.
June 4, 2014 Public Hearing for LCAP and Budget	<p>Opportunity for community to respond to the LCAP At the public hearing there were questions regarding assessments used to measure student achievement.</p> <ul style="list-style-type: none"> • 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.
June 11, 2014 Approval	

Section 2: Goals and Progress Indicators

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, for each state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart 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. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites 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 school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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, school site-level advisory groups (e.g., school site 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.

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 "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<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 Parent School Climate Survey Indicates 94% strongly agree or agree that Kenwood School is a safe place for their child. Suspension rate is 1% Expulsion rate: 0% Brightbytes technology survey indicates 95% of Kenwood School Families 	<ul style="list-style-type: none"> Continue to provide a safe environment for students 	All	Kenwood School	<ul style="list-style-type: none"> Maintain Good to Exemplary FIT rating Maintain or increase percentage of parents 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 	<ul style="list-style-type: none"> Maintain Good to Exemplary FIT rating Maintain or increase percentage of parents 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 Maintain digital citizenship curriculum for 	<ul style="list-style-type: none"> Maintain Good to Exemplary FIT rating Maintain or increase percentage of parents 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 Maintain digital citizenship curriculum for 	<ul style="list-style-type: none"> Basic Services School Climate 	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
have internet access at home					grades <ul style="list-style-type: none"> Provide staff with professional development to utilize multimedia skill with students. 	intermediate grades <ul style="list-style-type: none"> Additional professional development in multimedia training will be provided based on results from staff on annual Brightbytes survey 	intermediate grades <ul style="list-style-type: none"> Additional professional development in multimedia training will be provided based on results from staff on annual Brightbytes survey 	
Parents need to be involved in their students education to ensure student success <ul style="list-style-type: none"> Survey shows that 88% agree or strongly agree that they are encouraged to be actively involved in school 	<ul style="list-style-type: none"> Parents will be involved in their student's education 	All	Kenwood School		<ul style="list-style-type: none"> Maintain or increase parent involvement beyond current survey results (88%) Increase response rate to survey by 20% 	<ul style="list-style-type: none"> Maintain or increase parent involvement beyond current survey results (88%) Increase response rate to survey by another 20% 	<ul style="list-style-type: none"> Maintain or increase parent involvement beyond current survey results (88%) Increase response rate to survey by another 20% 	<ul style="list-style-type: none"> Parent Involvement Basic Services School Climate Student Engagement

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>programs</p> <ul style="list-style-type: none"> • Parent School Climate Survey • Volunteer Log • Fieldtrip participation • 32 families returned Parent School Climate Survey • Maintain or increase family involvement in classroom activities by 10% each year 					<ul style="list-style-type: none"> • Annually 50% of families will participate in classroom activities 	<ul style="list-style-type: none"> • Annually 60% of families will participate in classroom activities 	<ul style="list-style-type: none"> • Annually 70% of families will participate in classroom activities 	
<p>Students need to be proficient in Common Core State Standards</p> <p>Metrics used to assess students are:</p> <p>DIBELS</p>	Students will be proficient in Common Core Standards	All	Kenwood School		<ul style="list-style-type: none"> • 70% of all students to exceed grade level standards in Reading as measured by Accelerated 	75% of all students will exceed grade level standards in Reading as measured by Accelerated Reader and	80% of all students will exceed grade level standards in Reading and Math as measured by new schoolwide metric	<ul style="list-style-type: none"> • Student Achievement • Student Engagement • Implementation of Common Core State Standards

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<ul style="list-style-type: none"> 88% of Kindergarten- 1st grade students are at low risk for needed intervention in Reading/Language Arts <p>Accelerated Reader</p> <ul style="list-style-type: none"> 69% of students in grades 1-6 have tested proficient in reading comprehension <p>CELDT Data 10% Reclassification Rate</p> <p>CST Data</p> <ul style="list-style-type: none"> API 871 On the most recent State Standardized Assessment 60% of Kenwood School 2-6 graders exceeded 					<p>Reader, and DIBELS</p> <ul style="list-style-type: none"> Finalize and implement schoolwide math metric 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 	<p>DIBELS</p> <ul style="list-style-type: none"> Increase by 5% students proficient in math per new metric Maintain 0% Teacher Misassignments Adopt Common Core Standard aligned English Language Arts curriculum in all grades Increase by 5% the number of students in the 50th percentile or above in Accelerated Reader 	<ul style="list-style-type: none"> Increase by 5% students proficient in math Maintain 0% Teacher Misassignments Adopt Common Core Standard aligned Science curriculum in all grades Increase by 5% the number of students in the 50th percentile or above in Accelerated Reader Maintain or increase CELDT 	<p>(CCSS)</p> <ul style="list-style-type: none"> Basic Services School Climate

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
grade level standards <ul style="list-style-type: none"> • College and Career Readiness N/A • Advanced Placement N/A • EAP: N/A • Teacher Miss-Assignments N/A • Access to Core Curriculum Aligned Materials 0% • Chronic Absenteeism 1% • Middle School Dropout Rate N/A • High School Dropout Rate N/A • High School Graduation Rate N/A 					reclassification rate to 15% <ul style="list-style-type: none"> • Maintain or increase CELDT reclassification rate of 15% 	reclassification rate of 15%		
Students will be engaged in their	Students will be engaged in their education and	All			<ul style="list-style-type: none"> • All 6th grade 	<ul style="list-style-type: none"> • All 5th and 	<ul style="list-style-type: none"> • All 4th, 5th 	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>education and understand connections to their community.</p> <ul style="list-style-type: none"> Community Service Participation Currently there is no specific Community Service Student Requirement Attendance rate is 96% Tardy rate is 3% All students participate in Music, Art, P.E., Library and Spanish enrichment programs 	<p>understand their connection to their community</p>			<p>students will complete at least 5 hours of pre-approved community service</p> <ul style="list-style-type: none"> Attendance rate of 97% Tardy rate of 2.5% Maintain 30 minutes per week per class in each enrichment program 	<p>6th grade students will complete at least 5 hours of pre-approved community service</p> <ul style="list-style-type: none"> Maintain attendance rate of 97% Tardy rate of 2% Maintain 30 minutes per week per class in each enrichment program 	<p>and 6th grade students will complete at least 5 hours of pre-approved community service</p> <ul style="list-style-type: none"> Maintain attendance rate of 97% Maintain tardy rate of 2% or less Maintain 30 minutes per week per class in each enrichment program 		

Section 3: Actions, Services, and Expenditures

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 the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. 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 actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
 - 2) How do these actions/services link to identified goals and performance indicators?
 - 3) 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?
 - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
 - 5) In the annual update, 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?
 - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<ul style="list-style-type: none"> Continue to provide a safe environment for students 	<ul style="list-style-type: none"> Basic Services School Climate 	A long term Facility Master Plan will be developed and adopted by the Board 2. Implement beginning phases of Facility Master Plan 3. Continue working on the long term Facility Master Plan			Consultation and planning with Construction Management group and Architect 5800: Professional/Consulting Services And Operating Expenditures Other \$10,000	Funding sources needed to achieve facility goals will be identified and pursued 5800: Professional/Consulting Services And Operating Expenditures Other \$3,000	Application process and implementation of funding plan and beginning of design phase 6000-6999: Capital Outlay Other To Be Determined
		Maintain Maintenance and Custodial Staff to continue Good to Exemplary rating on FIT 2. Continue to have facilities that rate Good to Exemplary each year 3. Maintain Maintenance and Custodial Staff			Maintenance and Custodial Staffing 2000-2999: Classified Personnel Salaries Base \$99,307	Maintain Maintenance and Custodial Staff 2000-2999: Classified Personnel Salaries Base \$101,293	Maintenance and Custodial Staff 2000-2999: Classified Personnel Salaries Base \$103,320
		Provide Parent Mentor Program Implement School Climate Survey 2. Maintain or increase percentage of parents who agree or strongly agree that their child feels safe at school 3. Maintain or increase percentage of parents who agree or strongly agree that their child feels safe at school			Utilize Parent Mentor program to inform new parents regarding school programs and channels of communication No Cost	Implement Student School Climate Survey to receive student feedback on safety of the school No Cost	Review Parent Mentor program effectiveness and modify communication and program as determined by results of Parent and Student School Climate Surveys No Cost

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Continue to implement Toolbox Project Provide Student Counseling Services Playground Supervision/Yard Duty Anti-bullying Assembly</p> <p>2. Continue to implement Toolbox Project Provide Student Counseling Services Playground Supervision/Yard Duty Maintain attendance rate of 97%</p> <p>3. Continue to implement Toolbox Project Provide Student Counseling Services Playground Supervision/Yard Duty Maintain attendance rate of 97% Maintain tardy rate of 2% or less</p>			<p>Emphasize Toolbox Project to identify common code of student behavior 5000-5999: Services And Other Operating Expenditures Base \$2,800</p> <p>Cost of Counseling Services 1000-1999: Certificated Personnel Salaries Other \$9900</p> <p>Cost of Yard Duty Supervision 1000-1999: Certificated Personnel Salaries Base \$10420</p> <p>School Assembly to address School Bullying 5000-5999: Services And Other Operating Expenditures Other \$1500</p>	<p>Offer Parent Education classes to provide information on defining limits and behavior management tools 5800: Professional/Consulting Services And Operating Expenditures Base \$1,000</p> <p>Continue Toolbox Project 5800: Professional/Consulting Services And Operating Expenditures Base \$2,800</p> <p>Maintain School Counselor position 1000-1999: Certificated Personnel Salaries Other \$10,065</p> <p>Maintain Yard supervision positions 2000-2999: Classified Personnel Salaries Base \$10,628</p> <p>Enhance iPad curriculum for all grade levels 4000-4999: Books And Supplies Base \$1,000</p>	<p>Continue prior program and modify as needed Parent Education 5800: Professional/Consulting Services And Operating Expenditures Base \$1000</p> <p>Continue prior program and modify as needed Toolbox 5800: Professional/Consulting Services And Operating Expenditures Base \$2800</p> <p>Maintain School Counselor position 1000-1999: Certificated Personnel Salaries Other \$10,233</p> <p>Maintain Yard supervision positions 2000-2999: Classified Personnel Salaries Base \$10,841</p> <p>Maintain IT Coordinator position 2000-2999: Classified Personnel Salaries Base \$12,554</p>
		<p>Maintain and update technology for classrooms as needed</p> <p>2. 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</p>	<p>Enhance iPad curriculum for all grade levels 4000-4999: Books And Supplies Base \$1,000</p>	<p>Maintain IT Coordinator position 2000-2999: Classified Personnel Salaries Base \$12,554</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		3. Maintain and update technology for classrooms as needed			Maintain IT Coordinator position 2000-2999: Classified Personnel Salaries Base \$11682	Maintain IT Coordinator position 2000-2999: Classified Personnel Salaries Base \$11,916	
<ul style="list-style-type: none"> Parents will be involved in their student's education 	<ul style="list-style-type: none"> Parent Involvement Basic Services School Climate Student Engagement 	Maintain or increase parent involvement beyond current survey results by improving school website 2. Expand and update school website. 3. Maintain or increase parent involvement beyond current survey results (88%)			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	Obtain parent and community input on school website enhancements No Cost Webhosting Costs 0000: Unrestricted Base \$1,000 Webmaster costs 0000: Unrestricted Base \$1,000	Maintain School website 0000: Unrestricted Base \$2,000
		Increase response rate to survey by 20% and utilize parent surveys on an annual basis 2. Utilize Parent, student and/or staff school climate surveys annually 3. Increase response rate to survey by another 20%			Develop parent incentive for survey response 0000: Unrestricted Other \$200	Continue to develop parent incentives for survey response No Cost Coordinate Parent Preview Night(s) for review and presentation of CC Curriculum 4000-4999: Books And Supplies Base \$200 Review Parent Mentor program for effectiveness and act on needed improvements No Cost	Continuation of Parent Education on Common Core curriculum using Parent Involvement Workshop and information sessions \$500

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Maintain or increase family involvement in classroom activities. Annually 50% of families will participate in classroom activities</p> <p>2. Maintain or increase family involvement in classroom activities.</p> <p>3. Annually 70% of families will participate in classroom activities</p>			Create Parent Mentor program No Cost	Continue Parent Mentor Program No Cost	Continue Parent Mentor Program No Cost

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Students will be proficient in Common Core Standards	<ul style="list-style-type: none"> Student Achievement Student Engagement Implementation of Common Core State Standards (CCSS) Basic Services School Climate 	<p>Develop Common Core Aligned Assessment Tools</p> <p>Continue Professional Development for staff in CCSS methodology and practice with emphasis on Reading Language Arts and metric assessment</p> <p>Maintain highly Qualified Teaching Staff</p> <p>Purchase additional instructional materials as needed per grade level for transition to Common Core</p> <p>Maintain level of Instructional Assistance Staff for classroom support</p> <p>Maintain level of Intervention services for students not meeting grade level standards including support for students with disabilities</p> <p>2. 75% of all students will reach grade level standards in Reading and Math as measured by Accelerated Reader and DIBELS</p>			<p>Investigate and identify additional assessment tools 0000: Unrestricted Base \$4,000</p> <p>Continue professional development for staff in CCSS methodology and practice with emphasis on Reading Language Arts and metric assessment 5000-5999: Services And Other Operating Expenditures Base \$12,956</p> <p>Maintain Highly Qualified Teaching Staff 1000-1999: Certificated Personnel Salaries Base \$687,696</p> <p>Purchase additional Instructional materials as needed per grade level for transition to Common Core 4000-4999: Books And Supplies Other \$2,500</p> <p>Maintain level of Instructional Assistance staff for classroom support 2000-2999: Classified Personnel Salaries Base \$58,745</p>	<p>Train staff on new assessment tool(s) and integrate with current assessment practices 5000-5999: Services And Other Operating Expenditures Base \$4,000</p> <p>Continue professional development for staff in CCSS methodology and practice with emphasis on Reading Language Arts and metric assessment 5000-5999: Services And Other Operating Expenditures Base \$2,500</p> <p>Maintain Highly Qualified Teacher staffing 1000-1999: Certificated Personnel Salaries Base \$699,181</p> <p>Maintain Instruction Support Assistants for core curriculum 2000-2999: Classified Personnel Salaries Base \$59,920</p> <p>Maintain RSP program, Intervention Specialist, Reading Specialist, EL Support Teacher, Psychologist, Speech Therapist 1000-1999: Certificated Personnel Salaries Other \$152,780</p>	<p>Fully implement benchmark assessment program. 5800: Professional/Consulting Services And Operating Expenditures Base \$1,000</p> <p>Assess staff needs to meet goal of 80% of all students at grade level standards 4000-4999: Books And Supplies Base \$1,000</p> <p>Purchase additional Instructional materials as needed per grade level 4000-4999: Books And Supplies Base \$1,000</p> <p>Adopt and purchase new Language Arts curriculum 4000-4999: Books And Supplies Base \$50,000</p> <p>Maintain Highly Qualified Teachers 1000-1999: Certificated Personnel Salaries Base \$710,857</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		3. 80% of all students will reach grade level standards in Reading and Math as measured by new school wide metric			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		Maintain level of Instructional Assistants staff for classroom support 2000-2999: Classified Personnel Salaries Base \$61,119 Maintain level of Intervention services for students not meeting grade level standards including support for students with disabilities 1000-1999: Certificated Personnel Salaries Other \$155,331
Students will be engaged in their education and understand their connection to their community		Implement upper grade community service and mentor programs 2. All 5th and 6th grade students will complete at least 5 hours of pre-approved community service 3. All 4th, 5th and 6th grade students will complete at least 5 hours of pre-approved community service			Work with local organizations (ie. Rotary, Kiwanis, Fire Dept., etc>) to develop volunteer opportunities for students (no cost) No Cost	Continue to work with local organizations (ie. Rotary, Kiwanis, Fire Dept., etc>) to develop volunteer opportunities for students No Cost Enhance student mentor programs across grade levels No cost	Work with local organizations (ie. Rotary, Kiwanis, Fire Dept., etc>) to develop volunteer opportunities for community members such as lunch time clubs, afterschool tutoring No cost
		Continue Toolbox program curriculum 2. Continue enrichment programs-Art, music, library, PE and Spanish			Develop and implement an upper grade specific review of Toolbox program No Cost	Cost of Library, Art, Spanish (second language) Music and PE programs 0001-0999: Unrestricted: Locally Defined Other \$93,900	

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		3. Continue enrichment programs Art, music, library, PE					Cost of Enrichment programs-Art, music, library, PE and Spanish 0001-0999: Unrestricted: Locally Defined Other \$94,840
		Continue enrichment programs Art, music, library, PE, Spanish					Kenwood Education Foundation Programs 0001-0999: Unrestricted: Locally Defined Other \$92,970

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
<ul style="list-style-type: none"> Continue to provide a safe environment for students 	<ul style="list-style-type: none"> Basic Services School Climate 	<p>Provide internet access for low income/English Learners who do not have access at home</p> <p>2. Provide internet access for Low Income and English Learner families who do not have access at home</p> <p>3. Provide internet access for Low Income and English Learner families who do not have access at home</p>			Open wireless network before and after school Monday through Friday No Cost	Open wireless network before and after school Monday through Friday No Cost	Open wireless network before and after school Monday through Friday No Cost
<ul style="list-style-type: none"> Parents will be involved in their student's education 	<ul style="list-style-type: none"> Parent Involvement Basic Services School Climate Student Engagement 	<p>Provide access to all surveys and forums to non-English speaking families</p> <p>2. Provide access to all surveys and forums to non-English speaking families</p>			EL Coordinator time to contact each family 1000-1999: Certificated Personnel Salaries Supplemental \$500	Continue to have EL Coordinator time to contact each family to obtain information and feedback 1000-1999: Certificated Personnel Salaries Supplemental \$500	Continue EL Coordinator time to contact each family as needed 1000-1999: Certificated Personnel Salaries Supplemental \$500
					Provide translations as needed for all school parent events 1000-1999: Certificated Personnel Salaries Supplemental \$500	Continue to provide translations as needed for all school parent events 1000-1999: Certificated Personnel Salaries Supplemental \$500	Continue to provide translations as needed for all school parent event 1000-1999: Certificated Personnel Salaries Supplemental \$500

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		3. Provide access to all surveys and forums to non-English speaking families			EL Coordinator to oversee CELDT and EL issues 1000-1999: Certificated Personnel Salaries Supplemental \$8,856	Maintain EL Coordinator to oversee CELDT and EL issues 1000-1999: Certificated Personnel Salaries Supplemental \$9,000	Maintain EL Coordinator to oversee CELDT and EL issues 1000-1999: Certificated Personnel Salaries Supplemental \$9155
Students will be proficient in Common Core Standards	<ul style="list-style-type: none"> Student Achievement Student Engagement Implementation of Common Core State Standards (CCSS) Basic Services School Climate 	<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 16% <p>2. 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 16% 			Increase time for EL support 1000-1999: Certificated Personnel Salaries Supplemental 5,000	Maintain time for EL support 1000-1999: Certificated Personnel Salaries Supplemental \$5,075	Maintain increased time for EL support 1000-1999: Certificated Personnel Salaries Supplemental \$5200

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>3. 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 16% 					
		<p>Intervention Specialist to improve achievement in Math and Language Arts - both one on one and in small groups.</p> <p>2. Intervention Specialist to improve achievement in Math and Language Arts - both one on one and in small groups</p> <p>3. 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 1000-1999: Certificated Personnel Salaries Supplemental \$1,645</p>	<p>Maintain additional 30 minutes per week of Intervention Specialist assistance is offered to Low Income or 1000-1999: Certificated Personnel Salaries Supplemental \$1675</p>	<p>Maintain additional 30 minutes per week of Intervention Specialist assistance is offered to Low Income or 1000-1999: Certificated Personnel Salaries Supplemental \$1700</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year: and are projected to be provided in years 2 and 3? What are the anticipated expenditures for each action: including funding source?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Reading Teacher works with small groups of students to improve reading skills</p> <p>2. Reading Teacher works with small groups of students to improve reading skills</p> <p>3. 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.</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$862</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</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$862</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</p> <p>1000-1999: Certificated Personnel Salaries Supplemental \$862</p>
		<p>District subsidizes Free and Reduced lunches for all eligible students</p> <p>2. 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>Cost of Free and Reduced lunches 5000-5999: Services And Other Operating Expenditures Supplemental \$8,400</p>	
Students will be engaged in their education and understand their connection to their community							

- C. Describe the LEA's increase in 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 school site 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 priority areas. (See 5 CCR 15496(b) for guidance.)

Kenwood School District will have a calculated amount of \$19,767 in supplemental grant LCFF funding to provide services for low income pupils, foster youth, and English learners. In the 2014-15 school year, programs that will be supported by these funds will include: District subsidized free/reduced lunch program, wireless access before/after school, EL Coordinator and additional time for intervention in the area of reading.

- D. 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). 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). 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.

The calculated proportion to the increase of services provided to low income pupils, foster youth, and English Learners for Kenwood School District is 2.86% in the 2014-15 school year. To provided services for the aforementioned unduplicated pupils, the district will allocate the following amounts:

\$500 EL Coordinator

\$500 Translation for EL parents

\$8,856 CELDT administration/coordination

\$5,000 Increase EL time allotment

\$1645 Intervention Specialist

\$862 Reading Skills Assistance

\$8,400 Subsidized Free and Reduced Lunch

Total expenditures: \$25,763

When we compare the total cost that we are spending for unduplicated students to what we are spending for the overall program for all students, it yields a 3.4% increase in services for unduplicated students (which exceeds the calculated portion of 2.86%).

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.