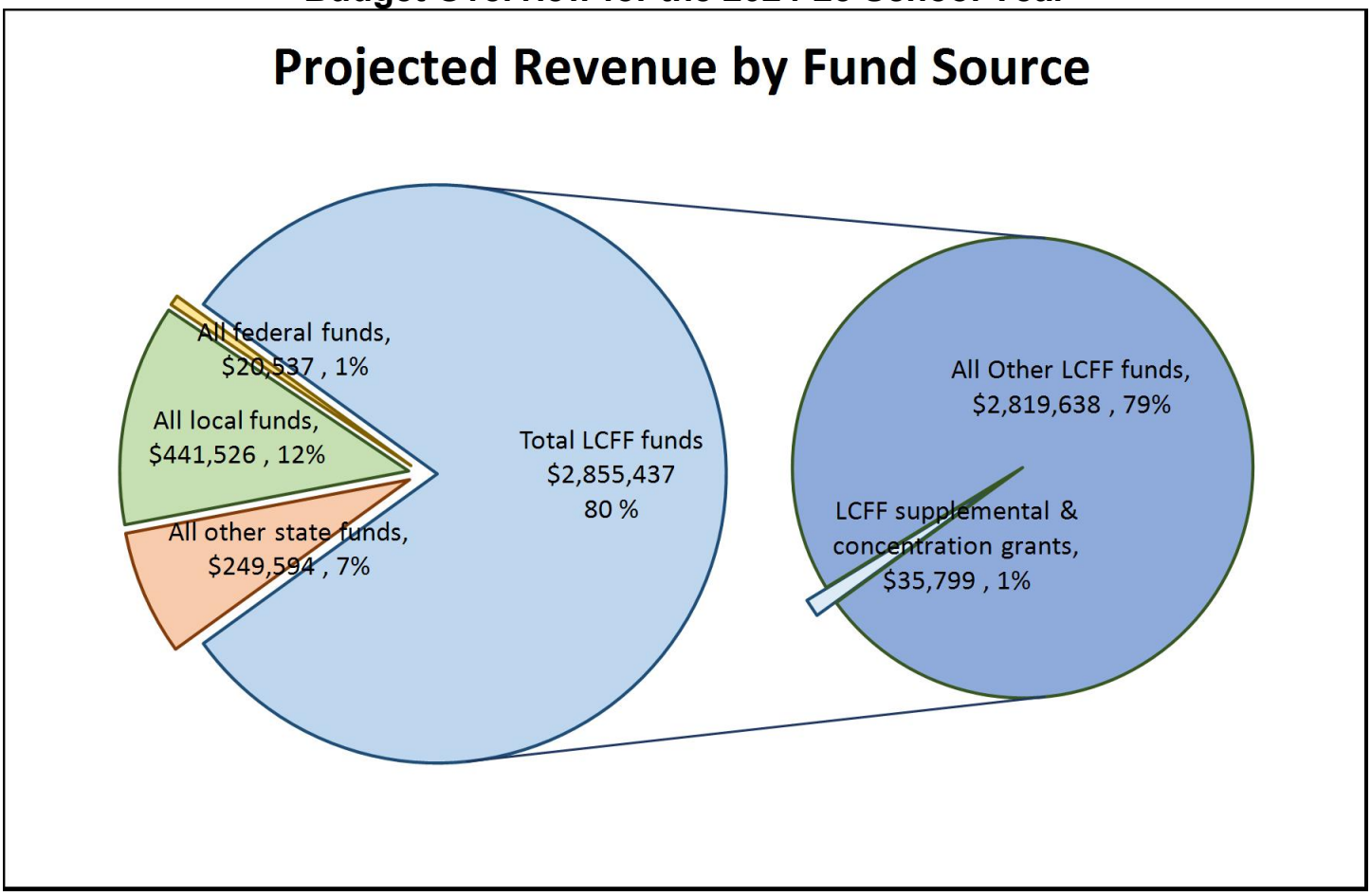
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Kenwood School District
CDS Code: 49707896051825
School Year: 2024-25
LEA contact information:
Nathan Myers
Superintendent/Principal
nmyers@kenwoodschool.org
707-833-2500

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2024-25 School Year

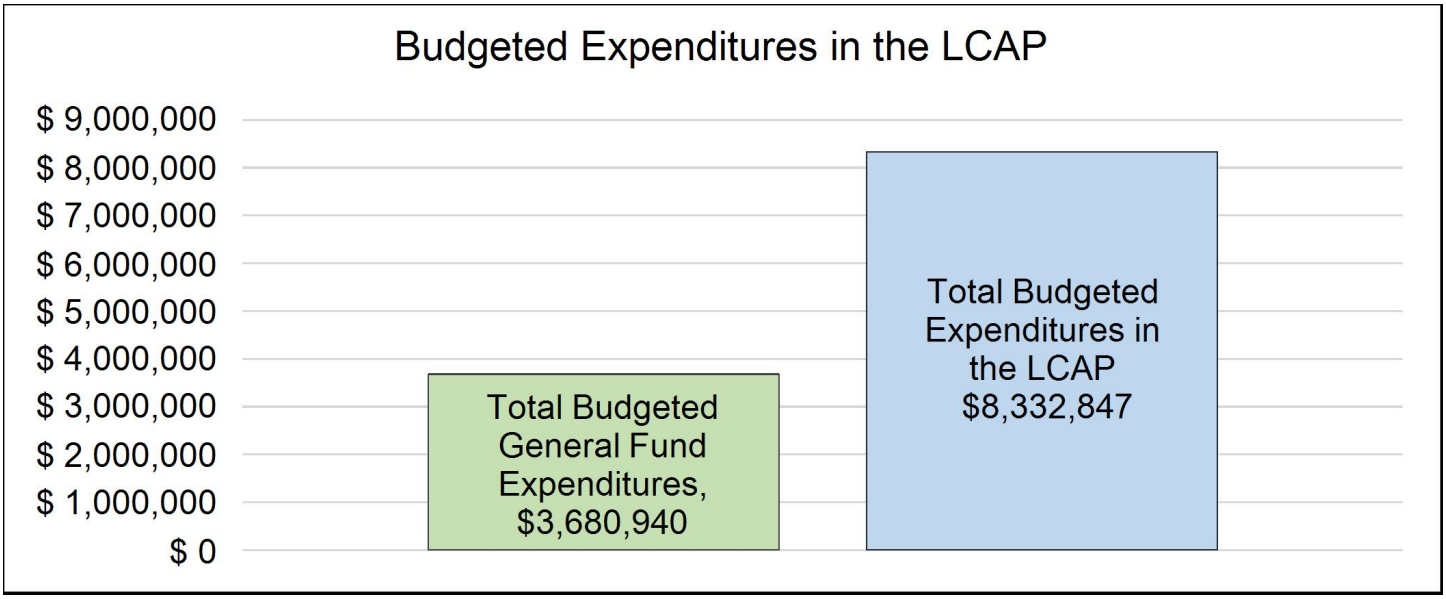


This chart shows the total general purpose revenue Kenwood School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Kenwood School District is $3,567,094, of which $2,855,437 is Local Control Funding Formula (LCFF), $249,594 is other state funds, $441,526 is local funds, and $20,537 is federal funds. Of the $2,855,437 in LCFF Funds, $35,799 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Kenwood School District plans to spend for 2024-25. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Kenwood School District plans to spend $3,680,940 for the 2024-25 school year. Of that amount, $8,332,847 is tied to actions/services in the LCAP and $-4,651,907 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

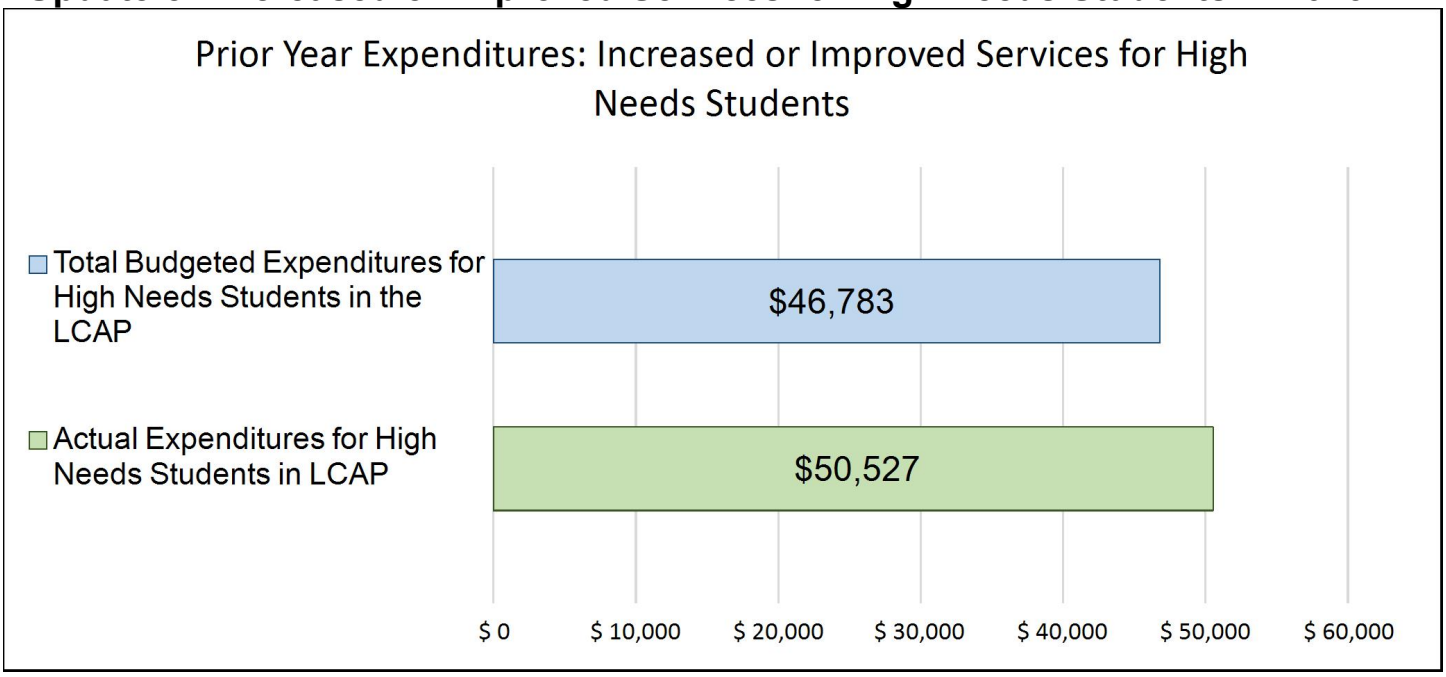
Overall district operational expenses are not included in the LCAP. Administrative staffing, contracts for Special Education and operations, utilities, materials/supply expenses are important to the functionality of Kenwood School, however are not summarized as part of the LCAP goals. Phase 1 of the Bond Building project is included in the LCAP as these expenditures, from Fund 21, are essential to student safety and improvement of the overall school experience.

Increased or Improved Services for High Needs Students in the LCAP for the 2024-25 School Year

In 2024-25, Kenwood School District is projecting it will receive $35,799 based on the enrollment of foster youth, English learner, and low-income students. Kenwood School District must describe how it intends to increase or improve services for high needs students in the LCAP. Kenwood School District plans to spend $87,494 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2023-24



This chart compares what Kenwood School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Kenwood School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2023-24, Kenwood School District's LCAP budgeted $46,783 for planned actions to increase or improve services for high needs students. Kenwood School District actually spent $50,527 for actions to increase or improve services for high needs students in 2023-24.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Kenwood School District	Nathan Myers Superintendent/Principal	nmyers@kenwoodschool.org 707-833-2500

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Kenwood School is the only school in the Kenwood School District, which serves 115 students in Pre-Kindergarten through the Sixth grade. The school is located in the town of Kenwood (Sonoma County), which is adjacent to the cities of Sonoma and Santa Rosa, approximately 65 miles north of San Francisco. The community takes great pride in the school, supporting it through a parcel tax and through consistent donations to the Kenwood Education Foundation. Parents value the consistent quality of the educational program, as well as the personal, nurturing aspect of the school's programs.

Mission Statement
Kenwood School provides academic excellence in a child-centered, developmentally appropriate environment which allows students to realize their full potential, both academically and socially. This is accomplished through the guidance of an experienced and dedicated teaching staff, with instructional assistants in every classroom to provide an adult-to-student ratio that is among the lowest in Sonoma County. Kenwood School students receive a well-rounded educational experience through a challenging academic curriculum, as well as enrichment/arts programs that are supported by active parent and community involvement. In this setting, all children are acknowledged and valued by the entire staff, creating expectations for high student achievement and behavior, as well as a sense of personal responsibility to the school and the community.

Vision Statement
Kenwood School is a small, community elementary school committed to the highest standards of academic excellence and social values, where students are provided a foundation for lives of purpose, service and lifelong learning.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

The California School Dashboard provided a comprehensive view of school and district performance based on multiple indicators, including academic achievement, graduation rates, suspension rates, English learner progress, and college/career readiness.

When reflecting on annual performance as part of the LCAP process, the Dashboard and other local sources have been used to identify areas of strength and areas for improvement. This analysis helps inform site decisions about resource allocation, programmatic priorities, and strategies for supporting student success.

Reviewing Dashboard Indicators: In analyzing performance data across various indicators on the California School Dashboard, we found that we continue to be on pace in meeting our school district goals and targets.

Identifying Strengths: We highlight high academic achievement in subject areas ELA and Math, both scoring in the GREEN category, which is the second highest level achievable.

Addressing Areas for Improvement: Areas targeted for improvement include Chronic Absenteeism, 13% of Kenwood students were Chronically Absent in 2023-24, and Suspension Rate. We feel strongly that both of these categories will, with strategic focus, move closer to the GREEN and BLUE areas.

Using Local Data: Supplement Dashboard data includes our Trimester STAR Benchmark Assessments. Star data has proven to be a leading indicator for the Smarter Balance Assessment data students in grades 3-6 take in the spring. Trimester II Star data had over 85% of students At or Above Standard (Green Zone) in both ELA and Math.

Engaging Stakeholders: Our school continues to have a strong partnership with our parent community and beyond. We have documented over 250 volunteers to the school site this year. This partnership is a direct connection to the attendance rates our students have. The higher attendance rates over the past couple years, indicate students are engaged and enjoy coming to school. This strong engagement results in higher achieving students, strong test scores, and a stronger social-emotional connection with the community. We work to involve stakeholders, including educators, parents, students, and community members, in the reflection process to gather diverse perspectives, insights, and priorities. This collaborative approach ensures that the LCAP reflects the needs and aspirations of the entire school community.

Setting Goals and Strategies: Based on the reflection and analysis of our state and local performance data, we continue to fine-tune and establish clear goals, objectives, and strategies for the upcoming year(s). This information is aligned with the LCAP's overall vision and guiding principles and helps prioritize our actions that will have the greatest impact on student outcomes.

Monitoring and Evaluation: We continue to develop mechanisms for ongoing monitoring and evaluation to track progress toward goals and to make adjustments as needed. This includes dynamic intervention group support both in and out of the classrooms. After-school tutoring and intervention support from certificated teaching staff who regularly review data, solicit feedback, and assess the effectiveness of interventions via summative and formative assessments ensures continuous improvement which is found embedded in our core program for students.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

In our review of the Local Control and Accountability Plan (LCAP), we acknowledge the availability of technical assistance resources provided. While we did not require direct technical assistance during the reporting period, we actively monitored and evaluated our programs and initiatives to ensure alignment with LCAP goals and compliance with state regulations. Our proactive approach allowed us to address challenges internally and leverage existing expertise within our district to support the successful implementation of our initiatives. Moving forward, we remain open to utilizing technical assistance resources as needed to enhance our capacity for continuous improvement and better serve the needs of our students and community.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Kenwood School is not identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

n/a

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

n/a

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

During the April Site Council/LCAP meeting, we reviewed the LCAP with committee members. Feedback was positive, though brief. The principal also shared the LCAP with parents during the monthly Coffee with the Principal meeting in May. This time was mostly spent as an informative piece, explaining the purpose of the LCAP and what information is conveyed and how Goals are established, attained, and what metrics are used. Again, feedback was positive, though no suggestions or concerns were expressed.

Parents and staff members expressed interest in addressing Social Emotional support programs during former years as well as during recent conversations and surveys. Parents also feel that a foreign language of some sort should be offered as an after school program. Though we have not been able to find an instructor for a foreign language, we have been able to create a summer camp program that offers a variety of enrichments for our students. Both classified and certificated staff meetings were held weekly or bi-weekly in order to ensure all aspects of community satisfaction level was understood and addressed. Our parent group, Kenwood School Association or KSA brought forth various ideas in encouraging school spirit and socially safe events. The community participation was quite encouraging as multiple school wide events were very well attended.

Staff have also been an important part of our LCAP development. During regularly scheduled meetings throughout the school year, staff has played a significant roll in addressing a needs analysis for our school. Particular focus has been conducted in the area of mathematics as we prepare for a new State Curricular Adoption in this core area of instruction. The Board of Trustees have also part of discussions as they provided meaningful feedback on issues such as facilities, social-emotional learning and site safety plans.

We feel strongly that even if our LCAP Goals from last year were met, we need to continue focusing on those actions to ensure our successes become part of the culture. For that reason we see the value in maintaining our previous Goals as we move forward with this LCAP.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Provide a physically and emotionally safe learning environment for all students including Students with Disabilities (SWD), English Language Learners, Foster Youth, and Social Economically Disadvantaged, in order to increase student academics and engagement in learning as measured by student, staff, and parent surveys	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our TK-6 elementary school is committed to providing a nurturing and inclusive learning environment where every student can thrive academically, socially, and emotionally. Data shows growth in these areas is steady while parents, staff, and administration all feel the importance of continuing to use research based strategies to engage and support our students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Facilities Inspection Tool	A "Exemplary" Rating was given during the 2023-24 school year			Will continue to maintain an "Exemplary" rating each year	
1.2	Annual Parent/Student Safety Survey participation	45% of parents responded			We will increase Participation on Parent/Student Surveys from 45% to 50%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.3	Suspension Rate	There was a 0% suspension rate			Will continue to maintain a low suspension rate of .08% or below	
1.4	Expulsion Rate	0% Expulsion Rate			Will continue to maintain a low expulsion rate of 0% or below	
1.6	Parent Satisfaction on Parent surveys	93% of the parents feel "Great" or "average" about their child's safety at Kenwood School			Will maintain a high percentage of 95% or more, of parent agreement that Kenwood School is a safe place for their children	
1.7	Student Climate Survey	98% of students completed the Student Climate Survey			Will continue a 98% or above participation in the annual Student Climate Survey	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Condition of facilities	Implementation of facilities master plan projects to be completed with funding from Measure F G.O. Bond	$6,350,000.00	No
1.2	Maintenance of facilities	Maintain Maintenance and Custodial Staff	$284,038.00	No
1.3	Community Feedback	Continue to administer Parent/Family or Student School Climate Survey alternately 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 environment	$0.00	No
1.4	Parent Education and Emotional Climate	Continue Parent Education and Toolbox programs as they relate to Social Emotional Learning. Focus on "mindfulness" programs and "Math Night" in 2024-25	$500.00	No
1.5	Maintenance of Technology	Maintain IT Coordinator Position	$14,652.00	No
1.6	Intenet Access for unduplicated students	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. Maintain hotspots and dedicated Chromebooks for internet access to those students that do not have home internet for assignments.	$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.7	Student Social and Emotional Health	Increase Social Emotional Learning support to our English Language Learners, economically disadvantaged, and foster youth students.	$60,586.00	Yes
1.8	Playground Safety	Maintain Yard Supervision position	$15,877.00	No
1.9	Access to Technology	Replace Chromebooks and Admin CPUs per rotation plan	$19,300.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase parent engagement for all families as measured by parent surveys, volunteers both at school and participation in Kenwood Education Foundation and Kenwood School Association as well as participation in community events.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Parent and community participation has been a vital part of the success of our school for many years. With nearly 50% of our families opting to join our school district from areas outside of our district boundaries, it is important that families are actively engaged in our organizations that support our school to promote the financial health of the district, as well as to provide access for families to assimilate into the culture of Kenwood School. The Kenwood community at large feels a sense of belonging and ownership in Kenwood School. Building relationships with the small tight knit population brings a synergy that increases success for both the student academics and social emotional well being. Kenwood School has long established the community relationships that have become a valued part of the success of our LEA.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Participation in the Parent School Climate Survey	42% or 47 families responded. Of the parents surveyed, 93% felt "Average" or "Great" about their child feeling safe while at school during the 2023-24 Annual School Survey.			Will maintain a 42% or higher response rate. Will continue to maintain a 95% satisfactory rate from parents in regards to their student's social emotional needs and feeling safe at school.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Volunteerism by parents, guardians and community members	We continue to average just over 1 volunteer on site per day during the 2023-24 school year.			Will maintain a high level of daily volunteers as noted in the Volunteer Log	
2.3	Parent Engagement at Community Events	During the 2023-24 school year, 85% of families were in attendance at major school events throughout the year. Meanwhile, 75% of unduplicated families were in attendance at these same school events.			Will increase family participation in school events to 50%. Increase participation of parents of ELD students, foster youth and economically disadvantaged students. Increase participation of parents with students with exceptional needs.	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent participation on Climate Survey	Maintain and update School website, make frequent All Call announcements from the School Wise system, and use the Principal's Message to remind parents to take the School Climate Survey	$2,600.00	No
2.2	Volunteers	Using volunteers to support classroom teachers, school programs and Kenwood School Association to provide meaningful learning opportunities for all students	$0.00	No
2.3	School Events	By conducting outreach through various means such as newsletters, All Call communication through School Wise, and community relationships, we will increase participation at school wide events	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase the number of students, meeting or exceeding standards in both English Language Arts and Mathematics, by 5% by 2024-25 school year, as measured by annual CAASPP results and Local Assessment Data, including SWD, at risk youth, foster youth, social economically disadvantaged and English language learners.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our primary focus for all of our students is to strive towards our goal of having every child performing on or above grade level in our core subjects of mathematics and reading/language arts. We will work collaboratively, and utilize resources from classroom teachers, classroom teaching assistants, school counselor and reading/intervention/RSP specialists to identify students who need additional support and to maintain a program that meets the diverse academic needs of all students, with a focus on unduplicated pupils. All students receive access to all curriculum as measured by the Williams Quarterly Report. Data from local and State assessments are reviewed with stakeholders, while a special focus on unduplicated students is given by various staff specialists, administration and site counsel.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Accelerated Reader (STAR Reading) Grades 1-6	During the 2023-24 school year, students were assessed 3-4 times a year depending on their grade level. Students in grades 2-6 use Accelerated Reader			Continue scheduled assessments of all 2-6 students to determine progress in	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		to focus reading skills on individual levels.			reading and comprehension.	
3.2	English Language Arts standards based on CAASPP testing	The 2022-23 CAASPP scores on the California Dashboard show that Kenwood School scored a "High" or "green" score at 11.8 points above standard. Students scored 29.1 points above standard and increased 13.3 Points from the previous year.			CAASPP scores will continue to maintain Green or Blue level.	
3.3	Mathematics standards based on CAASPP testing	The 2022-23 CAASPP scores on the California Dashboard show that Kenwood School scored a "High" score at 12.4 points above standard. This was an increase of over 13 points from the previous year. Student scored 12.4 points above standard and increased 16.4 Points from the previous year.			CAASPP scores will continue to maintain Green or Blue level.	
3.4	Teacher Misassignments per CTCC	Teacher Misassignments were 0% in 2023-24			Maintain 100% highly qualified teaching assignments.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	EL reclassification rate to indicate ELs that have become English proficient.	Fewer than 10 students tested during the 2023-24 school year.			Maintain a EL reclassification rate of 50% or above.	
3.6	Maintain access to Core Curriculum Aligned Materials through the adoption of current core curriculum	Maintained 100% access to Core Curriculum Aligned Materials for all students.			Maintained 100% access to Core Curriculum Aligned Materials	
3.7	Maintenance and monitoring of content and performance standards for all students, including ELs, and other unduplicated students, will be at 100% as measured by observation and review of lesson plans	Kenwood School continued to maintain 100% of all students receiving content standard instruction as measured by the Williams Quarterly Report as well as quarterly review of local benchmarks during the 2023-24 school year.			Maintain 100% of all students receiving content standard instruction as measured by the Williams Quarterly Report as well as quarterly review of local benchmarks	
3.8	Attendance rate and Absenteeism per attendance records	Attendance rate is just below 95% during the 2023-24 school year.			Maintain a 95% or above attendance rate and less than a 1% chronic absenteeism rate	
3.9	DIBELS Grades K-2 for Reading/Language Arts	Over 90% have currently met or exceeded grade level standards during the 2023-24 school year.			Maintain a 90% or above rate of students meeting or exceeding grade level standards.	
3.10	STAR Reading Benchmark Rate	84% of students tested, are currently "At or Above Benchmark" and 70% of Unduplicated			Maintain 80% of all students, including English Language Learners, Low	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		students are "At or Above Benchmark" during the 2023-24 school year.			Income Students and Foster Youths, scoring At or Above Benchmark	
3.11	STAR Math Benchmark Rate	78% of students tested are currently "At or Above Benchmark". 73% of Unduplicated students are "At or Above Benchmark" during the 2023-24 school year.			Maintain a 75% rate of all students. including English Language Learners, Low Income students and Foster Youth, will score At or Above Benchmark	
3.12	Unduplicated student assessment data	56% of unduplicated students are below grade level standards during the 2023-24 school year.			Unduplicated students will increase their grade level achievement by 10%, or to have 49% or less of our Unduplicated students below grade level standards. Small data samples and privacy issues dictate we combine all unduplicated into 1 public record/document rather than parsing out each small sub group.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.13	Chronic Absenteism	13% of students are chronically absent during the 2023-24 school year.			Drop Chronic Absenteeism to 1% or below attendance records during the 2019-20 school year.	
3.15	Increase SEL support for students that qualify for SPED	Provide SEL support for SPED students through our school counselor.			Provide SEL support through counseling or group meetings for any student that qualifies for SPED, if needed.	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.2	EL Coordinator	Continue EL coordinator working with classroom teachers to collaborate on intervention strategies and language acquisition strategies - Maintain or increase ELPAC reclassification rate of 5%. Due to our small EL population we do not publish our reclassification rates as confidentiality is important.	$0.00	Yes
3.4	Reading Teacher	Continue program for Reading Teacher working with small groups to improve reading skills	$23,408.00	Yes
3.5	Highly Qualified Teaching Staff	Maintain Highly Qualified Teachers	$1,109,806.00	No
3.6	Classroom Instructional Assistants	Maintain level of Instructional Assistants staff for classroom support	$132,629.00	No
3.7	Resource Specialist (RSP) Teacher	Maintain level of Pupil services for students not meeting grade level standards including support for students with disabilities	$161,594.00	No
3.8	SEL support for SPED	To provide SEL support for students that qualify for Special PED services	$5,450.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Students will be engaged in their social emotional learning (SEL) and learn to better understand their thoughts and emotions, to become more self aware, and to develop more empathy for others within the community and world around them.	Broad Goal

State Priorities addressed by this goal.

Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

The community and staff recognize the importance of social emotional learning for our students. With high quality professional development on topics ranging from cultural competence, equity, instruction, and assessment topics along with opportunities to meet with the school counselor or other school personnel, we will support all students in the development of SEL. Higher attendance rates and lower chronic absenteeism will show that students are feeling comfortable and safe around school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Classroom teachers and staff will participate in high level professional development training throughout the year	All staff are given the opportunity to attend professional training in the Early Teaching Pyramid through our county office of education			All staff have been offered the opportunity to participate in the Early Teaching Pyramid through the county office of education.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.2	Monitoring of attendance rate per daily attendance in Schoolwise Attendance system	Attendance rate was nearly 95% in 2023-24			Student attendance rate will meet or exceed 95% for the year.	
4.3	Analysis of tardy rate per daily attendance in Schoolwise Attendance system	Tardy rate was less than 1%			Maintain a tardy rate of 1% or less.	
4.4	Maintain 100% of student, including English Language Learners, Low Income Students and Foster Youths, participation in classroom community circles.	100% of students including English Language Learners, Low Income Students and Foster Youths have access to and are a part of our classroom community circles.			Maintain 100% of student, including English Language Learners, Low Income Students and Foster Youths, participation in classroom community circles.	
4.5	Maintain 30 minutes per week per class in each enrichment program peer master schedule ensuring all classes have sufficient enrichment opportunities.	All Students, including English Learners, Foster Youth, SWD and Low Income students, had 30 minutes per week per class in each enrichment program			Maintain 30 minutes per week per class in each enrichment program peer master schedule ensuring all classes have sufficient enrichment opportunities.	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Professional Development	Provide a wide range of Professional Development opportunities for staff in the area of SEL	$0.00	No
4.2	Enrichment programs	Continue enrichment programs Art, PE, Garden, Library and Music sponsored primarily by the Kenwood Education Foundation	$115,946.00	No
4.3	STEAM Program (Science, Technology, Engineering, Art and Math)	Continue to implement STEAM/Maker enrichment sessions in all grade levels on a weekly basis. Evaluate program to date. Students with exceptional needs will have access to a broad course of study.	$32,961.00	No
4.4	Support to Foster Youths	Provide transportation services to foster youth residing at the Valley of the Moon Children's Shelter	$500.00	Yes

Action #	Title	Description	Total Funds	Contributing
4.5	Monitor Attendance and Chronically Absent	Administration will monitor both attendance rates and chronically absent rates and act accordingly to ensure students are engaged in their learning		
4.6	Community Circles	All students will be provided time during class each week to participate in Community Circles		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$35,799	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.965%	0.000%	$0.00	3.965%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.6	**Action:** Intenet Access for unduplicated students **Need:** Portable hotspots for families needed internet access **Scope:** LEA-wide	Providing internet access to all students who need it addresses critical equity issues, particularly for ELs, socioeconomically disadvantaged students, and students with disabilities. This action ensures that every student has the necessary tools to succeed in a digital learning environment. Implementing this on an LEA-wide basis promotes consistency, equity, and systemic improvement, with effectiveness measured through surveys, engagement metrics, academic performance, and support requests.	Analyzing grades, test scores, and other academic performance indicators before and after the provision of internet access helps measure the impact on student learning outcomes, particularly for the targeted unduplicated student groups.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.7	**Action:** Student Social and Emotional Health **Need:** Targeted support through school counseling services **Scope:** LEA-wide	Providing Social and Emotional support to both individuals as well as groups to provide tool and strategies to increase self regulation and learn to cope with challenges is essential to a student's mental health. With increased awareness our staff will be able to support students both academically and social emotionally.	After reviewing the annual Student Climate Survey, we will determine if the SEL support has had the desired effect of helping students find strategies to help themselves feel more included, safe, and comfortable while at Kenwood School.
3.2	**Action:** EL Coordinator **Need:** Coordination with students, LEA, and CDE to assess the needs of EL students and to determine the strengths and weaknesses of our EL program **Scope:** LEA-wide	By continuing the use of an English Language Coordinator, the school addresses the critical needs of EL students in a comprehensive manner while fostering an inclusive environment that supports academic and social success for all students. The effectiveness of this action is continually assessed using a variety of metrics to ensure that the needs of EL students are met and that they are making significant progress.	By monitoring these metrics, the school can ensure that the English Language Coordinator is effectively supporting EL students and can make data-informed decisions to enhance or adjust the support strategies as needed. We will monitor the progress of our EL students, through state and local assessment data.
3.4	**Action:** Reading Teacher **Need:** A specialist is needed to assess the needs of our struggling students, to coordinate support and to review data and progress with teachers. **Scope:** LEA-wide	The dedicated reading teacher focuses on providing intensive reading interventions, differentiated instruction, and tailored support to help students who are struggling with reading. This approach is designed to meet the unique needs of the unduplicated student groups in the following ways: Targeted Interventions: The reading teacher uses data-driven strategies to identify and support students who are below grade level in reading.	To monitor the effectiveness of the reading teacher and the support provided, the following metrics will be used: Reading Assessment Scores: Tracking progress through standardized reading assessments such

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		These interventions are tailored to address specific areas of need, such as phonemic awareness, phonics, fluency, vocabulary, and comprehension. Differentiated Instruction: The reading teacher provides differentiated instruction that caters to the diverse learning styles and needs of unduplicated students. This personalized approach helps ensure that each student receives the appropriate level of support.	as DIBELS, Accelerated Reader, or other benchmark assessments to measure improvement in reading proficiency. Progress Monitoring Data: Regular progress monitoring of students receiving reading interventions to assess growth and adjust instructional strategies as needed. English Language Proficiency Assessments: For English learners, monitoring progress through assessments like the ELPAC (English Language Proficiency Assessments for California) to measure improvements in English language proficiency related to reading skills.
4.4	**Action:** Support to Foster Youths **Need:** Provide a program to some of our most at risk students in order to establish a strong foundation based around SEL and academics	Tutoring and Academic Interventions: Providing targeted tutoring and academic support programs to help foster youth catch up and stay on track with their peers. Counseling Services: Increasing access to school counselors and mental health professionals trained in trauma-informed care.	To ensure the actions are effective in improving outcomes for foster youth students, the following metrics will be used: Standardized Test Scores: Tracking improvements in

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	Equity and Inclusion: Offering these services schoolwide ensures that foster youth are integrated with their peers, fostering a more inclusive environment. Partnership with local Foster Youth programs will support both equity and inclusion. Efficient Resource Allocation: Providing these services on a schoolwide basis allows for more efficient use of resources, ensuring that all students who need support, including foster youth, can access it without stigma.	standardized test scores for foster youth, and Regular assessments to gauge improvement in core subjects. Attendance and Stability: Attendance Rates: Measuring attendance rates and reductions in absenteeism. Counseling Attendance: Tracking the utilization of counseling services and related outcomes.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Based on local and state assessment data, the administration, certificated staff and specialists have come to the conclusion that various areas of academics need more interventions and supports. With supplemental funds, we have created intervention programs that target students with special needs in various sub-groups, such as English Learners, Resource students, socio-economically disadvantaged students as well as foster youth. Progress in these interventions are monitored through both local and state data and success will be determined by using this data, parent surveys and teacher input. Teachers have worked with specialists (reading and intervention) to provide

services, as needed for all unduplicated pupils, beyond the regular curriculum. More adjustments may be made as we continue to analyze needs for each student. As addressed in Goal 3 metrics, unduplicated student success is measured by various assessments and surveys. Results from these data points have directed our LEA to make adjustments to our intervention programs to ensure all students, including unduplicated students, receive support in areas of need. We have made it a priority to employee an intervention specialist, reading specialist and English Language services as needed.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	N/A
Staff-to-student ratio of certificated staff providing direct services to students	N/A	N/A

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$902,957	$35,799	3.965%	0.000%	3.965%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,840,651.00	$5,450.00	$6,486,746.00		$8,332,847.00	$1,948,947.00	$6,383,900.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Condition of facilities	All	No				Ongoing depending on Facilities Master Plan	$0.00	$6,350,000.00	$0.00		$6,350,000.00		$6,350,000.00	
1	1.2	Maintenance of facilities	All	No				Ongoing	$284,038.00	$0.00	$284,038.00				$284,038.00	
1	1.3	Community Feedback	All	No				Ongoing	$0.00	$0.00	$0.00				$0.00	
1	1.4	Parent Education and Emotional Climate	All	No				Ongoing	$0.00	$500.00	$500.00				$500.00	
1	1.5	Maintenance of Technology	All	No				Ongoing	$14,652.00	$0.00	$14,652.00				$14,652.00	
1	1.6	Intenet Access for unduplicated students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$3,000.00	$3,000.00				$3,000.00	
1	1.7	Student Social and Emotional Health	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$60,586.00	$0.00	$60,586.00				$60,586.00	
1	1.8	Playground Safety	All	No				Ongoing	$15,877.00	$0.00	$15,877.00				$15,877.00	
1	1.9	Access to Technology	All	No					$0.00	$19,300.00			$19,300.00		$19,300.00	
2	2.1	Parent participation on Climate Survey	All	No				Ongoing	$0.00	$2,600.00	$2,600.00				$2,600.00	
2	2.2	Volunteers	All	No					$0.00	$0.00	$0.00				$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.3	School Events	All	No					$0.00	$0.00	$0.00				$0.00	
3	3.2	EL Coordinator	English Learners	Yes	LEA-wide	English Learners	All Schools		$0.00	$0.00	$0.00				$0.00	
3	3.4	Reading Teacher	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$22,908.00	$500.00	$23,408.00				$23,408.00	
3	3.5	Highly Qualified Teaching Staff	All	No					$1,109,806.00	$0.00	$1,109,806.00				$1,109,806.00	
3	3.6	Classroom Instructional Assistants	All	No					$132,629.00	$0.00	$132,629.00				$132,629.00	
3	3.7	Resource Specialist (RSP) Teacher	All Students with Disabilities	No					$161,594.00	$0.00	$161,594.00				$161,594.00	
3	3.8	SEL support for SPED	All Students with Disabilities	No					$5,450.00	$0.00	$0.00	$5,450.00			$5,450.00	
4	4.1	Professional Development	All	No					$0.00	$0.00	$0.00				$0.00	
4	4.2	Enrichment programs	All	No					$109,946.00	$6,000.00			$115,946.00		$115,946.00	
4	4.3	STEAM Program (Science, Technology, Engineering, Art and Math)	All	No					$31,461.00	$1,500.00	$31,461.00		$1,500.00		$32,961.00	
4	4.4	Support to Foster Youths	Foster Youth	Yes	LEA-wide	Foster Youth	All Schools		$0.00	$500.00	$500.00				$500.00	
4	4.5	Monitor Attendance and Chronically Absent														
4	4.6	Community Circles														

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$902,957	$35,799	3.965%	0.000%	3.965%	$87,494.00	0.000%	9.690 %	**Total:**	$87,494.00
								LEA-wide Total:	$87,494.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.6**	Intenet Access for unduplicated students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,000.00	
1	**1.7**	Student Social and Emotional Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$60,586.00	
3	**3.2**	EL Coordinator	Yes	LEA-wide	English Learners	All Schools	$0.00	
3	**3.4**	Reading Teacher	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$23,408.00	
4	**4.4**	Support to Foster Youths	Yes	LEA-wide	Foster Youth	All Schools	$500.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,273,458.00	$2,604,937.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Condition of facilities	No	$250,000.00	$537,977
1	**1.2**	Maintenance of facilities	No	$270,672.00	$283,312
1	**1.3**	Community Feedback	No	$0.00	$0
1	**1.4**	Parent Education and Emotional Climate	No	$500.00	$0
1	**1.5**	Maintenance of Technology	No	$12,170.00	$12,210
1	**1.6**	Intenet Access for unduplicated students	Yes	$0.00	$3,000
1	**1.7**	Student Social and Emotional Health	No	$120,056.00	$120,264
1	**1.8**	Playground Safety	No	$14,386.00	$16,752
1	**1.9**	Access to Technology	No	$7,500.00	$0
2	**2.1**	Parent participation on Climate Survey	No	$2,500.00	$4,000
2	**2.2**	Volunteers	No	$0.00	$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	School Events	No	$0.00	$0
2	2.4	English Language Coordinator outreach	Yes	$0.00	$0
2	2.5	Foreign Language	No	$0.00	$0
2	2.6	Translator	Yes	$0.00	$0
3	3.1	Collaborative Curriculum Development	No	$0.00	$0
3	3.2	EL Coordinator	Yes	$0.00	$0
3	3.3	Intervention Teacher	Yes	$24,537.00	$25,511
3	3.4	Reading Teacher	Yes	$21,746.00	$22,306
3	3.5	Highly Qualified Teaching Staff	No	$1,037,294.00	$1,078,015
3	3.6	Classroom Instructional Assistants	No	$126,663.00	$141,380
3	3.7	Resource Specialist (RSP) Teacher	No	$155,739.00	$161,477
3	3.8	Free and Reduced Lunch Subsidy	Yes	$0.00	$0
4	4.1	Community Service	No	$0.00	$0

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.2**	Enrichment programs	No	$197,329.00	$167,283
4	**4.3**	STEAM Program (Science, Technology, Engineering, Art and Math)	No	$31,866.00	$31,450
4	**4.4**	Support to Foster Youths	Yes	$500.00	$0

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$28,700.00	$46,783.00	$50,527.00	($3,744.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.6	Intenet Access for unduplicated students	Yes	$0.00	$1,489		
2	2.4	English Language Coordinator outreach	Yes	$0.00			
2	2.6	Translator	Yes	$0.00			
3	3.2	EL Coordinator	Yes	$0.00	$1,221		
3	3.3	Intervention Teacher	Yes	$24,537.00	$25,511		
3	3.4	Reading Teacher	Yes	$21,746.00	$22,306		
3	3.8	Free and Reduced Lunch Subsidy	Yes	$0.00	0		
4	4.4	Support to Foster Youths	Yes	$500.00			

To Add a Row: Click “Add Row.”
To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press “Save Data” and refresh the page.

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$687,354	$28,700.00	0	4.175%	$50,527.00	0.000%	7.351%	$0.00	0.000%

2024-25 Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Kenwood School District	Nathan Myers Superintendent/Principal	nmyers@kenwoodschool.org 707-833-2500

Introduction

The California State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Local Indicators

The local indicators address the following state priority areas:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home

- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.

- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and

- The number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same public meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at https://www.cde.ca.gov/ds/ad/tamo.asp.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-24								

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0%

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The “Good Repair” Standard (Including Deficiencies and Extreme Deficiencies)	12

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest):
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards				4	
History-Social Science				4	

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education					
Health Education Content Standards				4	
Physical Education Model Content Standards				4	
Visual and Performing Arts				4	
World Language					

Support for Teachers and Administrators

5. Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)

6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.

As an TK-6 elementary district, we do not provide course work in World Language or Career Technical Education.

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	4
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	4
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	5

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Based on Stakeholder input from our annual Parent Survey, families feel that our LEA's strengths include communication with our families. 91% of families that responded to our Survey, feel that the LEA does either a "Great" or a "Average" job in communicating and building relationships with our community. Kenwood is aware of the difficulty in building relationships with families due to the pandemic and teachers are focussing on more outreach such as newsletters, emails and phone calls, in order to communicate with parents, rather than relying on face to face conversations.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

The LEA is concerned that 9% of families feel that communication between the school and the families is lacking. We are making a concerted effort to notify families of school wide events, community events, and possible volunteer opportunities. We are continuing to find ways to increase attendance and increase student engagement via newsletters and One Call notifications. Our office is making numerous phone calls to improve our attendance rate and support families when students miss school frequently.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

The LEA will make a concerted effort to engage underrepresented families in a attempt to build a strong relationship and support families when needed. We will increase our counselor time with the use of One-Time Funds in an

attempt to engage these families through phone calls, emails and at home visits. Meanwhile, the principal is making phone calls to underrepresented families in an attempt to invite them to special events such as Open House or Jog-a-Thon.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	4
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	5

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Partner input, including the Parent Survey, Site Council, KSA and Board of Trustee Input, the community feels Kenwood School is doing a Good job in building partnerships for student outcomes. In fact 94% of families surveyed feel that Kenwood School is doing a "Good" or "Great" job with student achievement.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Parent Surveys have indicated that families would appreciated opportunities to learn a foreign language and extended learning opportunities. The LEA will Continue to look to fulfill these possibilities. Staffing has been difficult over the past year but we anticipate more opportunities for Partnerships in the future. We will continue to reach out to local partners such as the colleges and civic minded groups such as Kiwanis, Rotary and Project 100.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

By hiring a Bi-Lingual School Counselor, we have given ourselves the opportunity to perform outreach to some of our Unduplicated EL students. This outreach will give families an opportunity to meet and discuss important topics, work on homework, ask clarifying questions and to help these families to become more engaged in their student's schooling.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Practices	Rating Scale Number
1. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	4
2. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	4
3. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	4
4. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	4

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

Through monthly KSA and KEF meetings, bi-weekly newsletters, Site Council, and our annual parent survey, we are able to get a fair amount of feedback from our educational partners. As COVID has kept many families away from school, we have relied upon our School Newsletter and School Website to convey important information. And although this was successful this year, we hope to add extra strategies in the upcoming years to help build those partnerships.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

The Principal will meet with families with his Monthly Coffee Chats with parents as they come to school to drop off their students. These informal meetings will give families a chance to ask questions and address concerns as well as get monthly updates from the principal. Monthly Site Council meetings, KEF meetings, and KSA meeting also allow the principal to speak directly to families and other volunteers regarding decisions that need to be made with stakeholder input. Based on input from families on the Parent Survey, better communication is an area that our LEA can do better at.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

More outreach is needed at Kenwood. We will begin improving engagement with registration and First Day packets when the school year begins. Meeting families and asking them to get involved in various committees will provide underrepresented the opportunity to become engaged and show that we value their insights. We will send home a questionnaire asking parents to sign up for committees and how they feel they can support our school. Unfortunately, the 2020-2022 school years have been difficult to engage families due to the pandemic and we are struggling to

decide if we need to change our strategies for parent engagement or if engagement will return back to normal when COVID-19 is no longer a hurdle.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction
LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and

- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

89% of the students surveyed state that they feel like they belong at Kenwood Elementary School. The local survey encompassed a variety of important issues including the relationship between students and staff. Overall, our students feel safe and valued by their teachers. Students feel that teachers and students respect each other and that their teachers listen and value their opinions. Overwhelmingly, students feel that their teachers encourage them to take on new challenges.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Based on the results of our local climate survey, we have learned that our students feel that their peers and teachers care about them. All student groups show similar data regarding the areas involving teacher/student relationships. Unfortunately, we received disappointing feedback regarding the question, "Do students at your school get along with each other?" While only 3% of the students say that teachers do not get along, 35% stated they "Did not know". This surprised us as we have worked hard to implement Restorative Practices and Class Circles at our school. These programs are designed to help students listen and speak with each other. Upon deeper analysis we found that some student groups grapple with this question more so than others. Of our EL students and economically disadvantaged students, 39% percent answered the question with "Did not know".

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

Based on our analysis of the student groups we feel that we need to work harder with some of our student groups to help them with SEL strategies. We want to refocus some our school counselor time to better support these students. We will work with families to show the importance of SEL and help families to practice research based strategies with their students. We will also provide meaningful professional development to staff in order to enhance our staff's skills in SEL.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

The district uses the Williams Quarterly Act as a tool to ensure all students have access to and are enrolled in a broad course of study.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

Given the fact that we are a very small K-6 school district of 113 students, staff can easily determine that all students are enrolled in a broad course of study.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

There are no barriers preventing us from providing access to a broad course of study.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Because we are a K-6 school district, the use of bell schedules is important to insure that students that may receive pull out support (ELD, RSP, Speech, intervention, etc) are not being pulled out from core classes. All unduplicated students and students with exceptional needs have access to and are enrolled in a broad course of study. Our LEA consists of only one school site, thus ensuring that all students are offered the same course work. Students with exceptional needs and needing an Individualized Education Plan are assessed annually. Our team, including specialist, SPED teacher, Gen. Ed teacher, Principal and parents meet to discuss the assessment results as well as other educational goals and objectives to determine further needs. Meanwhile, our EL students are also assessed annually (ELPAC) to determine how best to support the students. As all students, including those with special needs, have access to a broad course of study, the barriers preventing Kenwood from providing a broad course of study are minimal. We are concerned about the attendance rate of our students and how this area can affect student learning, engagement, and social emotional health. Due to this issue, a 92% attendance rate, we plan to reach out to families with students frequently missing school. A phone call will be made to each student's parents when they are absent. We will ask if everything is alright with the child and remind parents of the importance of school attendance. Students missing 10% of school or more will receive letters from the school about the importance of attendance and the principal will set up meetings with parents to determine how best we can support families in ensuring their students

come to school everyday, unless they are sick. We will also refer students that are truant to the School Accountability Review Board if needed. By increasing our attendance rate, all students, including those with special needs, will be able to learn more and receive the support needed.

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest):
1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.					
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.					
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.					
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.					
3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.					
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of					

Coordinating Instruction	1	2	3	4	5
residence and county office of education.					

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest):

1 - Exploration and Research Phase
2 - Beginning Development
3 - Initial Implementation
4 - Full Implementation
5 - Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).					
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).					
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.					

Coordinating Services	1	2	3	4	5
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.					
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.					
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.					
7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.					
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.					