

KENTFIELD SCHOOL DISTRICT

Strategic Planning 2019

Strategic Plan Background Documents

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Kentfield School District Strategic Planning 2019

Attendees

Board of Trustees

Heather McPhail Sridharan
Sarah Killingsworth
Davina Goldwasser
David Riedel
Quoc Tran

Administration

Liz Schott
Sally Peck
Grant Althouse
Virginia DiGirolamo

Management

Andrew Korff
Paul Miller
Kirsten Starsiak

Teachers

Julie Gallagher
Amber Hatfield
Erica Johnson
Maria Martin
Mike Martinez
Tracey Nott
Brad Widelock
Maia Yamasaki
Fran Yang

Classified Staff

Gretchen Harris

Parents

Elvia Acetuno
Erica Applestein
Amy Bornstein
Christy Chandler
Kristen DeVivo
Jolene Egan
Ina Gotlieb
Karina Hernandez
Natalie Holles
Jessica Hollman
Scott Kabat
Kathryn Menge
Aime Minaya
Holly Myers
Katharine O'Brien
Annalyn Peluso
Alisa Rubel
Laura Streeter
Stacey Warner
Noah Wheeler

Kentfield School District Strategic Plan

Unleash the Learner Within

MISSION

The Kentfield School District's mission is to inspire and challenge all students to live, learn, and lead to their fullest potential.

VISION

Kentfield School District will deliver a quality education that empowers our students to reach high, work hard, and be kind.

STRATEGIC GOALS AND INITIATIVES

1. Engage, support and challenge all students

- a) Identify, implement, and evaluate instructional resources and assessments utilizing the Common Core State Standards, the Next Generation Science Standards, and other curriculum standards.
- b) Employ an array of professional development models to inform curriculum improvements and refine teaching strategies.
- c) Create opportunities for increased innovation, integration and collaboration in and between core and enrichment classes that inspire creativity, curiosity and critical thinking.
- d) Provide differentiated instruction to support the acquisition of core academic skills.
- e) Integrate community service and service learning into the curriculum.

2. Commit to exceptional and inspirational educators and staff

- a) Attract, retain, develop and value an effective and innovative staff.
- b) Leverage the talents, skills, and passion of staff.
- c) Maintain high quality working conditions and competitive compensation packages.
- d) Encourage work/life balance.

3. Ensure appropriate stewardship of our facilities and fiscal systems

- a) Align fiscal resources to support achievement of the goals and strategies in our Strategic Plan and Local Control Accountability Plan.
- b) Commission a facilities master plan to consider current and future needs, address alternatives and opportunities for use of space, and identify the physical resources that support the curriculum and differentiated learning strategies.

4. Provide an environment that supports our Core Values – respect, collaboration, perseverance, innovation, engagement, and responsibility

- a) Build and promote cultural competence within the school community.
- b) Foster a culture in which all members of our Kentfield School District community show respect and compassion towards one another, communicate in a positive manner, and stand up for and do the right thing.
- c) Nurture the social development and emotional health of students.

5. Expand and strengthen communication and partnerships with our community

- a) Communicate as one school, two campuses.
- b) Create a comprehensive, effective, and transparent approach to communication, utilizing coordinated resources to share information.
- c) Collaborate with business and community partners to identify ways we can work together to support our learning goals.

CORE BELIEFS

Engagement

We believe that: by creating learning experiences that engage our students' creativity and curiosity, we motivate and inspire them to become life-long learners; educators who have access to appropriate and innovative teaching tools and professional development opportunities are most effective in engaging students in their learning; project-based, active learning encourages students to take risks and learn from their mistakes.

Collaboration

We believe that: when our learning community works together, the outcome for our students is richer; when we engage in healthy, collaborative relationships that focus on student success, we enhance the educational experiences of our students; by building strong partnerships among students, staff and parents, we will provide the support our students need to acquire the knowledge, skills, and values in our graduate profile.

Innovation

We believe that: education is most meaningful when it is a journey of exploration, inspired by curiosity and personal engagement; learning experiences that develop intellectual curiosity, critical thinking, and problem solving skills encourage students to take risks and learn from their mistakes; students arrive at school equipped with curiosity, creativity, competence, courage and confidence, all essential ingredients of innovation. It is our challenge to unleash the learner within.

Respect

We believe in: providing a safe, positive and supportive learning community that holds itself to the highest of standards of integrity; being empathic and welcoming differences to create an inclusive community; actively listening to divergent opinions and perspectives and recognizing the contributions of all.

Responsibility

We believe in: social responsibility as personified by appreciating different cultures, giving back to our community, taking care of each other, and being stewards of our environment; being a dynamic learning community that prepares individuals for a lifetime of intellectual exploration, personal growth and social responsibility; teaching, expecting and modeling good character in everything we do; the power of social responsibility through action to change the world.

Perseverance

We believe that: perseverance and resilience are key elements in a child's learning and social development; it is important to engage students in real-world learning experiences, real-life challenges and problem solving.

We commit to graduating:

Motivated Learners who:

- Take risks and persevere
- Possess intellectual curiosity
- Demonstrate flexibility and adaptability
- Think critically and problem solve
- Are resourceful
- Access and analyze information
- Assume personal and academic responsibility

Compelling Communicators who:

- Actively listen
- Effectively articulate ideas
- Adapt to different audiences and situations
- Use creativity and imagination
- Collaborate respectfully
- Advocate for self and others
- Apply constructive approaches in resolving conflicts

Compassionate Contributors who:

- Share their talents and skills with empathy
- Believe in the power of the individual to make a difference
- Contribute to local and global communities
- Make ethically driven decisions
- Demonstrate personal integrity
- Accept and value differences
- Are resilient

August, 2014

Bacich Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Bacich Elementary School
Street	699 Sir Francis Drake Blvd.
City, State, Zip	Kentfield, CA 94904
Phone Number	(415) 925-2220
Principal	Sally B. Peck
E-mail Address	speck@kentfieldschools.org
Web Site	www.kentfieldschools.org
CDS Code	21 65334 6024319

District Contact Information	
District Name	Kentfield Elementary School District
Phone Number	(415) 458-5130
Superintendent	Liz Schott
E-mail Address	lschott@kentfieldschools.org
Web Site	www.kentfieldschools.org/district

School Description and Mission Statement (School Year 2018-19)

Principal's Message

Welcome to Anthony G. Bacich Elementary School and thank you for taking the time to explore our magnificent school and school district. As Bacich elementary school principal, I am proud to represent this community and tell you why it is such a special place through our annual school accountability report card (SARC). I want to begin with the Kentfield School District's beliefs and the very young children who begin their educational journey at Bacich. Each of our students bring unique personalities, varied interests, individual experiences and abilities with them as they share their first years of school with us. We recognize that learning opportunities for them happen everywhere – in the classroom, on the playground and at home. We appreciate the partnerships we have with our Kentfield families to educate our children. While we stress academic success, we also believe in fostering the values found in our Six Pillars of Character: Responsibility, Caring, Respect, Citizenship, Trustworthiness and Fairness. These core values are critical in helping our young children develop the well rounded skills necessary to maximize their potential as contributing members of our society. Our teachers are passionate about providing a learning environment in which our students are challenged and thrive. Working in partnership with our parents, we provide a supportive and safe environment where our young students can take risks, develop a strong foundation of skills and begin to experience a genuine love of learning. In addition to the core subject areas, we offer our students the opportunity to explore their interests and passions through service learning, outdoor experiences, art, music, and technology. Our website is a link to our vibrant school community. I extend a warm invitation to you to learn more about us and to get involved if you are currently a parent in our school. Learn first hand the spirit of Bacich School and the Kentfield School District.

Mission Statement

The Kentfield School District's mission is to inspire and challenge all students to live, learn, and lead to their fullest potential.

Vision Statement

Kentfield School District will deliver a quality education that empowers our students to reach high, work hard, and be kind.

School Profile

Anthony G. Bacich Elementary School is located in Kentfield and serves students in grades transitional kindergarten (TK) through grade four (4) following a traditional calendar. At the beginning of the 2018-19 school year, 640 students were enrolled, including 11.3% in special education, 9.4% qualifying for English Language Learner support, and 9.2% qualifying for free or reduced price lunch.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	154
Grade 1	119
Grade 2	114
Grade 3	131
Grade 4	127
Total Enrollment	645

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.6
American Indian or Alaska Native	0.0
Asian	2.9
Filipino	0.6
Hispanic or Latino	11.6
Native Hawaiian or Pacific Islander	0.0
White	52.7
Socioeconomically Disadvantaged	9.5
English Learners	9.1
Students with Disabilities	6.8
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	43.05	43.55	45.08	89.93
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: September 11, 2018

All textbooks used in the core curriculum at Anthony G. Bacich Elementary School are aligned to the California Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science).

On Tuesday, September 11, 2018, the Kentfield School District's Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #1 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts.

In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2018-19 school year, Kentfield School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2016 Heineman, Reader's Workshop	No	0
Mathematics	2016 Great Minds, Eureka Math	Yes	0
Science	2006 Delta Education, Full Option Science System (FOSS)	Yes	0
History-Social Science	2005 Houghton Mifflin, Houghton Mifflin History-Social Science 2005 Pearson Scott Foresman, Scott Foresman History-Social Science for California	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Kentfield School District takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Anthony G. Bacich Elementary School's original facilities were built in 1958; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In November 2014 Measure D was passed by the community. Construction began during the summer of 2018 and will include a new six-classroom building and administrative space as well as improved parking and classroom modernization. Construction of the new facility will be completed in Fall 2019. Planned Proposition 39 funding improvement projects will include replacing and upgrading current Energy Management System (EMS) using the approved California Energy Commission (CEC) application.

Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. One day custodian and two evening custodians are assigned to Anthony G. Bacich Elementary School.

The day custodian is responsible for:

- Facilities cleaning
- Events setup/cleanup
- Morning crossing guard duty

Restrooms are checked regularly throughout the day for cleanliness and subsequently cleaned as needed.

The evening custodians are responsible for:

- Classroom cleaning
- General use areas
- Office area cleaning
- Restroom cleaning
- Community Center cleaning

The Principal communicates with custodial staff daily concerning maintenance and school safety issues.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 11/20/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 11/20/2018	
Overall Rating	Exemplary

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	70.0	74.0	77.0	77.0	48.0	50.0
Mathematics (grades 3-8 and 11)	79.0	79.0	72.0	72.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	261	258	98.85	74.03
Male	130	129	99.23	78.29
Female	131	129	98.47	69.77
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	34	34	100.00	47.06
White	175	174	99.43	78.16
Two or More Races	31	30	96.77	80.00
Socioeconomically Disadvantaged	19	18	94.74	44.44
English Learners	24	24	100.00	41.67
Students with Disabilities	30	30	100.00	40.00

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	261	258	98.85	79.07
Male	130	129	99.23	86.82
Female	131	129	98.47	71.32
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	34	34	100	41.18
White	175	174	99.43	84.48
Two or More Races	31	30	96.77	86.67
Socioeconomically Disadvantaged	19	18	94.74	33.33
English Learners	24	24	100	29.17
Students with Disabilities	30	30	100	26.67

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through teacher newsletters, grade level monthly newsletters, the school marquee, the school website, and administrator's weekly newsletter. Contact the Bacich school office at (415) 925-2220 for more information on how to become involved in your child's learning environment.

OPPORTUNITIES TO VOLUNTEER

- Chaperone Field Trips
- Classroom Helper
- Library Assistant
- Office Helper
- Yard Duty Supervision

COMMITTEES

- Communication Committee
- English Learner Advisory Council
- Finance Committee
- Health & Safety Committee
- Kentfield Schools Foundation - Kentfield Invests in Kids (kik)
- Parent Teacher Association KSPTA
- Safe Routes
- School Site Council
- Strategic Planning

SCHOOL ACTIVITIES

- Back to School Night
- Book Fair
- Game Nights
- Information Events
- Open House
- Parent Education Workshops
- Principal's Coffee
- Student Performances
- Volunteer Luncheon
- Maker Night
- Math Fair
- Classroom Performances (Poetry, Writing)

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.8	0.6	0.9	1.0	1.5	1.5	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The Comprehensive School Site Safety Plan was developed for Anthony G. Bacich Elementary School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in November 2018.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	23	4	3	1	27		7	1	27		7	1
1	22		6		21	1	4		20	6		
2	21		6		22	1	5		17	3	4	
3	21	2	4		21	2	4		22		6	
4	23	1	6		23	1	5		25		5	
Other	14	1			11	2			16	2		

Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.00	645
Counselor (Social/Behavioral or Career Development)	0.40	N/A
Library Media Teacher (Librarian)	1.00	N/A
Library Media Services Staff (Paraprofessional)	0.00	N/A
Psychologist	0.50	N/A
Social Worker	0.00	N/A
Nurse	0.40	N/A
Speech/Language/Hearing Specialist	0.50	N/A
Resource Specialist (non-teaching)	1.80	N/A
Other	0.25	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$10,091	\$1,294	\$8,796	\$82,841
District	N/A	N/A	\$10,917	\$84,877
Percent Difference: School Site and District	N/A	N/A	-21.5	-2.4
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	21.0	8.6

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

For the 2017-18 school year, Kentfield School District spent an average of \$14,357 of total general funds to educate each student (based on 2017-18 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.)

In addition to general fund state funding, Kentfield School District receives state and federal categorical funding for special programs. For the 2017-18 school year, the District received categorical, special education, and support programs funds for:

- California Clean Energy Jobs Act
- Common Core State Standards Implementation
- Education Protection Account
- Lottery: Instructional Materials
- Special Education
- State Lottery
- Title I
- Title II
- Title III

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$52,701	\$48,064
Mid-Range Teacher Salary	\$81,255	\$75,417
Highest Teacher Salary	\$94,517	\$94,006
Average Principal Salary (Elementary)	\$150,521	\$119,037
Average Principal Salary (Middle)	\$151,856	\$123,140
Average Principal Salary (High)	\$0	\$135,974
Superintendent Salary	\$205,479	\$183,692
Percent of Budget for Teacher Salaries	43.0	36.0
Percent of Budget for Administrative Salaries	6.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

All training and curriculum development activities at Anthony G. Bacich Elementary School revolve around the California Common Core State Standards. During the 2016-17, 2017-18, and 2018-19 school years, Anthony G. Bacich Elementary School held and will hold staff development training devoted to:

- Literacy Assessment Training
- Next Generation Science Standards (NGSS)
- Differentiated Instruction
- Diversity Awareness
- English Language Learners
- Response to Intervention
- Institute for Social & Emotional Learning (IFSEL)
- Mindfulness

Decisions concerning selection of staff development activities are performed by the principal using tools such as teacher input, school assessment results, and state mandates to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Anthony G. Bacich Elementary School supports ongoing professional growth throughout the year on weekly early release days. Teachers meet in grade level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula. During the 2018-19 school year, Anthony G. Bacich Elementary School's teachers attended the following events hosted by the Kentfield School District:

- Diversity, Equity and Inclusion
- Common Core State Standards - Eureka Math, Reading Workshop, Fountas & Pinnell Literacy Assessment
- Curriculum Mapping - Lite
- CPR Refresher Training
- Sexual Harassment Training
- Responsive Classroom
- Character Education
- Institute for Social & Emotional Learning (IFSEL)
- Project Based Learning (PBL)
- A Touch of Understanding

Anthony G. Bacich Elementary School offers support to new and veteran teachers through peer coaching and mentoring. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.

Kent Middle School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Kent Middle School
Street	800 College Avenue
City, State, Zip	Kentfield, CA 94904
Phone Number	(415) 458-5970
Principal	Grant Althouse
E-mail Address	galthouse@kentfieldschools.org
Web Site	www.kentfieldschools.org
CDS Code	21 65334 6068308

District Contact Information	
District Name	Kentfield Elementary School District
Phone Number	(415) 458-5130
Superintendent	Liz Schott
E-mail Address	lschott@kentfieldschools.org
Web Site	www.kentfieldschools.org/district

School Description and Mission Statement (School Year 2018-19)

Principal's Message

Kent Middle School (Kent) is part of the Kentfield School District, a dynamic learning community that prepares individuals a lifetime of intellectual exploration, personal growth, and social responsibility. The District's mission is to inspire and challenge all students to live, learn, and lead to their fullest potential. The school provides a high quality education that empowers every student to reach high, work hard, and be kind. The Kent campus has recently gone through a complete facilities overhaul, including opening a new administrative building and music classroom, as well as classroom upgrades across the school. We currently service 587 students in 5th through 8th grades. Highlights of the campus include our extensive solar powered generation facilities, an extensive wood shop, a Maker's Space, art facilities, two learning centers, science lab spaces, a well-stocked library, a state-of-the-art computer lab, our new music classroom, and two gymnasiums. Everything we do at Kent is centered around unleashing the learner within. By leveraging the talents, skills, and passions of our staff, we are able to maximize student learning. This is apparent even before the first bell rings. Students arrive on campus early to participate in zero period electives like band or chorus or they can work on projects in the Maker Space classroom. Some attend a Mathletes class, our math competition program. Other students oversee eco-action projects like Safe Routes to School, which encourages students to carpool, bicycle or walk to school. Still others enjoy the use of the library as a relaxing place to read before the day begins. With the first bell, students are greeted at the door by their teachers. The Falcon News Webcast, a daily news show produced by students, makes timely announcements and highlights the many extra-curricular activities available. Often the Falcon News features short films produced and directed by students. A visitor will likely see differentiated instruction, project-based learning, active participation by students, and classrooms extensively adorned with student projects. Some examples of these are students creating video games in a coding class, rehearsing scenes for a drama production, developing business websites in their Business Enterprise course, or watching as the 3-D printer begins producing an object students designed in the Maker Space. Kent Middle School staff are committed and exceptional educators who work collaboratively to create inquiry-based learning activities and specific student intervention strategies. Our English Language Arts and Math teachers design and implement rigorous, challenging, and differentiated common core aligned instruction designed to meet the diverse needs of all learners. Our Science department implemented the Next Generation Science Standards (NGSS) for which we earned the California Gold Ribbon Award in 2014. Social and emotional development is also a focus and a strength at Kent. Our character program received a California Distinguished School designation in 2012. Community service and service learning is deeply integrated into the curriculum. Character education lessons specific to each grade level are taught by teachers in small groups every Tuesday. Students are encouraged to complete a recommended amount of community service hours in grades 5-7, and are required to complete 10 hours by the end of 8th grade as part of their history class. All of these elements combine to create the unique environment of Kent Middle School, a place where adolescent learning and social growth come together daily.

Mission Statement

The Kentfield School District's mission is to inspire and challenge all students to live, learn, and lead to their fullest potential.

Vision Statement

Kentfield School District will deliver a quality education that empowers our students to reach high, work hard, and be kind.

School Profile

Adaline E. Kent Middle School is located in Kentfield and serves students in grades five (5) through eight (8) following a traditional calendar. At the beginning of the 2018-19 school year, 587 students were enrolled, including 7.5% in special education, 6.1% qualifying for English Language Learner support, and 9.2% qualifying for free or reduced price lunch.

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 5	127
Grade 6	151
Grade 7	156
Grade 8	154
Total Enrollment	588

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.9
American Indian or Alaska Native	0.3
Asian	4.9
Filipino	0.3
Hispanic or Latino	12.1
Native Hawaiian or Pacific Islander	0.2
White	68.7
Socioeconomically Disadvantaged	11.2
English Learners	4.1
Students with Disabilities	12.2
Foster Youth	0.5

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	43.05	43.45	44.85	89.93
Without Full Credential	0	0	0	0
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments *	0	0	0
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: September 11, 2018

All textbooks used in the core curriculum at Adaline E. Kent Middle School are aligned to the California Common Core State Standards. Instructional materials are selected from the state's most recent list of standards-based materials and adopted by the State Board of Education. The district follows the State Board of Education's six-year adoption cycle for core content materials (English/language arts, math, science, and social science). On Tuesday, September 11, 2018, the Kentfield School District's Board of Trustees held a Public Hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution #1 which certifies as required by Education Code §60119 (1) that textbooks and instructional materials were provided to all students, including English learners, in the district to the extent that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and (2) sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in math, science, history-social science, and English/language arts. In addition to core subject areas, districts are required to disclose in their SARCs the sufficiency of instructional materials used for their visual/performing arts curricula. During the 2018-19 school year, Kentfield School District provided each student, including English learners, enrolled in a visual/performing arts class with a textbook or instructional materials to use in class and to take home. These materials complied with the state's content standards and curriculum frameworks.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	1990 McDougal Littell, The Language of Literature 2002 Prentice Hall, Timeless Voices, Timeless Themes	Yes	0
Mathematics	2014 Pearson Scott Foresman, Digits 0 % 2014 Pearson Scott Foresman, Scott Foresman - Addison Wesley enVisionMath California	Yes	0
Science	2006 Pearson Prentice Hall, Prentice Hall California Science Explorer: Focus on Earth, Life, and Physical Science	Yes	0
History-Social Science	2005 Teachers' Curriculum Institute, History Alive! California Middle Schools Program Adventure Tales of America	Yes	0
Foreign Language	2006 Pearson Prentice Hall, Realidades Student Edition - Levels A & B	Yes	0
Health	SOS - Signs of Suicide Program	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

The Kentfield School District takes great efforts to ensure that all schools are clean, safe, and functional through proper facilities maintenance and campus supervision. Adaline E. Kent Middle School's original facilities were built in circa 1934; ongoing maintenance and campus improvements ensure facilities remain up to date and provide adequate space for students and staff. District maintenance and site custodial staff ensure that the repairs necessary to keep the school in good condition are completed in a timely manner. A work order process is used by school and district staff to communicate non-routine maintenance requests. Emergency repairs are given the highest priority. In November 2014 Measure D was passed by the community. Highlights of the construction include the addition of new music and administrative/health buildings. All classrooms have been modernized along with upgrading our heating systems. Planned Prop 39 funding improvement projects for the 2018-19 school year included the replacement of the current Energy Management System (EMS) and replacing HVAC units using approved California Energy Commission (CEC) application. Every morning before school begins, the custodian inspects facilities for safety hazards or other conditions that need attention prior to students and staff entering school grounds. Three custodians (one morning custodian, one afternoon custodian and one part-time evening custodian) are assigned to Adaline E. Kent Middle School. The day custodian is responsible for:

- Facilities cleaning
- Events setup/cleanup

Restrooms are checked once a day for cleanliness and subsequently cleaned as needed. The evening custodian is responsible for:

- Classroom cleaning
- General use areas
- Office area cleaning
- Restroom cleaning
- Gymnasium cleaning

The Principal communicates with custodial staff daily concerning maintenance and school safety issues.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 1/9/2019		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 1/9/2019	
Overall Rating	Exemplary

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	80.0	79.0	77.0	77.0	48.0	50.0
Mathematics (grades 3-8 and 11)	70.0	70.0	72.0	72.0	37.0	38.0

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	588	572	97.28	78.85
Male	293	283	96.59	75.62
Female	295	289	97.97	82.01
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	28	26	92.86	96.15
Filipino	--	--	--	--
Hispanic or Latino	81	79	97.53	62.03
Native Hawaiian or Pacific Islander	--	--	--	--
White	398	389	97.74	79.43
Two or More Races	50	48	96.00	95.83
Socioeconomically Disadvantaged	42	39	92.86	51.28

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
English Learners	60	57	95.00	38.60
Students with Disabilities	84	81	96.43	30.86
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	588	573	97.45	69.63
Male	293	285	97.27	71.58
Female	295	288	97.63	67.71
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	28	26	92.86	84.62
Filipino	--	--	--	--
Hispanic or Latino	81	80	98.77	41.25
Native Hawaiian or Pacific Islander	--	--	--	--
White	398	389	97.74	73.78
Two or More Races	50	48	96	77.08
Socioeconomically Disadvantaged	42	40	95.24	27.5
English Learners	60	59	98.33	33.9
Students with Disabilities	84	80	95.24	13.75
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	8.5	21.7	65.9
7	6.4	25.6	65.4

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2018-19)

Parents are encouraged to get involved in their child's learning environment either by volunteering in the classroom, participating in a decision-making group, or simply attending school events. Parents stay informed on upcoming events and school activities through email, the school marquee, the school website, Kentfield weekly electronic bulletin, email blasts, and the daily bulletin. Contact the Kentfield Schools Parent Teacher Association (KSPTA) President at (415) 458-5970 for more information on how to become involved in your child's learning environment.

OPPORTUNITIES TO VOLUNTEER

- Chaperone Field Trips
- Classroom Helper
- Eco-Action Club
- Community Service Leader
- Grade Level Parent
- Library Assistant
- Office Helper
- PE Uniform Distribution
- Lunch Bar
- Student Clubs

COMMITTEES

- Communication Committee
- Finance Committee
- Kentfield Schools Foundation - Kentfield Invests in Kids (kik)
- Parent Teacher Association (KSPTA)
- Safe Routes
- School Site Council
- Strategic Planning

SCHOOL ACTIVITIES

- Back to School Night
- Dance Chaperones for Grades 7th & 8th
- Games Night for Grades 5th & 6th
- Information Events
- Open House
- Parent Education Workshops
- Principal Chats
- Student Orientation
- Student Performances
- Volunteer Luncheon
- Student Concerts

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	1.4	2.5	2.2	1.0	1.5	1.5	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The Comprehensive School Site Safety Plan was developed for Adaline E. Kent Middle School in collaboration with local agencies and the district office to fulfill Senate Bill 187 requirements. Components of this plan include child abuse reporting procedures, teacher notification of dangerous pupil procedures, disaster response procedures, procedures for safe arrival and departure from school, sexual harassment policy, and dress code policy. The school's most recent school safety plan was reviewed, updated, and discussed with school staff in November 2018.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	18.0	11	10		20.0	8	12		20.0	6	14	
Mathematics	18.0	9	7		20.0	7	9		16.0	11	9	
Science	25.0		11		24.0	3	9		24.0	2	11	
Social Science	24.0	3	8		26.0	1	10		23.0	3	10	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.20	588
Counselor (Social/Behavioral or Career Development)	1.60	N/A
Library Media Teacher (Librarian)	1.00	N/A
Library Media Services Staff (Paraprofessional)	0.00	N/A
Psychologist	0.50	N/A
Social Worker	0.00	N/A
Nurse	0.40	N/A
Speech/Language/Hearing Specialist	0.50	N/A
Resource Specialist (non-teaching)	2.00	N/A
Other	0.25	N/A

Note: Cells with N/A values do not require data.

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$11,737	\$1,679	\$10,058	\$87,160
District	N/A	N/A	\$10,917	\$84,877
Percent Difference: School Site and District	N/A	N/A	-8.2	2.7
State	N/A	N/A	\$7,125	\$76,046
Percent Difference: School Site and State	N/A	N/A	34.1	13.6

Note: Cells with N/A values do not require data.

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

For the 2017-18 school year, Kentfield School District spent an average of \$14,357 of total general funds to educate each student (based on 2017-18 audited financial statements and in accordance with calculations defined in Education Code §41372). The table in this report 1) compares the school's per pupil expenditures from unrestricted (basic) and restricted (supplemental) sources with other schools in the district and throughout the state, and 2) compares the average teacher salary at the school site with average teacher salaries at the district and state levels. Detailed information regarding salaries can be found at the CDE website at www.cde.ca.gov/ds/fd/ec/ and www.cde.ca.gov/ds/fd/cs/. (The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures.) In addition to general fund state funding,

Kentfield School District receives state and federal categorical funding for special programs.

For the 2017-18 school year, the district received categorical, special education, and support programs funds for:

- California Clean Energy Jobs Act
- Common Core State Standards Implementation
- Education Protection Account
- Lottery: Instructional Materials
- Special Education
- State Lottery
- Title I
- Title II
- Title III

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$52,701	\$48,064
Mid-Range Teacher Salary	\$81,255	\$75,417
Highest Teacher Salary	\$94,517	\$94,006
Average Principal Salary (Elementary)	\$150,521	\$119,037
Average Principal Salary (Middle)	\$151,856	\$123,140
Average Principal Salary (High)	\$0	\$135,974
Superintendent Salary	\$205,479	\$183,692
Percent of Budget for Teacher Salaries	43.0	36.0
Percent of Budget for Administrative Salaries	6.0	6.0

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

All training and curriculum development activities at Adaline E. Kent Middle School revolve around the California Common Core State Standards. During the 2016-17, 2017-18, and 2018-19 school years, Adaline E. Kent Middle School held and will hold staff development training devoted to:

- Common Core State Standards in ELA, Math and Science
- Next Generation Science Standards
- Response to Intervention
- Social & Emotional Learning Training
- Technology Training
- EL Instructional Strategies
- Differentiation
- Equity and Inclusion

Decisions concerning selection of staff development activities are performed by the principal using tools such as state assessment results and teacher surveys to determine the areas in which additional teacher training may enhance classroom instruction and increase student achievement levels. Adaline E. Kent Middle School supports ongoing professional growth throughout the year on weekly early release days. Teachers meet in both grade level and department level teams to conduct data analysis to identify areas of need. Teaching staff are provided the opportunity to participate in district-sponsored staff development workshops or training session as 1) a supplement to site-based staff development, 2) for reinforcement of or follow-up on previous training, or 3) follow-up training for newly implemented programs/curricula.

During the 2018-19 school year, Adaline E. Kent Middle School's teachers attended the following events hosted by the Kentfield School District:

- Diversity, Equity and Inclusion
- Common Core State Standards
- CPR Refresher Training
- Sexual Harassment Training
- WEB Leader Training
- Responsive Classroom Training
- Lucy Calkins/Teachers Columbia University
- Suicide Prevention/Awareness Training

Adaline E. Kent Middle School offers support to new and veteran teachers through peer coaching and mentoring. Substitute teachers are invited to participate in designated staff development activities. All staff are encouraged to attend professional workshops and conferences. Classified support staff receive job-related training from department supervisors and district representatives.



Kentfield Elementary School District

2019-20 LCAP OVERVIEW

Local Control Funding Formula (LCFF)

8 State Priorities



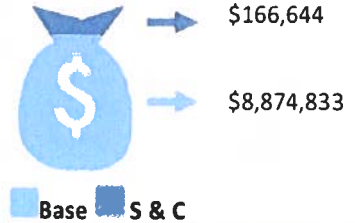
1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

California's Local Control Funding Formula (LCFF) provides Base, Supplemental, and Concentration (S&C) funding to school districts. S&C funds are the only funds targeted to improve student outcomes for all students - especially for English learner, foster youth, and low income students.

The Local Control Accountability Plan (LCAP) shows how these funds will improve student outcomes and performance for all students – especially English learners, low-income students, and foster youth.

Local Control Accountability Plan (LCAP)

2019-20 Total LCFF Funding



OVERVIEW



1,230 Students



2 Schools



114 Full- and Part-time Staff

Student Ethnicity

African American	0.73%
Asian	3.41%
Filipino	0.41%
Hispanic/Latino	13.01%
White	63.5%
Multiracial	9.51%

Student Groups

English Learners	4%	Low Income	4%	Foster Youth	<1%
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Unduplicated Students: students who are English learners, low income, and/or foster youth

2019-20 LCAP AT-A-GLANCE



LCAP Goals



LCAP Actions & Services



LCAP Measures



LCAP Budget


LCAP Goals

- 1 Engage, support and challenge all students.
- 2 Commit to exceptional and inspirational educators and staff.
- 3 Ensure appropriate stewardship of our facilities and fiscal systems.
- 4 Provide an environment that supports our Core Values - respect, collaboration, perseverance, innovation, engagement and responsibility.
- 5 Expand and strengthen communication and partnerships with our community.


Funding for LCAP Goals

Goal 1 is supported by \$790,374.00 in total funding

Goal 2 is supported by \$16,073,891.00 in total funding


NEW 2019-20 BUDGET ONE PAGERS	
 <p>One page summaries are included this year in Appendix C of the LCAP packet.</p> <p>These summaries show all the funding that supports LCAP Goals including: 1) LCFF Base (for all students), 2) LCFF Supplementary/Concentration (to help high need students), and 3) Restricted Grant Funding (for specific uses).</p>	<p>Goal 3 is supported by \$127,055.00 in total funding</p> <p>Goal 4 is supported by \$45,000.00 in total funding</p> <p>Goal 5 is supported by \$3,000.00 in total funding</p> <p style="text-align: center;">Supplementary & Concentration Funding by LCAP Goal</p> <p>Goal 1 \$166,644</p>



<p style="text-align: center;">What is in Kentfield Elementary School District's LCAP?</p> <p>As a District, we commit to ensuring equity, making it "possible for any student regardless of their background, prior achievement or the financial acumen of their parents to attain excellence" (John Hattie). All students have the right to aim for excellence and to attain excellence in multiple ways. This LCAP outlines the strategies we will employ to assure all students' access to equitable, excellent outcomes.</p>	<p style="text-align: center;">MAJOR CHANGES FOR 2019-20 LCAP</p> <p>With the help of the California School Dashboard and two years of comparable CAASPP results, we have identified significant gaps in the academic performance of our English Learners, our socioeconomically disadvantaged students, and our students with disabilities. This data and its starkly visual portrayal of differing outcomes leave no doubt about the need to focus our efforts on ensuring that students who are in these groups are offered the same opportunities, challenges, and support as the rest of our students.</p>
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LCAP Goal 1: Engage, support and challenge all students.	
 Goal 1 Budget = \$790,374.00	Related State Priorities: Academic Standards Student Achievement Course Access Other Outcomes

<p>Based on data provided by the Dashboard, the District will continue to focus on students who are English Learners, Low Income, and Special Education participants.</p> <ol style="list-style-type: none"> 1. Complete adoption process of History-Social Science textbooks and other learning materials at Kent; begin process at Bacich 2. Decrease implicit/explicit bias and address inequities in student and family experience districtwide through further work with the Pacific Educational Group. All staff will participate in Beyond Diversity I in August, and the School Board will be included in follow-up work with students, staff, and families. 3. Continue to monitor and adjust the level of after-school help at both schools according to need. 4. Continue to monitor and adjust interventions at both schools according to student need. Begin tracking progress of students who are participating in after school homework help and summer school with Larkspur Rec to evaluate effectiveness of these interventions. 5. Continue utilizing the English Language Learner Specialist to provide professional development in embedding ELD into Common Core subjects. 6. Continue to analyze CAASPP data to evaluate effectiveness of overall program for 3rd-8th graders. 	
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<p>7. Monitor effectiveness of Reading and Writing Workshop by ensuring that students' needs in Reading and Writing instruction are being met through differentiation and individualization.</p> <p>8. Assess effectiveness of implementation of NGSS by ensuring the adequacy of materials and professional development.</p> <p>9. Continue aligning goals on IEPs and Special Education instruction with Common Core.</p> <p>10. Monitor effectiveness of reading/language arts learning interventions.</p> <p>11. Pilot new Math curricula at Kent in grades 6-8</p>	
<p>Employ an array of professional development models to inform curriculum improvements and refine teaching strategies.</p> <p>1. Assess the effectiveness of two years of coaching and professional development in PBL through teacher feedback and student engagement measures such as Youth Truth.</p> <p>2. Assess the effectiveness of three years of coaching and professional development in Eureka Math in grades TK-5 through benchmark assessment results, teacher observation, grades, and CAASPP data.</p> <p>3. Assess the effectiveness of five years of coaching and professional development in Reading and Writing Workshop through formative assessment results, teacher observation, grades, and CAASPP data.</p> <p>4. Assess the need for professional development in NGSS in light of the adoption of new textbooks and other materials at both schools.</p> <p>5. Assess the need for further professional development in differentiation practices following analysis of the latest CAASPP data and other markers of student progress,</p> <p>6. Assess the need for professional development in the Social Studies framework and materials in light of the adoption of new textbooks and other materials.</p>	<p><input checked="" type="checkbox"/> All Schools</p>
<p>Create opportunities for increased innovation, integration and collaboration in and between core and enrichment classes that inspire creativity, curiosity, and critical thinking.</p> <p>1. Launch the newly-completed indoor-outdoor Maker Space at Bacich. Develop schedule, curriculum, protocols for the facility.</p> <p>2. Maintain the quality of the Enterprise class at Kent. Enterprise integrates technology, make and business, and full responsibility for the class is being assumed by one of the founding teachers. The other is retiring.</p> <p>3. Expand music program to include string instruments in the 5th grade program for 19/20 and 6th grade program in 20/21.</p> <p>4. The Board is forming a Technology Committee in 2019-20 which will likely include in its scope the intersection of innovation, integration and collaboration in our students' course of study.</p>	<p><input checked="" type="checkbox"/> All Schools</p>

<p>Provide differentiated instruction to support the acquisition of core academic skills.</p> <p>Continue with staffing plan in the Bacich Learning Center. Student learning has improved under this configuration.</p>	
<p>Integrate community service and service learning into the curriculum.</p> <p>This action morphed this year into TWC - Together We Can - a collective impact initiative available to all Kent students which will expand its reach next year at Kent.</p>	<p><input checked="" type="checkbox"/> All Schools</p>
<p>English Learner services and strategies will address this group of students' particular needs.</p> <ol style="list-style-type: none"> 1. Employ teachers and paraprofessionals at staffing levels proportional to EL student population who will provide ELD and other needed support for English Learners. 2. Monitor reclassification rates to assure adequate progress of English Learners. 3. Create structure in grade level, curriculum, and staff meetings to identify, assess, plan and implement strategies to meet the needs of English Learners. 4. Continue to provide supplementary assistance (after school homework help, Academic Workshop, Extended Math, Extended Reading, ELD) to learners from identified student groups (English Learner, Low Income, Special Education) to close the gap between their academic performance and that of the overall student population. 5. Pay for K-1 students in identified student groups to attend remedial summer school programs. Monitor growth over the course of the program and persistence of gains in next school year. 6. Continue pull-out ELD. 7. This is a repeat of #3. See above. 8. The English Learner Roadmap is a resource the district will access to improve the experience and outcome of English Learners. 	
<p>LCAP Goal 2: Commit to exceptional and inspirational educators and staff.</p>	
<p> Goal 2 Budget = \$16,073,891.00 Related State Priorities: Basic Services</p>	
<p>Attract, retain, develop and inspire an effective and innovative staff.</p> <ol style="list-style-type: none"> 1. Hire exceptional new staff. 2. Retain exceptional staff. 3. Orient new staff to district culture and programs. 	<p><input checked="" type="checkbox"/> All Schools</p>
<p>Leverage the talents, skills, and passion of staff.</p> <ol style="list-style-type: none"> 1. Invest in professional development that increases teacher expertise in meeting the needs of our underperforming student groups. 	<p><input checked="" type="checkbox"/> All Schools</p>

<p>2. Encourage and support innovation that furthers our Strategic Plan goals.</p>	
<p>Maintain high quality working conditions and competitive compensation packages.</p> <ol style="list-style-type: none"> 1. Engage in good faith negotiations. 2. Continuously monitor desirability of health and welfare benefits for all employees. 3. Compensate staff competitively. 	<p><input checked="" type="checkbox"/> All Schools</p>
<p>LCAP Goal 3: Ensure appropriate stewardship of our facilities and fiscal systems.</p>	
<p> Goal 3 Budget = \$127,055.00 Related State Priorities: Basic Services</p>	
<p>Align fiscal resources to support achievement of the goals and strategies in our Strategic Plan.</p> <ol style="list-style-type: none"> 1. Adjust budget for ongoing employer contribution rates to STRS and PERS. 2. Maintain District reserve level as required by SB 858. 3. Maintain class sizes at locally-desired levels. 4. Adjust budget for staffing adjustments necessitated by declining enrollment. 	<p><input checked="" type="checkbox"/> All Schools</p>
<p>Continuously monitor and improve facilities to ensure spaces are optimal for teaching and learning.</p> <ol style="list-style-type: none"> 1. Work with project manager and architects to complete Measure D projects - new buildings and modernization. 2. Maintain custodial/maintenance staff at current levels to ensure clean and safe facilities. 	<p><input checked="" type="checkbox"/> All Schools</p>
<ol style="list-style-type: none"> 1. Expend Parcel Tax according to resolution categories in measure. 2. Engage Citizens Oversight Committee for Parcel Tax. 	<p><input checked="" type="checkbox"/> All Schools</p>
<p>LCAP Goal 4: Provide an environment that supports our Core Values - respect, collaboration, perseverance, innovation, engagement and responsibility.</p>	
<p> Goal 4 Budget = \$45,000.00 Related State Priorities: Student Engagement School Climate</p>	
<p>Build and promote cultural competence within the school community. Foster a culture in which all members of our Kentfield School District community show respect and compassion towards one another, communicate in a positive manner, and stand up</p>	<p><input checked="" type="checkbox"/> All Schools</p>

<p>for and do the right thing.</p> <ol style="list-style-type: none"> 1. Expand engagement with Pacific Educational Group to improve cultural competence and student outcomes. 2. Continue to explore with Parent Education committee of PTA speakers who can address topic of cultural competence with parent body. 3. Continue to work toward fulfilling the Board goal of adding a student services liaison position (classified) to create better connections with families of students in identified subgroups. 4. The Board will introduce an Equity Committee to the community following Strategic Planning in October. 	
<p>Nurture the social development and emotional health of students.</p> <ol style="list-style-type: none"> 1. Evaluate effectiveness of expanding Mindfulness into 3rd grade at Bacich through teacher feedback and anecdotal reporting. Future analysis may include mining Youth Truth data from 3rd graders to assess class climate, engagement and belongingness measures. 2. Evaluate Advisory curriculum at Kent utilizing teacher and student feedback initially. 	
<p>LCAP Goal 5: Expand and strengthen communication and partnerships with our community.</p>	
<p> Goal 5 Budget = \$3,000.00 Related State Priorities: Parent Involvement</p>	
<p>Communicate as one school, two campuses: Maintain a comprehensive, effective, and transparent approach to communication, utilizing coordinated resources to share information.</p> <ol style="list-style-type: none"> 1. Evaluate website effectiveness. 2. Assess uniformity of teacher's presence on website. 3. Evaluate, analyze, and improve grading practices and feedback to Kent students and families about student learning and progress. 4. Create conditions for teachers to successfully use Aeries Communicator to ensure families receive information in their desired language. 	<p><input checked="" type="checkbox"/> All Schools</p>
<p>Collaborate with business and community partners to identify ways we can work together to support our learning goals.</p> <ol style="list-style-type: none"> 1. Engage all students at Kent in TWC - Together We Can - a collective impact community service initiative started this year. 2. Marin Zero Waste Project has been institutionalized at Bacich and will be introduced at Kent next year. 	<p><input checked="" type="checkbox"/> All Schools</p>

Evaluate use of Seesaw and adjust activities accordingly.

LCAP MEASURES



We want to maintain:

Access and adherence to the Common Core State Standards;
attendance rates



We want to increase:

Academic achievement of all students, but especially English Learners, socioeconomically disadvantaged students, and students with disabilities; opportunities for students to experience engaging learning opportunities such as Project Based Learning, and Service Innovation Learning; partnerships in the community



We want to decrease:

Incidents that indicate our district culture is failing to respect and value all community members

STAKEHOLDER ENGAGEMENT

District LCAP (DLCAP) Parent Committee

Special Education Parent Partners
Bacich School Site Council
Kent School Site Council
Kent Student Council
District Strategic Planning/LCAP Advisory Group
PTA
District English Learner Advisory Council
Communication Committee
Kentfield Teachers Association
Parent/Staff online survey (72 responses)

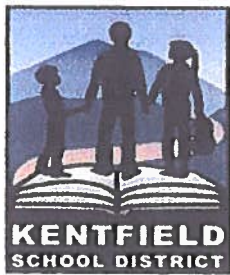


View measures & most up-to-date data on our LCAP

Dashboard:

LCFF Evaluation Rubrics: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

K	A-G- A-G Course Requirements for College Entrance	DDI - Data Driven Instruction	PI - Program Improvement
E	AP- Advanced Placement	EAP- Early Assessment Program	PSAT - Preliminary Scholastic Assessment Test
Y	API- Academic Performance Index	ELA - English Language Arts	PTA - Parent Teacher Association
A	BEST- Building Effective Schools Together	EL or ELL - English Language Learner	S3 - Safe, Supportive Schools Program
C	CAASPP- California Assessment of Student Performance and Progress	FTE- Full-Time Equivalent	S&C - Supplementary & Concentration Funds
R	CBO- Community Based Organization	FY - Foster Youth	SARC - School Accountability Report Card
O	CCSS – Common Core State Standards	IEP- Individualized Education Program	SAT - Scholastic Assessment Test
N	CDE- California Department of Education	K- Kindergarten	SBAC - Smarter Balanced Assessment Consortium
Y	CELDT - CA English Language Development Test	LCAP- Local Control Accountability Plan	SRO - School Resource Officer
M	CHKS - CA Healthy Kids Survey	LCFF - Local Control Funding Formula	SST- Student Study Team
S	CSO- Campus Safety Officer	LEP- Limited English Proficient	STEM – Science, Technology, Engineering, Math
	CSU- California State University	LI - Low Income	TK -Transitional Kindergarten
	CTE- Career Technical Education	NGSS- Next Generation Science Standards	UC - University of California
		PO- Professional Development	
		PFT - Physical Fitness Test	



KENTFIELD SCHOOL DISTRICT

Fiscal Year 2019 - 2020
Operating Budget & Financial Information

Adopted Budget
July 1, 2019 - June 30, 2020

Public Hearing: May 28, 2019
Board Approval: June 11, 2019

KENTFIELD SCHOOL DISTRICT

Board of Trustees

Davina Goldwasser

Sarah Killingsworth

Heather McPhail Sridharan


David Riedel


Quoc Tran


Elizabeth Schott, Superintendent


KENTFIELD SCHOOL DISTRICT


MAJOR BUDGET DIRECTIONS


-  The best possible educational program is implemented to meet the needs of all students.


-  The most competitive possible compensation program for staff members is implemented to attract and retain outstanding staff members.


-  Operating expenditures must not exceed operating income sources.

-  The District shall maintain a 3% reserve required by the State and a minimum 2% District reserve.

-  The budget will be constructed with reserves to meet unforeseen contingencies and/or unanticipated opportunities that may arise throughout the school year.

-  The capital needs of the District will be planned for in several areas: (1) operating and deferred maintenance; (2) acquisition of equipment, and (3) major improvements or construction.

-  Ongoing efforts will be made to analyze specific programs in order to improve both effectiveness and efficiencies.

-  Resources will be aligned with the Strategic Plan.

Board Approved 3/9/2010

KENTFIELD SCHOOL DISTRICT

BUDGET DEVELOPMENT CALENDAR 2018-19

ACTIVITY/ACTION	PERSON/UNIT RESPONSIBLE	DATE
Board Meeting	Superintendent/Governing Board/CBO	August 27, 2018
Board Meeting 2017-18 Unaudited Actuals Budget Report	Superintendent/Board Representative/CBO	September 11, 2018
Finance Committee Meeting planning meeting to discuss the purpose, structure, calendar, and fiscal goal alignment to the Strategic Plan.	Superintendent/Governing Board/CBO/Committee	September 13, 2018
Board Meeting	Superintendent/Governing Board/CBO	October 9, 2018
Board Meeting	Superintendent/Governing Board/CBO	November 13, 2018
Board Meeting 2018-19 1 st Interim Budget Report	Superintendent/Governing Board/CBO	December 11, 2018
Board Meeting Audit Report for Fiscal Year 2017-18	Superintendent/Governing Board	January 8, 2019
Finance Committee Meeting planning meeting to discuss the purpose, structure, calendar, and fiscal goal alignment to the Strategic Plan.	Superintendent/Board Representative/CBO/Committee	January 10, 2019
Governor's Budget Conference Budget Perspectives Workshop	Superintendent/Board Representative/CBO/KIA	January 22, 2019 (Sonoma)
Budget 101 - KSPTA/ELAC Budget 101 - KSF/Staff Meetings/Site Council	Superintendent/Board Trustee Representative/CBO	Certificated Staff: Bacich Staff – February 13, 2019 Kent Staff – February 27, 2019 KTA Leadership 14, 2019 Site Council Bacich – February 4, 2019 Kent – March 5, 2019 PTA – March 4, 2019 KSF – May 1, 2019 ELAC – March 21, 2019 Classified Staff: District – March 20, 2019
Board Meeting – to review budget assumptions, enrollment, staffing projections, and approve temporary certificated layoff resolution.	Superintendent/ Governing Board/CBO/Principals	February 12, 2019
Special Board Meeting with Governing Board planning meeting for 2019-20	Superintendent/ Governing Board/Principals	TBD

KENTFIELD SCHOOL DISTRICT

BUDGET DEVELOPMENT CALENDAR 2018-19

ACTIVITY/ACTION	PERSON/UNIT RESPONSIBLE	DATE
Board Meeting 2018-19 2 nd Interim Budget Report	Superintendent/Governing Board/CBO	March 12, 2019
Legal Deadline for Layoff Notices to certificated management and certificated personnel (if necessary) Note: Classified personnel layoffs must have Board action 45 days prior to the end of the school year.	Superintendent/Governing Board	March 15, 2019
Finance Committee Meeting Budget 101	Superintendent/Board Representative/CBO/Committee	March 14, 2019
Budget Workshop with Governing Board	Superintendent/Governing Board/CBO	TBD <i>(if necessary)</i>
Strategic Planning Annual Update to discuss current plan and priorities.	Superintendent/Strategic Planning Team Superintendent/CBO/Cabinet	TBD
Board Meeting	Superintendent/Governing Board	April 16, 2019
Board Meeting	Superintendent/Governing Board	May 14, 2019
May Revise Governor's May Revision Conference School Services of California Review of the State Budget for 2018-19	Superintendent/Board Representative/CBO/Principals	May 21, 2019
Revise the budget based on the Governor's May Revise	Superintendent/Governing Board/CBO	TBD <i>(if necessary)</i>
Board Meeting - - Hold public hearing for 2019-20 Local Control Accountability Plan (LCAP) and Budget. Reserves	Superintendent/Governing Board/CBO/Principals/Finance Committee	May 28, 2019
Board Meeting - Adopt LCAP and Budget for fiscal year 2019-20. Discuss and adopt resolution to send preliminary layoff notices to appropriate classified personnel <i>(if necessary)</i>	Superintendent/Governing Board	June 11, 2019
Finance Committee Meeting	Superintendent/Board Representative/CBO/Committee	June 13, 2019

KENTFIELD SCHOOL DISTRICT
2019 - 2020 Adopted Budget
Summary of All Funds

	CDE Form 011 General Fund 01		CDE Form 141 Deferred Maintenance	CDE Form 171 Special Reserve	CDE Form 221 Measure D GO Bond	CDE Form 251 Developer Fees		CDE Form 401 Capital Outlay	
	Combined	Unrestricted	Restricted	14	17	22	26	27	40
REVENUE									
Property Tax/LCFF Revenues	\$ 10,442,703	\$ 10,442,703	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Federal Revenues	\$ 248,655	\$ -	\$ 248,655	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other State Revenues	\$ 1,168,374	\$ 229,632	\$ 938,742	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Local Revenues	\$ 6,893,264	\$ 6,223,334	\$ 669,930	\$ 50	\$ -	\$ 100,000	\$ 20,200	\$ 500	\$ 5,000
TOTAL REVENUES	\$ 18,752,996	\$ 16,895,669	\$ 1,857,327	\$ 50	\$ -	\$ 100,000	\$ 20,200	\$ 500	\$ 5,000
EXPENDITURES									
Certificated Staff	\$ 8,882,041	\$ 7,823,747	\$ 1,058,294	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Classified Staff	\$ 2,260,915	\$ 1,540,081	\$ 720,834	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Employee Benefits	\$ 4,844,891	\$ 3,381,944	\$ 1,462,947	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Materials & Supplies	\$ 639,976	\$ 508,044	\$ 131,932	\$ -	\$ -	\$ 926,571	\$ -	\$ -	\$ -
Contracts & Services	\$ 1,437,293	\$ 838,545	\$ 598,748	\$ 4,000	\$ -	\$ 4,382,389	\$ 20,000	\$ 4,000	\$ -
Capital Outlay	\$ 360,000	\$ 360,000	\$ -	\$ -	\$ -	\$ 11,389,532	\$ -	\$ -	\$ 500,000
Other Outgo	\$ 579,045	\$ 153,022	\$ 426,023	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL EXPENDITURES	\$ 19,004,161	\$ 14,605,383	\$ 4,398,778	\$ 4,000	\$ -	\$ 16,698,493	\$ 20,000	\$ 4,000	\$ 500,000
Revenues Over Expenditures	\$ (251,165)	\$ 2,290,286	\$ (2,541,451)	\$ (3,950)	\$ -	\$ (16,598,493)	\$ 200	\$ (3,500)	\$ (495,000)
Inter-Fund Transfers									
OTHER FINANCING SOURCES (USES)									
Inter-Fund Transfers	\$ -	\$ -	\$ -	\$ -	\$ 609,799	\$ -	\$ -	\$ -	\$ -
Contributions	\$ -	\$ (2,541,451)	\$ 2,541,451	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL OTHER FINANCING	\$ -	\$ (2,541,451)	\$ 2,541,451	\$ -	\$ 609,799	\$ -	\$ -	\$ -	\$ -
ENDING BALANCES									
Net Increase (Decrease) in Fund Balance	\$ (251,165)	\$ (251,165)	\$ -	\$ (3,950)	\$ (609,799)	\$ (16,598,493)	\$ 200	\$ (3,500)	\$ (495,000)
Plus: Beginning Balance- (2018-19 2nd Interim)	\$ 1,594,992	\$ 1,594,992	\$ -	\$ 5,682	\$ -	\$ 20,486,135	\$ 5,254	\$ 107,079	\$ 1,386,514
Adjusted Beginning Balance	\$ 1,343,827	\$ 1,343,827	\$ -	\$ 1,732	\$ -	\$ 3,887,642	\$ 5,454	\$ 103,579	\$ 891,514
TOTAL ENDING BALANCES	\$ 1,343,827	\$ 1,343,827	\$ -	\$ 1,732	\$ -	\$ 3,887,642	\$ 5,454	\$ 103,579	\$ 891,514
COMPONENTS OF ENDING BALANCES									
3% Mandated State Reserve	\$ 570,125	\$ 570,125	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
2% District Designated Reserve	\$ 380,083	\$ 380,083	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Special Education Reserve	\$ 100,000	\$ 100,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Revolving Cash Fund	\$ 700	\$ 700	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Undesignated Contingency	\$ 292,919	\$ 292,919	\$ -	\$ 1,732	\$ -	\$ 3,887,642	\$ 5,454	\$ 103,579	\$ 891,514
TOTAL ENDING BALANCES	\$ 1,343,827	\$ 1,343,827	\$ -	\$ 1,732	\$ -	\$ 3,887,642	\$ 5,454	\$ 103,579	\$ 891,514

KENTFIELD SCHOOL DISTRICT

GENERAL FUND REVENUES & EXPENDITURE DETAIL

2019-20 Adopted Budget

	FY 2018 - 2019 2nd Interim			FY 2019-2020 Adopted Budget		
	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined
REVENUES						
Property Taxes/Local Control Funding Revenues:						
State Principal Allocation	\$ 877,963	\$ -	\$ 877,963	\$ 877,963	\$ -	\$ 877,963
Less Basic Aid Fair Share	\$ (199,697)	\$ -	\$ (199,697)	\$ (199,697)	\$ -	\$ (199,697)
Educational Protection Account (EPA)	\$ 243,104	\$ -	\$ 243,104	\$ 235,658	\$ -	\$ 235,658
Homeowner's Exemptions	\$ 40,954	\$ -	\$ 40,954	\$ 41,368	\$ -	\$ 41,368
Secured Roll Taxes	\$ 8,877,361	\$ -	\$ 8,877,361	\$ 9,252,966	\$ -	\$ 9,252,966
Unsecured Roll Taxes	\$ 162,553	\$ -	\$ 162,553	\$ 171,108	\$ -	\$ 171,108
Prior Year Unsecured Taxes	\$ 40,492	\$ -	\$ 40,492	\$ 63,337	\$ -	\$ 63,337
Supplemental Taxes	\$ 43,395	\$ -	\$ 43,395	\$ -	\$ -	\$ -
Total Revenue Limit Sources	\$ 10,086,125	\$ -	\$ 10,086,125	\$ 10,442,703	\$ -	\$ 10,442,703
Federal Revenues:						
Title I - Basic	\$ -	\$ 25,803	\$ 25,803	\$ -	\$ 25,803	\$ 25,803
Federal IDEA - Mental Health	\$ -	\$ 8,347	\$ 8,347	\$ -	\$ 8,804	\$ 8,804
Title II Part A - Teacher Training	\$ -	\$ 14,444	\$ 14,444	\$ -	\$ 14,444	\$ 14,444
Title IV, A - Student Support & Academic Enrichment	\$ -	\$ 10,000	\$ 10,000	\$ -	\$ 10,000	\$ 10,000
Title III - Immigrant	\$ -	\$ 2,678	\$ 2,678	\$ -	\$ 2,678	\$ 2,678
Title III - LEP	\$ -	\$ 8,221	\$ 8,221	\$ -	\$ 8,221	\$ 8,221
Federal IDEA Grant	\$ -	\$ 165,368	\$ 165,368	\$ -	\$ 178,705	\$ 178,705
Total Federal Revenues	\$ -	\$ 234,861	\$ 234,861	\$ -	\$ 248,655	\$ 248,655
Other State Revenues:						
Mandate Block Grant	\$ 36,989	\$ -	\$ 36,989	\$ 37,727	\$ -	\$ 37,727
One-Time Discretionary Funding	\$ 218,471	\$ -	\$ 218,471	\$ -	\$ -	\$ -
State Lottery Revenue - General	\$ 187,844	\$ -	\$ 187,844	\$ 187,844	\$ -	\$ 187,844
State Lottery - Materials	\$ -	\$ 65,932	\$ 65,932	\$ -	\$ 65,932	\$ 65,932
Student Identifier Maintenance	\$ 286	\$ -	\$ 286	\$ 286	\$ -	\$ 286
CAASPP Testing Reporting	\$ 3,320	\$ -	\$ 3,320	\$ 3,320	\$ -	\$ 3,320
CELDT	\$ 455	\$ -	\$ 455	\$ 455	\$ -	\$ 455
Special Education Community Mental Health	\$ -	\$ 24,853	\$ 24,853	\$ -	\$ 22,016	\$ 22,016
Classified School Employee Professional Development	\$ -	\$ 6,214	\$ 6,214	\$ -	\$ 2,540	\$ 2,540
Low-Performing Students Block Grant	\$ -	\$ 49,401	\$ 49,401	\$ -	\$ 49,401	\$ 49,401
SIRS On-Behalf Contribution Offset	\$ -	\$ 741,789	\$ 741,789	\$ -	\$ 798,853	\$ 798,853
Total Other State Revenues	\$ 447,365	\$ 888,689	\$ 1,336,054	\$ 229,632	\$ 938,742	\$ 1,168,374
Other Revenues:						
Parcel Taxes	\$ 4,342,702	\$ -	\$ 4,342,702	\$ 4,472,983	\$ -	\$ 4,472,983
Rentals and Leases	\$ 107,179	\$ -	\$ 107,179	\$ 106,579	\$ -	\$ 106,579
Interest	\$ 3,000	\$ -	\$ 3,000	\$ 3,000	\$ -	\$ 3,000
PTA Local Income	\$ 70,650	\$ -	\$ 70,650	\$ 70,650	\$ -	\$ 70,650
PTA Mini-Grant Grant Program	\$ 21,183	\$ -	\$ 21,183	\$ 21,183	\$ -	\$ 21,183
Kentfield Schools Foundation - Annual	\$ 1,150,000	\$ -	\$ 1,150,000	\$ 1,000,000	\$ -	\$ 1,000,000
Kentfield Schools Foundation - Sun Shades (15-16)	\$ 100,000	\$ -	\$ 100,000	\$ 100,000	\$ -	\$ 100,000
Kentfield Schools Foundation - Back 50 (16-17)	\$ 50,000	\$ -	\$ 50,000	\$ 50,000	\$ -	\$ 50,000
Kentfield Schools Foundation - Back 50 (17-18)	\$ 120,000	\$ -	\$ 120,000	\$ 120,000	\$ -	\$ 120,000
Kentfield Schools Foundation - Back 50 (Fund a Need)	\$ 90,000	\$ -	\$ 90,000	\$ 90,000	\$ -	\$ 90,000
Kentfield Schools Foundation - Schools Rule	\$ 29,360	\$ -	\$ 29,360	\$ 29,360	\$ -	\$ 29,360
Marin Clean Energy Rebate (17-18)	\$ 11,457	\$ -	\$ 11,457	\$ 9,306	\$ -	\$ 9,306
Other Local Revenues	\$ 191,453	\$ 45,000	\$ 236,453	\$ 150,273	\$ 45,000	\$ 195,273
Special Education - Low Incidence Equipment	\$ -	\$ 4,000	\$ 4,000	\$ -	\$ 4,000	\$ 4,000
AB602 Special Ed Allocation Prior Year	\$ -	\$ 11,488	\$ 11,488	\$ -	\$ 6,227	\$ 6,227
Special Education SELPA Transfer	\$ -	\$ 603,949	\$ 603,949	\$ -	\$ 614,703	\$ 614,703
Total Other Local Revenues	\$ 6,286,984	\$ 664,437	\$ 6,951,421	\$ 6,223,334	\$ 669,930	\$ 6,893,264
TOTAL GENERAL FUND REVENUES	\$ 16,820,474	\$ 1,787,987	\$ 18,608,461	\$ 16,895,669	\$ 1,857,327	\$ 18,752,996

KENTFIELD SCHOOL DISTRICT

GENERAL FUND REVENUES & EXPENDITURE DETAIL

2019-20 Adopted Budget

	FY 2018 - 2019 2nd Interim			FY 2019-2020 Adopted Budget		
	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined
EXPENDITURES						
Salaries						
Certificated Salaries	\$ 8,020,632	\$ 1,048,590	\$ 9,069,222	\$ 7,823,747	\$ 1,058,294	\$ 8,882,041
Classified Salaries	\$ 1,590,678	\$ 693,672	\$ 2,284,350	\$ 1,540,081	\$ 720,834	\$ 2,260,915
Total Salaries	\$ 9,611,310	\$ 1,742,262	\$ 11,353,572	\$ 9,363,828	\$ 1,779,128	\$ 11,142,956
Employee Benefits						
Health & Welfare Benefits	\$ 3,318,919	\$ 1,362,258	\$ 4,681,177	\$ 3,381,944	\$ 1,462,947	\$ 4,844,891
Total Benefits	\$ 3,318,919	\$ 1,362,258	\$ 4,681,177	\$ 3,381,944	\$ 1,462,947	\$ 4,844,891
Materials & Supplies						
Textbooks	\$ 35,000	\$ -	\$ 35,000	\$ 35,000	\$ -	\$ 35,000
Books & Reference Materials	\$ 9,900	\$ -	\$ 9,900	\$ 9,900	\$ -	\$ 9,900
General Supplies	\$ 47,450	\$ -	\$ 47,450	\$ 47,450	\$ -	\$ 47,450
Automobile Supplies	\$ -	\$ 2,000	\$ 2,000	\$ -	\$ 2,000	\$ 2,000
Office Supplies	\$ 5,000	\$ -	\$ 5,000	\$ 5,000	\$ -	\$ 5,000
Periodicals & Magazines	\$ 500	\$ -	\$ 500	\$ 500	\$ -	\$ 500
Software	\$ 26,000	\$ -	\$ 26,000	\$ 20,000	\$ -	\$ 20,000
Printer Toner	\$ 10,000	\$ -	\$ 10,000	\$ 10,000	\$ -	\$ 10,000
Classroom Materials	\$ 213,339	\$ 65,932	\$ 279,271	\$ 203,339	\$ 65,932	\$ 269,271
Technology Supplies	\$ 32,000	\$ 10,000	\$ 42,000	\$ 32,000	\$ 10,000	\$ 42,000
Facilities Repair Supplies	\$ -	\$ 40,000	\$ 40,000	\$ -	\$ 40,000	\$ 40,000
Free & Reduced Lunch Program	\$ 40,000	\$ -	\$ 40,000	\$ 40,000	\$ -	\$ 40,000
Non-Capitalized Equipment/Furniture	\$ 15,000	\$ 14,000	\$ 29,000	\$ 10,000	\$ 14,000	\$ 24,000
Non-Capitalized Lease Purchase	\$ 82,700	\$ -	\$ 82,700	\$ 72,355	\$ -	\$ 72,355
Non-Capitalized Computers/Printers	\$ 22,500	\$ -	\$ 22,500	\$ 22,500	\$ -	\$ 22,500
Total Materials & Supplies	\$ 539,389	\$ 131,932	\$ 671,321	\$ 508,044	\$ 131,932	\$ 639,976

KENTFIELD SCHOOL DISTRICT

GENERAL FUND REVENUES & EXPENDITURE DETAIL

2019-20 Adopted Budget

	FY 2018 - 2019 2nd Interim			FY 2019-2020 Adopted Budget		
	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined
Services, Contracts & Other Operating Expenses						
Meetings	\$ 10,000	\$ -	\$ 10,000	\$ 10,000	\$ -	\$ 10,000
Mileage	\$ 800	\$ 80,000	\$ 80,800	\$ 800	\$ 80,000	\$ 80,800
Staff Development	\$ 68,544	\$ 70,059	\$ 138,603	\$ 48,544	\$ 66,385	\$ 114,929
Dues and Memberships	\$ 18,491	\$ -	\$ 18,491	\$ 18,491	\$ -	\$ 18,491
Insurance Deductible	\$ 2,000	\$ -	\$ 2,000	\$ 2,000	\$ -	\$ 2,000
Property & Liability Insurance	\$ 110,252	\$ -	\$ 110,252	\$ 122,026	\$ -	\$ 122,026
Electricity	\$ 10,500	\$ -	\$ 10,500	\$ 11,025	\$ -	\$ 11,025
Natural Gas	\$ 15,750	\$ -	\$ 15,750	\$ 16,538	\$ -	\$ 16,538
Waste Disposal	\$ 26,250	\$ -	\$ 26,250	\$ 27,563	\$ -	\$ 27,563
Water	\$ 76,032	\$ -	\$ 76,032	\$ 83,635	\$ -	\$ 83,635
Sewer	\$ 20,475	\$ -	\$ 20,475	\$ 21,499	\$ -	\$ 21,499
Equipment Rentals and Leases	\$ 3,600	\$ -	\$ 3,600	\$ 3,600	\$ -	\$ 3,600
Building Repair	\$ -	\$ 14,000	\$ 14,000	\$ -	\$ 14,000	\$ 14,000
Grounds Repair	\$ -	\$ 40,000	\$ 40,000	\$ -	\$ 40,000	\$ 40,000
Equipment Repair	\$ 2,500	\$ 5,000	\$ 7,500	\$ 2,500	\$ 5,000	\$ 7,500
Automobile Repair	\$ -	\$ 1,500	\$ 1,500	\$ -	\$ 1,500	\$ 1,500
Equipment/Maintenance Contracts/Prop 39	\$ -	\$ 86,245	\$ 86,245	\$ -	\$ 49,730	\$ 49,730
Copy Machines Lease/Purchases	\$ 55,650	\$ -	\$ 55,650	\$ 53,000	\$ -	\$ 53,000
Advertising	\$ 500	\$ -	\$ 500	\$ 500	\$ -	\$ 500
Audit Fees	\$ 19,300	\$ -	\$ 19,300	\$ 19,300	\$ -	\$ 19,300
Election Fees	\$ 10,000	\$ -	\$ 10,000	\$ 10,000	\$ -	\$ 10,000
Field Trips	\$ 67,500	\$ -	\$ 67,500	\$ 67,500	\$ -	\$ 67,500
Fingerprinting	\$ 2,000	\$ -	\$ 2,000	\$ 2,000	\$ -	\$ 2,000
Landscaping Contract	\$ 21,000	\$ -	\$ 21,000	\$ 21,000	\$ -	\$ 21,000
Legal Service	\$ 100,000	\$ 10,750	\$ 110,750	\$ 100,000	\$ 10,750	\$ 110,750
Non-Public School Tuitions	\$ -	\$ 166,579	\$ 166,579	\$ -	\$ 166,579	\$ 166,579
Non-Public Special Education Agencies	\$ -	\$ 80,000	\$ 80,000	\$ -	\$ 80,000	\$ 80,000
Other Consultants	\$ 4,000	\$ -	\$ 4,000	\$ 4,000	\$ -	\$ 4,000
Other Fees	\$ 29,462	\$ 175,000	\$ 204,462	\$ 29,462	\$ 30,000	\$ 59,462
Other Contracted Services	\$ 134,229	\$ 54,347	\$ 188,576	\$ 125,942	\$ 54,804	\$ 180,746
Printing Services	\$ 9,000	\$ -	\$ 9,000	\$ 9,000	\$ -	\$ 9,000
Health Inspections	\$ 1,239	\$ -	\$ 1,239	\$ 1,239	\$ -	\$ 1,239
TB Testing	\$ 500	\$ -	\$ 500	\$ 500	\$ -	\$ 500
Internet Connection Fees	\$ 2,164	\$ -	\$ 2,164	\$ 2,164	\$ -	\$ 2,164
Postage	\$ 7,350	\$ -	\$ 7,350	\$ 7,350	\$ -	\$ 7,350
Telephone/VoIP	\$ 22,365	\$ -	\$ 22,365	\$ 17,365	\$ -	\$ 17,365
Total Contracts and Services	\$ 851,454	\$ 783,480	\$ 1,634,934	\$ 838,545	\$ 598,748	\$ 1,437,293
Capital Outlay:						
Marin Enrichment Lease/Purchase	\$ 373,770	\$ -	\$ 373,770	\$ 360,000	\$ -	\$ 360,000
Total Capital Outlay	\$ 373,770	\$ -	\$ 373,770	\$ 360,000	\$ -	\$ 360,000

KENTFIELD SCHOOL DISTRICT

GENERAL FUND REVENUES & EXPENDITURE DETAIL

2019-20 Adopted Budget

	FY 2018 - 2019 2nd Interim			FY 2019-2020 Adopted Budget		
	Unrestricted	Restricted	Combined	Unrestricted	Restricted	Combined
Other Outgo						
Lease Purchase - 750 College Avenue	\$ 139,824	\$ -	\$ 139,824	\$ 139,824	\$ -	\$ 139,824
MPFA for Transportation	\$ -	\$ 191,774	\$ 191,774	\$ -	\$ 218,141	\$ 218,141
MCOE NPS/LCI Funds Transfer	\$ 11,569	\$ -	\$ 11,569	\$ 12,101	\$ -	\$ 12,101
MCOE Special Ed. Funds Transfer	\$ 1,097	\$ -	\$ 1,097	\$ 1,097	\$ -	\$ 1,097
MCOE Special Ed. Excess Costs	\$ -	\$ 185,310	\$ 185,310	\$ -	\$ 207,882	\$ 207,882
Total Other Outgo	\$ 152,490	\$ 377,084	\$ 529,574	\$ 153,022	\$ 426,023	\$ 579,045
TOTAL GENERAL FUND EXPENDITURES	\$ 14,847,332	\$ 4,397,016	\$ 19,244,348	\$ 14,605,383	\$ 4,398,778	\$ 19,004,161
Excess (Deficiency) of Revenues Over Expenditures Before Other Financing Resources	\$ 1,973,142	\$ (2,609,029)	\$ (635,887)	\$ 2,290,286	\$ (2,541,451)	\$ (251,165)
Interfund Transfers						
Transfer Expenditures to Fund 22 (Measure D)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transfer from Fund 17	\$ 609,799	\$ -	\$ 609,799	\$ -	\$ -	\$ -
Total Net Interfund Transfers	\$ 609,799	\$ -	\$ 609,799	\$ -	\$ -	\$ -
Contributions To/From Restricted/Unrestricted	\$ (2,609,029)	\$ 2,609,029	\$ -	\$ (2,541,451)	\$ 2,541,451	\$ -
Net Increase (Decrease) in Fund Balance	\$ (26,088)	\$ -	\$ (26,088)	\$ (251,165)	\$ -	\$ (251,165)
Beginning Fund Balance - July 1, 2017	\$ 1,621,080	\$ -	\$ 1,621,080	\$ 1,594,992	\$ -	\$ 1,594,992
Audit Adjustments	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Beginning Fund Balance	\$ 1,621,080	\$ -	\$ 1,621,080	\$ 1,594,992	\$ -	\$ 1,594,992
ENDING FUND BALANCE	\$ 1,594,992	\$ -	\$ 1,594,992	\$ 1,343,827	\$ -	\$ 1,343,827
COMPONENTS OF ENDING FUND BALANCE:						
Reserves						
State Mandated 3% Reserve	\$ 577,330	\$ -	\$ 577,330	\$ 570,125	\$ -	\$ 570,125
District Designated 2% Reserve	\$ 384,887	\$ -	\$ 384,887	\$ 380,083	\$ -	\$ 380,083
Special Education Contingency	\$ 100,000	\$ -	\$ 100,000	\$ 100,000	\$ -	\$ 100,000
Revolving Cash	\$ 700	\$ -	\$ 700	\$ 700	\$ -	\$ 700
Undesignated Reserve	\$ 532,075	\$ -	\$ 532,075	\$ 292,919	\$ -	\$ 292,919
TOTAL ENDING FUND BALANCE	\$ 1,594,992	\$ -	\$ 1,594,992	\$ 1,343,827	\$ -	\$ 1,343,827

Reserve

8.29%

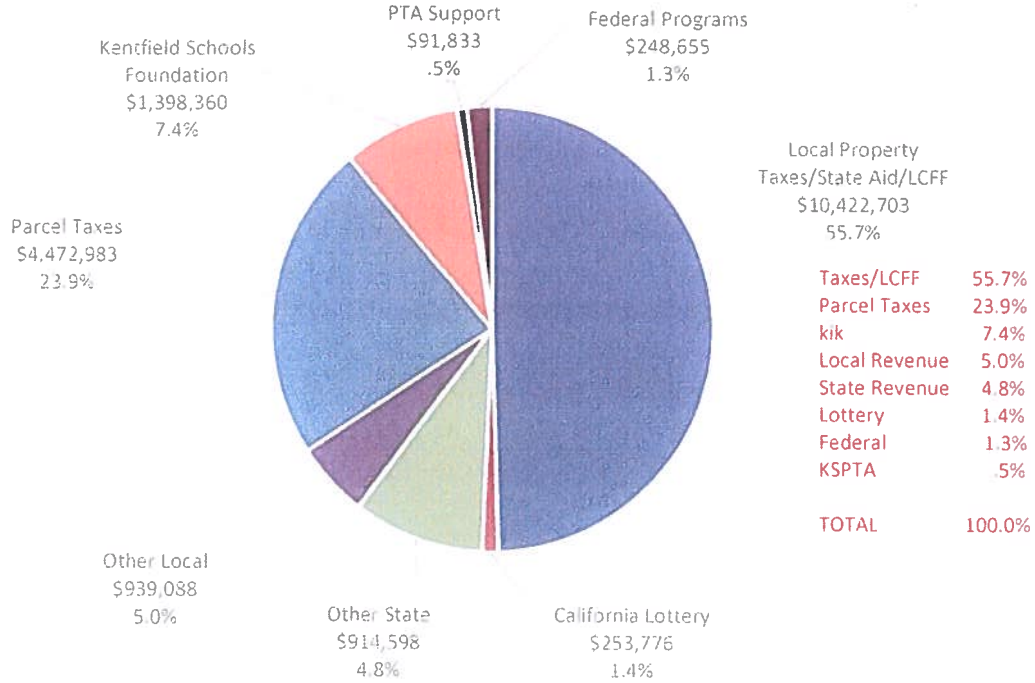
Reserve

7.07%

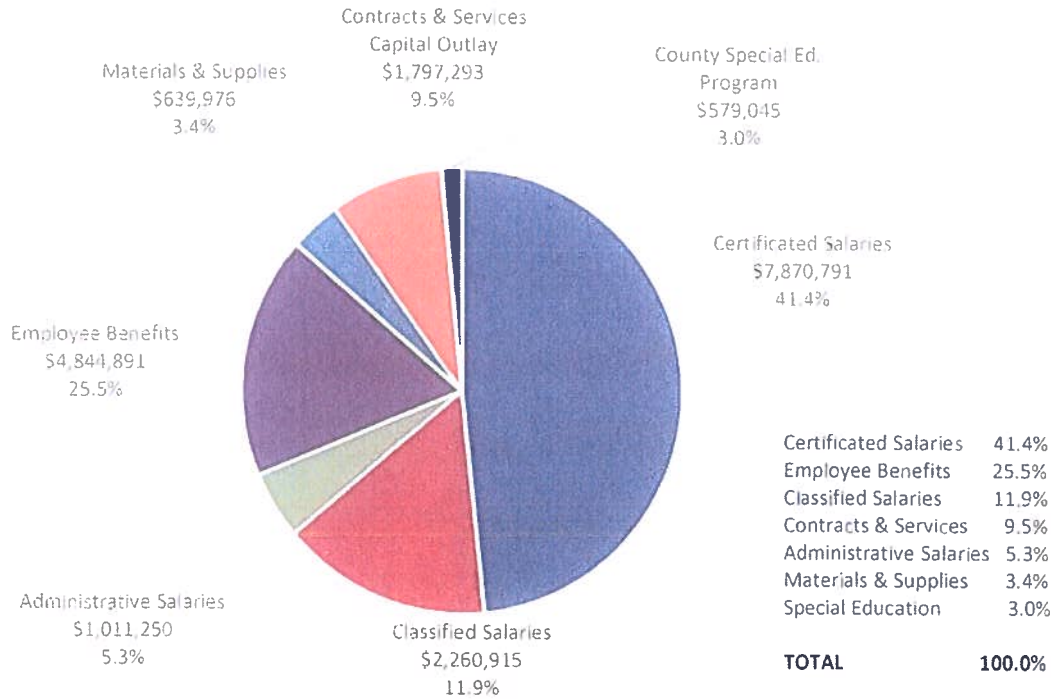
**KENTFIELD SCHOOL DISTRICT
GENERAL FUND REVENUES & EXPENDITURES**

2019 - 2020 Adopted Budget

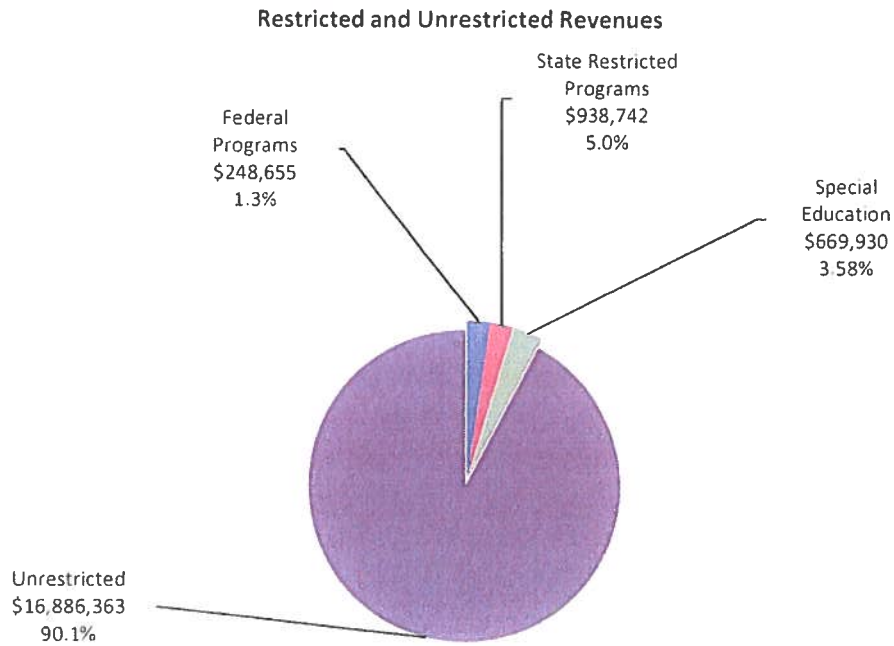
REVENUES \$18,752,996



EXPENDITURES \$19,004,161



KENTFIELD SCHOOL DISTRICT
 GENERAL FUND RESTRICTED & UNRESTRICTED REVENUES
PIE CHART
 2019 - 2020 Adopted Budget



Federal Programs:

	<u>Unrestricted</u>	<u>Restricted</u>
Title I - Basic	\$ -	\$ 25,803
Community Mental Health	\$ -	\$ 8,804
Title II Part A - Teacher Training	\$ -	\$ 14,444
Title IV, A - Student Academic Support	\$ -	\$ 10,000
Title III - Immigrant	\$ -	\$ 2,678
Title III - LEP	\$ -	\$ 8,221
Federal IDEA Grant	\$ -	\$ 178,705
	<u>\$ -</u>	<u>\$ 248,655</u>

State Programs:

	<u>Flexible</u>	<u>Restricted</u>
Mandate Block Grant	\$ 37,727	\$ -
Low Performing Student Block Grant	\$ -	\$ 49,401
State Lottery Instructional Materials	\$ 187,844	\$ 65,932
Student Identifier Maintenance	\$ 286	\$ -
CAASPP Testing Reporting	\$ 3,320	\$ -
CELDT	\$ 455	\$ -
Special Education Community Mental Health	\$ -	\$ 22,016
CalSTRS On-Behalf Offset	\$ -	\$ 798,853
Classified School Professional Development	\$ -	\$ 2,540
	<u>\$ 229,632</u>	<u>\$ 938,742</u>

Special Education Funding

\$ 669,930
\$ 669,930

Total Restricted Revenue	\$ 1,857,327
Total Unrestricted Revenue	\$ 16,895,669
Total Revenues	\$ 18,752,996

Budget Comparison

Fiscal Year 2019 - 2020

<u>Revenues</u>	2nd Interim Budget 2018-19	+/-	Adopted Budget 2019-20	<u>Detail of Change</u>
Property Tax Revenues	\$ 9,121,360	\$ 407,419	\$ 9,528,779	Property Tax Projections PI J29B + 4.53%
Supplemental Taxes	\$ 43,395	\$ (43,395)	\$ -	Prior Year Supplemental Taxes
Education Protection Account	\$ 243,104	\$ (7,446)	\$ 235,658	EPA/ADA Adjustment
State Principal Allocation	\$ 877,963	\$ -	\$ 877,963	Hold Harmless Categoricals
Basic Aid Fair Share Reduction	\$ (199,697)	\$ -	\$ (199,697)	Basic Aid Fair Share
Federal Revenue	\$ 234,861	\$ 13,794	\$ 248,655	Federal AB602. Mental Health
Other State Revenues	\$ 320,179	\$ (2,599)	\$ 317,580	Community Mental Health. Lottery
CalSTRS On-Behalf Offset	\$ 741,789	\$ 57,064	\$ 798,853	CalSTRS On-Behalf Offset
One Time Discretionary Funding	\$ 218,471	\$ (218,471)	\$ -	One Time Discretionary Funding
Low Performing Student Block Grant	\$ 49,401	\$ -	\$ 49,401	Low Performing Student Block Grant
Classified School Employee PD	\$ 6,214	\$ (3,674)	\$ 2,540	NEW Classified School Employee PD
Parcel Tax	\$ 4,342,702	\$ 130,281	\$ 4,472,983	Parcel Tax with Senior Exemptions
Kentfield Schools Foundation	\$ 1,150,000	\$ (150,000)	\$ 1,000,000	Kik Annual Commitment
Kentfield Schools Foundation	\$ 360,000	\$ -	\$ 360,000	Kik Back 50/Sun Shades
Kentfield Schools Foundation	\$ 29,360	\$ -	\$ 29,360	Schools Rule
Kentfield Schools PTA	\$ 91,833	\$ -	\$ 91,833	Kentfield Schools PTA and Mini-Grant
SELPA AB602	\$ 603,949	\$ 10,754	\$ 614,703	County Special Education Programs
Other Local Revenues	\$ 373,577	\$ (49,192)	\$ 324,385	Miscellaneous
<u>Total Revenues</u>	\$ 18,608,461	\$ 144,535	\$ 18,752,996	
<u>Expenditures</u>				
Certificated Salaries	\$ 9,069,222	\$ (187,181)	\$ 8,882,041	Staffing Changes/Leaves/Step & Column
Classified Salaries	\$ 2,284,350	\$ (23,435)	\$ 2,260,915	Staffing Changes/Leaves/Step & Column
Employee Benefits	\$ 3,939,388	\$ 106,650	\$ 4,046,038	H&W/Statutory Benefits/CalSTRS & CalPERS
CalSTRS On-Behalf Offset	\$ 741,789	\$ 57,064	\$ 798,853	CalSTRS On-Behalf Offset
Materials & Supplies	\$ 559,488	\$ (11,345)	\$ 548,143	Title IV. Part A Student Support
Kentfield Schools PTA	\$ 91,833	\$ -	\$ 91,833	Kentfield Schools PTA and Mini-Grant
Discretionary Funding	\$ 20,000	\$ (20,000)	\$ -	One Time Discretionary Funding
Contracts & Services	\$ 1,539,319	\$ (153,967)	\$ 1,385,352	Settlement Agreements/Special Education/Prop 39
Discretionary Funding	\$ 40,000	\$ (40,000)	\$ -	One Time Discretionary Funding
Low Performing Student Block Grant	\$ 49,401	\$ -	\$ 49,401	Low Performing Student Block Grant
Classified School Employee PD	\$ 6,214	\$ (3,674)	\$ 2,540	NEW Classified School Employee PD
Capital Outlay	\$ 13,770	\$ (13,770)	\$ -	Mobile Modular Bacich Annual Lease
Kentfield Schools Foundation	\$ 360,000	\$ -	\$ 360,000	Kent Back 50/Sun Shades
Other Outgo	\$ 529,574	\$ 49,471	\$ 579,045	Miscellaneous
<u>Total Expenditures</u>	\$ 19,244,348	\$ (240,187)	\$ 19,004,161	
Increase/Decrease in Fund Balance	\$ (635,887)	\$ 384,722	\$ (251,165)	
Transfer from Fund 17	\$ 609,799	\$ (609,799)	\$ -	Transfer from Special Reserve Fund 17 + Interest
Net Increase/Decrease	\$ (26,088)	\$ (225,077)	\$ (251,165)	
Beginning Fund Balance				
<u>Total Beginning Fund Balance</u>	\$ 1,621,080	\$ (26,088)	\$ 1,594,992	2018-19 2nd Interim Ending Fund Balance
Audit Adjustments	\$ -	\$ -	\$ -	
<u>Beginning Balance Adjusted</u>	\$ 1,621,080	\$ -	\$ 1,594,992	
<u>Ending Fund Balance:</u>	\$ 1,594,992	\$ (251,165)	\$ 1,343,827	
<u>Components of Ending Fund Balance:</u>				
Designated Reserves				
State Mandated Reserve (3%)	\$ 577,330	\$ (7,205)	\$ 570,125	
District Designated Reserve (2%)	\$ 384,887	\$ (4,804)	\$ 380,083	
Special Education Reserve	\$ 100,000	\$ -	\$ 100,000	
Revolving Cash	\$ 700	\$ -	\$ 700	
Total Appropriated Reserves	\$ 1,062,917	\$ (12,009)	\$ 1,050,908	
<u>Undesignated Contingency</u>	\$ 532,075	\$ (239,156)	\$ 292,919	
Total Ending Fund Balance	\$ 1,594,992	\$ (251,165)	\$ 1,343,827	
% Reserve Level	8.29%		7.07%	

KENTFIELD SCHOOL DISTRICT GENERAL FUND
MULTI-YEAR PROJECTION

Object Codes	2019 - 2020 Adopted Budget			2020 - 2021 Projection			2021 - 2022 Projection		
	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted	Total	Unrestricted	Restricted
A. REVENUES									
Excess Tax/LCFE	10,442,703	10,442,703	-	10,808,524	10,808,524	-	11,189,637	11,189,637	-
Federal Revenues	248,655	-	248,655	248,655	-	248,655	248,655	-	248,655
Other State Revenues	1,168,374	229,632	938,742	1,157,508	230,764	926,744	1,200,536	231,852	968,684
Other Local Revenues	6,893,264	6,223,334	669,930	6,657,920	5,987,990	669,930	6,798,810	6,128,880	669,930
Total Revenues	18,752,996	16,895,669	1,857,327	18,872,607	17,027,278	1,845,329	19,437,638	17,550,369	1,887,269
B. EXPENDITURES									
Certificated Salaries	8,882,041	7,823,747	1,058,294	8,782,886	7,709,691	1,073,195	8,921,422	7,833,103	1,088,319
Classified Salaries	2,260,915	1,540,081	720,834	2,290,481	1,560,361	730,120	2,320,578	1,581,021	739,557
H & W Benefits	4,844,891	3,381,944	1,462,947	5,178,999	3,638,436	1,540,563	5,359,656	3,757,945	1,601,711
Materials & Supplies	639,976	508,044	131,932	608,977	477,045	131,932	594,620	462,688	131,932
Contracts & Services	1,437,293	838,545	598,748	1,271,488	886,360	385,128	1,299,033	902,165	396,868
Capital Outlay	360,000	360,000	-	-	-	-	-	-	-
Other Outgo	579,045	153,022	426,023	588,019	133,402	454,617	620,861	153,696	467,165
Total Expenditures	19,004,161	14,605,383	4,398,778	18,720,849	14,425,294	4,295,555	19,116,169	14,690,617	4,425,552
C. Excess (Deficiency) of Revenues Over Expenditures Before Other Financing Resources	(251,165)	2,290,286	(2,541,451)	151,758	2,601,984	(2,430,226)	321,469	2,859,752	(2,538,283)
D. Other Financing Sources/Uses									
Interfund Transfer to Fund 22	-	-	-	-	-	-	-	-	-
Interfund Transfer from Fund 17	-	-	-	-	-	-	-	-	-
Contributions	-	(2,541,451)	2,541,451	-	(2,450,226)	91,225	-	(2,538,283)	2,538,283
Total Other Financing Sources/Uses	-	(2,541,451)	2,541,451	-	(2,450,226)	91,225	-	(2,538,283)	2,538,283
E. Net Increase (Decrease) in Fund Balance	(251,165)	(251,165)	-	151,758	151,758	-	321,468	321,468	-
F. Fund Balance									
Beginning Fund Balance - July 1, 2018	1,594,992	1,594,992	-	1,343,827	1,343,827	-	1,495,585	1,495,585	-
Audit Adjustment	-	-	-	-	-	-	-	-	-
Adjusted Beginning Fund Balance	1,594,992	1,594,992	-	1,343,827	1,343,827	-	1,495,585	1,495,585	-
Ending Fund Balance	1,343,827	1,343,827	-	1,495,585	1,495,585	-	1,817,052	1,817,052	-
G. Reserves									
3% State Mandated Reserve	570,125	570,125	-	561,625	561,625	-	573,485	573,485	-
2% District Designated Reserve	380,083	380,083	-	374,417	374,417	-	382,323	382,323	-
Parcel Tax Reserve	-	-	-	-	-	-	-	-	-
Special Education Reserve	100,000	100,000	-	100,000	100,000	-	100,000	100,000	-
Revolving Cash	700	700	-	700	700	-	700	700	-
Undesignated Reserve	292,919	292,919	-	358,843	358,843	-	760,544	760,544	-
Total Reserves	1,343,827	1,343,827	-	1,495,585	1,495,585	-	1,817,052	1,817,052	-

% Reserve Level

7.07%

7.99%

9.51%

**KENTFIELD SCHOOL DISTRICT
MULTI-YEAR PROJECTION ASSUMPTIONS**

FUND 01	2nd Interim 2018/19	Adopted 2019/20	Projected 2020/21	Projected 2021/22
REVENUES				
Statewide Statutory COLA (May Revise)	2.71%	3.26%	3.00%	2.80%
LCFF Gap Closure Funding	100%	100%	100%	100%
Enrollment	1,228	1,201	1,179	1,174
District ADA (96%)	1,172.38	1,152.96	1,131.84	1,127.04
Secured Property Taxes % Growth	4.53%	3.96%	4.00%	4.00%
Funding Status	BASIC AID	BASIC AID	BASIC AID	BASIC AID
Federal Revenue Funding	248,655	248,655	248,655	248,655
Parcel Tax % Increase	3%	3%	3%	3%
Kentfield Schools Foundation Annual Commitment	1,150,000	1,000,000	1,000,000	1,000,000
KSF Sun Shades/Back 50/Schools Rule (Maker Space)	389,360	389,360	-	-
EXPENDITURES				
Certificated Salary Adjustment	3.00%	0.00%	0.00%	0.00%
CalSTRS Employer Rates	16.28%	16.70%	18.10%	17.80%
Certificated Step/Column Adjustment	1.50%	1.50%	1.50%	1.50%
Certificated Full-Time Equivalents (FTE)	91.43	88.23	86.23	86.23
Change in Certificated Staff	-	(3.20)	(2.00)	-
Classified Salary Adjustment	3.00%	0.00%	0.00%	0.00%
CalPERS Employer Rates	18.062%	20.733%	23.60%	24.90%
Classified Step/Column Adjustment	1.50%	1.50%	1.50%	1.50%
Classified Full-Time Equivalents (FTE)	38.15	36.71	36.71	36.71
Change in Classified Staff	-	(1.44)	-	-
District Dental Benefits Cap Increase	18.06%	4.55 or 8%	0.0%	0.0%
District Vision Benefits Cap Increase	10.0%	6.1%	0.0%	0.0%
District Medical Benefits Cap Increase	1.0%	7.5%	10.0%	10.0%

FUND 14 - DEFERRED MAINTENANCE

Deferred Maintenance Fund is used exclusively for deferred maintenance projects. Deferred maintenance flexibility in effect and combined with the General Fund financials.

FUND 22 - MEASURE D

November 4, 2014 passed a \$30,000,000 Measure D General Obligation Bond. Fund opened January 2015 for master plan/construction modernization projects. Kent classroom modernization, addition of a music classroom, and relocation of the administration building began summer of 2017. Bacich classroom modernization, replacement of 6 classrooms, and relocation of administration. Completion anticipated for fall 2019.

FUND 26 - DEVELOPER FEE

Developer Fees Fund revenues are derived from fees paid by homeowners of the District who increase the square footage of living space by 500 sq.ft or more. Shared fee structure with TUHSD at the rate of \$3.48 per sq. ft. effective of November 1, 2016. Funds are used for facility improvements.

FUND 27 - GYM

Gym Fund established for ongoing maintenance of the Kent Middle School Gym.

FUND 40 - CAPITAL OUTLAY

Capital Outlay Fund - Grant Grover legal settlement proceeds to be used for capital improvements at Bacich Elementary School and Kent

KENTFIELD SCHOOL DISTRICT
Class Size/Enrollment
2019-2020 Adopted Budget Projections

TRANSITIONAL KINDERGARTEN

Total Sections	1.00
Enrollment	16.00
Average Class Size	16.00

KINDERGARTEN

Total Sections	5.00
Enrollment	120.00
Average Class Size	24.00

SPECIAL DAY CLASS K-3

Total Sections	1.00
Enrollment	10.00
Average Class Size	10.00

FIRST GRADE

Total Sections	5.00
Enrollment	118.00
Average Class Size	23.60

SECOND GRADE

Total Sections	6.00
Enrollment	137.00
Average Class Size	22.83

THIRD GRADE

Total Sections	5.00
Enrollment	123.00
Average Class Size	24.60

FOURTH GRADE

Total Sections	5.00
Enrollment	117.00
Average Class Size	23.40

FIFTH GRADE

Total Sections	5.00
Enrollment	132.00
Average Class Size	26.40

SIXTH GRADE

Total Sections	4.80
Enrollment	133.00
Average Class Size	27.71

SEVENTH GRADE

Total Sections	5.40
Enrollment	138.00
Average Class Size	25.56

EIGHTH GRADE

Total Sections	6.00
Enrollment	157.00
Average Class Size	26.17

BASIC TOTALS

Total Sections	28.00
Enrollment	641.00
Average Class Size	22.89

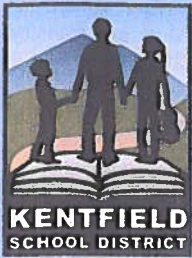
KENT TOTALS

Total Academic Sections	21.20
Enrollment	560.00
Average Class Size	26.42

TOTAL ENROLLMENT

Basic Grades TK/K - 4	641.00
Kent Grades 5 - 8	560.00
	1,201.00

<u>Enrollment</u>	<u># of</u>	<u>Average</u>
<u>TK/K - 3</u>	<u>Teachers</u>	<u>Class Size</u>
514	22	23.36



KENTFIELD VIEW

UNLEASHING THE LEARNER WITHIN

From the Superintendent

SUMMER 2019 CONTENTS

From the Superintendent	1
Bacich Elementary School	2
Kent Middle School	2
Measure D COC Report	3
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Measure D Progress	4



Liz Schott

Looking back on 2018-2019, there is so much to appreciate. The fortitude of the Bacich community during a construction process that turned their world upside down was remarkable. Staff members gave up their work spaces, doubled up in classrooms, parked off site, and endured noise and dust. The PTA's TLC was over-the-top, the leadership of Sally Peck and Methinee Bozeman kept the lid on, and in the end it will all be worth it. But the struggle was real, and everyone involved deserves a huge pat on the back.

Kent welcomed its new leader Grant Althouse with open arms and knocked it out of the park in their first year together. *Together We Can*, a collective impact initiative designed to focus community service and outreach, launched with great success.

Long-term School Board members Juli Kauffman, Cynthia Roenisch, and Ashley Paff, whose service to the district lives on in our exceptional programs and upgraded facilities, left their seats. The community elected two new members in November and the Board appointed a third in January. Sarah Killingsworth, Davina Goldwasser, and David Riedel join Quoc Tran and Heather McPhail Sridharan as the governing body of the district.

Looking ahead to 2019-2020, we start with the excitement of a ribbon cutting at Bacich to open the new administrative offices, classrooms and courtyard. Construction will continue into next summer on the restroom improvements at both sites.

VISION:

Kentfield School District will deliver a quality education that empowers our students to reach high, work hard, and be kind.

Students and staff will enjoy new furnishings that are designed to optimize teaching and learning. They will also benefit from updated science curriculum at both schools, and social studies curriculum at Kent.

In October, the Board will embark on a process to develop a new strategic plan with the help of a large committee representing all stakeholder groups. This long-term roadmap will guide budgeting and other critical planning processes for the district.

And, finally, all voices will be called on to provide input to the search for a new Superintendent as I transition to life after Kentfield - for real this time! Please watch the weekly newsletter or visit the district website to learn how to weigh in on the characteristics you value in the district's leader.

MISSION:

The Kentfield School District's mission is to inspire and challenge all students to live, learn, and lead to their fullest potential.



Safe Routes To School

Kentfield's Safe Routes to School team of volunteers help our students travel to and from school safely. Volunteers created a network of safe walking and biking routes from each of our district's neighborhoods, and they provide educational outreach to teach students safe habits to use in traveling to and from school.

Find your safe route to school at www.kentfieldschools.org/families/safe-routes-school.

School Board Information

Contact Details
Agendas/Minutes
Resolutions/Policies

www.kentfieldschools.org
and click "School Board"

Meeting Schedule:

Every second Tuesday of the month at 5 p.m.
District Office

Bacich Elementary School



Principal Sally Peck

Patience, flexibility, resilience, and thoughtfulness are words that describe our students, staff and parent community in the past year as we experienced and shared the disruptions and inconveniences of construction on our campus. With our new building completed, as well as numerous other upgrades, we look forward to a new year of great excitement and unlimited learning at Bacich!

The Bacich IDEA (Innovations and Designs Engineered by All) Studio will enhance our focus on the integration of classroom learning and creativity through science, technology, engineering, the arts, mathematics, and language arts. Fostering a learning environment where critical thinking, perseverance, and self-awareness through intentional and purposeful learning experiences is our goal.

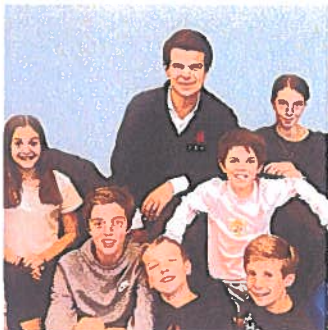
Bacich has adopted a new science program that will launch this fall in kindergarten through fifth grade. Professional development and time to explore the multiple components of this program will provide a strong foundation for our teachers to deliver an engaging and rich science curriculum to their students.



Our remodel also brings greater security and safety to our campus. Limited entry points will allow us to better monitor the comings and goings of our visitors during school hours. New systems and protocols for emergency situations (such as fire, earthquakes, and evacuations) are also in place for this upcoming school year.

Bacich serves as the heart of our community. It is a hub where baseball and soccer games take place, children learn to ride their bicycles and scooters, families discover new friends, and children begin their earliest educational experiences. We are proud to be a welcoming place of continuous learning where life-long friendships are made.

Kent Middle School



Principal Grant Althouse

Exemplary teaching and learning flourished across the newly renovated Kent campus last year! We are poised to launch the 2019-2020 school year with the intention that each Kent Falcon reaches their fullest academic, social, and creative potential.

For our inaugural *All School Read* last year, all students and staff read *Refugee* by Alan Gratz. The *All School Read* grew from our

staunch commitment to developing voracious and curious readers, and provided for many cross-curricular connections, activities, and conversations.

This year, we're extending the *All School Read* to an *All District Read* of the book *The Boy Who Harnessed the Wind*, by William Kamkwamba. This partnership between Bacich and Kent will undoubtedly spur learning opportunities around design thinking, engineering, perseverance, cultural competency, geography, mathematics, writing, and much more.

In an effort to provide purpose, connection, and cohesion to our academic and social program at Kent, we will be introducing grade level themes in which to ground our work with our students.

- **Fifth:** Independence. How can I take charge of myself and contribute in all of my communities?
- **Sixth:** Impact. How do my choices and actions affect me, my family, my community?
- **Seventh:** Perseverance. How can I learn from my mistakes and grow?
- **Eighth:** Legacy. How do my actions and my words define my character?



With a new security fence restricting access to the Kent campus, please plan accordingly if you walk the neighborhood during school hours.

With our community's partnership, we look forward to making the 2019-2020 school year one of the best yet at Kent!

Measure D: Citizens Oversight Committee 2019 Report

Kentfield School District's Measure D General Obligation Bonds were authorized in the general election of November 2014. Seventy percent of voters in our school district approved the issuance and sale of bonds with a principal amount not to exceed \$30,000,000.

Proposition 39, approved in 2000 by California voters, provided that the governing board of a school district may pursue the authorization and issuance of bonds by a 55% vote of the electorate.

In accordance with the requirements of Proposition 39, the District established a Citizens Oversight Committee to actively review and report on the expenditure of bond revenues. Members of the committee represent the constituencies prescribed by Proposition 39.

History of Measure D

In response to growing enrollment at Bacich, the Kentfield School Board commissioned a demographic study in 2014 which predicted a growth of 20 students per year for the next 10 years. Based on this information, Measure D was placed on the November 2014 ballot, requesting taxpayer approval of \$30,000,000 in bonds to accomplish three goals: relieve campus overcrowding, increase security and safety, and modernize our aging facilities. A component of relieving overcrowding was to move fourth grade to Kent and build classrooms there to accommodate this redistribution of students.

Upon passage of Measure D, the Board engaged the services of CSDA Design Group to lead the community through master facilities planning, and subsequently hired QKA Architects, Counterpoint Construction Services for construction management services, and Lathrop Construction as its builders. An inclusive, nine-month-long design process engaged staff and parents in planning additions and improvements.

Modernization and safety upgrades have been completed at Kent, and new administrative offices and a music classroom have been built. Bacich building and renovation began last summer and will continue through the start of school in September. A new administration and classroom building is being constructed where the round building once stood.

DISTRICT AT-A-GLANCE	
Students	
Bacich	641
Kent	560
Certificated Staff	
Bacich	44
Kent	43
District Office	2
Classified Staff	
Bacich	17
Kent	14
District Office	4
Adopted Budget on June 2019	

CITIZENS OVERSIGHT COMMITTEE MEMBERS

Renee Marcelle, Chair	Parent
Allison Salzer, Vice-Chair	Business Owner
Ross McKenna	Senior
Debra Fletcher	Community-at-large
Greg Feller	Parent
Tracy Coombe	Parent/PTA
Ralph Miler	Taxpayer Organization Member

2019-2020 COC Meetings:

October 2, 2019
 January 29, 2020
 April 22, 2020
 5:00 p.m. in the District Office

Meeting dates subject to change. Please check the calendar on our website.

Budget Overviews

In fulfillment of its duties, the Citizens Oversight Committee reviewed the School Board-approved annual financial and performance audits (June 30, 2018) of the Measure D Building Fund and confirmed that bond funds are being expended only for the purposes described in the ballot measure.

MEASURE D BUDGET as of January 31, 2019

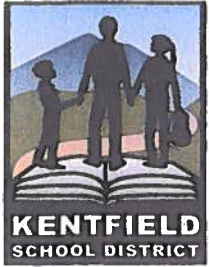
Revenue 2014-2019	
Bond Sale Proceeds	\$30,000,000
Interest	\$243,216
Local Revenue*	\$306,388
Total Revenue	\$30,549,604
Total Expenditures 2014-2019	\$16,082,793

Bond Balance	
Cash Balance	\$14,466,811

* Transfer from Prop 39 Energy Efficiency Grant funds from General Fund for work done as part of Measure D projects.

As of January 31, 2019, \$30,042,000 in bonds (of the \$30M approved by Measure D) has been issued, and \$16,082,793 has been spent. There has been \$243,216 in interest earned on unspent revenues. This leaves a balance of \$14,202,423.

For more site planning images and a detailed breakdown of expenditures you may access the Community-Supported Funding information on the Kentfield School District Website.



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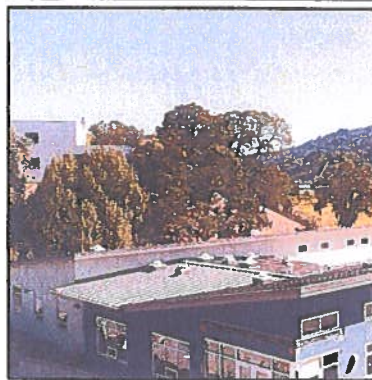
IMPORTANT DATES

Discover more events at www.kentfieldschools.org
 PTA events: www.kspta.org
 kik events: www.kikschoools.org

SEPTEMBER 2019

3	First Day of School Bacich Coffee Morning by KSPTA, 7:40 a.m.
4	Kent Coffee Morning by KSPTA, 8:30 a.m. Bacich ELAC Meeting, 8:30 a.m. Bacich Back to School Night for Grades 1-4 (parents and guardians only), 6-7:30 p.m.
5	Kent Back to School Night, 6-8 p.m. (0 period music class begins at 5:45 p.m.)
6	Kent School Picture Day
8	TK/K kik Social Event, 10-11 a.m.
9	Bacich Site Council, 3-4 p.m.
10	School Board Meeting, 5 p.m. Bacich School Picture Day
12	Bacich Games & Pizza Night by KSPTA, 5:30 p.m.
13	KSPTA Meeting, 8:30-9:30 a.m.
15	1st/2nd kik Social Event, 10-11:30 a.m.
20	5th/6th kik Social Event, 5-6:30 p.m.
21	kik Family Fun Day, 9 a.m.-4 p.m.
27	7th/8th kik Social Event, 5-6:30 p.m.
29	3rd/4th kik Social Event, 10-11:30 a.m.

Measure D: Project Progress



The end of summer approaches, and with it, the majority of the building projects associated with Measure D, the \$30,000,000 general obligation bond passed by voters in 2014.

We relocated the school offices to the entrance of their campuses with clear views of the driveway and parking lot. Both schools are now completely enclosed by fencing or secure entry, and closed circuit cameras will be installed this year.

There is now a fence across the College Avenue side of Kent which restricts pedestrian access during the Kent school day. While we understand that this represents a change for the neighborhood, the decision to protect our students and staff was an easy one in today's world.

Ensuring adequate classroom space was another promise of Measure D, one which the Board has delivered on, even if the projections and realities had to be reconciled. A classroom building was removed from scope in 2016 when projected enrollment increases failed to materialize. At the same time, the Board ensured that space would be left at Kent for future growth if it becomes necessary.

Lastly, every classroom at both schools has benefited from some amount of modernization, and restrooms are either in process or slated for updating.

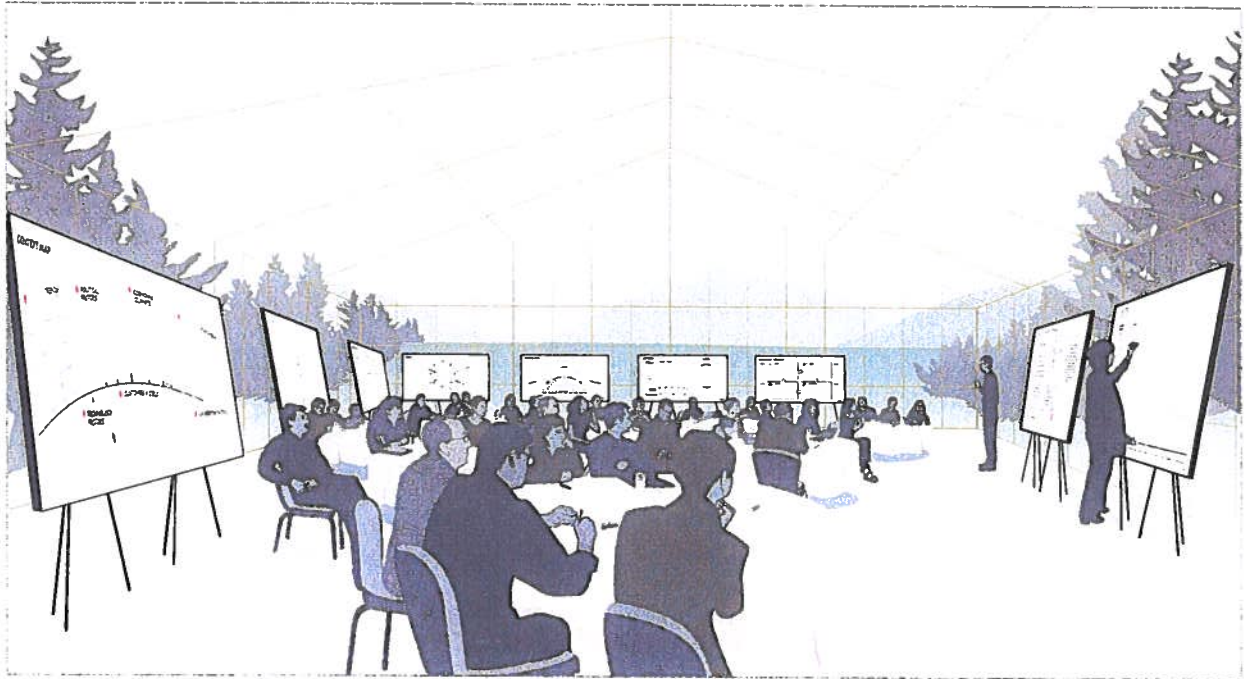
Please see the Measure D Citizens Oversight Committee Annual Report for more details, and once again, thank you for your support.

The Kentfield School District educates students in Transitional Kindergarten through 8th grade at Bacich Elementary School and Kent Middle School.

Our teachers offer innovative, award-winning programs that engage our students' creativity, character, and curiosity, and empower them to reach high, work hard, and be kind.

VISUAL PLANNING SYSTEMS

Strategic Visioning



Strategic Visioning (SV) is a uniquely flexible methodology for visually aided strategic analysis. It supports strategy development, alignment, and organization change for any kind of organization.

At the heart of the SV approach is a series of thoughtful conversations, visually supported, that bring key stakeholders into consensus about new directions. Hindsight is combined with foresight to create insight and clarify action plans. Active visual facilitation creates a high-engagement process that supports breakthrough thinking around strategy, vision, action plans, and design of organizational communications.

While preserving the best practices of traditional planning, Strategic Visioning adds the engagement, creativity and big-picture thinking that visual facilitation provides. The process is distinctive in using large visual templates, called Graphic Guides[®], to support groups creating wall-sized, panoramic charts that capture conversations about their organization's environment, current situation, vision of a desired future state and action plans for implementing their strategic vision.

Strategic Visioning

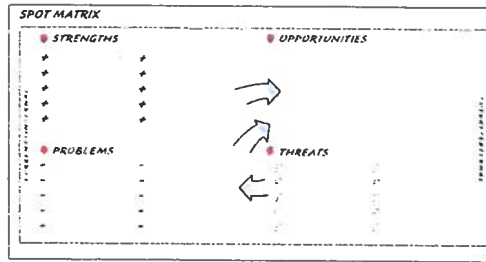


STAGE 3: Agreeing on Current Realities



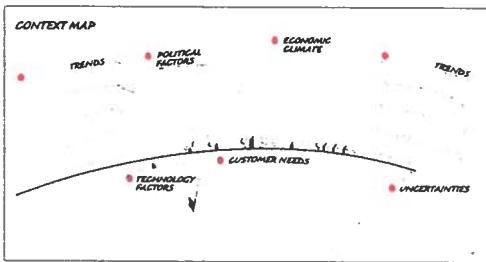
STAGE 2: Exploring and Learning

SPOT MATRIX



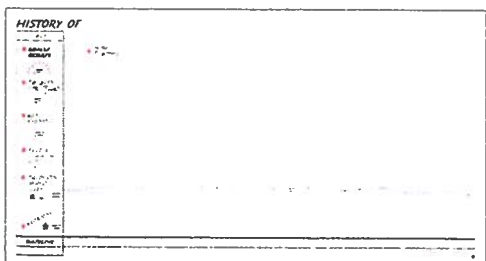
To make the case for change, we survey the organization's strengths and problems in relation to the major opportunities and threats it faces.

CONTEXT MAP



Moving into the present, we create a snapshot of the current environment and help a group understand the factors, trends and forces impacting the organization.

GRAPHIC HISTORY

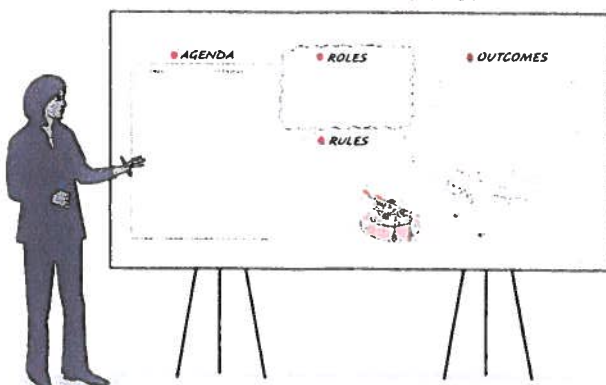


We begin by drawing out a group's past, tracking where the organization has been in order to define where it is headed. It is an excellent way to bring a team together.



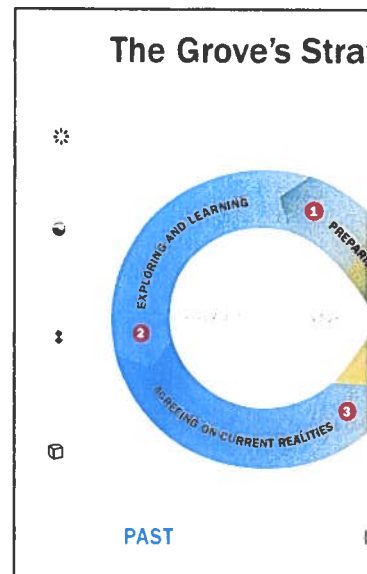
STAGE 1: Preparing for the Journey

MEETING STARTUP



Our consultants will help customize a Strategic Visioning Process for your group. The Meeting Startup templates provide the outcomes, agenda, roles and rules for the journey.

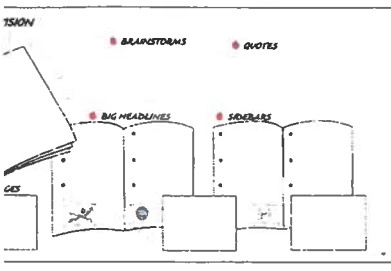
The Grove's Strategic Visioning Process



Create a powerful vision by following these basic moves:
Strategic Visioning

STAGE 4: Opening to a Vision

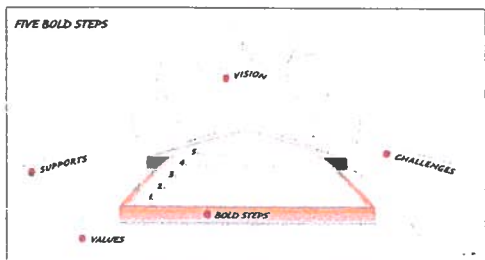
COVER STORY VISION



We help cultivate opportunities by first looking at the past, present and future, and then engaging the group in developing its own vision.

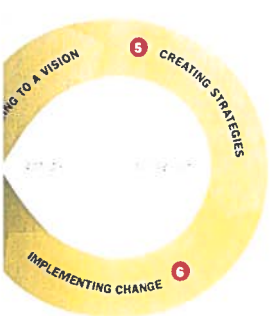
STAGE 5: Creating Strategies

FIVE BOLD STEPS VISION



We focus the vision by clustering the themes found in the Cover Story. Commitment to the vision begins by identifying the key strategies that the group sees as necessary to realize it.

Visioning™ Model

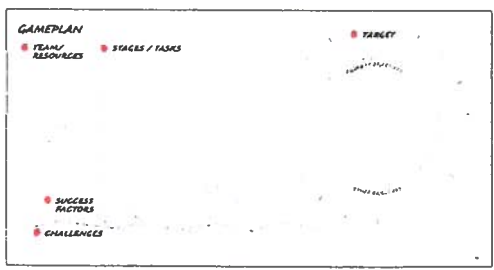


FUTURE

STAGE 6: Implementing Change

GRAPHIC GAMEPLAN

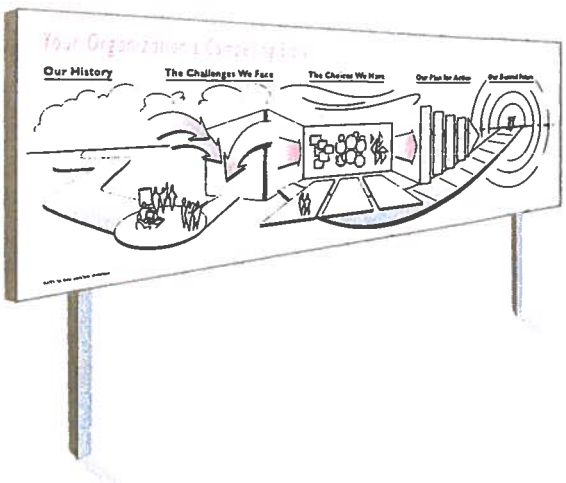
As strategies and goals become more clear, we guide you in developing action plans. This stage helps clarify what needs to be accomplished, by whom and when.



STAGE 7: Living Your Vision in Action

GROVE STORYMAP®

Synthesize your visioning and strategy work into a Grove Storymap. These "big-picture" maps get your employees and other stakeholders on the same page and mobilized for action. For more information about Grove Storymaps, visit our website, www.grove.com, and look through our case studies.



and strategy with
ough The Grove's
cess.

Strategic Visioning Services, Training & Tools

Services

Meeting Facilitation Services

The Grove designs, facilitates and implements Strategic Visioning processes tailored to your needs and sense of urgency. Our consultants are skilled in group-process design and consensus-building facilitation to deliver a shared vision and goals for your organization.

Coaching Services

The Grove's consultants are available to coach practitioners who need assistance designing and delivering a Strategic Visioning process.

Training

Strategic Visioning Workshop

This is an in-depth course in The Grove's Strategic Visioning™ Process and is recommended for all practitioners. This workshop and the accompanying materials will prepare you to lead Strategic Visioning processes either within your organization or as a consultant to organizations.

Tools

Graphic Guides®

These templates are the signature tools in The Grove's Visual Planning Systems. They work as both brainstorming and summarization tools. When mounted in a room, they create an instant decision-support environment. Complete step-by-step Leader's Guides accompany each of the Graphic Guides.

Our Digital Graphic Guides® offer these same templates in Microsoft PowerPoint® format and provide a visual focus for web conferences and meeting follow-up.

Strategic Visioning Agenda Planning Kit

This card set includes sample agendas for one-day, two-day and virtual meetings. The accompanying best-practice cards explain each step in the agendas. These are used to plan your process.

For more information please contact us at info@grove.com.



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