

Introduction:

LEA: Nicasio School District

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LCAP Year: 2014-2017

Local Control and Accountability Plan and Annual Update

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Nicasio School District’s business manager provided information to the public and District representatives about LCAP and the need to align the District’s goals to the State’s priority areas. This information was shared at the District’s regular school board meeting held on February 6, 2014.</p>	<p>The information presented gave the public and District representatives an overview of what LCAP is and the process for developing it.</p>
<p>Nicasio School District’s business manager provided additional information to the public and District representatives about LCAP and the approved State template at the District’s regular school board meeting held on March 6, 2014.</p>	<p>The information presented gave the public and District more specific guidelines for developing LCAP.</p>
<p>Ten members of the school community worked together over a six-month period to develop the District’s strategic plan, which was first approved in September 2007. These community members included the principal, two teachers, one school board member, the Foundation president, several parents, and a community representative. This strategic plan has been reviewed and updated on an annual basis since its initial adoption.</p>	<p>The Strategic Planning Committee referred to surveys of teachers, parents and students in addition to data collected from STAR, CELDT, Education Task Force (ETF) writing assessments and student report cards.</p> <p>Using this data, the committee identified the District’s core values and goals. These were outlined in Nicasio School District’s strategic plan that was first adopted in fall 2007. The business office and principal analyzed the most current update of the strategic plan and identified where the District’s existing goals aligned to the State’s eight (8) LCAP priority areas. This process resulted in the first draft of LCAP goals and progress indicators.</p>
<p>Nicasio School’s parents and students (grades 5-8) participated in the school’s annual survey in March and April 2014.</p>	<p>Feedback provided by parents and students regarding overall satisfaction with school leadership, performance, programs, etc. was used to update the first draft of LCAP goals and progress indicators.</p>

<p>Teachers and staff reviewed draft goals and progress indicators on April 9, 2014.</p>	<p>The teachers made the following suggestions, which were incorporated into the working draft:</p> <ul style="list-style-type: none"> - Goal 1: No revisions suggested - Goal 2: Add “enhance social interactions” to the goal and add the following “need”: to maintain enrollment to ensure a balance across grade levels and to promote positive social interactions for students. - Goal 3: No revisions suggested - Goal 4: Restate goal to include meeting needs of “all learners” not only English language learners. Add additional measures: IEP progress reports, Smarter Balanced assessment, and student progress reports and report cards. Incorporate “students with disabilities” into the annual descriptions of what will be different and/or improved for students. - Goal 5: No revisions suggested - Goal 6: Add “collect data from high schools” to the list of metrics. Add “as needed” to the end of the annual descriptions of what will be different and/or improved for students. - Goal 7: Use “students’ families” instead of “students’ parents” under the annual descriptions of what will be different and/or improved for students. - Goal 8: Add involving “community members” in addition to involving students and their families. - Goal 9: No revisions suggested
<p>The District’s Business Officer reviewed LCAP draft on April 29 and May 1, 2014.</p>	<p>Additional metrics were added to Goals 1-4, 6 and 9 to correspond with improvements identified for students. Fund sources and amounts were added to Sections B, C and D.</p>
<p>Key parent stakeholders reviewed draft goals and progress indicators on May 12, 2014.</p>	<p>The District prepared a written summary of the questions and comments shared by the parents who attended this meeting. Included in that summary were the District’s responses. This</p>

	<p>summary was distributed to all Nicasio School parents and is available at the school upon request. One community member in attendance at this meeting had proposed four additional goals, one of which has been incorporated into this plan as goal 10.</p>
<p>Nicasio School Board held a public hearing at the regular board meeting held on May 29, 2014 at which time the public had the opportunity to comment on the LCAP 2014-17.</p>	<p>A member of the public asked what the cost (\$10,584) listed under contract negotiations on page 20 was for. The school's business officer explained that it represented the cost of the District's superintendent and partial cost of the business officer's position. There were no further questions or comments.</p>
<p>The District's Business Officer reviewed and updated LCAP draft on June 20, 2014.</p>	<p>Updates to the budget include settlement related to employee salaries and benefits approved by the Board on June 9, 2014.</p>
<p>Nicasio School Board adopted LCAP 2014-17 at the regular board meeting held on June 26, 2014.</p>	<p>Nicasio School District LCAP was implemented on July 1, 2014.</p>

Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?

- 6) What are the unique goals for subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority and/or to review progress toward goals in the annual update?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

	Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
		Description of Goal	Applicable Pupil Subgroups	School(s) Affected		2014-15	2015-16	2016-17	
1	<p>Need: High quality instructors</p> <p>Competitive salaries</p> <p>Metrics: Credential Monitoring Report</p> <p>CTA Comparisons of Salaries, Marin</p> <p>Need: Ongoing Professional Development</p> <p>Metric: Log of Course and Workshop Participation</p> <p>Attendance Rates</p> <p>Inter-District Requests/Waitlist</p> <p>School Surveys</p>	Identify, attract, retain and develop outstanding staff	All Pupils	Single-School District		<p>Students will continue to benefit from high quality instruction.</p> <p>All teachers (100%) will be appropriately assigned and credentialed.</p> <p>Teachers' salaries will remain competitive with neighboring public schools.</p> <p>Student attendance rate will be at least 95%.</p>	<p>Students will continue to benefit from high quality instruction.</p> <p>All teachers (100%) will be appropriately assigned and credentialed.</p> <p>Teachers' salaries will remain competitive with neighboring public schools.</p> <p>Student attendance rate will be at least 95%.</p>	<p>Students will continue to benefit from high quality instruction.</p> <p>All teachers (100%) will be appropriately assigned and credentialed.</p> <p>Teachers' salaries will remain competitive with neighboring public schools.</p> <p>Student attendance rate will be at least 95%.</p>	Teachers appropriately assigned and fully credentialed (1)

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2	<p>Need: Maintain low teacher to student ratio in multi-grade/subject classrooms.</p> <p>Maintain enrollment to ensure a balance across grade levels and to promote positive social interactions for students.</p> <p>Metric: Enrollment Roster</p> <p>Attendance Rate</p> <p>Middle School Dropout Rate</p> <p>Suspension Rate</p> <p>Expulsion Rate</p> <p>Chronic Absenteeism Rate</p>	Maintain optimal class sizes and configurations to enhance learning and social interactions	All Pupils	Single-School District		<p>Students will benefit by having a group of peers in their grade level with whom to play and interact promoting pupil engagement.</p> <p>Class sizes will average 15-20 students in Grades TK-5 and up to 25 in grades 6-8.</p> <p>There will be a zero (0) dropout rate. Suspensions and expulsions will be statistically insignificant.</p>	<p>Students will benefit by having a group of peers in their grade level with whom to play and interact promoting pupil engagement.</p> <p>Class sizes will average 15-20 students in Grades TK-5 and up to 25 in grades 6-8.</p> <p>There will be a zero (0) dropout rate. Suspensions and expulsions will be statistically insignificant.</p>	<p>Students will benefit by having a group of peers in their grade level with whom to play and interact promoting pupil engagement.</p> <p>Class sizes will average 15-20 students in Grades TK-5 and up to 25 in grades 6-8.</p> <p>There will be a zero (0) dropout rate. Suspensions and expulsions will be statistically insignificant.</p>	<p>Pupils have access to standards-aligned materials (1)</p> <p>Pupil engagement: attendance (5)</p> <p>Pupil enrollment in broad course of study including all required areas (7)</p>

	Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
		Description of Goal	Applicable Pupil Subgroups	School(s) Affected		2014-15	2015-16	2016-17	
3	<p>Need: Implementation of Common Core State Standards (CCSS)</p> <p>Professional Development</p> <p>Metric: List of District-adopted CCSS curriculum</p> <p>Log of Course and Workshop Participation</p> <p>Smarter Balanced (State Assessment) Participation</p>	Implement Common Core State Standards in state-approved subject areas	All Pupils English Learners	Single-School District		<p>All students will be enrolled in broad courses of study based on Common Core standards.</p> <p>The District will adopt math curriculum.</p> <p>All students will have access to Common Core standards aligned textbooks and assessments.</p>	<p>All students will be enrolled in broad courses of study based on Common Core standards.</p> <p>The District will adopt language arts curriculum.</p> <p>All students will have access to Common Core standards aligned textbooks and assessments.</p>	<p>All students will be enrolled in broad courses of study based on Common Core standards.</p> <p>The District will adopt science and/or social studies curriculum as programs are approved by the State.</p> <p>All students will have access to Common Core standards aligned textbooks and assessments.</p>	<p>Pupils, including English Learners, have access to standards-aligned materials (1, 2)</p> <p>Pupils have access to and are enrolled in a broad course of study that includes State required subject areas (7)</p>

Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
	Description of Goal	Applicable Pupil Subgroups	School(s) Affected		2014-15	2015-16	2016-17	
<p>4</p> <p>Need: Instructional strategies and curriculum for all learners, including English language learners and students with disabilities</p> <p>Metric: Log: Instructional Workshops</p> <p>CELDT Results</p> <p>EL Reclassification Rate</p> <p>Smarter Balanced Assessment</p> <p>IEP Progress Reports</p> <p>Student Progress Reports and Report Cards</p>	Differentiate instruction effectively to meet the needs of all learners	<p>All Pupils</p> <p>English Learners</p> <p>Students with Disabilities</p>	Single-School District		<p>All students, including English Language Learners and students with disabilities, will demonstrate academic growth in reading, writing and math.</p> <p>The majority (75%) of English Language Learners will be reclassified as English proficient by the end of 8th grade.</p>	<p>All students, including English Language Learners and students with disabilities, will demonstrate academic growth in reading, writing and math.</p> <p>The majority (75%) of English Language Learners will be reclassified as English proficient by the end of 8th grade.</p>	<p>All students, including English Language Learners and students with disabilities, will demonstrate academic growth in reading, writing and math.</p> <p>The majority (75%) of English Language Learners will be reclassified as English proficient by the end of 8th grade.</p>	<p>Pupils, including English Learners, have access to standards-aligned materials (1, 2)</p> <p>English Learners become English proficient (4)</p> <p>Pupils have access to and are enrolled in a broad course of study that includes State required subject areas (7)</p>

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		Description of Goal	Applicable Pupil Subgroups	School(s) Affected		2014-15	2015-16	2016-17	
5	<p>Need: Student Data - District and State Assessments</p> <p>Provide individualized education to support English Learners and students with disabilities</p> <p>Metric: District Benchmarks</p> <p>State Assessment - Smarter Balanced</p> <p>CELDT Assessment</p> <p>District Academic Performance Index (API)</p> <p>Student Progress and Report Cards</p>	Assess students regularly to evaluate level of proficiency and determine individual learning needs for targeted intervention	<p>All Pupils</p> <p>English Learners</p> <p>Students with Disabilities</p>	Single-School District		<p>The majority (75%) of students will demonstrate proficiency on District and State level assessments.</p> <p>All English Learners will be assessed annually to determine their level of English language development</p> <p>All students eligible for special education will receive an appropriate Individualized Educational Plan (IEP).</p>	<p>The majority (76%) of students will demonstrate proficiency on District and State level assessments.</p> <p>All English Learners will be assessed annually to determine their level of English language development</p> <p>All students eligible for special education will receive an appropriate Individualized Educational Plan (IEP).</p>	<p>The majority (77%) of students will demonstrate proficiency on District and State level assessments.</p> <p>All English Learners will be assessed annually to determine their level of English language development</p> <p>All students eligible for special education will receive an appropriate Individualized Educational Plan (IEP).</p>	<p>Pupil achievement: performance on standardized tests, score on API, share of English Learners that become English proficient (4)</p> <p>Other pupil outcomes in State required subject areas (8)</p>

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6	<p>Need: Measure student success in secondary (high school) education</p> <p>Metric: Survey of Nicasio School graduates</p> <p>High school dropout rates</p> <p>Percentage of graduates meeting standards during freshman year of high school</p>	Provide sufficient preparation for student transition to high school	All Pupils	Single-School District		<p>Teachers will modify instruction & curriculum to prepare 8th graders for successful transition to high school as needed</p> <p>100% of students will matriculate to high school.</p> <p>0% of students will require remedial education during their freshman year.</p>	<p>Teachers will modify instruction & curriculum to prepare 8th graders for successful transition to high school as needed</p> <p>100% of students will matriculate to high school.</p> <p>0% of students will require remedial education during their freshman year.</p>	<p>Teachers will modify instruction & curriculum to prepare 8th graders for successful transition to high school as needed</p> <p>100% of students will matriculate to high school.</p> <p>0% of students will require remedial education during their freshman year.</p>	<p>Pupil engagement: attendance, absentee, and drop-out rates (5)</p> <p>Pupil achievement: State required subject areas (8)</p>

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7	<p>Need: Maintain and improve school to home communications</p> <p>Employ English/Spanish translator and parent liaison</p> <p>Metric: Annual Survey of Parents/Guardians</p> <p>Back-to-School Questionnaire (preferred communication methods)</p>	<p>Ensure regular, consistent and clear communication between school and the home for both English-speaking and Spanish-speaking households</p>	<p>All Pupils</p> <p>English Learners</p>	<p>Single-School District</p>		<p>All students' families will be well informed about the school's news and events and about their children's progress in school.</p> <p>All students' families will be able to communicate effectively and easily with teachers and staff in both English and Spanish.</p>	<p>All students' families will be well informed about the school's news and events and about their children's progress in school.</p> <p>All students' families will be able to communicate effectively and easily with teachers and staff in both English and Spanish.</p>	<p>All students' families will be well informed about the school's news and events and about their children's progress in school.</p> <p>All students' families will be able to communicate effectively and easily with teachers and staff in both English and Spanish.</p>	<p>Parent involvement: efforts to seek parent input in decision making and promotion of parent participation (3)</p> <p>Pupil engagement: attendance, absentee, and drop-out rates (5)</p>

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8	<p>Need: Involvement in the school from parents, students and community members</p> <p>Metric: Volunteer records from Parent Club, Foundation and school activities</p> <p>Annual Survey Results of Parents/Guardians and Students</p> <p>Percentage of parental involvement in the school by Spanish-speaking families</p>	Encourage parents, students, and community members to be active participants in the school community	All Pupils English Learners	Single-School District		<p>Families, students and community members will have the opportunity to be involved in making decisions that benefit the school and its community.</p> <p>Parents from Spanish-speaking households will be involved in the school community at an equivalent percentage rate as parents from English-speaking households.</p>	<p>Families, students and community members will have the opportunity to be involved in making decisions that benefit the school and its community.</p> <p>Parents from Spanish-speaking households will be involved in the school community at an equivalent percentage rate as parents from English-speaking households.</p>	<p>Families, students and community members will have the opportunity to be involved in making decisions that benefit the school and its community.</p> <p>Parents from Spanish-speaking households will be involved in the school community at an equivalent percentage rate as parents from English-speaking households.</p>	<p>Parent involvement: efforts to seek parent input in decision making and promotion of parent participation (3)</p> <p>School climate: surveys of pupils, and parents on the sense of safety and school connectedness (6)</p>

	Identified Need and Metric	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities
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9	<p>Need: Maintain facilities in good repair</p> <p>Metric: Work Order Log</p> <p>Annual Facilities Review (Marin School Insurance Authority - MSIA)</p> <p>Annual Facilities Inspection Report</p>	Ensure all facilities are up-to-date, functional and safe	All Pupils	Single-School District		<p>Students will be able to learn and play on a clean and safe campus.</p> <p>There will be 0% safety-related injuries.</p>	<p>Students will be able to learn and play on a clean and safe campus.</p> <p>There will be 0% safety-related injuries.</p>	<p>Students will be able to learn and play on a clean and safe campus.</p> <p>There will be 0% safety-related injuries.</p>	School facilities are maintained in good repair (1)

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10	<p>Need: Increase programs and services available to students, especially in special education</p> <p>Reduce cost of business services</p> <p>Reduce cost of special education services</p> <p>Metric: Personnel and Programs Assigned to Business and Special Education</p> <p>Budget Business Services and Special Education</p>	Explore and identify opportunities to share services with local school districts to improve school programs and cost effectiveness	All Pupils	Single-School District		<p>The majority (80%) of students in special education will receive appropriate services at Nicasio School and/or locally within the West Marin Community</p> <p>A reduction in the cost of business services and special education will preserve current student programs</p>	<p>The majority (85%) of students in special education will receive appropriate services at Nicasio School and/or locally within the West Marin Community</p> <p>A reduction in the cost of business services and special education will preserve current student programs</p>	<p>The majority (90%) of students in special education will receive appropriate services at Nicasio School and/or locally within the West Marin Community</p> <p>A reduction in the cost of business services and special education will preserve current student programs</p>	<p>Pupil engagement: attendance, absentee, and drop-out rates (5)</p> <p>Pupil enrollment in broad course of study including all required areas (7)</p> <p>Pupil achievement: State required subject areas (8)</p>

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, how have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					2014-15	2015-16	2016-17
1. Identify, attract, retain and develop outstanding staff	Teachers appropriately assigned and fully credentialed (1)	<p>Review Credential Monitoring Report provided by MCOE</p> <p>Create annual professional development plan and make p.d. opportunities available to all teachers and staff</p> <p>Participate in labor negotiations with teachers and work to develop a fair and competitive agreement</p> <p>Pay teachers a competitive salary including incentive pay for Master’s degree</p>	Single-School District		<p>School Administration (Costs in Goal 2)</p> <p>Professional Development \$3,600 Source Federal & LCFF</p> <p>Contract negotiations and administration \$10,584 Source - LCFF</p> <p>Costs included in Goal 2</p>	<p>School Administration (Costs in Goal 2)</p> <p>Professional Development \$1,600 Source- Federal</p> <p>Contract negotiations and administration \$10,584 Source - LCFF</p> <p>Costs included in Goal 2</p>	<p>School Administration (Cost in Goal 2)</p> <p>Professional Development \$1,600 Source -Federal</p> <p>Contract negotiations and administration \$10,584 Source - LCFF</p> <p>Costs included in Goal 2</p>

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					2014-15	2015-16	2016-17
2. Maintain optimal class sizes and configurations to enhance learning and social interactions	<p>Pupils have access to standards-aligned materials (1)</p> <p>Pupil engagement: school attendance rates (5)</p> <p>Pupil enrollment in broad course of study including all required areas (7)</p>	<p>Outreach to parents and community to identify potential incoming students</p> <p>maintain student information system</p> <p>Review Inter-District Policy & Board Guidelines for Classroom Configurations</p> <p>Establish teaching assignments in accordance with Board Guidelines for</p> <p>Provide instructional aide to support all pupils</p> <p>Offer enrichment programs (2-3) to all students</p>	Single-School District		<p>Maintain current configuration for School Administration \$172,355 Source - LCFF</p> <p>3.4 FTE Teachers = 15:1 ratio \$312,295 Sources: LCFF - \$157,540 Parcel Tax - \$154,755</p> <p>Classroom Aide \$14,548 Sources: LCFF \$378 Federal \$14,170</p> <p>Spanish, Arts & Physical Education \$29,589 Source- Foundation</p>	<p>Maintain current configuration for School Administration \$176,392 Source - LCFF</p> <p>3.4 FTE Teachers = 15:1 ratio \$323,778 Sources: LCFF - \$164,336 Parcel Tax \$159,442</p> <p>Classroom Aide \$14,804 Sources: LCFF \$634 Federal \$14,170</p> <p>Spanish, Arts & Physical Education \$30,131 Source- Foundation</p>	<p>Maintain current configuration for School Administration \$180,547 Source - LCFF</p> <p>3.4 FTE Teachers = 15:1 ratio \$335,446 Sources: LCFF - \$171,288 Parcel Tax \$164,158</p> <p>Classroom Aide \$15,071 Sources: LCFF \$900 Federal \$14,170</p> <p>Spanish, Arts & Physical Education \$30,693 Source- Foundation</p>

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					2014-15	2015-16	2016-17
3. Implement Common Core State Standards in state-approved subject areas while maintaining California State Standards in remaining subjects.	<p>Pupils, including English Learners, have access to standards-aligned materials (1, 2)</p> <p>Pupils have access to and are enrolled in a broad course of study that includes State required subject areas (7)</p>	<p>Adopt and purchase Common Core curriculum</p> <p>Adopt and purchase CA approved curriculum for non Common Core subjects</p> <p>Provide professional development for teacher to implement new curriculum adoptions</p>	Single-School District		<p>Implement Common Core: Including Math Adoption</p> <p>Books \$17,395 Prof Dev \$2,560 Internet \$5,520 Ed Tech \$6,700 Total \$32,175</p> <p>Sources: LCFF \$11,020 EPA \$7,760 State (CC) \$9,244 Federal \$0 Lottery \$4,151</p>	<p>Adopt English Language Arts Curriculum</p> <p>Books \$13,378 Prof Dev \$2,560 Internet \$5,520 Ed Tech \$6,700 Total \$28,158</p> <p>Sources: LCFF \$13,020 EPA \$7,760 Federal \$4,378 Lottery \$3,000</p>	<p>Adopt Social Science <i>or</i> Science Curriculum</p> <p>Books \$15,402 Prof Dev \$2,560 Internet \$5,520 Ed Tech \$6,700 Total \$30,182</p> <p>Sources: LCFF \$13,020 EPA \$7,760 Federal \$6,402 Lottery \$3,000</p>

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					2014-15	2015-16	2016-17
4. Differentiate instruction effectively to meet the needs of all learners	<p>Pupils, including English Learners, have access to standards-aligned materials (1, 2)</p> <p>English Learners become English proficient (4)</p> <p>Course access: pupil enrollment in a broad course of study that includes all subject areas (7)</p>	<p>Provide professional development based on current, best teaching practices that includes strategies for English language learners and students with disabilities</p> <p>Maintain Learning Center that provides instructional support for English learners</p> <p>Place students in appropriate instructional programs and provide specialized services in accordance with IEP.</p> <p>Adopt and purchase curriculum to support English learners K-8</p>	Single-School District		<p>Professional Development \$2,240 Source – LCFF</p> <p>Maintain Learning Center \$16,832 Sources: LCFF \$13,285 Federal \$3,547</p> <p>Specialized programs & services \$127,325 Sources: LCFF \$97,190 SELPA \$30,135</p> <p>Adopt Math & Implement Common Core \$3,000 Source - LCFF</p>	<p>Professional Development \$2,240 Source - LCFF</p> <p>Maintain Learning Center \$17,062 Sources: LCFF \$13,515 Federal \$2,712 Lottery \$835</p> <p>Specialized programs & services \$127,490 Sources: LCFF \$99,490 \$28,000</p> <p>Adopt English Language Arts Curriculum \$3,000 Source- LCFF</p>	<p>Professional Development \$2,240 Source - LCFF</p> <p>Maintain Learning Center \$17,303 Sources: LCFF \$13,756 Federal \$2,712 Lottery \$835</p> <p>Specialized programs & services \$127,490 Sources: LCFF \$101,490 SELPA \$26,000</p> <p>Adopt Social Science Curriculum \$3,000 Source LCFF</p>

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					2014-15	2015-16	2016-17
5. Assess students regularly to evaluate level of proficiency and determine individual learning needs for targeted intervention	<p>Pupil achievement: performance on standardized tests, score on API, share of English Learners that become English proficient (4)</p> <p>Other pupil outcomes in State required subject areas (8)</p>	<p>Administer CELDT to all English language learners in the fall</p> <p>Analyze CELDT results to evaluate student progress</p> <p>Develop and implement new Report Cards to include Common Core Standards</p> <p>Analyze Smarter Balanced results annually</p> <p>Prepare progress reports for students with disabilities each academic reporting period (trimester) based on IEP goals</p> <p>Monitor special education placement and services</p>	Single-School District		<p>CELDT \$1,476 Source - Federal</p> <p>Develop & Implement new Report Cards <i>(cost included in Goal 2 School Administration)</i></p> <p>Prepare progress reports <i>(Cost included under Goal 2 Teachers)</i></p> <p>Monitor services and placements \$12,400 Sources LCFF \$10,928 Federal \$1,472</p>	<p>CELDT \$1,500 Source - Federal</p> <p>Analyze Smarter Balanced results <i>(cost included under Goal 2 School Admin)</i></p> <p>Prepare progress reports <i>(cost included under Goal 2 Teachers)</i></p> <p>Monitor services and placements \$12,400 Sources LCFF \$10,928 Federal \$1,472</p>	<p>CELDT \$1,500 Source - Federal</p> <p>Analyze Smarter Balanced results <i>(cost included under Goal 2 School Admin)</i></p> <p>Prepare progress reports <i>(cost included under Goal 2 Teachers)</i></p> <p>Monitor services and placements \$12,400 Sources LCFF \$10,928 Federal \$1,472</p>

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					2014-15	2015-16	2016-17
6. Provide sufficient preparation for student transition to high school	Pupil engagement: attendance, absentee, and drop-out rates (5) Pupil achievement: outcomes in State required subject areas (8)	Develop and distribute a survey to Nicasio School graduates in the spring of their freshman school year	Single-School District		Distribute survey and collate results <i>(cost included under Goal 2 School Admin)</i>	Distribute survey and collate results <i>(cost included under Goal 2 School Admin)</i>	Distribute survey and collate results <i>(cost included under Goal 2 School Admin)</i>

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					2014-15	2015-16	2016-17
7. Ensure regular, consistent and clear communication between school and the home for both English-speaking and Spanish-speaking households	<p>Parent involvement: efforts to seek parent input in decision making and promotion of parent participation (3)</p> <p>Pupil engagement: attendance, absentee, and drop-out rates (5)</p>	<p>Develop and distribute an annual parent survey mid-way through the school year to identify communication methods that are effective and where communications can improve</p> <p>Employ an English/Spanish translator to serve as school-to-home communicator (oral and written) and parent liaison</p>	Single-School District		<p>Distribute survey and use results to modify communications as necessary <i>(cost included under Goal 2 School Admin)</i></p> <p>Spanish Translation \$9,606 Source - Nicasio School Foundation</p>	<p>Distribute survey and use results to modify communications as necessary <i>(cost included under Goal 2 School Admin)</i></p> <p>Spanish Translation \$9,797 Source - Nicasio School Foundation</p>	<p>Distribute survey and use results to modify communications as necessary <i>(cost included under Goal 2 School Admin)</i></p> <p>Spanish Translation \$9,993 Source – Nicasio School Foundation</p>

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					2014-15	2015-16	2016-17
8. Encourage parents, students, and community members to be active participants in the school community	<p>Parent involvement: efforts to seek parent input in decision making and promotion of parent participation (3)</p> <p>School climate: surveys of pupils, and parents on the sense of safety and school connectedness (6)</p>	<p>Distribute a questionnaire via Back-to-School packets in the summer to encourage and identify parent volunteers</p> <p>Communicate regularly with parent volunteer groups: Parent Club and Foundation.</p> <p>Develop and distribute both an annual parent and student survey mid-year to collect feedback related to the school's programs, climate, etc.</p>	Single-School District		Maintain effective home to school communications <i>(cost included under Goal 2 School Admin)</i>	Maintain effective home to school communications <i>(cost included under Goal 2 School Admin)</i>	Maintain effective home to school communications <i>(cost included under Goal 2 School Admin)</i>

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					2014-15	2015-16	2016-17
9. Ensure all facilities are up-to-date, functional and safe	School facilities are maintained in good repair (1)	<p>Maintain a work order request log that documents repairs needed, date requested and date completed.</p> <p>Review facility risk management report to identify & implement corrective action</p> <p>Conduct an annual facilities inspection in Dec./Jan. and complete related report; use data collected to prepare facilities section on SARC</p> <p>Continue to pursue viable options for long-term availability of potable water</p>	Single-School District		<p>Custodial & Maintenance \$76,205 Source - LCFF</p> <p>Use Facilities Inspection to update SARC (cost included under Goal 2 School Admin)</p> <p>Maintain membership in Marin Schools Insurance Authority JPA \$6,031 Source – LCFF</p> <p>Maintain existing potable water \$17,100 Source - LCFF</p>	<p>Custodial & Maintenance \$77,486 Deferred Maintenance \$10,000 Source - LCFF</p> <p>Use Facilities Inspection to update SARC (cost included under Goal 2 School Admin)</p> <p>Maintain membership in Marin Schools Insurance Authority JPA \$6,031 Source LCFF</p> <p>Maintain existing potable water \$17,100 Source - LCFF</p>	<p>Custodial & Maintenance \$78,214 Deferred Maintenance \$10,000 Source - LCFF</p> <p>Use Facilities Inspection to update SARC (cost included under Goal 2 School Admin)</p> <p>Maintain membership in Marin Schools Insurance Authority JPA \$6,031 Source LCFF</p> <p>Maintain existing potable water \$17,100 Source – LCFF</p>

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					2014-15	2015-16	2016-17
10. Explore and identify opportunities to share services with local school districts to improve school programs and cost effectiveness	<p>Pupil engagement: attendance, absentee, and drop-out rates (5)</p> <p>Pupil enrollment in broad course of study including all required areas (7)</p> <p>Pupil achievement: State required subject areas (8)</p>	<p>Identify common services needed at Nicasio School and at neighboring districts</p> <p>Collaborate with neighboring districts to develop a plan of action to meet identified needs</p>	Single-School District		<p>Identify common services needed in the district's geographic neighborhood to determine if it is feasible and cost effective to develop a program on-site to serve students of exceptional need.</p> <p>Develop program plan if feasible</p> <p>Costs included in School Admin (Goal 2) and Special Education Monitor. (Goal 5)</p> <p>Explore the feasibility of shared business services with other West Marin school districts</p> <p>Costs included in School Administration (Goal 2)</p>	<p>Open a pilot Resource Specialist program if the planning work performed in 2014-15 determines service delivery will be maintained or improved and costs will be reduced.</p> <p>Cost of Special Education services included in Goal 4</p> <p>Develop a plan to transition business services to a shared service if appropriate partner(s) have been identified.</p> <p>Costs included in School Administration (Goal 2)</p>	<p>Assess the pilot Resource Specialist Program for effectiveness and make a recommendation to the Board on program continuation</p> <p>Cost of Special Education services included in Goal 4</p> <p>Begin piloting shared business services</p> <p>Cost ~\$60,000 Source LCFF</p>

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

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					2014-15	2015-16	2016-17
4. Differentiate instruction effectively to meet the needs of all learners	<p>Pupils, including English Learners, have access to standards-aligned materials (1, 2)</p> <p>English Learners become English proficient (4)</p> <p>Course access: pupil enrollment in a broad course of study that includes all subject areas (7)</p>	<p>For low income pupils and foster youth: Provide scholarships to students for after-school programs and tutoring/homework programs</p> <p>For English learners and redesignated fluent English proficient pupils: Monitor academic achievement of students redesignated as Fluent English Proficient</p> <p>Assign instructional support (Learning Center) for English</p>	Single-School District		<p>Scholarships \$3,000 Source - Nicasio School Foundation</p> <p>Monitor achievement CELDT \$1,476 Source - Federal</p> <p>Maintain learning center \$16,832 Sources: LCFF \$13,285 Federal \$3,547</p> <p>ELD Professional development \$2,240 Source - LCFF</p>	<p>Scholarships \$3,000 Source - Nicasio School Foundation</p> <p>Monitor achievement CELDT \$1,500 Source - Federal</p> <p>Maintain learning center \$17,062 Sources: LCFF \$13,515 Lottery \$835 Federal \$2,712</p> <p>ELD Professional development \$2,240 Source - LCFF</p>	<p>Scholarships \$3,000 Source - Nicasio School Foundation</p> <p>Monitor achievement CELDT \$1,500 Source - Federal</p> <p>Maintain learning center \$17,303 Sources: LCFF \$13,756 Lottery \$835 Federal \$2,712</p> <p>ELD Professional development \$2,240 Source - LCFF</p>

Goal	Related State and Local Priorities	Actions and Services	Level of Service	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					2014-15	2015-16	2016-17
		Language Learners and students with disabilities within the regular academic schedule.					
8. Encourage parents, students, and community members to be active participants in the school community	Parent Involvement: efforts to seek parent input in decision making and promotion of parent participation (3) School climate: Surveys of pupils and parents on the sense of safety and school connectedness (6) English Learners become proficient (4)	For English Learners and Redesignated fluent English proficient pupils: Provide bilingual (English/Spanish) communications regarding student progress, school news, and school events to Spanish-speaking households	Single-School District		Spanish translation services – oral & written \$9,606 Source – Nicasio School Foundation	Spanish translation services – oral & written \$9,797 Source – Nicasio School Foundation	Spanish translation services – oral & written \$9,993 Source – Nicasio School Foundation

- C. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Nicasio School District's increase in funds totals \$11,523. These funds are being expended to support the Learning Center, the primary purpose of which is to serve English Language Learners (ELL). The Learning Center services relate directly to Goals 1, 4 and 5 in Section A and Goal 4 in Section B; the Learning Center serves all ELL students within the regular school day, providing them with additional instruction to develop their English language skills under a highly trained and qualified instructor. This is the most effective use of these funds as it serves approximately 25% of the District's student population, including 100% of the District's ELL students. The estimated unrestricted expenditures associated with the Learning Center including English language development supporting materials and professional development is \$17,490

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

Nicasio School District is providing services for its students of need by a minimum of 3.12% more than is provided to all of the District's students. The estimated cost for the district's core instructional program including staff, books and instructional supplies, professional development and educational technology funded with the LCFF is \$178,857 and the dedicated costs funded with LCFF sources for students of higher need is \$17,490 or 9.8% above and beyond the core instructional program provided to all students.

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