



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lagunitas Elementary School District

CDS Code: 216535900000000

School Year: 2026-27

LEA contact information:

Kathleen Graham

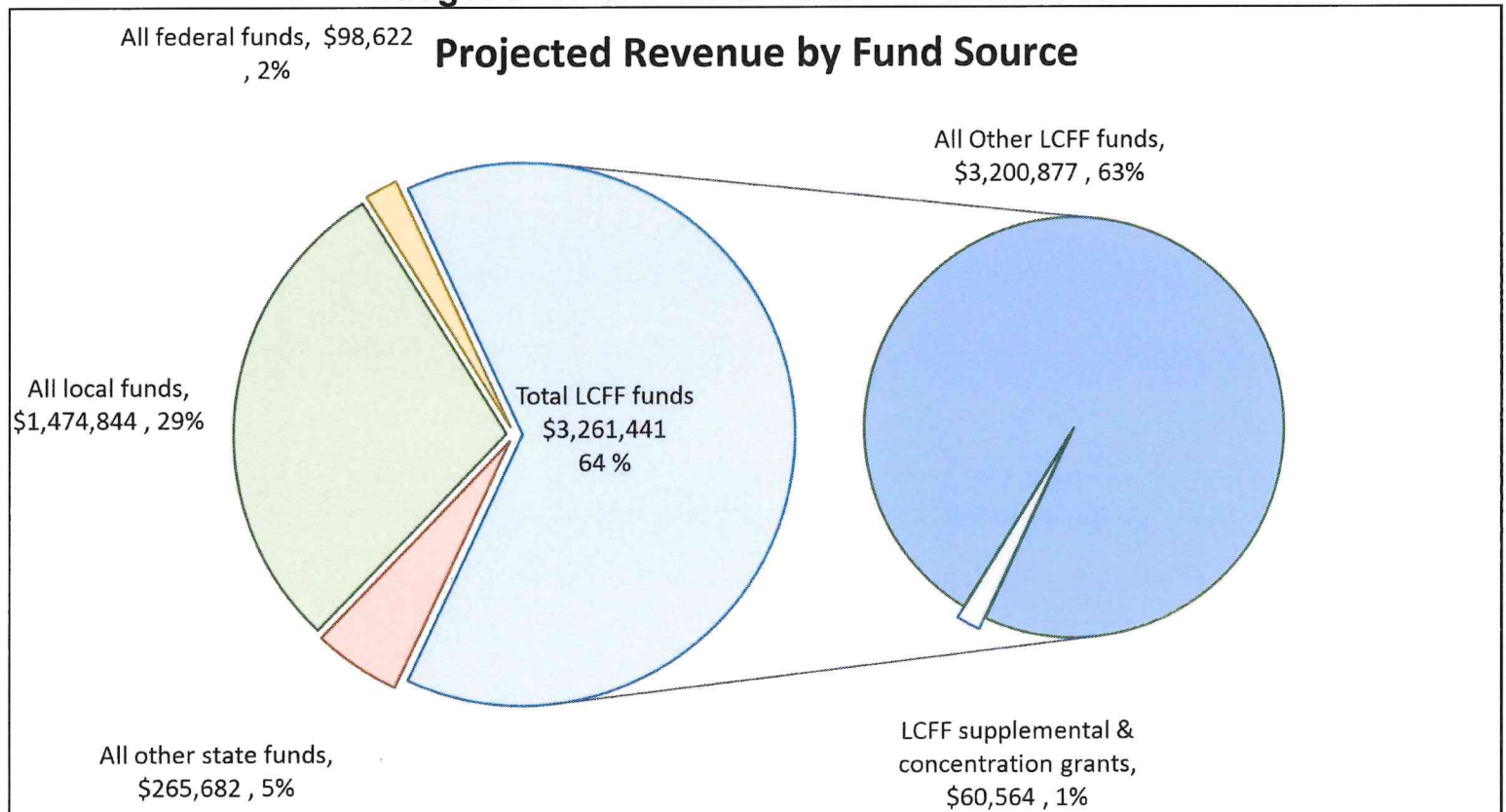
Superintendent

kgraham@lagunitas.org

(415) 488-4118

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

Budget Overview for the 2026-27 School Year



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

The text description for the above chart is as follows: The total revenue projected for Lagunitas Elementary School District is \$5,100,589, of which \$3261441 is Local Control Funding Formula (LCFF), \$265682 is other state funds, \$1474844 is local funds, and \$98622 is federal funds. Of the \$3261441 in LCFF Funds, \$60564 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26

Prior Year Expenditures: Increased or Improved Services for High Needs Students

☐ Total Budgeted Expenditures for High Needs Students in the LCAP

\$61,412

☐ Actual Expenditures for High Needs Students in LCAP

\$101,412

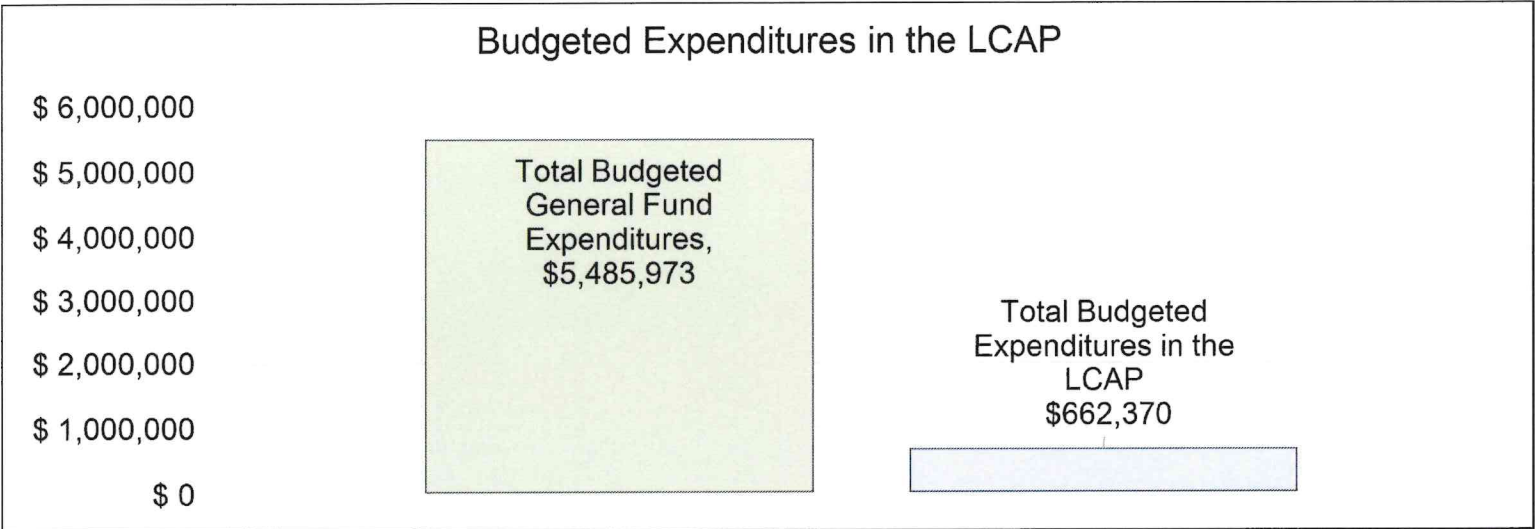
\$ 0 \$ 20,000 \$ 40,000 \$ 60,000 \$ 80,000 \$ 100,000 \$ 120,000

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

The text description of the above chart is as follows: In 2025-26, Lagunitas Elementary School District's LCAP budgeted \$61412 for planned actions to increase or improve services for high needs students. Lagunitas Elementary School District actually spent \$101412 for actions to increase or improve services for high needs students in 2025-26.

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Lagunitas Elementary School District plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Lagunitas Elementary School District plans to spend \$5485973 for the 2026-27 school year. Of that amount, \$662370 is tied to actions/services in the LCAP and \$4,823,603 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Lagunitas Elementary School District is projecting it will receive \$60564 based on the enrollment of foster youth, English learner, and low-income students. Lagunitas Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Lagunitas Elementary School District plans to spend \$102112 towards meeting this requirement, as described in the LCAP.



Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lagunitas Elementary School District	Kathleen Graham Superintendent	www.lagunitas.org (415) 488-4118

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Lagunitas Elementary School has decided to change the Goals, Metrics and Action for its 2026-27 LCAP. Goals 1 and 3 will have slight changes, whereas Goal 4 will be eliminated and moved into Goal 2. The metrics and actions have also been revised and updated to more closely align with the needs and programs of the school district.

Description of the LEA:

The Lagunitas School District serves children and families of the San Geronimo Valley on a picturesque semi-rural 25 acre campus in Marin County. The campus contains an elementary school program with students from transitional kindergarten through fifth grade and a middle school program with students from sixth through eighth grade. Our students come from diverse social, cultural and economic background and they all enjoy a school that prioritizes learning and emotional well-being.

The District's unique, alternative approaches have delighted local students and attracted families for whom traditional schooling was not a strong desire. Over the years the LEA has offered as many as five alternative programs including the most recent unified elementary program with pillars and values from the previous Montessori and Open Classroom programs with additional elements reflecting current educational priorities.

Our new elementary program continues to offer student choice, autonomy, environmental studies, enrichment, parent involvement, and an underlying focus on social emotional growth. By joining together we were able to increase our enrichment opportunities with more art, music, garden, Spanish, and library experiences. We added a maker space for all our students and a library/media center for our middle school

students. With staff working together along with a dedicated team of parents, we are able to articulate our academic curriculum and goals for student achievement more clearly and support teacher collaboration in project-based learning.

Our partnership with the San Geronimo Valley Community Center remains strong and we are embracing the community school concept as we recognize the depth and strength of our current shared support of families and students. Our School Board agreed that we will be known as the Lagunitas Community School as we continue to grow our community partnerships and celebrate the ways we support the whole child with an integrated approach before, during, and after school that includes the entire family.

Reflections: Annual Performance

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

25-26

Our district realized we needed to rework our goals and the corresponding metrics and actions. Over the 2025-26 school year this process involved the school board, the administration, teachers, classified staff, parents, community parents and students. We took our four goals (1-4) and put them into three (5-7) by deleting Goal 4- Facilities and adding it into Goal 2-Student Wellness and Safety. For the 2026-27 school year we will be using the new Goals 5, 6 and 7. The goal descriptions have mostly stayed intact. The corresponding metrics and actions have been changed to better reflect our needs and values.

Our CAASPP scores increased in both English Language Arts and Math scores from 2024, but the 2025 CA School Dashboard data dropped due to a lower than required participation rate by our students. We will continue to encourage all students to participate in the assessments in 2026-27. To move us forward, we reconfigured our middle school teachers and their assignments to better fit the needs of the students. We adopted and implemented a new school-wide English Language Arts curriculum as of August 2025. We are adopting a new school-wide Math curriculum to be implemented in August 2026. We also implemented a new language arts and math assessment program in our elementary school starting in the 2025-26 school year. We hired a full-time intervention teacher to help assess students, analyze data, and work with students performing below grade level. We regularly plan and adjust practice for continual improvement.

Our English Learner scores are not shown on the Dashboard due to the small number of EL students at Lagunitas. However, this is an area of need and we continue to develop strategies and programs to better serve our EL students and families. Both of our new curriculums incorporate strategies for addressing the needs of non-Native English students.

The suspension rate remained stable on the 2025 dashboard, although we strive to lower it this next year with the addition of more counseling time and continuing with having designated time for team building and restorative practices.

Although still too high, our chronic absenteeism rate dropped by 6.3% in 2025. We will continue to address this through counseling, working with parents, families and students to understand the importance of good attendance and arriving to school on time. Our new cafeteria program, with its fresh, scratch-cooked and organic foods has helped get our students to school on time to enjoy the breakfast and lunch options.

Reflections: Technical Assistance

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

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Teachers	Presented and discussed at Middle School and at Elementary Program staff meetings for input. Invited individual responses at later date if desired. Included Special Education teacher for opportunities for input.
Classified and Specialist Staff	Classified and Specialist staff were provided opportunities for input at meetings and individually. Included classified special education staff for input.
Special Education Staff	Presented and discussed with Special Education staff, both certificated and classified, at teacher and staff meetings. Invited individual responses at later date if desired.
Parents	Presented and discussed with Parent Group through the Parent Advisory Group for input. This group includes parents of students with special education IEPs.
Students	Shared with 6th grade Student Advisory Group for input.
San Geronimo Valley Community Center	Shared with Community Center leadership and school's English Learner Liaison for input.
LTA and CSEA Bargaining Units	Received input from members of the LTA and CSEA Bargaining Units
Consult with the Marin SELPA	Consulted with the Marin SELPA to review the district plan and provide feedback for consideration.

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

The feedback provided by educational partners was positive but supportive of adjusting the goals, metrics and action steps. Our educational partners are key in shaping our goals and priorities. As we rework, adjust and update the LCAP we will continue to involve our educational

partners through meetings, shared projects, and communication. This has and will allow us to be able to fine tune and adapt our LCAP to reflect the insightful feedback we receive.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student Achievement- Ensure that all students have access to standards-based curriculum in English Language Arts and Mathematics, with a focus on narrowing the achievement gap for English Learners, low-income students, foster youth, and students with exceptional needs.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal is developed in response to the academic needs identified through data analysis and input from teachers, parents, and local educational partners. The data from the California School Dashboard shows a clear need to continue supporting English Language Arts and Mathematics. It is important to note that standardized test scores at Lagunitas are not always indicative of student progress and achievement. With a high opt-out rate and a disregard for standardized test preparation, aggregate data is not necessarily reflective of student success. We are proud that many of our students are able to succeed in advanced math when they enter 9th grade at the local high school. Regardless, Lagunitas continues to evaluate our approaches to English Language Arts at all grades, TK - 8th grade. This is especially important as we have had a variety of middle school English Language Arts substitute and temporary teachers for the past three years. We have a highly qualified teacher starting this August so expect improvement in these scores in the future. Our elementary teachers use a variety of approaches for literacy development. In the early grades we include phonics instruction. We also need to focus on our elementary math program now that we have unified into one elementary program. We have a new teacher starting in the fall. This, along with our agreement to all use the same foundational math program, Expressions, will help us focus on continual improvement in our elementary math. Our school thrives on a balance between consistent, cohesive instruction and teacher created project-based activities. The LEA's has not had a consistent method for identifying students in need of additional support in the key academic areas of math, reading and writing. That creates problems that can put students at risk of failure to achieve benchmarks on a timetable that would allow for greater opportunities in the future. Tier 1 intervention is simply regular classroom instruction, the combined practices teachers expect will be sufficient to allow students to achieve essential standards. We recognize that a few students will need some extra help beyond the regular classroom. A Tier 2 intervention system is intended to provide that little bit of extra help those students and would be implemented in addition to (not in place of) regular classroom instruction.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Verification that all students in grades K-3 have participated in a valid and reliable reading assessment. Verification that students above grade 3 who are below grade level on the same assessment participated in the same assessment. (Local - 2)	In 2023-2024, all students in K - 3rd grades are assessed with the standards-aligned Fountas & Pinnell reading assessment at least two times each year. Students in grades 4 & 5 are assessed at the start of the year and again when below grade level. Middle School students are assessed in response to Student Study Team recommendations due to concern.	100% of students in K-3 participated in Fountas & Pinnell reading assessment. 100% of students in grades 4 - 8 below grade level are assessed.	100% of students in K-8 were assessed in reading using Amplify M-Class program.	100% of students in grades K-3 have been assessed for grade level expectations in reading. 100% of students in grades 4 - 8 who were below grade level are assessed.	All students are being assessed in reading.
1.2	Teachers will be appropriately assigned and fully credentialed in their subject areas to the pupils they are teaching. (1)	In 2023-2024, 90% of Lagunitas staff are appropriately assigned and fully credentialed.	90% teachers are appropriately assigned. One teacher will earn her preliminary credential in June 2025.	100% are appropriately assigned and 89% are fully credentialed. Next year all will be fully credentialed.	100% of teachers are appropriately assigned and fully credentialed.	1% drop from baseline.
1.3	All students will have access to standards aligned materials. (1)	In 2023-2024, all students have access to standards aligned materials.	All students have access to standards aligned materials.	All students have access to standards aligned materials.	100% of students have access to standards based material.	No difference from baseline.
1.4	Students receiving special education services have goals that are aligned with grade level standards. (2)	In 2023-2024, 96% of students have goals that are aligned with grade level standards.	96% of students have goals that are aligned with grade level standards.	96% of students have goals that are aligned with grade level standards.	100% of students have goals that are aligned with grade level standards.	No difference from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.5	Implementation of a standards-based math program and assessment system in grades Kindergarten-5 for all students. (2)	In 2023-2024, all elementary classes use the Expressions curriculum as a foundation. Formative and summative assessments within this math program are used by some teachers. All teachers supplement with other grade level curriculum.	Adoption and Implementation of a standards-based math program and assessment system is in progress for all K - 5 students.	100% of students in K-5 were assessed in math using the Amplify M-Class program. A new standards-based math program for all K-8th grade students will be fully implemented next year.	Standards-based math program and assessment system in place for all K - 5 students.	All K-5 students were assessed.
1.6	Results from local and CAASPP assessments in math and language arts.	Baseline data will be available in the fall of 2024.	Spring 2024 Data: ELA - 61.74% met proficiency. 11.9 points below standard. Increased 42.9 points MATH - 45.61% met proficiency. 37 points below standard. Increased 47.4 points	Spring 2025 Data: ELA - 65.35% of the students who took the assessment met proficiency MATH - 53.85% of the students who took the assessment met proficiency CAASPP shows an increase from last year, but because we had a low participation rate the Dashboard states that in ELA we are 26.9 points below standard with a decrease of 42.9 points	Increased number of students scoring proficient on statewide tests and at grade level on local tests. Our lower than required participation rate brought our Dashboard scores down.	Fall 2025 scores showed a 4% gain in ELA and a 8% gain in Math. Our Dashboard results dropped because of our lower than required participation rate.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				and in Math we are 38.6 points below standard with a decrease of 1.7 points.		
1.7	Placement in 9th grade math (post graduation from the LEA)	In 2023-2024, 90% students placed in grade level math in 9th grade at local high school.	92% of students placed in grade level math in 9th grade at local high schools.	93% of students placed in grade level math in 9th grade at local high schools	100% of students placed in 9th grade math in high school.	3% gain from baseline.
1.8	ELPAC test results	In 2023-2024, ELPAC results show: 37.5% at 1 (minimally developed)-3 students 50% at 2 (somewhat developed)-4 students 12.5% reclassified fluent English-1 student proficient	In 2024-2025, ELPAC results show: 62.5% at 1 (minimally developed)-5 students 12.5% at 2 (somewhat developed)-1 student 12.5% at 3 (developed)-1 student 12.5% at 4 (reclassified-fluent English proficient)-1 student	In 2025-2026, ELPAC results show: 37.5% at 1 (beginning to develop) -3 students 25% at 2 (somewhat developed)-2 students 25% at 3 (moderately developed)-2 students 12.5% at 4 (well developed)-1 student	Increase in student ELPAC scores and reclassification rates.	Data for 2024-2025 shows a large increase in scores.
1.9	Number of EL students receiving intervention (Tier 2)	In 2023-2024, all 7 EL students receive literacy intervention services.	100% (9) EL students receive literacy intervention services.	100% (8) EL students receive literacy intervention services.	100% of EL students receiving intervention services.	No difference from baseline.
1.10	Access to EL outreach coordinator	In 2023-2024, 100% of EL students have access to EL outreach	100% of EL students had access to	100% of EL students had access to	100% of EL students and their families utilizing	No difference from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		coordinator/family liaison.	outreach coordinator.	outreach coordinator.	support from the EL outreach coordinator.	
1.11	Reclassification Rate	In 2023-2024, 12.5% reclassified. 1 student	In 2024-2025, 12.5% reclassified. 1 student	In 2025-2026, 12.5% reclassified. 1 student	Increase in student ELPAC scores and reclassification rates.	No difference from baseline.
1.12	All students will have access to a broad course of study, including English Learners and Students with Disabilities and will be measured by teacher records, report cards and master schedules.	Baseline will be established in Fall, 2024	100% of students have access to a broad course of study, including English Learners and Students with Disabilities	100% of students have access to a broad course of study, including English Learners and Students with Disabilities	100% of students will have access to all course of study and demonstrate growth in all courses	Met new Baseline.

Goal Analysis [2025-26]

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

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

All students had access to standards-based curriculum in English Language Arts and Mathematics, and there were no substantive differences in planned actions and actual implementation of these actions. We adopted new curriculum in ELA and Middle School science and new assessments in both Reading and Math. We are implementing new Math curriculum next school year (2026-27).

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

Many of our budgeted expenditures were already built into staff salaries so no additional funding was needed to be expended. We used less translating and outreach services than we allocated as the need was met with less time. We did not adopt a math curriculum program, but will do so next year. We were not able to hire the number of intervention aides and assistants as was planned.

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

The percentage of students who met proficiency increased in both ELA and Math CAASPP tests. Our local assessments show an increase of student growth throughout the year partially due to our new targeted Intervention program. Other actions were generally effective in making progress towards the goal.

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

We plan to change the wording of the goal to include a broader educational philosophy. We need to rewrite the metrics to make them more measurable and useful for our school. Actions will then be reworked to support the metrics and the goal.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Verify staff readiness for reading assessment	NEW: Ensure that all K-8 teachers have the tools and training necessary to administer the Amplify M-Class assessments that were purchased in 2025.	\$12,800.00	No
1.2	Ensure elementary program is using a research based reading program.	NEW: Confirm that all K-8 certificated staff are using the newly adopted ELA curriculum, and any supplemental materials also support reading comprehension, decoding, early literacy, and writing.	\$10,000.00	No
1.3	Train support staff	NEW: Provide training in Amplify M-Class assessments and the new ELA curriculum to Instructional and RSP assistants.	\$600.00	No
1.4	Research and adopt a math curriculum program and assessment system for each school.	NEW: Administration and teachers will review existing math programs and assessments in grades K-8 and collaborate in selecting a program or curriculum that focuses on conceptual understanding and is consistent with state standards.	\$2,926.00	No

Action #	Title	Description	Total Funds	Contributing
1.5	Adopt a math assessment system for grades K-5	Administration and teachers will collaborate to select an assessment system that corresponds to the curriculum/program described above in Action Step 1. This action step may be covered in Action Step 1 if the curriculum/ program selected comes with built-in assessment tools. The system will include formative assessments that will enable teachers to determine progress approximately every 3 weeks.	\$4,006.00	No
1.6	Train certificated staff and paraeducators in instruction and assessment in math.	Provide on-site, remote or on-line training for all staff who will be instructing supporting and assessing students in grades K-8 in math.	\$5,250.00	No
1.7	Use local assessment data to determine eligibility for Tier 2 intervention.	Throughout the year, students who need extra help (based on local assessments) in math and English language arts will be selected for the Tier 2 intervention program.	\$11,000.00	No
1.8	Employ Intervention Aides	Maintain paraeducators to work under the direction of the Principal and the Learning Specialist to provide extra help for students in a systematic intervention program that does not remove students from Tier 1 (regular classroom) instruction.	\$90,508.00	No
1.9	Provide training for Intervention Aides	Provide training in math and language arts curriculum and assessment methods for all paraeducators (RSP Assistants, Intervention Aides, and Classroom Aides).	\$1,400.00	No
1.10	Ensure all teachers and support staff are aware of students' EL status	At the beginning of the year, all teachers and paraeducators will confirm receipt of current information about the status of English language learners to develop appropriate strategies for instruction. Funding for this action is included in Action 1.1.		No
1.11	Contract with an EL Coordinator and an ELPAC tester	The LEA will continue to partner with the San Geronimo Valley Community Center to secure the services of an EL outreach coordinator who will	\$1,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		translate, and serve as a liaison/advocate for families of ELL students. Contract with ELPAC tester.		
1.12	Contract with a Technology Integration Specialist	The LEA plans to contract with a specialist who can assist teachers in using new tools to meet the need of students with Individualized Education Plans (IEPs), second language mastery and who face challenges in home access to instructional technology.	\$33,600.00	No
1.13	Contract with Library Consultant to increase access to materials and information for students and staff.	The LEA perceives a need to update its school libraries to increase the number of books and other media that are easily available to English language learners.	\$14,000.00	No
1.14	Employ Assistants and Teacher - Time Dedicated to EL, FY, SED	Maintain paraeducators and one Teacher to work under the direction of the Principal and the Learning Specialist to provide extra help for students in a systematic intervention program that does not remove students from Tier 1 (regular classroom) instruction. The service in this action is dedicated to our unduplicated students based on the our ratio of unduplicated students.	\$90,474.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Student Wellness and Safety- Ensure a safe, welcoming, inclusive, and supportive climate for all students and others within the school community. Promote student self-advocacy and belonging, social-emotional well-being, and physical health.	Broad Goal

State Priorities addressed by this goal.

<p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p>

An explanation of why the LEA has developed this goal.

<p>The social emotional health and wellbeing of students is a core value of the entire Lagunitas School District community. Historically, Lagunitas has valued the inclusion of specific social emotional support and structures for all students throughout the grades. Tools to learn social emotional literacy, mindfulness, emotional regulation, and conflict resolution skills are incorporated in classrooms, specific programs and events, and through out collaboration with the San Geronimo Valley Community Center and the Child Therapy Institute of Marin. In this post-Covid era, we see the impact of students' emotional health on their ability to access learning opportunities, form and sustain successful social relationships, and ability to self-regulate mood and manage conflict.</p>
--

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Students will have access to counseling services.	In 2023-2024, 19% of students participated in on-site counseling.	In 2024-25 14% of the students (22 individual students) participated in on-site counseling. All students requesting and/or needing counseling services receive services in a timely manner.	In 2025-26 17% of the students (28 individual students) participated in on-site counseling. All students requesting and/or needing counseling services receive services in a timely manner.	All students requesting and/or needing counseling services receive services in a timely manner.	No difference from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Participation in garden/sustainability program in grades K-5.	In 2023-2024, all 80 elementary students participated in the garden program 1 - 2 days per week.	100% of students K-8 participated in the garden program.	100% of students K-8 participated in the garden program one day a week.	100% of students participate in garden program 1 - 2 days per week.	No difference from baseline.
2.3	Number of Middle School students accessing a "Wellness Center" or other space provided for mindfulness/relaxation.	In 2023-2024, the "Wellness Center" was available and staffed each day during lunch recess for any middle school student.	40% of students in grade 6-8 requested and received access to the Wellness Center	45% of students in grade 6-8 requested and received access to the Wellness Center	All middle school students requesting participation in the Wellness Center or other space for mindfulness/relaxation have access.	No difference from baseline.
2.4	Number of students who interact with an outdoor/experiential specialist.	In 2023-2024, all 80 middle school students interacted with an outdoor/experiential specialist 2 - 3 times per week.	100% of 6th-8th grade students worked with the outdoor experiential specialist at least once a week.	100% of 6th-8th grade students worked with the outdoor experiential specialist at least once a week.	100% of middle school students interact with an outdoor/experiential specialist 2 - 3 times per week.	No difference from baseline.
2.5	Participation in the free and reduced lunch program.	In 2023-2024,, approximately 30% of students participated in the school lunch program which is free to all students. (33% of all students qualify for the federal "Free and Reduced Lunch" program.)	80% of students participated in the school lunch program.	85% of students participated in the school lunch program.	75% of students participate in the school lunch program.	55% increase from baseline.
2.6	Attendance rates.	In 2023-2024, the Total Attendance Rate was 94.2%.	The yearly Total Attendance Rate was 93.7%.	95% attendance rate	100% attendance rate.	0.8% increase from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.7	Chronic Absenteeism rates.	In 2023-2024, the Chronic Absenteeism was 31.2%.	2024 Dashboard was The yearly Chronic Absenteeism was 26.9%.	2025 Dashboard: The yearly Chronic Absenteeism was 20.6%.	Reduction of chronic absenteeism rate to 0%.	10.6% drop from baseline
2.8	Middle School Dropout Rate.	In 2023-2024, there were 0 middle school dropouts.	No Middle School dropouts.	No Middle School dropouts.	0 middle school dropouts.	No difference from baseline.
2.9	Suspension/Expulsion rates.	In 2023-2024, the Suspension/Expulsion rates was 1.7%.	The yearly Suspension/Expulsion rate was 1.8%.	2025 Dashboard: The yearly Suspension rate was 1.8%. There were no expulsions.	Reduction of suspension/expulsion rate.	0.1% increase
2.10	Student survey for school connectedness and safety.	In 2023-2024, we used data from California Healthy Kids Survey administered in November 2023. 79% of students felt safe at school. 71% felt connectedness with the school.	There was no data as the CHKS was not administered this year.	There was no data as the CHKS was not administered this year. Parents and students report feeling connected and safe at school.	100% of students will feel safe and connectedness with the school.	No data available

Goal Analysis [2025-26]

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

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

Planned actions and the implementation of them was carried out as expected. Our cafeteria program has far surpassed our expectations with the number of students eating every day. We consider it a huge success. The garden program has also been a very successful program for all the students and the community in general. Our school counselor and "Team Time" activities help students feel connected and safe at school.

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

Our students were able to receive the needed amount of counseling services without expending all the funds allocated. Next year we will be employing a full-time psychology intern to so our students will have more access to behavior monitoring and interventions.

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

Participation in the free and reduced breakfast and lunch program has been very high and has helped promote a reduction in tardiness. Our garden program is also highly effective in promoting an inclusive and supportive climate for all students. We will continue to work on finding ways to reduce our attendance chronic absenteeism and suspension rates.

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

We plan to change the wording of the goal to make it more reflective of our school guiding principles. We need to adjust the metrics to make them more measurable and useful for our school. Actions will then be reworked to support the metrics and the goal.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Garden/Sustainability Program	<p>The LEA will maintain our garden coordinator who will collaborate with teachers in providing a garden program that will give all students authentic experiences in the school garden in order to facilitate understanding of the connection between the individual student's overall health and sustainable practices.</p> <p>The garden program will work with our cafeteria to provide fresh produce for student meals.</p>	\$28,000.00	No
2.2	Counseling Services	NEW: Social emotional programs and support to offer students counseling with MFT interns or professionals on an as-needed basis.	\$33,100.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Outdoor/physical education/experiential learning	Students in all grades will participate an abundance of outdoor, physical education, and experiential learning with access to our 25 acre campus and surrounding park and Open Space. The LEA will employ a specialist who will work with the certificated Physical Education teacher to offer outdoor education and mindfulness opportunities on campus and in the surrounding open space areas as part of a physical education program.	\$24,113.00	No
2.4	Wellness Center	The LEA will continue to partner with the San Geronimo Valley Community Center to provide space where middle school students can have some respite during breaks in the school day. The Wellness Center provides a quiet space for mindfulness practice with a supportive adult. Funding for this Action is covered by the Community Center.		No
2.5	Nutritional well-being	The District will actively work to improve its nutrition program for students to include more responsive, nutritious, and appealing as measured by participation rates, family satisfaction and student surveys. A contract with Conscious Kitchen will support our efforts for increased scratch cooking, new menu items, and locally sourced ingredients while meeting the standard for nutritional content.	\$83,705.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	2024-2025 - Family and Community Engagement- Ensure all families have opportunities to be active participants and opportunities for shared decision-making in the school community.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

As a Community School, we value and rely on participation and shared decision making with our school families and local community. Parent support and satisfaction is important as we continue to work together to continually evolve our dynamic school district that reflects our current community and student needs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Opportunities for parent leadership.	In 2023-2024, six parent leaders served on the Parent Advisory Group/Transition Team, Four parents co-lead the Parent Meeting Group, served on the Food Advisory Committee, the Garden Club, in Interview Committees, on the Mission, Vision, and Values Team.the Facilities Committee, the Wellness Committee, and all	Parents served on the Parent Advisory Team, Parent Meeting Group, on Interview Committees, the LEAP board, the Facilities Committee, and the Garden Club.	Parents served on the Parent Advisory Team-which has been renamed the Community Advisory Team, the Parent Meeting Group, Interview Committees, the Parcel Tax Committee, the LEAP board, the Facilities Committee, and the	All volunteer leadership groups will have adequate parent volunteers.	No difference from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		positions on the LEAP Board were filled.		Garden Club.		
3.2	Sustain and increase parent participation and engagement in classrooms, on committees and in other school activities.	In 2023-2024, parents volunteered in classrooms, on field trips, with electives, and to support school activities and special events.	Parents volunteered in classrooms, on field trips, with electives, and to support school activities and special events.	Parents volunteered in classrooms, on field trips, with electives, and to support school activities and special events.	Increase number of parents participating in classrooms, on committees, and in other school activities.	No difference from baseline.
3.3	Participation by English Learner families in school events and meetings.	In 2023-2024, translation at meetings improved participation at meetings.	English Learner families participated in meetings, especially when translation services were offered.	English Learner families participated in meetings, especially when translation services were offered.	100% EL families participate in school events and meetings.	No difference from baseline.
3.4	Use communication tools to effectively reach all families, including English Learner parents.	In 2023-2024, 100% of parents are contactable with the ParentSquare platform that has embedded translation. Lagunitas.org website information is current.	Parents are utilizing ParentSquare to keep informed of school activities.	Staff, parents, and families are utilizing ParentSquare to keep informed of school activities, including parents and families of English Learners.	100% of parents contactable with the ParentSquare platform.	No difference from baseline.
3.5	Participation by families with student with exceptional needs in school events and meetings.	Baseline to be established in 2024-2025	85% of families with students with exceptional needs have participated in school events and meetings this year	90% of families with students with exceptional needs have participated in school events and meetings this year.	100% of families with students with exceptional needs participate in school events and meetings.	No difference from baseline.

Goal Analysis [2025-26]

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

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

All aspects of the goal were carried out as planned. Our Parent Advisory Team (PAT) was renamed the Community Advisory Team (CAT) to reflect our commitment to having all of our partners engage in planning and decision making.

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

There was not a significant difference in budgeted and actual expenditures.

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

The actions were effective in making progress towards the goal. We had incredible support by our parents and community in our Parcel Tax election, facility decisions, and the hiring of new teachers and other staff members.

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

We will update the metrics and actions in the upcoming year to assist with the carrying out of the goal.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	English Learner Community Engagement Specialist	The new English Learner Community Engagement Specialist will support our English Learner families and students to increase their connectivity with the school community.	\$10,438.00	Yes
3.2	Use communication software that best meets the needs of current families and staff.	Communicate with entire school community through the Parent/Square tool so families have the opportunity to receive notices on various devices and are able to translate to preferred language.	\$5,250.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	2024-2025 - Ensure facilities are effectively maintained, functional, safe, and support student well-being and learning.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning) Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Since the school re-opening during the COVID 19 Pandemic, it is unclear what the impact has been on students' emotional health. Many of the LEA's robust programs and practices intended to facilitate mental health affective growth were put on hold or altered so that their efficacy is uncertain. Social-emotional health was a primary theme that emerged through all stakeholder input channels and various action steps were suggested under this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	FIT (Facilities Inspection Tool)	In 2023-2024, FIT (Facilities Inspection Tool) results.	FIT (Facilities Inspection Tool) was used to evaluate both the upper and lower campuses.	FIT (Facilities Inspection Tool) was used to evaluate both the upper and lower campuses with "Good" results.	Completion of annual Facilities Inspection Tool (FIT).	FIT results were "Good"
4.2	Fire Department Inspection Report	In 2023-2024, passed Fire Department inspection.	Fire Department inspections were passed.	Fire Department inspections were passed.	Pass Fire Department annual inspections.	No difference from baseline.
4.3	Maintenance of facilities	Facilities Committee report of projects and needs.	Facility needs have been identified by the maintenance staff,	Facility needs identified by the maintenance staff, the Facilities Committee,	All facilities in good repair.	No difference from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			the Facilities Committee, and the administration and staff.	and the administration and staff have been prioritized and projects have been either completed or put on the master schedule.		
4.4	Insurance Liability Inspection	In 2023-2024, passed Insurance inspection	The 2024-25 insurance inspection was passed.	The 2025-26 insurance inspection found three areas of need. All have been or will be remedied by June 30, 2026.	Pass annual insurance liability inspections.	No difference from baseline.

Goal Analysis [2025-26]

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

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

We have been working to upgrade our aging facilities this year. We had many emergency repairs but were also able to complete, or schedule for Summer 2026, many planned improvements. We replaced the office flooring, the roof on the upper campus, did fire alarm upgrades, did a substantial amount of tree removal and trimming on the lower campus and are in the process of evaluating and upgrading our septic system. We passed required inspections with the exception of our Insurance Inspection which three areas of need. All have been or will be remedied by June 30, 2026.

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

We spent more on replacing office flooring, the roof on the upper campus, fire alarm upgrades, tree work and septic work than we had planned but they were necessary expenditures. We also had some emergency work done on our electrical system.

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

The actions were effective in making progress towards the goal.

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

Next year this goal will be combined with Goal 2 - Student Wellness and Safety: Ensure a safe, welcoming, inclusive, and supportive climate for all students and others within the school community. Promote student self-advocacy and belonging, social-emotional well-being, and physical health. Ensure facilities are effectively maintained, functional, safe, and support student well-being and learning. We no longer have a Goal 4 in our 2026-27 LCAP.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Annual Completion of Facilities Inspection Tool (FIT), Fire Department Inspection, and Insurance Liability inspection.	Conduct annual Facilities Inspection using the Facilities Inspection Tool, Fire Department Inspection, and Insurance Liability inspection. There are no additional costs for this action item as it is in the CBO job description.		No
4.2	Repair and maintain facilities in a timely manner.	Use Work Order Request form system to inform CBO of repair needs with clear prioritization for safety issues. Maintenance worker or outside contractor will complete work.	\$200,000.00	No
4.6				

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$62,318	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
3.225%	0.000%	\$0.00	3.225%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.14	<p>Action: Employ Assistants and Teacher - Time Dedicated to EL, FY, SED</p> <p>Need: Our unduplicated students need specialized support due to lower performance across grade levels and assessments.</p>	While all students may participate in intervention, we have identified that our English learners, and students who are socio-economically disadvantaged are in greater need based upon review of report cards and assessments. It is our observation and through best practice that we are providing this additional support for these students. The support comes in the form of individualized attention and augmented staffing - assistants and teachers provide individual and	CAASPP proficiency scores and IEP goal progress.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide	small group instruction with specially designed curriculum. It is anticipated that students will demonstrate improved learning and a greater sense of well-being.	

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.11	<p>Action: Contract with an EL Coordinator and an ELPAC tester</p> <p>Need: Families and students need translation service to be fully informed regarding student progress and special education IEP decisions.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	EL Coordinator contacts parents and attends meetings to provide translation. ELPAC tester assesses, monitors, and tracks the progress of our EL students.	ELPAC test scores.
3.1	<p>Action: English Learner Community Engagement Specialist</p> <p>Need: English Learner families attend fewer school events and meetings and do not have the support needed to engage fully with the school.</p>	The EL Engagement Specialist will translate or connect families with translators, provide information and resources, build a supportive community of English Learner families, and welcome families to events.	EL parent surveys and participation rates.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	Scope: Limited to Unduplicated Student Group(s)		

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

To meet the needs of our unduplicated population the district has expanded the counseling services by an additional 3 days per week by hiring an intern psychologist.

Additional Concentration Grant Funding

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

N/A

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1,932,557	62,318	3.225%	0.000%	3.225%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$516,749.00	\$117,621.00	\$28,000.00	\$0.00	\$682,370.00	\$350,215.00	\$312,155.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Verify staff readiness for reading assessment	All	No			All Schools	NEW: 2025-2027	\$0.00	\$12,800.00	\$12,800.00				\$12,800.00	
1	1.2	Ensure elementary program is using a research based reading program	All	No			All Schools	NEW: 2025-26	\$10,000.00	\$0.00	\$10,000.00				\$10,000.00	
1	1.3	Train support staff	All	No			All Schools K-6	NEW: 2025-26	\$600.00	\$0.00		\$600.00			\$600.00	
1	1.4	Research and adopt a math curriculum program and assessment system for each school.	All Students with Disabilities	No			All Schools	2025-26	\$2,926.00	\$0.00	\$2,926.00				\$2,926.00	
1	1.5	Adopt a math assessment system for grades K-5	All Students with Disabilities	No			All Schools	2025-26	\$4,006.00	\$0.00	\$4,006.00				\$4,006.00	
1	1.6	Train certificated staff and paraeducators in instruction and assessment in math.	All	No			All Schools		\$5,250.00	\$0.00	\$5,250.00				\$5,250.00	
1	1.7	Use local assessment data to determine eligibility for Tier 2 intervention.	All Students with Disabilities	No			All Schools		\$10,000.00	\$1,000.00	\$10,000.00	\$1,000.00			\$11,000.00	
1	1.8	Employ Intervention Aides	All	No			All Schools		\$90,508.00	\$0.00		\$90,508.00			\$90,508.00	
1	1.9	Provide training for Intervention Aides	All	No			All Schools		\$0.00	\$1,400.00		\$1,400.00			\$1,400.00	
1	1.10	Ensure all teachers and support staff are aware of students' EL status	All	No			All Schools									
1	1.11	Contract with an EL Coordinator and an ELPAC tester	English Learners	Yes	Limited to Undupli	English Learners	All Schools		\$1,200.00	\$0.00	\$1,200.00				\$1,200.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Unduplicated Student Group(s)											
1	1.12	Contract with a Technology Integration Specialist	All	No			All Schools		\$33,600.00	\$0.00	\$33,600.00				\$33,600.00	
1	1.13	Contract with Library Consultant to increase access to materials and information for students and staff	All	No			All Schools		\$14,000.00	\$0.00	\$14,000.00				\$14,000.00	
1	1.14	Employ Assistants and Teacher - Time Dedicated to EL, FY, SED	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		\$90,474.00	\$0.00	\$90,474.00				\$90,474.00	
2	2.1	Garden/Sustainability Program	All	No			All Schools		\$20,000.00	\$8,000.00			\$28,000.00		\$28,000.00	
2	2.2	Counseling Services	All	No			All Schools		\$33,100.00	\$0.00	\$33,100.00				\$33,100.00	
2	2.3	Outdoor/physical education/experiential learning	All	No			All Schools		\$24,113.00	\$0.00		\$24,113.00			\$24,113.00	
2	2.4	Wellness Center	All Students with Disabilities 6-8	No												
2	2.5	Nutritional well-being	All	No			All Schools		\$0.00	\$83,705.00	\$83,705.00				\$83,705.00	
3	3.1	English Learner Community Engagement Specialist	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	2025-26	\$10,438.00	\$0.00	\$10,438.00				\$10,438.00	
3	3.2	Use communication software that best meets the needs of current families and staff.	All	No			All Schools		\$0.00	\$5,250.00	\$5,250.00				\$5,250.00	
4	4.1	Annual Completion of Facilities Inspection Tool (FIT), Fire Department inspection, and Insurance Liability inspection.	All	No			All Schools									

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	4.2	Repair and maintain facilities in a timely manner.	All	No			All Schools		\$0.00	\$200,000.00	\$200,000.00				\$200,000.00	
4	4.6															
5	5.1	Standards-Aligned Curriculum and Instruction	All	No			All Schools	2025-2027								
5	5.2	Highly Qualified Educators	All	No			All Schools									
5	5.3	Broad course of study	All	No												
5	5.4	Local Assessments	All	No												
6	6.6	Academic Intervention	All	No												
5	5.6	Increase CAASPP scores	All	No												
5	5.7	Variety of courses within a broad course of study	All	No												
5	6.8	Students with exceptional needs	All	No												
6	6.1	Social-Emotional Support and Education	All	No			All Schools									
6	6.2	Outdoor/experiential Learning	All	No			All Schools									
6	6.3	Nutritional well-being	All	No												
6	6.4	Student Attendance	All	No												
6	6.5	Behavioral supports	All	No												
6	6.6	School Climate and Supports	All	No												
6	6.7	Facilities Maintenance and Safety	All	No												
7	7.1	Parent and Community Leadership	All	No				2026-27								

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
7	7.2	Parent and Family Participation	All	No				2026-27								
7	7.3	Increase Participation and Communication with English Learner families	All	No				2026-27								
7	7.4	Increase Participation and Communication with families with students with exceptional needs	All	No			All Schools	2026-27								

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,932,557	62,318	3.225%	0.000%	3.225%	\$102,112.00	0.000%	5.284 %	Total:	\$102,112.00
								LEA-wide Total:	\$90,474.00
								Limited Total:	\$11,638.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.11	Contract with an EL Coordinator and an ELPAC tester	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$1,200.00	
1	1.14	Employ Assistants and Teacher - Time Dedicated to EL, FY, SED	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$90,474.00	
3	3.1	English Learner Community Engagement Specialist	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$10,438.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$600,874.00	\$668,730.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Verify staff readiness for reading assessment	No	\$4,818	\$12,800
1	1.2	Ensure elementary programs is using a research based reading program.	No	\$2,400	\$10,000
1	1.3	Train support staff	No	\$4,600	\$600
1	1.4	Research and adopt a math curriculum/program and assessment system for each school.	No	\$8,926	\$9,500
1	1.5	Adopt a math assessment system for grades K-5	No	\$8,926	\$0
1	1.6	Train certificated staff and paraeducators in instruction and assessment in math.	No	\$6,250	\$5,250
1	1.7	Use local assessment data to determine eligibility for Tier 2 intervention.	No	\$4,000	\$11,000
1	1.8	Employ Intervention Aides	No	\$125,508	\$95,000
1	1.9	Provide training for Intervention Aides.	No	\$5,400	\$1,400
1	1.10	Ensure all teachers and support staff are aware of students' EL status.	No		
1	1.11	Contract with an EL Coordinator	Yes	\$3,500	\$500

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	Contract with a Technology Integration Specialist	No	\$20,000	\$33,600
1	1.13	Contract with Library Consultant to increase access to materials and information for students and staff.	No	\$14,000	\$14,000
1	1.14	Employ Assistants and Teacher - Time Dedicated to EL, FY, SED	Yes	\$52,474.00	\$90,474.
2	2.1	Garden/Sustainability Program	No	\$15,000	\$28,000
2	2.2	Counseling Services	No	\$69,375	\$33,100
2	2.3	Outdoor/physical education/experiential learning	No	\$20,813	\$24,113
2	2.4	Wellness Center	No		
2	2.5	Nutritional well-being	No	\$77,705	\$83,705
3	3.1	English Learner Community Engagement Specialist	Yes	\$5,438	\$10,438
3	3.2	Use communication software that best meets the needs of current families and staff.	No	\$4,741	\$5,250
4	4.1	Annual Completion of Facilities Inspection Tool (FIT), Fire Department Inspection, and Insurance Liability inspection.	No		
4	4.2	Repair and maintain facilities in a timely manner.	No	\$147,000	\$200,000
4	4.6				

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
\$60,564	\$61,412.00	\$101,412.00	(\$40,000.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.11	Contract with an EL Coordinator	Yes	\$3,500	\$500		
1	1.14	Employ Assistants and Teacher - Time Dedicated to EL, FY, SED	Yes	\$52,474	\$90,474		
3	3.1	English Learner Community Engagement Specialist	Yes	\$5,438	\$10,438		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,504,417	\$60,564	0%	2.418%	\$101,412.00	0.000%	4.049%	\$0.00	0.000%