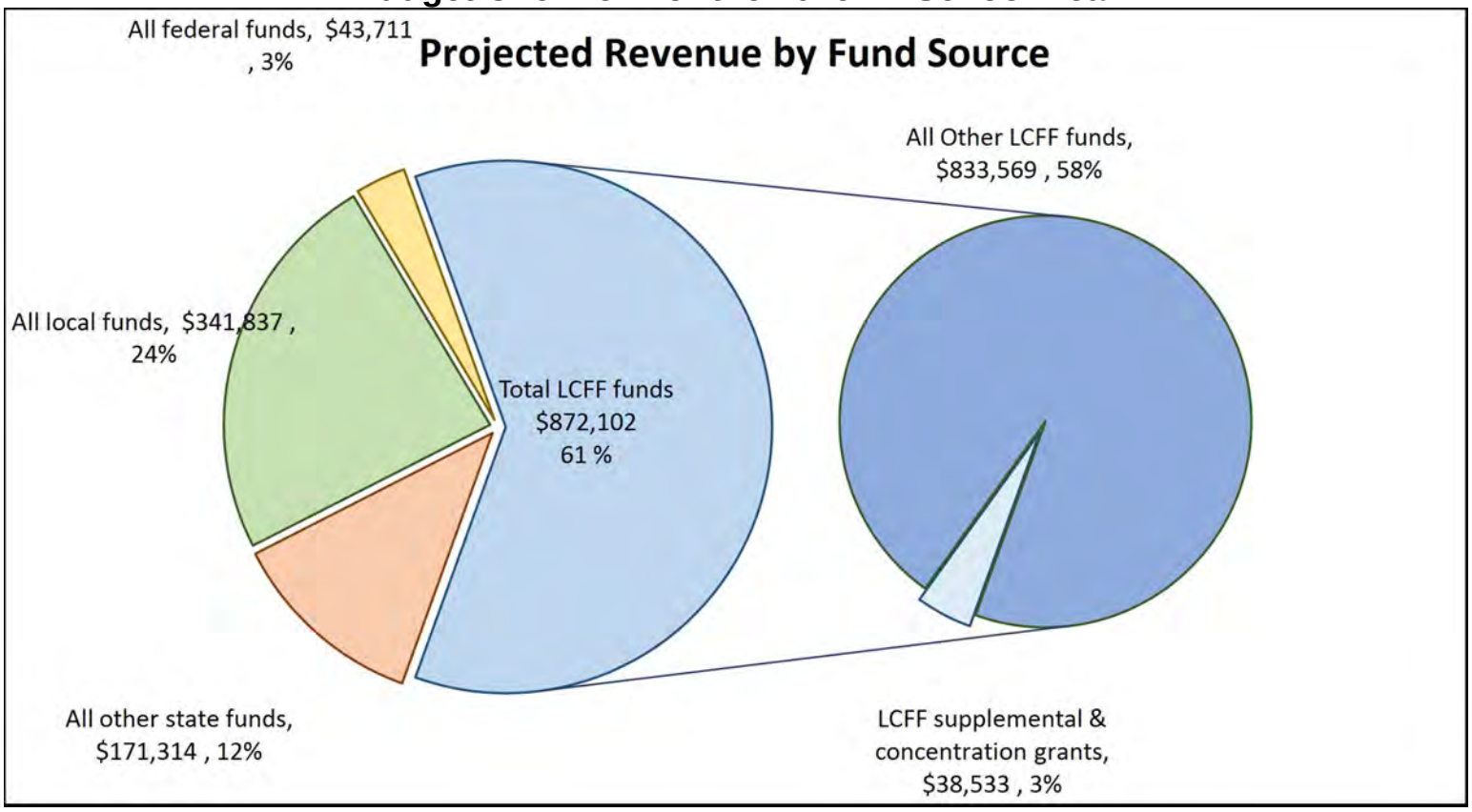
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Nicasio School District
CDS Code: 21654096024483
School Year: 2026-27
LEA contact information:
Barbara Snekkevik
Superintendent/Principal
bsnekkevik@nicasioschool.org
415.662.2184

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

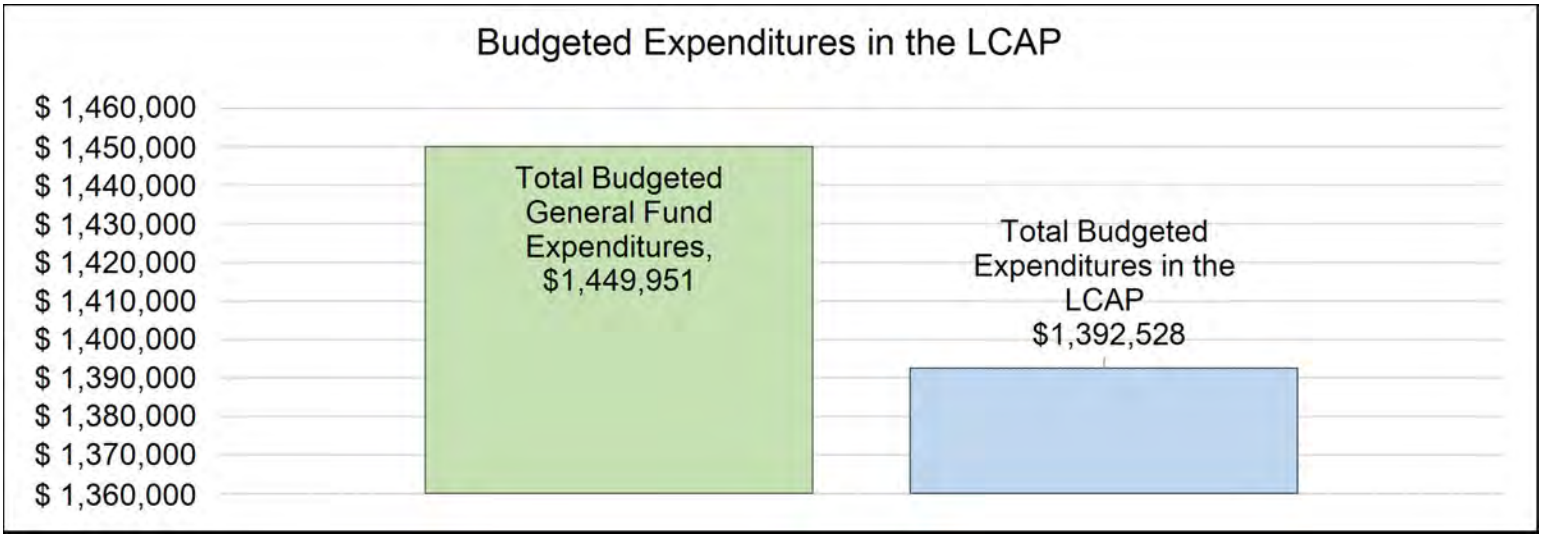


This chart shows the total general purpose revenue Nicasio School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Nicasio School District is $1,428,964, of which $872,102 is Local Control Funding Formula (LCFF), $171,314 is other state funds, $341,837 is local funds, and $43,711 is federal funds. Of the $872,102 in LCFF Funds, $38,533 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Nicasio 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: Nicasio School District plans to spend $1,449,951 for the 2026-27 school year. Of that amount, $1,392,528 is tied to actions/services in the LCAP and $57,423 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

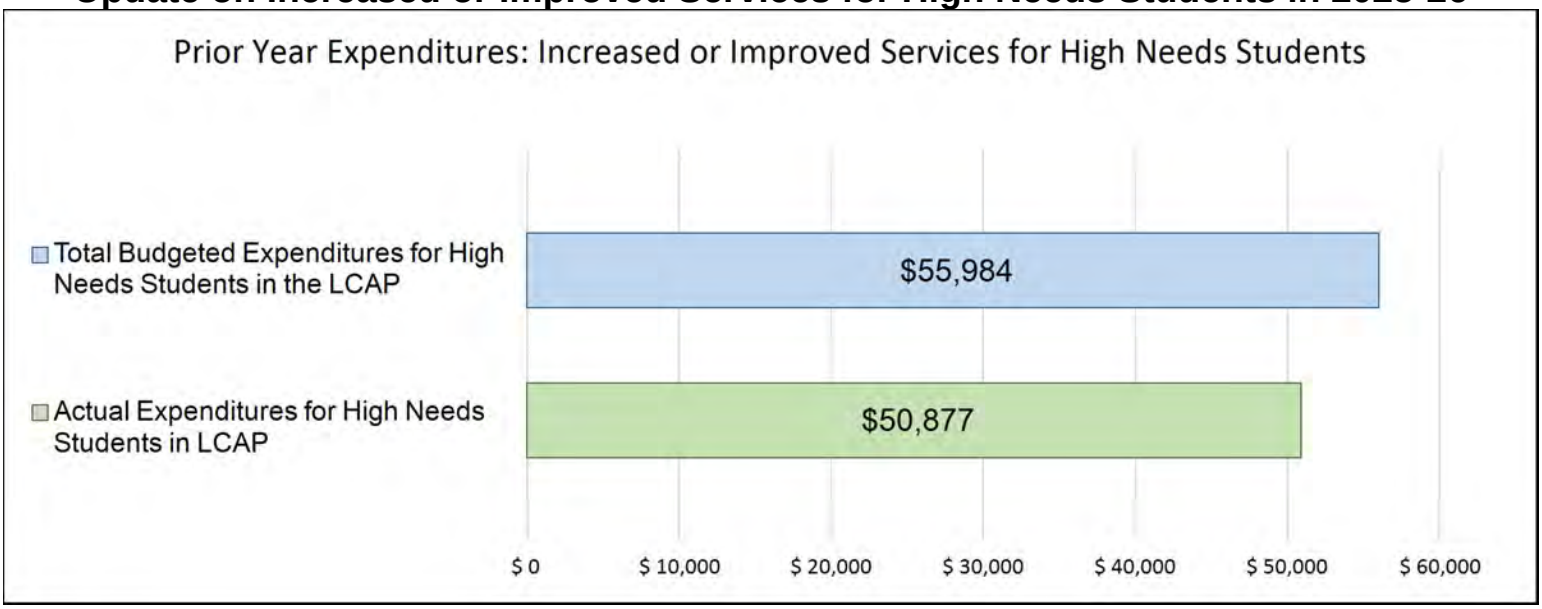
Amount not included in the LCAP includes the state STRS on Behalf expenditure/revenue offset entry, UPK expenditures, some local grant allocations and a small amount of misc. services.

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

In 2026-27, Nicasio School District is projecting it will receive $38,533 based on the enrollment of Foster Youth, English learner, and low-income students. Nicasio School District must describe how it intends to increase or improve services for high needs students in the LCAP. Nicasio School District plans to spend $45,049 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Nicasio 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 Nicasio 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, Nicasio School District's LCAP budgeted $55,984 for planned actions to increase or improve services for high needs students. Nicasio School District actually spent $50,877 for actions to increase or improve services for high needs students in 2025-26.

The difference between the budgeted and actual expenditures of $5,107 had the following impact on Nicasio School District’s ability to increase or improve services for high needs students:

There is a small decrease to costs and use of non-LCFF funds. All anticipated services/actions were fully implemented.

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
Nicasio School District	Barbara Snekkevik Superintendent/Principal	bsnekkevik@nicasioschool.org 415.662.2184

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.

Nicasio School is committed to providing a high quality, engaging, and well-rounded educational experience in an environment where all students feel supported and experience success. Nestled in the heart of Marin County, California, Nicasio School is one of the few remaining single-school public school districts in Marin. The rural district itself was established in 1862 with the first Nicasio schoolhouse constructed in 1867. Nicasio School has changed dramatically since the late 1800s. Thanks to voters supporting a $2.4 million bond in 1999, today's campus is comprised of modern facilities. In addition to large classrooms, students at Nicasio School have access to the school's library, art room, up-to-date technology, and a multi-purpose room equipped with a stage and full kitchen. Having the advantage of a rural environment, students also enjoy working in the school's garden with support from their teachers along with parents and community members.

VISION STATEMENT
Nicasio School prepares students to excel in high school and in life by attracting and maintaining outstanding teachers who deliver a stimulating curriculum through innovative instructional methods. Working with parents and the community, we support all students in reaching their full potential academically, physically, and emotionally by providing a safe and nurturing environment.

MISSION STATEMENT
Benefiting from its unique rural setting, strong sense of community and distinguished history, Nicasio School will educate children to value learning, act with integrity, live a healthful life, and participate as responsible citizens both globally and locally.

During the 2025-26 school year, Nicasio School served 35 students in grades TK-8. 49% of the student body represented the local Hispanic community. The majority of these students entered Nicasio School in primary grades as English Learners (EL) with their primary language being Spanish. By the time our EL students reach upper elementary school or early middle school, the majority are reclassified as Fluent English Proficient. 34% of Nicasio School's students received special education support and services (Resource Specialist Program, Speech and Language Program). 49% of Nicasio School's students are identified as socio-economically disadvantaged.

Students learn in multi-grade classrooms with highly skilled teachers and support staff who prepare them for transition to high school and life outside of Nicasio. While many graduating 8th graders attend Archie Williams High School in San Anselmo, others alumni attend private high schools in Marin County and San Francisco.

Reflections: Annual Performance

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

HIGHLIGHTS

During the 2025-26 school year, Nicasio School continued to attract and retain outstanding staff who engaged in a variety of high-quality professional development throughout the year with a focus on math (Building Thinking Classrooms) and literacy (individual coaching focused on assessment and data-informed practices). One teacher successfully completed Year 1 of the Marin County Induction Program.

Nicasio School continued to maintain optimal class sizes and configurations to enhance learning and social interactions based on student enrollment in 3 multi-age classrooms. 28% of overall enrollment (or 10 students) were students on Interdistrict Transfer agreements. This supports a healthy student population and ensures students have access to same-aged peers, while maintaining a small learning environment.

The District continued to serve students with disabilities effectively and met all Federal Timeline Compliance requirements as demonstrated in the annual CDE's Annual Determination Letter (February 2026).

Students continued to receive a broad course of study, including enrichment programs in grades TK- 8 (Visual Arts, Movement, Music and PE). During the 2025-26 school year a garden and cooking class were implemented using HEAL grant (Healthy Living Active Living) funding (Goal 2, Action 2.11).

Results from the annual school survey (February 2026) indicate that students in grades 5-8 have a positive perception of both classroom and school climate. The school climate is rated positively by students. When asked "I feel happy to be at this school", 54% of students responded "most/all of the time" and 46% of students responded "sometimes". The school was rated as safe by students. When asked "I feel safe in my school", 100% of students responded "most/all of the time". When asked, "At my school, there is a teacher or some other adult who really cares about me", 85% of students responded "very true" and 15% of students responded "somewhat true".

Results from our annual parent survey (February 2026) were recorded from 18 households (out of 24 households total). Of this year’s 18 respondents, 3 (17%) were from Spanish-speaking households. 100% of all respondents agree that "the school keeps me well-informed

about school activities" and 94% of all respondents "feel welcome to participate at school. Both parent and staff advisory groups praised the family STEAM night organized by staff (Feb. 2026) as well as the parent chat focused on social-emotional learning (Dec. 2025) and wanted to see this action continue and expand with the goal to increase parents' confidence in understanding and supporting adopted curriculum.

The District continued to provide a Spanish-speaking family liaison who plays a vital role in encouraging and nurturing family engagement with school staff and has a direct impact on student achievement and wellness, particularly of low-income pupils and English Learners. This critical role will continue (Goal 3, Action 3.3). Several informational opportunities focused on immigration rights and disaster preparedness were offered to our Spanish-speaking families in partnership with West Marin Community Services. The District also provided timely updates, including updated notifications and calendar events, to families and the greater community through the school website and app (Goal 3, Action 3.5).

School grounds continue to be clean and safe. An effective communication system is maintained between school and custodial staff. The site maintains "exemplary" status on the Facility Inspection Tool (FIT) (completed January 2026). Critical improvements were made to the creek bank adjacent to the playground, which reduced the risk of winter flooding to our campus property and our drinking water well. Required approvals for the ongoing water system upgrade project (Goal 2, Action 2.6) were obtained by DSA and CA State Waterboards extending the project completion date to May 1, 2028.

Nicasio School continued to engage with community partners to bring academic and enrichment activities to students, including Marin County Free Library, San Geronimo Valley Community Center (SGVCC), Zero Waste Marin and Tobacco Use and Prevention Education (TUPE). Middle school students were provided several opportunities to engage with same-aged peers at neighboring schools through sports, the Loft at SGVCC, a winter dance for all students in West Marin, and participation in an immersive career exploration program (Magnolia Project) hosted at West Marin School and attended by 8th grade students from Nicasio, West Marin, Bolinas and Lagunitas schools.

CHALLENGES/IDENTIFIED NEED

The following results indicate proficiency rates on statewide assessments (CAASPP) given May 2026:

33% of all students tested (18 students total in grades 3-8) were advanced or proficient in English Language Arts. This is a decrease from last year (35%). 39% of all students tested demonstrated they are developing grade-level knowledge. This is a decrease from last year (45%).
12% of all students tested (17 students total in grades 3-8) were advanced or proficient in Mathematics. This is a decrease from last year (15%). 47% of all students tested demonstrated they are developing grade-level knowledge. This is an increase from last year (30%).
22% of students demonstrated an increase in achievement level from the previous year in English Language Arts.
12% of students demonstrated an increase in achievement level from the previous year in Mathematics.
33% of students designated as English Language Learners (grades 3-8) were advanced or proficient in English Language Arts.
Zero students designated as English Language Learners (grades 3-8) were advanced or proficient in Mathematics.

We will continue to address this concern by implementing high-quality, standards-aligned curriculum, textbooks and materials in English Language Arts (first implemented in 2026-26) and Math (piloting Fall 2026, adopted Spring 2027). Staff will attend Professional Development

opportunities offered by both the District and the Marin County Office of Education, as appropriate. By providing high-quality professional development in the areas of reading and math to certificated and classified instructional support staff, the needs of English Learners and low-income students will be better met as well as the needs of English-only peers.

In addition during the 2026-27 school year, students will continue to be administered regular benchmark assessments in reading and math (grades 2-8), phonics (grades K-3). The District will administer a reading difficulties risk screener for students in grades K-2 (mCLASS). Results will be analyzed by the Data Inquiry Team. Based on feedback from educational partners and research of best-practices, it has been determined that meaningful, timely student achievement data is critical to plan for and address academic needs of students with an emphasis on English learners and low-income students. School staff will utilize a Study Study Team (SST) process by which teachers and parents can discuss concerns about student progress and create plans to ensure all students will flourish both academically and socially.

During the 2025-26 school year, a total of 7 students (20%) were identified as English Learners in grades 2-8, including two newcomers. The following results indicate proficiency rates on the English Language Proficiency Assessment (ELPAC) given Spring 2026:

- 29% are beginning to develop English language skills (level 1).
- 42% have somewhat developed English language skills (level 2)
- 29% have moderately developed English language skills (level 3)
- 0% have well developed English language skills (level 4).

42% of students tested demonstrated annual growth by one level or more.

Based on these results, 42% of students tested demonstrated annual growth by one level or more, which is an increase from 2025-26 (zero students). We will continue to support English Language Development during the second year of implementation of new English Language Arts materials (adopted June 2025) that better support English language development and continue to provide additional, targeted support for our newcomer students with very limited English proficiency. In addition, staff will participate in professional development activities offered in conjunction with the new curriculum adoption as well as offerings from the Marin County Office of Education with a focus on best practices for supporting multi-lingual learners.

During the 2025-26 school year Nicasio School District offered scholarships for English Learners and low income students to attend after school programs offered by local community organizations that provide both academic and enrichment opportunities (Goal 2, Action 2.10). The district offered scholarships to 12 identified students, which included transportation to after school activities at San Geronimo Valley Community Center and mileage reimbursement home from SGVCC five days per week during the school year (August to June). Regular attendance at these programs by identified students was very low. We will continue to work collaboratively with families and SGVCC to identified barriers to attendance and increase participation by identified students. We will continue to offer scholarships (Goal 2, Action 2.10) as we believe participation will positively impact student performance on both local and state assessment measures as well as progress on grade-level standards as reflected on report cards.

DASHBOARD PERFORMANCE

Chronic absenteeism: During the 2023-24 school year the District's chronic absenteeism rate was 24.4%, resulting in a "red" category on the California Dashboard.

The chronic absenteeism rate for 2025-26 is not yet published. However local school records (as of 5/29/2026) indicate an 14% chronic absenteeism rate, which is consistent from last year. While student suspension/expulsion rates and middle school drop out rates remain low, the chronic absenteeism rate was higher than desired. Student excused absences due to illness or unexcused absences due to travel present challenges when used as a combined metric, as often these absences are beyond a student's control. The District will analyze student absences based on type and work with families to remove barriers and increase school attendance.

LEARNING RECOVERY AND EMERGENCY BLOCK GRANT

Nicasio School District utilized all identified LREBG funds during the 2025-26 school year. LREBG funded actions were included in Goal 1, Action 1.1 and Goal 2, Action 2.1 and Goal 2, Action 2.2. There are no LREBG funds to be utilized during the 2026-27 school year.

Reflections: Technical Assistance

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

Not Applicable

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.

Not applicable

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
Certificated and classified staff	Certificated teachers, including Nicasio Teachers Association (NTA) representation, along with classified employees met on February 4, 2026, March 4, 2026 and May 6, 2026 to review goals, actions and metrics to provide input for the 2026-27 LCAP development.
Nicasio Teachers Association	Certificated teachers, including Nicasio Teachers Association (NTA) representation, along with classified employees met on February 4, 2026, March 4, 2026 and May 6, 2026 to review goals, actions and metrics to provide input for the 2026-27 LCAP development.
Parents/Families	Parents were invited to participate in the school's online annual survey during two-week periods in February 2026. Results were analyzed by certificated and classified staff at a meeting on March 4, 2026. The LCAP Parent Advisory Committee meeting was held on May 20, 2026. Parents were invited to participate on this committee, including representatives of the Nicasio School Foundation, the Parent Club, Spanish speaking households and parents of students with disabilities. Translation services were provided.
Students	Students in grades 5-8 participated in the school’s annual survey in February 2026. Results were analyzed by certificated and classified staff at a meeting on March 4, 2026. The Student Advisory Committee comprising students in grade 8 met on June 4, 2026. Input was shared regarding potential actions aligned with three broad goals (Student Achievement, Student Wellness/Safety, Family Community/Engagement).

Educational Partner(s)	Process for Engagement
Marin County SELPA	Marin County SELPA was consulted on May 18, 2026 with a focus on actions related to students with disabilities.

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

As a result of feedback from certificated staff consultation, Goal 1 Action 1.2 will continue with a new assessment system (iReady) and an expanded use of the literacy screener for reading difficulties (mCLASS) in the upper grades. In addition, Goal 1 Action 1.4 will continue with the use of targeted academic and language support using an individualized computer-based program in addition to paper-based activities for Tier 1 and 2 intervention.

Feedback from both the LCAP Parent Advisory Committee and certificated/classified staff consultation resulted in the continuation of Goal 2, Action 2.11 (maintaining a school garden) despite the lack of grant funding for the 2026-27 school year. The Parent Advisory Committee suggested the program continue with a group of organized parent and community volunteers,

Feedback from both the LCAP Parent Advisory Committee and certificated/classified staff consultation resulted in the continuation of Goal 3, Action 3.1. Both groups praised the family STEAM night organized by staff (Feb. 2026) as well as the parent chat focused on social-emotional learning (Dec. 2025) and wanted to see this action continue and expand with the goal to increase parents' confidence in understanding and supporting adopted curriculum. The Student Advisory Committee recommended increase student input when planning family community events to increase participation by students in grades 6/7/8.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Student Achievement- Increase the academic achievement in English Language Arts and Mathematics for all students with a focus on narrowing the achievement gap for English Learners, low-income students and students with disabilities.	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.

Based on stakeholder input and review of district data related to student achievement (including state and local assessment data, staff placement/retention data, enrollment and master scheduling) the district has decided to pursue this goal to increase the academic achievement in English Language Arts and Mathematics for all students with a focus on narrowing the achievement gap for English Learners, low-income students and students with disabilities. This goal addresses both local priorities and state priorities 1, 2, 4, 7 and 8.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	School Accountability Report Card (adopted curricula)	In 2023-24, implementation of previously adopted state-standards aligned curriculum for English Language Arts (McGraw Hill's Reading Wonders Program for grades TK-5 and Study Sync for grades 6-8),	In 2024-25, implementation of previously adopted state-standards aligned curriculum for English Language Arts (McGraw Hill's Reading Wonders Program for	n 2025-26, a new English Language Arts curriculum (EL Education) was successfully implemented in grades TK-5. Implementation of previously adopted state-standards	By 2026-27 subject-area curricula will be updated and board adopted in accordance with the district's adoption cycle in English-Language Arts, Mathematics,	In 2025-26 new adopted curriculum for English Language Arts was implemented (grades TK-5) and new math curricula was selected for piloting in 2026-27.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Math (My Math in grades TK-5 and Glencoe Math in grades 6-8) and Social Studies (Scott Forseman in grades TK-5, History Alive! TCI in grades 6-8) and Science (Savvas Elevate Science grades TK-5, FOSS grades 6-8) is maintained. Updated Social Studies materials are utilized, including newer copyright editions of History Alive! TCI in grades 6-8 and Studies Weekly in grades K-5. A supplemental phonics curriculum (Wilson's Fundations) was utilized to support early literacy instruction in grades K-2. Mathematics adoption has not yet been considered during 2023-24. The State Board of Education is considering the release of curriculum by 2025.	grades TK-5 and Study Sync for grades 6-8), Math (My Math in grades TK-5 and Glencoe Math in grades 6-8) and Social Studies (Scott Forseman in grades TK-5, History Alive! TCI in grades 6-8) and Science (Savvas Elevate Science grades TK-5, FOSS grades 6-8) was maintained. Updated Social Studies materials are utilized, including newer copyright editions of History Alive! TCI in grades 6-8 and Studies Weekly in grades K-5. A supplemental phonics curriculum (Wilson's Fundations) was utilized to support early literacy instruction in grades K-2.	aligned curriculum for English Language Arts (Study Sync for grades 6-8), Math (My Math in grades TK-5 and Glencoe Math in grades 6-8) and Social Studies (Scott Forseman in grades TK-5, History Alive! TCI in grades 6-8) and Science (Savvas Elevate Science grades TK-5, FOSS grades 6-8) was maintained. Updated Social Studies materials are utilized, including newer copyright editions of History Alive! TCI in grades 6-8 and Studies Weekly in grades K-5. A supplemental phonics curriculum (Wilson's Fundations) was utilized to support early literacy	Science and Social Studies. Anticipated adoption dates are as follows: English-Language Arts- review and pilot in 2025-26 Mathematics- review and pilot in 2024-25	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Adoption of new ELA curriculum was researched and considered during the 2024-25 school year with an anticipated adoption of new materials (TK-5) in the fall of 2025. Mathematics adoption has not yet been considered during 2024-25. The State Board of Education is considering the release of curriculum by Fall 2025.	instruction in grades K-2. The process for adopting new mathematics curriculum began during 2025-26. Staff participated in a rigorous process provided by the Marin County Office of Education to select two curricula for piloting during the 2026-27 school year (Classroom Mathematics California and Innovamat) with anticipated board adoption by June 2027.		
1.2	Quarterly Report on Williams Uniform Complaints	In 2023-24 zero complaints were recorded.	In 2024-25 zero complaints were recorded.	In 2025-26 zero complaints were recorded.	Zero complaints will be recorded in Year 1, Year 2 or Year 3.	In 2025-26 the number of complaints recorded (zero) was equal to the baseline data.
1.3	Master Schedule (access to broad course of study)	In 2023-24 All students (100%) in grades K-8 were enrolled in broad courses of study as evidenced by the Master schedule and had access to	In 2024-25 All students (100%) in grades K-8 were enrolled in broad courses of study as evidenced by the Master	In 2025-26 All students (100%) in grades K-8 were enrolled in broad courses of study as evidenced by the Master	The Master Schedule will demonstrate all students had access to a broad course of student	In 2025-26 the access to a broad course of study was equal to the baseline data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		standards-aligned content, textbooks, materials, and assessments. Programs and supports offered enabled English learners access to the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	schedule and had access to standards-aligned content, textbooks, materials, and assessments. Programs and supports offered enabled English learners access to the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	schedule and had access to standards-aligned content, textbooks, materials, and assessments. Programs and supports offered enabled English learners access to the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	in Year 1, Year 2, and Year 3.	
1.4	Benchmark Assessments/Progress Monitoring	The following results indicate proficiency rates as measured by local, benchmark assessments (STAR Reading, STAR Math) given April 2024: 57% of all students tested (grades 3-8) met or exceeded grade level on the STAR Reading assessment. 26% of all students tested nearly met grade level expectation.	The following results indicate proficiency rates as measured by local, benchmark assessments (STAR Reading, STAR Math) given April 2025: 73% of all students tested (grades 3-8) met or exceeded grade level on the STAR Reading assessment. 9% of all students tested	The following results indicate proficiency rates as measured by local, benchmark assessments (STAR Reading, STAR Math) given April 2026: 48% of all students tested (grades 3-8) met or exceeded grade level on the STAR Reading assessment. 26% of all students tested nearly met	By 2026-27 80% of all students tested (grades 3-8) will meet or exceed grade level on the STAR Reading assessment. 80% of all students tested (grades 3-8) will meet or exceed grade level on the STAR Mathematics assessment.	In 2025-26 the proficiency rates as measured by local, benchmark assessments (STAR Reading, STAR Math) were as follows: a decrease from baseline data of students tested (grades 3-8) who met or exceeded grade level on STAR Reading by 9 percentage points. There was

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		66% of all students tested (grades 3-8) met or exceeded grade level on the STAR Mathematics assessment. 17% of all students tested nearly met grade level expectation. 25% of students designated as English Language Learners (grades 3-8) met or exceeded grade level on the STAR Reading assessment. 25% students designated as English Language Learners (grades 3-8) met or exceeded grade level on the STAR Mathematics assessment.	nearly met grade level expectation. 45% of all students tested (grades 3-8) met or exceeded grade level on the STAR Mathematics assessment. 32% of all students tested nearly met grade level expectation. 0% of students designated as English Language Learners (grades 3-8) met or exceeded grade level on the STAR Reading assessment. 40% of students designated as English Learners nearly met grade level expectation. 0% students designated as English Language Learners (grades 3-8) met or exceeded grade level on the STAR	grade level expectation. 57% of all students tested (grades 3-8) met or exceeded grade level on the STAR Mathematics assessment. 4% of all students tested nearly met grade level expectation. 0% of students designated as English Language Learners (grades 3-8) met or exceeded grade level on the STAR Reading assessment. 33% of students designated as English Learners nearly met grade level expectation. 33% students designated as English Language Learners (grades 3-8) met or exceeded grade level on the STAR Mathematics	50% of students designated as English Language Learners (grades 3-8) will meet or exceed grade level on the STAR Reading assessment. 50% of students designated as English Language Learners (grades 3-8) will meet or exceed grade level on the STAR Mathematics assessment.	a equal baseline data of students who nearly met grade level expectation.. an increase from baseline data of students tested (grades 3-8) who met or exceeded grade level on STAR Math by 9 percentage points. There was an decrease from baseline data of students who nearly met grade level expectation by 13 percentage points. a decrease from baseline data of students designated as English Language Learners (grades 3-8) who met or exceeded grade level on the STAR Reading assessment by 25 percentage points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Mathematics assessment. 20% of students designated as English Learners nearly met grade level expectation.	assessment. 0% of students designated as English Learners nearly met grade level expectation.		an increase from baseline data of students designated as English Language Learners (grades 3-8) who met or exceeded grade level on the STAR Math assessment by 8 percentage points.
1.5	Statewide Assessments (CAASPP)	The following results indicate proficiency rates on statewide assessments (CAASPP) given May 2024: 57% of all students tested (grades 3-8) met or exceeded standard on English Language Arts assessment. 14% of all students tested nearly met standard. 24% of all students tested (grades 3-8) met or exceeded standard on Mathematics assessment. 38% of all students tested nearly met standard. Zero students designated as English	The following results indicate proficiency rates on statewide assessments (CAASPP) given May 2025: 35% of all students tested (grades 3-8) met or exceeded standard on English Language Arts assessment. This is a decrease from last year (57%). 45% of all students tested nearly met standard. This is an increase from last year (14%). 15% of all students tested (grades 3-8)	The following results indicate proficiency rates on statewide assessments (CAASPP) given May 2026: 33% of all students tested (18 students total in grades 3-8) were advanced or proficient in English Language Arts. This is a decrease from last year (35%). 39% of all students tested demonstrated they are developing grade-level knowledge. This is a decrease from last year (45%).	By 2026-27 70% of all students tested (grades 3-8) will meet or exceed standard on English Language Arts assessment. 70% of all students tested (grades 3-8) will meet or exceed standard on Mathematics assessment. 50% of students designated as English Language Learners (grades 3-8) will meet or exceed standards on English	The following results indicate proficiency rates on statewide assessments (CAASPP) given May 2026: a decrease in baseline data of students tested who were advanced or proficient in English Language Arts by 24 percentage points. There was in increase of students who demonstrated they are developing grade-level knowledge by 25 percentage points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Language Learners (grades 3-8) met or exceeded standards on English Language Arts assessment. Zero students designated as English Language Learners (grades 3-8) met or exceeded standards on Mathematics assessment.	met or exceeded standard on Mathematics assessment. This is a decrease from last year (24%). 30% of all students tested nearly met standard. This is a decrease from last year (38%). Zero students designated as English Language Learners (grades 3-8) met or exceeded standards on English Language Arts assessment. Zero students designated as English Language Learners (grades 3-8) met or exceeded standards on Mathematics assessment.	12% of all students tested (17 students total in grades 3-8) were advanced or proficient in Mathematics. This is a decrease from last year (15%). 47% of all students tested demonstrated they are developing grade-level knowledge. This is an increase from last year (30%). 22% of students demonstrated an increase in achievement level from the previous year in English Language Arts. 12% of students demonstrated an increase in achievement level from the previous year in Mathematics. 33% of students designated as English Language	Language Arts assessment. 50% of students designated as English Language Learners (grades 3-8) will meet or exceed standards on Mathematics assessment.	a decrease in baseline data of students tested who were advanced or proficient in Mathematics by 12 percentage points. There was in increase of students who demonstrated they are developing grade-level knowledge by 9 percentage points. an increase from baseline data of students designated as English Language Learners who were advanced or proficient in English Language Arts by 33 percentage points. no change in baseline data of students designated as English Language Learners who were advanced or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				Learners (grades 3-8) were advanced or proficient in English Language Arts. Zero students designated as English Language Learners (grades 3-8) were advanced or proficient in Mathematics.		proficient in Mathematics.
1.6	English Language Proficiency rates (ELPAC)	The following results indicate proficiency rates on the English Language Proficiency Assessment (ELPAC) given Spring 2024: 0% are beginning to develop English language skills (level 1). 38% have somewhat developed English language skills (level 2) 50% have moderately developed English language skills (level 3) 13% have well developed English language skills (level 4). Based on these results, one student will be	The following results indicate proficiency rates on the English Language Proficiency Assessment (ELPAC) given Spring 2025: 50% are beginning to develop English language skills (level 1). 37% have somewhat developed English language skills (level 2) 13% have moderately developed English	The following results indicate proficiency rates on the English Language Proficiency Assessment (ELPAC) given Spring 2026: 29% are beginning to develop English language skills (level 1). 42% have somewhat developed English language skills (level 2) 29% have moderately developed English	All students designated as English Learners will be administered the ELPAC assessment in Year 1, Year 2 and Year 3. 85% of EL students will demonstrate appropriate annual growth, including an increase in overall proficiency level and reclassification as appropriate.	42% of students tested demonstrated annual growth by one level or more. This is approaching the baseline data (50%).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		reclassified as Fluent English Proficient in August 2024. 50% of students tested demonstrated annual growth by one level or more. During the 2023-24 school year, a total of 8 students (22%) were identified as English Learners in grades K-7.	language skills (level 3) 0% have well developed English language skills (level 4). 0% of students tested demonstrated annual growth by one level or more. During the 2024-25 school year, a total of 9 students (25%) were identified as English Learners in grades 1-8, including two newcomers. One student moved out of the District and therefore ELPAC assessment results were not available.	language skills (level 3) 0% have well developed English language skills (level 4). 42% of students tested demonstrated annual growth by one level or more. During the 2025-26 school year, a total of 7 students (20%) were identified as English Learners in grades 2-8, including two newcomers.		
1.7	English Learner reclassification rate	In 2023-24, 1 student (10%) has been reclassified as Fluent English Proficient. In 2023-24, 7 students in grades 6-8 had been categorized as English Learners when entering	In 2024-25, 1 student (13%) has been reclassified as Fluent English Proficient. In 2024-25, 7 students in grades 6-8 had been	In 2025-26, zero students have been reclassified as Fluent English Proficient. In 2025-26, 7 students in grades 6-8 had been	By 2026-27, 90% of English Learners in grades 6-8 will be reclassified as Fluent English Proficient before the completion of 6th grade.	In 2025-26 the number of students in grades 6-8 who have been reclassified as Fluent English Proficient was equal to the baseline data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Kindergarten. 4 students (57%) had been reclassified as Fluent English Proficient before the completion of 6th grade.	categorized as English Learners when entering Kindergarten. 5 students (71%) had been reclassified as Fluent English Proficient before the completion of 6th grade.	categorized as English Learners when entering Kindergarten. 4 students (57%) had been reclassified as Fluent English Proficient before the completion of 7th grade.		
1.8	Progress Reports for students with disabilities	In 2023-24 students with disabilities continue to receive special education services and make adequate progress on goals as reported on Individualized Education Plan progress reports. Goals are monitored and updated as appropriate by special education staff through the IEP process.	In 2024-25 students with disabilities continue to receive special education services and make adequate progress on goals as reported on Individualized Education Plan progress reports. Goals are monitored and updated as appropriate by special education staff through the IEP process.	In 2025-26 students with disabilities continue to receive special education services and make adequate progress on goals as reported on Individualized Education Plan progress reports. Goals are monitored and updated as appropriate by special education staff through the IEP process.	By 2026-27, 100% of students with disabilities receiving special education services will make adequate yearly progress on goals as reported on Individualized Education Plan progress reports.	In 2025-26 the data for progress of students with disabilities was equal to the baseline data.
1.9	School Accountability Report Card (Teacher Credentials; Teacher Misassignments; Highly Qualified Teachers)	In 2023-24 all students received instruction from highly qualified teachers, 100% of whom will be appropriately assigned and credentialed.	In 2024-25 all students received instruction from highly qualified teachers, 100% of whom will be appropriately	In 2025-26 all students received instruction from highly qualified teachers, 100% of whom will be appropriately	100% of classroom teachers will be appropriately assigned and credentialed in Year 1, Year 2 and Year 3.	In 2025-26 the data for instruction received from highly qualified teachers was equal to the baseline data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			assigned and credentialed.	assigned and credentialed.		
1.10	Credential Monitoring Report	In 2023-24 all teachers were appropriately assigned and fully credentialed in the subject areas and for the pupils they were teaching.	In 2024-25 all teachers were appropriately assigned and fully credentialed in the subject areas and for the pupils they were teaching.	In 2025-26 all teachers were appropriately assigned and fully credentialed in the subject areas and for the pupils they were teaching.	All teachers will be appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching in Year 1, Year 2 and Year 3.	In 2025-26 the data for classroom teachers who are appropriately assigned and credentialed was equal to the baseline data.

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 were implemented as described during the 2025-26 school year, including access to state-adopted curricula, utilizing benchmark assessments, appropriate placement of students with disabilities, attracting and retaining highly-qualified staff and offering a broad course to students with appropriate multi-age classroom configurations and access to technology. A notable success was staff engagement in professional development with a focus on literacy in all grades, using data to inform instructional practices (including how to administer the newly required K-2 literacy screener), and expanding math practices (Building Thinking Classrooms). In addition, one certificated teacher successfully completed Year 1 of the Induction Program offered by Marin County Office of Education.

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.

No material differences.

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

Specific actions were somewhat effective in making progress toward our goal to increase the academic achievement in English Language Arts and Mathematics for all students. The efficacy of these actions are reflected in the Year 2 outcomes of our metrics. For instance, there was an increase in overall student achievement on math benchmark assessments from 45% of students met/exceeding grade level in Spring 2025 to 57% of students met/exceeding grade level in Spring 2026. However, when viewing the metrics with a focus on narrowing the achievement gap for English Learners, low-income students and students with disabilities, the actions were less effective. ELPAC scores indicate that 42% of students designated as English Learners demonstrated annual growth by one level..

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.

While there will be no changes to the planned goal or metrics, it is anticipated that the adoption of updated math curriculum in the Spring 2027, including materials with an emphasis on English language development, will improve the effectiveness of Action 1.1 and improve target outcomes as measured by Metrics 1.1, 1.4, and 1.5.

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	Textbooks and Materials	All students will have access to current standards-aligned instructional materials, including district-adopted textbooks and supplemental materials.	$17,491.00	No
1.2	Student assessments	Utilize benchmark assessments in all grades (iReady reading and iReady math in grades 2-8; literacy screener for students in grades K-2 (mCLASS) to evaluate level of proficiency in reading and math and determine individual learning needs for targeted intervention. Implement a Student Study Team to discuss and monitor progress of at-risk students and provide intervention, which will enable English Learners to access grade-level content standards and English language development standards for the purposes of gaining academic content knowledge and English language proficiency.	$6,859.00	Yes
1.3	Placement for students with disabilities	Place students with disabilities in appropriate instructional programs reflecting the least restrictive environment and provide specialized services in accordance with Individualized Education Plan (IEP). Monitor special education placement and services through IEP progress reports and annual IEP review to ensure students are making adequate yearly progress toward IEP goals.	$200,692.00	No

Action #	Title	Description	Total Funds	Contributing
1.4	Targeted Academic Support and English Language Development	Maintain targeted and differentiated instruction, including English language development, that provides additional instructional support by qualified staff for students with an emphasis on low-income students and English Learners. Provide access to high-quality, systematic phonics curriculum for students in grades TK-2. Monitor progress of at-risk students and provide intervention (Tier 1, Tier 2). Supports offered will enable English learners access to the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.	$25,655.00	Yes
1.5	Attract and retain highly-qualified staff	Review Credential Monitoring Report provided by Marin County Office of Education. Communicate with teachers as needed to ensure that all credentials are current. Ensure all teachers have appropriate credential to instruct English Learners. Maintain current configuration for school administration: .80 FTE principal; .80 FTE office manager; 8 hours/month superintendent; .40 FTE chief business official; .10 FTE accounting assistant; Maintain office phone & internet communications and student information systems (SIS).	$397,338.00	No
1.6	Professional development	Make professional development opportunities available to all teachers and staff through on-site and off-site trainings and workshops as needed, with a focus on increasing achievement for English Learners and low-income students. For certificated teachers, three in-service professional development days will be included in the annual school calendar. In addition, certificated teachers will meet weekly for one hour within their instructional day (PLC meeting) with a focus on professional growth.	$13,786.00	Yes
1.7	Classroom configuration	Support multi-grade classrooms with 3.0 FTE teachers. Each of the three homeroom teachers (3.0 FTE) will support multiple grade levels. A part-time classroom aide will provide additional support as need to designated student groups.	$365,030.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	Enrollment	Update and maintain enrollment projections. Outreach to parents, community members, local newspaper and local preschools to identify potential incoming students. Review the interdistrict transfer policy and determine the future of renewal requests as well as new requests with the intent of serving the best interest of students and the Nicasio School District community	$650.00	No
1.9	Broad course of study	Enhance student learning by providing a broad course of study beyond state required subject areas and offer enrichment programs to students in grades TK-8 (Performing Arts, Visual Art, Movement and PE).	$29,567.00	No
1.10	Technology	Maintain district technology infrastructure and hardware. Support technology software and web-based curricular platforms. Maintain Student Information System (SIS).	$37,454.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Student Wellness and Safety- Increase student connectedness and social-emotional health while ensuring facilities are up-to-date, functional and safe.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Based on stakeholder input and review of district data related to student wellness and safety (including student survey results, attendance data, and Facilities Inspection Reports) the district has decided to pursue this goal to increase student connectedness and social-emotional health while ensuring facilities are up-to-date, functional and safe. This addresses local priorities as well as state priorities 1, 5 and 6.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	School attendance rates	In 2023-24 (as of 5/22/2024) school records indicate a 93% attendance rate.	In 2024-25 (as of 5/29/2025) school records indicate a 94% attendance rate.	In 2025-26 (as of 5/29/26) school records indicate a 94% attendance rate.	By 2026-27 school records will indicate a 96% or higher attendance rate.	In 2026-26 the school attendance rate increased from the baseline data by 1 percentage point.
2.2	Chronic absenteeism rates	In 2023-24 (as of 5/22/2024) local school records indicate an 22% chronic absenteeism rate.	In 2024-25 (as of 5/29/2025) local school records indicate an 14% chronic absenteeism rate.	In 2025-26 (as of 5/29/26) local school records indicate a 14% chronic absenteeism rate.	By 2026-27, school records will indicate a 12% or lower chronic absenteeism rate.	In 2025-26 the chronic absenteeism rate decreased from the baseline data by 8 percentage points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Pupil suspension/expulsion rates	In 2023-24 there were zero (0) suspensions and expulsions.	In 2024-25 there were zero (0) suspensions and expulsions.	In 2025-26 there were zero (0) suspensions and expulsions.	By 2026-27 there will be zero suspensions or expulsions	In 2025-26 the suspension/expulsion rate was equal to the baseline data.
2.4	Annual student survey results	Results from the annual school survey (February 2024) indicate that students in grades 5-8 have a positive perception of both classroom and school climate. The school climate is rated positively by students. When asked "I feel happy to be at this school", 100% of students responded "most/all of the time. The school was rated as safe by students. When asked "I feel safe in my school", 92% of students responded "most/all of the time" and 8% responded "sometimes". When asked, "At my school, there is a teacher or some other adult who really cares about me", 83% of students responded "very true" and 17% of students responded "somewhat true".	Results from the annual school survey (February 2025) indicate that students in grades 5-8 have a positive perception of both classroom and school climate. The school climate is rated positively by students. When asked "I feel happy to be at this school", 64% of students responded "most/all of the time" and 27% of students responded "sometimes". The school was rated as safe by students. When asked "I feel safe in my school", 100% of students responded "most/all of the time". When asked, "At my	Results from the annual school survey (February 2026) indicate that students in grades 5-8 have a positive perception of both classroom and school climate. The school climate is rated positively by students. When asked "I feel happy to be at this school", 54% of students responded "most/all of the time" and 46% of students responded "sometimes". The school was rated as safe by students. When asked "I feel safe in my school", 100% of students responded "most/all of the time". When asked, "At my	By 2026-27, student survey results will indicate a positive perception of classroom and school climate. At least 90% of respondents will respond "most/all of the time" to the following statements: "I feel happy to be at this school" "I feel safe in my school" "At my school, there is a teacher or some other adult who really cares about me"	In 2025-26 the student survey results were as follows: a decrease from baseline data in positive response to prompt "I feel happy to be at this school" by 46 percentage points an increase from baseline data in positive response to "I feel safe in my school" by 8 percentage points an increase from baseline data in positive response to the prompt "there is a teacher or adult at school who really cares about me" by 2 percentage points.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			school, there is a teacher or some other adult who really cares about me", 73% of students responded "very true" and 27% of students responded "somewhat true".	school, there is a teacher or some other adult who really cares about me", 85% of students responded "very true" and 15% of students responded "somewhat true".		
2.5	Annual Facilities Inspection Report	The site maintained "exemplary" status on the Facility Inspection Tool (FIT) (completed January 2024).	The site maintained "exemplary" status on the Facility Inspection Tool (FIT) (completed January 2025).	The site maintained "exemplary" status on the Facility Inspection Tool (FIT) (completed January 2026).	By 2026-27, records will indicate the site maintained a "good" or "exemplary" status on the Facility Inspection Tool (FIT) in Year 1, Year 2 and Year 3	In 2025-26 the Annual Facilities Inspection Report data was equal to the baseline data.
2.6	Middle school dropout rates	In 2023-24 the middle school dropout rate was zero (0).	In 2024-25 the middle school dropout rate was zero (0).	In 2025-26 the middle school dropout rate was zero (0).	By 2026-27 the district will maintain a middle school dropout rate of zero (0).	In 2025-26 the middle school dropout rate was equal to the baseline data.

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 planned actions were implemented as described during the 2025-26 school year, including the implementation of a school-wide Social Emotional Learning program (Toolbox Project), providing counseling services, properly maintaining facilities, providing universal meals (breakfast, lunch) to students and providing scholarships for English Learners and low income students to attend after school programs offered by local community organizations that provide both academic and enrichment opportunities. A notable success was the expansion of

Action 2.11 (School Garden Program), where students were provided an opportunity to apply science concepts in the real-world context of the school garden, while also learning about health and nutrition through lessons that were engaging and meaningful. One challenge going forward will be the lack of grant funding for this program. However, through the commitment of parent volunteers, the District is committed to continuing this action during the 2026-27 school year.

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.

Actual expenditures differed from budgeted amounts for Action 2.6 (Water System). This was primarily due to engineering costs related to the DSA reapproval process, which qualifies as a reimbursable expense by the state. Therefore the District should not have this ongoing expense in the 2026-27 school year.
Actual expenditures differed from budgeted amounts for Action 2.10 (Expanded Learning Opportunities Program). This was due to increased funding provided by the CA Department of Education.

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

Specific actions were effective in making progress toward our goal to increase student connectedness and social-emotional health while ensuring facilities are up-to-date, functional and safe. The efficacy of these actions are reflected in the Year 2 outcomes of our metrics, including an increase in school attendance rates from the baseline data, a decrease in chronic absenteeism from the baseline data, and overall positive student perception of both classroom and school climate as demonstrated by student survey results.

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.

During the 2025-26 school year, the District was the recipient of a grant from Marin County (Healthy Living Active Living, or HEAL) to support upgrades to our school garden. This funding will not continue during the 2026-27 school year. Maintaining a school garden (Action 2.11) that provides educational opportunities for students and supports our school wellness policy will continue using parent volunteers.

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	Social-emotional learning	Implement a school- wide social emotional learning program to support student interaction and enhance student engagement.	$2,768.00	No

Action #	Title	Description	Total Funds	Contributing
2.2	Counseling services	Provide individual/small group counseling services to identified students by the Student Success Team (SST)	$8,000.00	No
2.3	Facilities inspection	Conduct an annual facilities inspection in December/January and complete related report; use data collected to prepare the section for facilities on the School Accountability Report Card (SARC). Maintain membership in Marin Schools Insurance Authority JPA.	$13,497.00	No
2.4	Custodial services and work order system	Maintain district facilities, including custodial services and appropriate communication systems between administration and custodian for work order requests from teachers and staff.	$92,769.00	No
2.5	Deferred maintenance	Maintain and monitor a deferred maintenance schedule.	$0.00	No
2.6	Water system	Maintain existing potable water system. Continue to pursue viable options for long-term potable water system and availability of potable water.	$21,475.00	No
2.7	Risk management	Review facility risk management report provided by Keenan Insurance to identify and implement corrective action when necessary.	$0.00	No
2.8	Emergency preparedness and communication systems	Maintenance of emergency preparedness training and supplies. Annual adoption of Comprehensive School Safety Plan. Maintain emergency communication systems (school website, MERA radio).	$2,477.00	No
2.9	Universal meals program	Provide school breakfasts and lunches to students	$21,178.00	No

Action #	Title	Description	Total Funds	Contributing
2.10	Expanded Learning Opportunities Program	Provide scholarships in compliance with the District's Expanded Learning Opportunities Program (ELOP) Plan, which allows English Learners and low income students to attend after school and intersession programs offered by local community organizations that provide both academic and enrichment opportunities. Provide administrative oversight and coordination between Nicasio School District and local community organizations.	$100,000.00	
2.11	School garden program	Maintain a school garden that provides educational opportunities for students and supports our school wellness policy.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Family and Community Engagement- Ensure all families are active participants in the school community	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Based on stakeholder input and review of district data related to family and community engagement (including parent survey results, attendance data, representation in parent advisory committees, access to translation/family liaison services) the district has decided to pursue this goal to ensure all families are active participants in the school community. This addresses both local priorities and state priority 3.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Annual Parent Survey	Results from our annual parent survey (February 2024) were recorded from 21 households (out of 26 households total). Of this year's 21 respondents, 6 (29%) were from Spanish-speaking households. 100% of all respondents agree that "the school keeps me well-informed about school activities" and 100% of all respondents "feel welcome to participate at school.	Results from our annual parent survey (February 2025) were recorded from 24 households (out of 26 households total). Of this year's 24 respondents, 5 (21%) were from Spanish-speaking households. 100% of all respondents agree that "the school keeps me well-informed	Results from our annual parent survey (February 2026) were recorded from 18 households (out of 24 households total). Of this year's 18 respondents, 3 (17%) were from Spanish-speaking households. 100% of all respondents agree that "the school keeps me well-informed	Response rate will be 90% or higher of all families and 80% or higher of Spanish-speaking families. 95% of respondents will agree "the school keeps me well-informed about school activities." 95% of respondents will "feel welcome to	In 2025-26 the annual parent survey results data was equal to the baseline data for the question "the school keeps me well informed about school activities" and a slight decrease from baseline data of 4 percentage points for the question "I feel welcome to

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			about school activities" and 100% of all respondents "feel welcome to participate at school.	about school activities" and 94% of all respondents "feel welcome to participate at school.	participate at school."	participate at school".
3.2	Attendance at school events	During 2023-24 attendance at school-sponsored events were as follows: Back to School Night- 77% (September 7, 2023) Winter Holiday Show- 100% (November 16, 2023) Parent-Teacher Conferences- 88% (December 2023) Open House- 100% (April 2024) Movement Spring Performance- 96% (May 2024)	During 2024-25 attendance at school-sponsored events were as follows: Back to School Night- 74% (September 5, 2024) Winter Holiday Show- 100% (December 12, 2024) Parent-Teacher Conferences- 100% (December 2024) Open House- 92% (April 2025) Movement Spring Performance- cancelled	During 2025-26 attendance at school-sponsored events were as follows: Back to School Night- 77% (August 28, 2025) Winter Holiday Show- 100% (December 18, 2025) Parent-Teacher Conferences- 100% (December 2025) Open House- 88% (April 2026) Movement Spring Performance- 83% (June 2, 2026)	Family attendance rates at school-sponsored events (Back to School Night, Parent Teacher Conferences, Performances, Open House) will be 85% or higher.	In 2025-26 the attendance at school events was comparable to the baseline data, with an increase in attendance at Parent-Teacher Conferences.
3.3	Representation of all pupil groups in parent advisory committee (English Learner, low-income, students with disabilities)	In 2023-24 the parent advisory committee included parents of English Learner, low-income and students with disabilities.	In 2024-25 the parent advisory committee included parents of English Learner, low-income and students with disabilities.	In 2025-26 the parent advisory committee included parents of English Learner, low-income and students with disabilities.	All parent advisory committees will include parents of English Learner, low-income and students with disabilities in Year	In 2025-26 the representation of all student groups in parent advisory committee was equal to the baseline data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					1, Year 2 and Year 3.	
3.4	Access to interpretation/translation services	All communications from school/classroom to home are translated into Spanish. Translation services were available for 100% of school events and parent-teacher conferences. Results from our annual parent survey (February 2024) were recorded from 21 households (out of 26 households total). Of this year's 21 respondents, 3 (29%) were from Spanish-speaking households. 100% of all respondents agree that "the school keeps me well-informed about school activities" and 100% of all respondents "feel welcome to participate at school."	All communications from school/classroom to home are translated into Spanish. Translation services were available for 100% of school events and parent-teacher conferences. Results from our annual parent survey (February 2025) were recorded from 24 households (out of 26 households total). Of this year's 24 respondents, 5 (21%) were from Spanish-speaking households. 100% of all respondents agree that "the school keeps me well-informed about school activities" and 100% of all respondents "feel	All communications from school/classroom to home are translated into Spanish. Translation services were available for 100% of school events and parent-teacher conferences. Results from our annual parent survey (February 2026) were recorded from 18 households (out of 24 households total). Of this year's 18 respondents, 3 (17%) were from Spanish-speaking households. 100% of all respondents agree that "the school keeps me well-informed about school activities" and 94% of all respondents "feel welcome to	100% of communications from school/classroom to home will be translated into Spanish. Translation services will be available for 100% of school events and parent-teacher conferences. On the annual parent survey, 95% of Spanish-speaking respondents will agree "the school keeps me well-informed about school activities." 95% of Spanish-speaking respondents will "feel welcome to participate at school."	In 2025-26 the data reflecting access to interpretation/translation services was equal to the baseline data.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			welcome to participate at school.	participate at school.		

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 planned actions were implemented as described during the 2025-26 school year, including consistent communication between school and home for both English-speaking and Spanish-speaking households and the maintenance of a new school website and app to ensure all families are informed of events and activities in the school community. A notable success was the expansion of Action 3.1 to include two additional family educational opportunities, STEAM night (February 2026) and a parent chat focused on social-emotional learning (December 2025).

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.

No Material Differences.

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

Specific actions were effective in making progress toward our goal to ensure all families are active participants in the school community. The efficacy of these actions are reflected in the Year 2 outcomes of our metrics, in particular our parent survey results in which 100% of all respondents agree that "the school keeps me well-informed about school activities" and 94% of all respondents "feel welcome to participate at school".

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.

There are no planned changes in actions for the 2026-27 school year. Feedback from both the LCAP Parent Advisory Committee and certificated/classified staff consultation resulted in the continuation of Goal 3, Action 3.1. Both groups praised the family STEAM night organized by staff (Feb. 2026) as well as the parent chat focused on social-emotional learning (Dec. 2025) and wanted to see this action continue and expand with the goal to increase parents' confidence in understanding and supporting adopted curriculum.

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	School to home communication	Ensure regular, consistent and clear communication between school and the home for both English-speaking and Spanish-speaking households, including opportunities for parent/family education (such as school-hosted events that support parent understanding of curriculum)	$0.00	No
3.2	Communication preferences	Through a Back-to-School questionnaire and an annual parent survey, identify the preferred communication methods of each parent/guardian.	$0.00	No
3.3	Parent liaison and translation services	Employ a part-time English/Spanish translator to serve as school-to- home communicator (oral and written) and parent liaison. Spanish translation services will be provided to 100% of Spanish- speaking households, both orally and in writing. Student reports, student records, school documents and forms, and school news will be provided in both English and Spanish languages.	$9,521.00	No
3.4	School board operations and communications	Ensure efficient operations of the Nicasio School Board, including regular, consistent and clear communication between the school board and home by sharing the board agenda and approved minutes on a monthly basis in the Parent Portal or other routine school-to-home communication system.	$21,281.00	No
3.5	Upgrade and maintain school website	Upgrade and maintain school website in both English/Spanish to communicate academic and enrichment opportunities, facilitate family involvement and increase volunteerism for campus events and activities throughout the school year.	$5,040.00	No

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
$38,533	$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
7.942%	0.000%	$0.00	7.942%

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
1.2	**Action:** Student assessments **Need:** Based on feedback from educational partners, research of best-practices and data from assessment results (below), it has been determined that meaningful, timely student achievement data is critical to plan for and address academic needs of students with an	This is the most effective use of funds based on district experience conducting analysis of student assessment results over the course of an academic year. On-going benchmark assessment administration on an LEA-wide basis allows staff and administration to monitor student achievement and target instruction and increased services, with an emphasis on English learners and low-income students. By implementing this action, the expected outcome is to increase student	Benchmark Assessments/Progress Monitoring 3 times per academic year.

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
	emphasis on English learners and low-income students. ASSESSMENT DATA RESULTS FOR 2025-26 The following results indicate proficiency rates as measured by local, benchmark assessments (STAR Reading, STAR Math) given April 2026: 48% of all students tested (grades 3-8) met or exceeded grade level on the STAR Reading assessment. 26% of all students tested nearly met grade level expectation. 57% of all students tested (grades 3-8) met or exceeded grade level on the STAR Mathematics assessment. 4% of all students tested nearly met grade level expectation. 0% of students designated as English Language Learners (grades 3-8) met or exceeded grade level on the STAR Reading assessment. 33% of students designated as English Learners nearly met grade level expectation. 33% students designated as English Language Learners (grades 3-8) met or exceeded grade level on the STAR Mathematics assessment. 0% of students designated as English Learners nearly met grade level expectation.	achievement through targeted and timely intervention based on assessment results.	

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
	The following results indicate proficiency rates on statewide assessments (CAASPP) given May 2026: 33% of all students tested (18 students total in grades 3-8) were advanced or proficient in English Language Arts. This is a decrease from last year (35%). 39% of all students tested demonstrated they are developing grade-level knowledge. This is a decrease from last year (45%). 12% of all students tested (17 students total in grades 3-8) were advanced or proficient in Mathematics. This is a decrease from last year (15%). 47% of all students tested demonstrated they are developing grade-level knowledge. This is an increase from last year (30%). 22% of students demonstrated an increase in achievement level from the previous year in English Language Arts. 12% of students demonstrated an increase in achievement level from the previous year in Mathematics. 33% of students designated as English Language Learners (grades 3-8) were advanced or proficient in English Language Arts. Zero students designated as English Language Learners (grades 3-8) were advanced or proficient in Mathematics.		

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		
1.4	**Action:** Targeted Academic Support and English Language Development **Need:** Based on feedback from educational partners and analysis of student achievement data, it has been determined that providing additional instructional support for low-income students and English Learners by qualified staff will increase academic achievement. 2025-26 ACHIEVEMENT DATA FOR LOW-INCOME/EL STUDENTS 0% of students designated as English Language Learners (grades 3-8) met or exceeded grade level on the STAR Reading assessment. 33% of students designated as English Learners nearly met grade level expectation. 33% students designated as English Language Learners (grades 3-8) met or exceeded grade level on the STAR Mathematics assessment. 0% of students designated as English Learners nearly met grade level expectation. 33% of students designated as English Language Learners (grades 3-8) were advanced or proficient on CAASPP English Language Arts assessment.	This is the most effective use of funds based on district experience conducting analysis of student assessment results. Targeted language support and intervention, including high-quality systematic reading and phonics instruction for all students by qualified staff, meets the needs of low-income students and English Learners as well as English-only peers as evidenced by research and recommended best practices. By implementing this action, the expected outcome is to increase student achievement through targeted and timely intervention and language support.	Benchmark Assessments/Progress Monitoring Statewide Assessments (CAASPP, ELPAC)

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
	Zero students designated as English Language Learners (grades 3-8) were advanced or proficient on CAASPP Mathematics assessment. The following results indicate proficiency rates on the English Language Proficiency Assessment (ELPAC) given Spring 2026: • 29% are beginning to develop English language skills (level 1). • 42% have somewhat developed English language skills (level 2) • 29% have moderately developed English language skills (level 3) • 0% have well developed English language skills (level 4). 42% of students tested demonstrated annual growth by one level or more. **Scope:** LEA-wide		
1.6	**Action:** Professional development **Need:** Based on feedback from educational partners, analysis of student achievement data and research of best-practices, it has been determined that providing high-quality professional development to staff will increase academic achievement of English Learners	Providing high-quality professional development in the areas of reading and math to certificated and classified instructional support staff is the most effective use of funds. The needs of English Learners and low-income students will be better met as well as the needs of English-only peers. By implementing this action, the expected outcome is to increase student achievement through improved instructional materials and practices.	Benchmark Assessments (iReady Reading/Math/Phonics), Statewide Assessments (CAASPP, ELPAC)

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
	and low-income students in both reading and math. ASSESSMENT DATA RESULTS FOR 2025-26 The following results indicate proficiency rates as measured by local, benchmark assessments (STAR Reading, STAR Math) given April 2026: 48% of all students tested (grades 3-8) met or exceeded grade level on the STAR Reading assessment. 26% of all students tested nearly met grade level expectation. 57% of all students tested (grades 3-8) met or exceeded grade level on the STAR Mathematics assessment. 4% of all students tested nearly met grade level expectation. 0% of students designated as English Language Learners (grades 3-8) met or exceeded grade level on the STAR Reading assessment. 33% of students designated as English Learners nearly met grade level expectation. 33% students designated as English Language Learners (grades 3-8) met or exceeded grade level on the STAR Mathematics assessment. 0% of students designated as English Learners nearly met grade level expectation.		

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
	The following results indicate proficiency rates on statewide assessments (CAASPP) given May 2026: 33% of all students tested (18 students total in grades 3-8) were advanced or proficient in English Language Arts. This is a decrease from last year (35%). 39% of all students tested demonstrated they are developing grade-level knowledge. This is a decrease from last year (45%). 12% of all students tested (17 students total in grades 3-8) were advanced or proficient in Mathematics. This is a decrease from last year (15%). 47% of all students tested demonstrated they are developing grade-level knowledge. This is an increase from last year (30%). 22% of students demonstrated an increase in achievement level from the previous year in English Language Arts. 12% of students demonstrated an increase in achievement level from the previous year in Mathematics. 33% of students designated as English Language Learners (grades 3-8) were advanced or proficient in English Language Arts. Zero students designated as English Language Learners (grades 3-8) were advanced or proficient in Mathematics.		

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		

Limited Actions

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

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

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

Not applicable

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.

Not Applicable

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	NA	NA

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 certificated staff providing direct services to students	NA	NA

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	$485,196	38,533	7.942%	0.000%	7.942%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$926,017.00	$131,799.00	$291,001.00	$43,711.00	$1,392,528.00	$755,800.00	$636,728.00

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	Textbooks and Materials	All	No			All Schools		$0.00	$17,491.00	$6,470.00	$10,242.00		$779.00	$17,491.00	
1	1.2	Student assessments	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$717.00	$6,142.00	$6,859.00				$6,859.00	
1	1.3	Placement for students with disabilities	Students with Disabilities	No			All Schools		$0.00	$200,692.00	$61,232.00	$12,532.00	$108,957.00	$17,971.00	$200,692.00	
1	1.4	Targeted Academic Support and English Language Development	English Learners	Yes	LEA-wide	English Learners			$25,655.00	$0.00	$25,655.00				$25,655.00	
1	1.5	Attract and retain highly-qualified staff	All	No			All Schools		$302,932.00	$94,406.00	$375,139.00	$64.00	$22,135.00		$397,338.00	
1	1.6	Professional development	English Learners Low Income	Yes	LEA-wide	English Learners Low Income			$2,551.00	$11,235.00	$12,535.00	$600.00		$651.00	$13,786.00	
1	1.7	Classroom configuration	All	No			All Schools		$365,030.00	$0.00	$248,071.00		$116,959.00		$365,030.00	
1	1.8	Enrollment	All	No			All Schools		$0.00	$650.00	$650.00				$650.00	
1	1.9	Broad course of study	All	No			All Schools		$21,832.00	$7,735.00		$5,735.00	$23,832.00		$29,567.00	
1	1.10	Technology	All	No			All Schools		$0.00	$37,454.00	$13,144.00			$24,310.00	$37,454.00	
2	2.1	Social-emotional learning	All	No			All Schools		$0.00	$2,768.00		$1,171.00	$1,597.00		$2,768.00	
2	2.2	Counseling services	All	No			All Schools		$0.00	$8,000.00			$8,000.00		$8,000.00	
2	2.3	Facilities inspection	All	No			All Schools		$0.00	$13,497.00	$13,497.00				$13,497.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	**2.4**	Custodial services and work order system	All	No			All Schools		$25,393.00	$67,376.00	$92,769.00				$92,769.00	
2	**2.5**	Deferred maintenance	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
2	**2.6**	Water system	All	No			All Schools		$0.00	$21,475.00	$21,475.00				$21,475.00	
2	**2.7**	Risk management	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
2	**2.8**	Emergency preparedness and communication systems	All	No			All Schools		$0.00	$2,477.00	$1,022.00	$1,455.00			$2,477.00	
2	**2.9**	Universal meals program	All	No			All Schools		$2,169.00	$19,009.00	$21,178.00				$21,178.00	
2	**2.10**	Expanded Learning Opportunities Program							$0.00	$100,000.00		$100,000.00			$100,000.00	
2	**2.11**	School garden program	All	No			All Schools									
3	**3.1**	School to home communication	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
3	**3.2**	Communication preferences	All	No			All Schools		$0.00	$0.00	$0.00				$0.00	
3	**3.3**	Parent liaison and translation services	All	No			All Schools		$9,521.00	$0.00			$9,521.00		$9,521.00	
3	**3.4**	School board operations and communications	All	No			All Schools		$0.00	$21,281.00	$21,281.00				$21,281.00	
3	**3.5**	Upgrade and maintain school website	All	No			All Schools		$0.00	$5,040.00	$5,040.00				$5,040.00	

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
$485,196	38,533	7.942%	0.000%	7.942%	$45,049.00	0.000%	9.285 %	**Total:**	$45,049.00
								LEA-wide Total:	$45,049.00
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	Student assessments	Yes	LEA-wide	English Learners Low Income		$6,859.00	
1	**1.4**	Targeted Academic Support and English Language Development	Yes	LEA-wide	English Learners		$25,655.00	
1	**1.6**	Professional development	Yes	LEA-wide	English Learners Low Income		$12,535.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,336,934.00	$1,431,918.00

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**	Textbooks and Materials	No	$26,920.00	$36,028
1	**1.2**	Student assessments	Yes	$11,440.00	$7,441
1	**1.3**	Placement for students with disabilities	No	$223,737.00	$220,631
1	**1.4**	Targeted Academic Support and English Language Development	Yes	$33,844.00	$37,936
1	**1.5**	Attract and retain highly-qualified staff	No	$371,078.00	$367,013
1	**1.6**	Professional development	Yes	$20,311.00	$14,800
1	**1.7**	Classroom configuration	No	$348,842.00	$353,201
1	**1.8**	Enrollment	No	$950.00	$1,605
1	**1.9**	Broad course of study	No	$35,138.00	$42,545
1	**1.10**	Technology	No	$36,166.00	$30,842
2	**2.1**	Social-emotional learning	No	$4,000.00	$4,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.2**	Counseling services	No	$4,000.00	$4,000
2	**2.3**	Facilities inspection	No	$10,534.00	$12,755
2	**2.4**	Custodial services and work order system	No	$89,229.00	$98,546
2	**2.5**	Deferred maintenance	No	$0.00	$0
2	**2.6**	Water system	No	$17,730.00	$37,496
2	**2.7**	Risk management	No	$0.00	$0
2	**2.8**	Emergency preparedness and communication systems	No	$4,500.00	$4,000
2	**2.9**	Universal meals program	No	$18,000.00	$15,171
2	**2.10**	Expanded Learning Opportunities Program		$35,305.00	$100,000
2	**2.11**	School garden program	No	$10,000.00	$7,831
3	**3.1**	School to home communication	No	$0.00	$0
3	**3.2**	Communication preferences	No	$0.00	$0
3	**3.3**	Parent liaison and translation services	No	$8,035.00	$8,037

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)
3	**3.4**	School board operations and communications	No	$22,375.00	$23,240
3	**3.5**	Upgrade and maintain school website	No	$4,800.00	$4,800

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)
$39,105	$55,984.00	$50,877.00	$5,107.00	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	**1.2**	Student assessments	Yes	$10,140.00	$6,562		
1	**1.4**	Targeted Academic Support and English Language Development	Yes	$33,844.00	$37,936		
1	**1.6**	Professional development	Yes	$12,000.00	$6,379		

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)
$465,055	$39,105	.685	9.094%	$50,877.00	0.000%	10.940%	$0.00	0.000%