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**Nicasio School
Board of Trustees**

Agenda Packet

Regular Meeting

5:00 pm

Thursday, June 18, 2026

Packet for:

Elaine Doss, Board President

Mark Burton, Trustee

Matthew Pickett, Trustee

Kirsten Starsiak, Chief Business Official

Barbara Snekkevik, Superintendent/Principal

Leslie Hopkins, District Secretary

Public

Nicasio School District

Since 1862

Board of Trustees

Elaine Doss, *Board President* ~ Matthew Pickett, *Trustee* ~ Mark Burton, *Trustee*

AGENDA

Regular Meeting of the Nicasio School District Board of Trustees

Thursday, June 18, 2026 5:00pm

5555 Nicasio Valley Road, California

1. Opening Business
 - a. Call to Order (*Elaine Doss – Board President*)
 - b. Roll Call
 - c. Patriotic Moment
2. Approval and Adoption of Open Session Agenda (*Board President Doss*)
3. Reports
 - a. Trustee/Superintendent/Principal Announcements
 - b. California Dashboard Local Indicator Update (*Supt. Snekkevik*)
 - c. Water System Upgrade Report (*Supt. Snekkevik*)
4. Public Comment

Public Comment is only for items not on the agenda. No formal action will be taken. Board members or district staff may, but are not obligated to, briefly respond to statements made or question posed by the public about items not appearing on the agenda. Designated amount of time to address the Board is limited to three minutes per individual. Concerns about individual employees shall not be discussed in public at school board meetings. Please contact the superintendent with specific concerns.
5. Consent Agenda
 - a. Approval of Minutes May 13, 2026 Regular Meeting of the Board of Trustees (*Supt. Snekkevik*)
 - b. Ratify Warrants Paid: May - June 2026 (*CBO Starsiak*)
 - c. Approval of 2026-27 Interdistrict Transfer Requests INTO NSD:
 - i. IDT 26-27-01
 - ii. IDT 26-27-02
 - iii. IDT 26-27-03
 - iv. IDT 26-27-04
 - v. IDT 26-27-05
 - vi. IDT 26-27-06
 - vii. IDT 26-27-07
 - viii. IDT 26-27-08
 - d. 2026-27 Professional Services Agreement with Magnolia Project (*Supt. Snekkevik*)
 - e. 2026-27 MOU with Bay Area Community Resources (*Supt. Snekkevik*)
 - f. 2026-29 School and College Legal Services Retainer Continuation Agreement (*Supt. Snekkevik*)
6. Action
 - a. Consider Approval of Nicasio School District 2026-27 Local Control Accountability Plan (LCAP) and LCAP Budget Overview for Parents (*Supt Snekkevik*) Discussion/Action

- b. Consider Adoption of Nicasio School District 2026-27 Proposed Budget (*CBO Starsiak*)
Discussion/Action
- c. Consider Approval of 2026-27 Budget Adoption Reserve Form (*CBO Starsiak*)
Discussion/Action
- d. Consider Approval of Nicasio School District 2025-26 Comprehensive School Safety Plan
Revision (*Supt. Snekkevik*)
- e. Consider Approval of the 2026-27 Consolidated Application (*CBO Starsiak*) *Discussion/Action*
- f. Consider Approval of Proposition 28 Art and Music in Schools (AMS) 2025-26 Annual Report
(*CBO Starsiak*) *Discussion/Action*
- g. Consider Approval of 2026-27 Extended Learning Opportunities Program (ELOP) MOU with
San Geronimo Valley Community Center (*Supt. Snekkevik*) *Discussion/Action*
- h. Consider Approval of 2026-27 Meal Service MOU with Lagunitas School District (*Supt.*
Snekkevik) *Discussion/Action*
- i. Consider Approval of Resolution 2025-26 #7 Tax Anticipation Note (TAN) for 2026-27 Roll Call
Vote (*CBO Starsiak*) *Discussion/Action*
- j. Consider Approval of Resolution 2025-26 #8 Regarding the Education Protection Account
(EPA) for 2026-27 Roll Call Vote (*CBO Starsiak*) *Discussion/Action*
- k. Consider Approval of 2026-27 Principal Salary Schedule (*CBO Starsiak*) *Discussion/Action*
- l. Consider Approval of 2026-27 Superintendent Salary Schedule (*CBO Starsiak*)
Discussion/Action
- m. Consider Approval of 2026-27 Principal Employment Agreement (*CBO Starsiak*)
Discussion/Action
- n. Consider Approval of 2026-27 Superintendent Employment Agreement (*CBO Starsiak*)
Discussion/Action
- o. Consider Approval of Resolution 2025-26 #9 Authorization to Sign on Behalf of Governing
Board for 2026-27 Roll Call Vote (*CBO Starsiak*) *Discussion/Action*

7. Conclusion

- a. Agenda items for upcoming Board Agenda
- b. Adjournment

If you need assistance to access the Board meeting room or to otherwise participate at the meeting, please submit a written request to Nicasio School District Superintendent at P.O. Box 711, Nicasio, CA 94946 or office@nicasioschool.org. Notification at least 48 hours prior to the meeting will better enable the District to make reasonable accommodations in accordance with the Americans with Disabilities Act.



5555 Nicasio Valley Road, Nicasio, CA 94946
☎ 415.662.2184 / 📠 415.662.2250 / www.nicasioschool.org

2026-27 LCAP Local Indicators

What are the Local Control Accountability Plan (LCAP) and the CA School Dashboard?

The LCAP is an important component of the Local Control Funding Formula (LCFF), which changed the ways schools were funded in California beginning in 2013-14. All school districts are required to prepare an LCAP, which describes how they intend to meet annual goals for all pupils, with specific activities to address state and local priorities.

The California School Dashboard includes a concise set of state indicators and local indicators that are founded on the Local Control Funding Formula (LCFF) priorities but are also aligned to the measures required under Every Student Succeeds Act (ESSA). Those LCFF priorities for which there is no state level data collected are referred to as local indicators.

What are the five local indicators for districts?



Basic

- Teachers are appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching
- Every pupil has sufficient access to standards-aligned materials
- School facilities are in good repair.



* Goal 1 and Goal 2



Implementation of State Standards

- Implementation of the adopted academic content and performance standards.
- How the programs/services will enable English learners to access the CCSS and the ELD standards for purpose of gaining academic content knowledge and English language proficiency.

* Goal 1



Parent/Family Involvement

- Efforts the district makes to seek parent input in making decisions for the district and school sites.
- How the district promotes parental participation for unduplicated pupils.
- How the districts promoted parental participation in programs for individuals with exceptional needs.

* Goal 3



6

School Climate

- Pupil suspension and expulsion rates
- Other local measures (surveys of pupils, parents, teachers) on the sense of safety and school connectedness

* Goal 2



7

Course Access

- Broad course of study (all subject areas described in 51210 (a) to (i))
- Programs and services developed and provided to unduplicated pupils
- Programs/services provided to students with exceptional needs

* Goal 1 and Goal 2

NICASIO'S GOALS AT A GLANCE

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.
(State Priority 1, 2, 4, 7 and 8)

Action 1.1: Textbooks and materials- Access to current state-adopted textbooks and materials.

Action 1.2: Student assessments- Utilize benchmark assessments for reading and math proficiency in all grades, including a reading difficulties risk screener for students in grades K-2 (mCLASS). Implement a Student Study Team monitor progress of at-risk students.

**Contributing to increased/improved services*

Action 1.3: Placement for students with disabilities- Place students with disabilities in appropriate instructional programs and provide specialized services in accordance with Individualized Education Plan (IEP).

Action 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. **Contributing to increased/improved services*

Action 1.5: Attract and retain highly-qualified staff- Review Credential Monitoring Report provided by Marin County Office of Education. Maintain current configuration for school administration.

Action 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. **Contributing to increased/improved services*

Action 1.7: Classroom configuration- Support multi-grade classrooms with 3.0 FTE teachers.

Action 1.8: Enrollment- Update and maintain enrollment projections.

Action 1.9: Broad course of study- Provide enrichment programs to students in grades TK-8 (Visual Arts, Movement/Performing Arts, Music and PE).

Action 1.10: Technology- Maintain district technology infrastructure, software and hardware.

Goal 2: Student Wellness and Safety- Increase student connectedness and social-emotional health while ensuring facilities are up-to-date, functional and safe (State Priority 1, 5 and 6)

Action 2.1: Social-emotional learning- Implement a school- wide social emotional learning program.

Action 2.2: Counseling services- Provide individual/small group counseling services to identified students.

Action 2.3: Facilities inspection- Conduct an annual facilities inspection. Maintain membership in Marin Schools Insurance Authority JPA.

Action 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.

Action 2.5: Deferred maintenance- Maintain and monitor a deferred maintenance schedule.

Action 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.

Action 2.7: Risk management- Review facility risk management report provided by Keenan Insurance to identify and implement corrective action when necessary.

Action 2.8: Emergency preparedness and communication systems- Maintain emergency communication systems as well as preparedness training and supplies.

Action 2.9: Universal Meals program- Provide school breakfasts and lunches to students

Action 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.

Action 2.11: School Garden Program- Maintain a school garden that provides educational opportunities for students and supports our school wellness policy.

Goal 3: Family and Community Engagement- Ensure all families are active participants in the school community
(State Priority 3)

Action 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).

Action 3.2: Communication preferences- Identify the preferred communication methods of each parent/guardian.

Action 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.

Action 3.4: School board operation 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.

Action 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.

Since 1862

Board of Trustees

Elaine Doss, *Board President* ~ Matthew Pickett, *Trustee* ~ Mark Burton, *Trustee*

MINUTES

Regular Meeting of the Nicasio School District Board of Trustees

Wednesday, May 13, 2026 5pm

Nicasio School Library, 5555 Nicasio Valley Road, Nicasio, California

1. Opening Business

- a. Call to Order at 5:04 pm (*Elaine Doss – Board President*)
- b. Roll Call *Present* Trustees: **Matthew Pickett, Mark Burton, Elaine Doss** *Also in Attendance* **Superintendent/Principal Barbara Snekkevik, Chief Business Official Kirsten Starsiak, and District Secretary Leslie Hopkins**
- c. Patriotic Moment: Today is Stevie Wonder's 76th birthday. He's had hits from the age of 12. Happy birthday!
- d. Approval of Closed Session Agenda
Action: M/S: Pickett, Doss to approve the Closed Session Agenda **Vote: 3/0** Ayes: Pickett, Burton, Doss; Noes: None
- e. Public Comment on Closed Session Topics
There were no public comments.
- f. Immediately Adjourn to Closed Session

2. CLOSED SESSION

- a. The following Closed Session items are listed below in compliance with Government Code 54957.6 of the Brown Act:
 - i. CONFERENCE WITH LABOR NEGOTIATORS
Unrepresented Employee: Superintendent/Principal
- b. Recess to Closed Session to consider and/or take action upon any item on the Closed Session Agenda

3. Reconvene in Open Session

- a. Adjourn Closed Session and Reconvene Open Session: 5:22 pm
- b. Report Action Taken in Closed Session: The governing board reported that no action was taken in the Closed Session. The governing board requested the creation of a separate Superintendent salary schedule to be acted upon at next month's regular board meeting.

4. Approval and Adoption of Open Session Agenda (*Board President Doss*)

Action: M/S Burton, Pickett to approve and adopt the Open Session Agenda **Vote: 3/0** Ayes: Pickett, Burton, Doss; Noes: None

5. Reports

- a. Trustee/Superintendent/Principal Announcements (*Supt. Snekkevik*)
 - Trustee report: the Nicasio Historical Society has a board meeting in the beginning June, which is an opportunity for any donation requests

- Superintendent Report: Supt. Snekkevik attended the monthly superintendents' meeting. The Middle School Athletic League has hired an athletic director; Topics under discussion amongst the superintendents are smartphones, screen time, and artificial intelligence (AI). An AI board policy will be discussed in the 2026-27 school year. No update from the Water District but there is a community meeting on Thursday, May 14.
 - Events & Activities: April Life Skill, Stewardship; Open House, Apr. 2; Spring Break, Apr. 6-10; 8th grade visit to Archie Williams, April 30; Nicasio School Foundation annual fundraiser, May 2; Nicasio Landowners' Association (NLOA) held a meeting last week; May life skill: responsibility; Teacher Appreciation, May 5; State-wide CAASPP testing concludes on May 14; Sign of Suicide (SOS) program was delivered to the middle school, May 5; *Anything But A Backpack* spirit day, May 8; All Hands Ecology *Living with Lions* presentation to the 3-5 class May 8.
 - Staff Updates: monthly literacy support/coaching with Kristie Martinez, April 15; Training on Frontline, the new enterprise financial system for all districts in Marin County, April 21-22; *Inquiry through Play* training at MCOE, May 1.
 - Site Updates: Admin staff met virtually with the Office of Public School Construction (OPSC) to learn more about how to access modernization grants. Staff also participated in a virtual meeting with the team from Supporting America's School Infrastructure (SASI) to assist us with identifying needs and how to apply; An architect with SASI conducted a school site visit on May 7 to walk through the entire campus to identify items to include in the modernization project (e.g., roof replacement, HVAC, windows).
 - Upcoming Events: Walkathon, May 15; NSF meeting, May 18; LCAP Parent Advisory meeting, May 20; Golden Bell award ceremony with honoree Kim Travaglini-Lawrence, May 21; Movement Showcase, June 2; Math curriculum pilot training for 3 classroom teachers, June 4; Kindergarten promotion, June 10; 8th grade graduation, June 10; Last day of school, June 11.
- b. Water System Upgrade Report (*Supt. Snekkevik*): On April 30, Supt. Snekkevik received and signed the amendment for the extension through May 2028.
 - c. Facilities Report (*Supt. Snekkevik*): 5-Year Facilities plan is required to apply for modernization funds through the School Facilities Program (SFP).
 - d. 2025-26 Budget Update (*CBO Starsiak*): CBO Starsiak presented an update of the budgeted versus estimated actual expenditures and revenues for 2025-26. Some budget shifts have occurred due to increased expenditures for facilities repairs, extra duty costs and the revised ELOP allocation and anticipated expenses. Revised Special Education excess cost estimates were shared by MCOE for current and projection years. The trustees would like to know what drives the variability in Special Education excess cost and how it can be more accurately projected given that the fluctuations are material for small budgets. The public hearing for the preliminary budget is scheduled for June 17th.

6. Public Comment

There were no public comments.

7. Consent Agenda

- a. Approval of Minutes: April 1, 2026 Regular Meeting of the Board of Trustees (*Supt. Snekkevik*)
- b. Ratify Warrants Paid: April 2026 (*CBO Starsiak*)
- c. Extended Learning Opportunities Program 2025-26 MOU Revision (*Supt. Snekkevik*)
Action: M/S: Burton, Pickett to approve Consent Agenda items 7a through 7c **Vote: 3/0**
 Ayes: Pickett, Burton, Doss; Noes: None

8. Action

- a. First Reading of BP 4119.21 Professional Standards (*Supt. Snekkevik*) *Discussion/Action*
- b. First Reading of BP 4119.24 Maintaining Appropriate Adult-Student Interactions (*Supt. Snekkevik*) *Discussion/Action*
- c. First Reading of BP 5131 Conduct (*Supt. Snekkevik*) *Discussion/Action*
- d. First Reading of BP 5131.8 Mobile Communication Devices (*Supt. Snekkevik*) *Discussion/Action*
- e. First Reading of BP/AR 5132 Dress and Grooming (*Supt. Snekkevik*) *Discussion/Action*
- f. First Reading of BP/AR 5141.4 Child Abuse Prevention and Reporting (*Supt. Snekkevik*) *Discussion/Action*
- g. First Reading of BP/AR 5145.3 Nondiscrimination/Harassment (*Supt. Snekkevik*) *Discussion/Action*
- h. Consider Approval of Resolution 2025-26 #3 Specifications of the Election Order (*Supt. Snekkevik*) *Discussion/Action*
- i. Consider Approval of Resolution 2025-26 #4 School District Representatives (*Supt. Snekkevik*) *Discussion/Action*
- j. Consider Approval of Resolution 2025-26 #5 Five-Year Master Plan (*Supt. Snekkevik*) *Discussion/Action*
- k. Consider Approval of Resolution 2025-26 #6 Authorization to Sign on Behalf of Governing Board (*Supt. Snekkevik*) *Discussion/Action*
Action: M/S: Burton, Pickett to approve the board policies and administration regulations 8a-8g and to approve agenda items 8h-8k **Vote: 3/0** Ayes: Burton, Pickett, Doss; Noes: None
- l. Special Education Program Transfer (*Supt. Snekkevik*) *Discussion*
Action: M/S: Burton, Pickett to approve the Program Transfer letter **Vote: 3/0** Ayes: Burton, Pickett, Doss; Noes: None

9. Correspondence

- a. 2025-26 Second Interim Review, John Carroll, Superintendent, Marin County Office of Education, April 15, 2026 (*Supt. Snekkevik*)
Discussion: Trustees will respond to the letter regarding the variability in Special Education excess cost and the material impact on the budget.

10. Conclusion

- a. Agenda items for upcoming Board Agenda
Public Hearing, Local Control Accountability Plan and Budget
Public Hearing, 2026-27 Proposed Budget
Consider Approval of Inter-District Transfer Requests
Comprehensive School Safety Plan
- b. **Adjournment: M/S Burton, Pickett** to adjourn at 6:30 pm **Vote: 3/0** Ayes: Burton, Pickett, Doss; Noes: None

Respectfully Submitted,

Leslie Hopkins

☐ Unadopted ☐ Adopted

Mark Burton, Board Clerk

Nicasio School District

Since 1862

Board of Trustees

Elaine Doss, *Board President* ~ Matthew Pickett, *Trustee* ~ Mark Burton, *Trustee*

To: Nicasio School District Board of Trustees
From: Kirsten Starsiak, Chief Business Official
Date: June 18, 2026
Re: Consent: Accounts Payable Warrants for Batches 33-38

Objective: To Approve Monthly Warrants

Background:

Warrants are processed monthly and reflect expenditures for Nicasio School District. Payments include district operations, CALPADS reporting support, tree trimming and grounds maintenance, hip-hop class, health benefits, universal meals, water delivery, water testing for PFAS, grounds maintenance and school garden.

Funding Source/Cost: All Funding Sources - \$32,549.59

Current Year: May 1 – June 10, 2026

Batches: 0033-0038

Recommendation:

Staff recommends approval of the accounts payable warrants as presented.

Marin County Office of Education
 COMMERCIAL WARRANT REGISTER
 FOR WARRANTS DATED 05/06/2026
 DISTRICT: 031 NICASIO SCHOOL DISTRICT
 BATCH: 0033 BATCH 33
 FUND : 01 GENERAL FUND

WARRANT REQ#	VENDOR/ADDR REFERENCE	NAME (REMIT) LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	ABA NUM	ACCOUNT NUM	DESCRIPTION	AMOUNT
20447509	001584/	ALPINE SPRINGS WATER DIXT.														
		PO-260003	2.	01	-0000	-0	-4315	00	-0000	-8200	-000	-000			95137	98.50
																\$98.50
		WARRANT TOTAL														
20447510	000568/	AT&T														
		PO-260006	1.	01	-0000	-0	-5970	00	-0000	-2700	-000	-000			25110778	131.48
																\$131.48
		WARRANT TOTAL														
20447511	001572/	BENJAMIN DONNER														
		PO-260097	1.	01	-6770	-0	-5840	00	-1131	-1010	-000	-000			4.28.26	495.00
																\$495.00
		WARRANT TOTAL														
20447512	001461/	GREAT AMERICA FINANCIAL SVCS.														
		PO-260019	3.	01	-0000	-0	-5840	00	-0000	-2700	-000	-000			41797167	140.52
																178.74
		WARRANT TOTAL														\$319.26
20447513	001547/	MARGARITA LAFRANCHI														
		PV-260098		01	-0000	-0	-5230	00	-0000	-3700	-000	-000			Mileage reimbursement April	65.98
																\$65.98
		WARRANT TOTAL														
20447514	001149/	MARIN COUNTY OFFICE OF ED														
		PO-260082	1.	01	-0000	-0	-5840	00	-0000	-7700	-000	-000			260374	1,138.54
																\$1,138.54
		WARRANT TOTAL														
20447515	000007/	ODP BUSINESS SOLUTIONS LLC														
		PO-260124	1.	01	-1100	-0	-4300	00	-1110	-1010	-000	-345	-000		464552261001	94.66
																15.80
		WARRANT TOTAL														
		PO-260128	1.	01	-1100	-0	-4300	00	-1110	-1010	-000	-345	-000		464552260001	36.78
																39.38
		WARRANT TOTAL														
20447516	000012/	P G & E														
		PO-260032	1.	01	-0000	-0	-5510	00	-0000	-8200	-000	-000			8516765363-4	1,331.19

Marin County Office of Education
COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 05/13/2026

APY250 L..00.07
DISTRICT: 031 NICASIO SCHOOL DISTRICT
BATCH: 0034 BATCH 34
FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	ABA NUM	ACCOUNT NUM	DESCRIPTION	AMOUNT
20448118	001204/		EVERON LLC															
			PO-260016	1.	01	0000	0	5620	00	0000	8300	0000	0000	0000		160844417		164.62
																		\$164.62
20448119	000284/		EXPLORATORIUM															
			PV-260099		01	9315	0	5819	00	1110	1010	0000	678	0000			Field trip 6.3 deposit	205.00
																		\$205.00
20448120	001538/		KELI E HONSBERGER															
			PV-260100		01	0000	0	5230	00	0000	3700	0000	0000	0000			Meal transport April 2026	92.37
																		\$92.37
20448121	001595/		Leslie Hopkins															
			PV-260101		01	0000	0	5230	00	0000	3700	0000	0000	0000			Meal transport April 2026	39.59
																		\$39.59
20448122	001547/		MARGARITA LAFRANCHI															
			PV-260102		01	0000	0	5230	00	0000	3700	0000	0000	0000			Meal transport April 2026	65.98
																		\$65.98
20448123	001149/		MARIN COUNTY OFFICE OF ED															
			PV-260104		01	0000	0	9526	00	0000	0000	0000	0000	0000			260343 Ferris Health May	1,136.00
					01	0000	0	9526	00	0000	0000	0000	0000	0000			260343 Hopkins Health May	2,854.00
					01	0000	0	9526	00	0000	0000	0000	0000	0000			260343 Young Health May	3,384.00
					01	0000	0	9529	00	0000	0000	0000	0000	0000			260343 Ferris Vision May	18.49
					01	0000	0	9529	00	0000	0000	0000	0000	0000			260343 Hopkins Vision May	16.36
					01	0000	0	9529	00	0000	0000	0000	0000	0000			260343 Young Vision May	18.49
					01	0000	0	9529	00	0000	0000	0000	0000	0000			260343 Wolf COBRA Vision May	17.73
																		\$7,445.07
20448124	001002/		REVOLVING CASH FUND															
			RC-260001		01	0000	0	5960	00	0000	2700	0000	0000	0000			Stamps	156.00
																		\$156.00

APY250 L.00.07

Marin County Office of Education
COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 05/13/2026

06/13/26 PAGE 2

DISTRICT: 031 NICASIO SCHOOL DISTRICT
BATCH: 0034 BATCH 34
FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	REQ#	REFERENCE
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ABA NUM	ACCOUNT	NUM
		DESCRIPTION

AMOUNT

20448125 001601/ Inc. Riverside Community Care

PO-260133 1. 01-1100-0-5840.00-1110-1010-000-000-000
WARRANT TOTAL

500.00
\$500.00

20448126 001272/
RAUL SALDANA

PO-260037 1. 01-0000-0-5840.00-0000-8100-000-000-000
WARRANT TOTAL

450.00
\$450.00

20448127 001418/ BARBARA SNEKKEVIK

PV-260103	01-0000-0-5230.00-0000-3700-000-000-000	Meal transport April 2026
	WARRANT TOTAL	

13.20
\$13.20

***	FUND	***
***	TOTALS	***

TOTAL NUMBER OF CHECKS:	10
TOTAL ACH GENERATED:	0
TOTAL EFT GENERATED:	0
TOTAL PAYMENTS:	10

TOTAL AMOUNT OF CHECKS:
TOTAL AMOUNT OF ACH:
TOTAL AMOUNT OF EFT:
TOTAL AMOUNT:

\$9,131.83*
\$.00*
\$.00*
\$9,131.83*

BATCH TOTALS

TOTAL NUMBER OF CHECKS:	10
TOTAL ACH GENERATED:	0
TOTAL EFT GENERATED:	0
TOTAL PAYMENTS:	10

TOTAL AMOUNT OF CHECKS:
TOTAL AMOUNT OF ACH:
TOTAL AMOUNT OF EFT:
TOTAL AMOUNT:

\$9,131.83*
\$.00*
\$.00*
\$9,131.83*

*** DISTRICT TOTALS ***

TOTAL NUMBER OF CHECKS:	10
TOTAL ACH GENERATED:	0
TOTAL EFT GENERATED:	0
TOTAL PAYMENTS:	10

TOTAL AMOUNT OF CHECKS:	
TOTAL AMOUNT OF ACH:	
TOTAL AMOUNT OF EFT:	
TOTAL AMOUNT:	

\$9,131.83*
\$.00*
\$.00*
\$9,131.83*

F M KTMPasfp{LKmdslfJWREJ

APY250 L,00.07
DISTRICT: 031 NICASIO SCHOOL DISTRICT
BATCH: 0035 BATCH 35
FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR REQ#	NAME (REMIT) REFERENCE LN	FD RESC Y	OBJT SO GOAL	FUNC LOC ACT	GRP	ABA NUM	ACCOUNT NUM	DESCRIPTION	AMOUNT
20448750	001584/	ALPINE SPRINGS WATER DIST.								
		PO-260003	2.	01-0000-0-4315.00-0000-8200-000-000-000			96266			80.50
										\$80.50
20448751	000807/	JERRY & DON'S PUMP & WELL								
		PO-260023	1.	01-0000-0-5535.00-0000-8200-000-000-000			0183655-IN			1,376.23
										\$1,376.23
20448752	001602/	Madison Domingos								
		PV-260105	01-2600-0-5840.00-1110-3600-000-000-000				Mileage reimbursement			65.98
										\$65.98
20448753	000007/	ODP BUSINESS SOLUTIONS LLC								
		PO-260132	1.	01-0000-0-4300.00-0000-8200-000-000-000			465179784002			13.48
			1.	01-0000-0-4300.00-0000-8200-000-000-000			465209521001			31.61
			1.	01-0000-0-4300.00-0000-8200-000-000-000			465179784001			150.61
										\$195.70
20448754	000021/	RECOLOGY SONOMA MARIN								
		PO-260034	1.	01-0000-0-5550.00-0000-8200-000-000-000			59234509			445.78
										\$445.78
20448755	000518/	SHORELINE UNIFIED SCHOOL DIST								
		PO-260046	1.	01-0000-0-5840.00-0000-3700-000-000-000			SUSD 2025-26 Food service			2,857.95
		PO-260134	1.	01-2600-0-5840.00-1514-1020-000-000-000			ELOP-26.1			1,900.00
										\$4,757.95
*** FUND TOTALS ***		TOTAL NUMBER OF CHECKS:	6				TOTAL AMOUNT OF CHECKS:			\$6,922.14*
		TOTAL ACH GENERATED:	0				TOTAL AMOUNT OF ACH:			\$.00**
		TOTAL EFT GENERATED:	0				TOTAL AMOUNT OF EFT:			\$.00**
		TOTAL PAYMENTS:	6				TOTAL AMOUNT:			\$6,922.14*
*** BATCH TOTALS ***		TOTAL NUMBER OF CHECKS:	6				TOTAL AMOUNT OF CHECKS:			\$6,922.14*
		TOTAL ACH GENERATED:	0				TOTAL AMOUNT OF ACH:			\$.00**
		TOTAL EFT GENERATED:	0				TOTAL AMOUNT OF EFT:			\$.00**
		TOTAL PAYMENTS:	6				TOTAL AMOUNT:			\$6,922.14*
*** DISTRICT TOTALS ***		TOTAL NUMBER OF CHECKS:	6				TOTAL AMOUNT OF CHECKS:			\$6,922.14*
		TOTAL ACH GENERATED:	0				TOTAL AMOUNT OF ACH:			\$.00**
		TOTAL EFT GENERATED:	0				TOTAL AMOUNT OF EFT:			\$.00**
		TOTAL PAYMENTS:	6				TOTAL AMOUNT:			\$6,922.14*

APY250 L.00.07 Marin County Office of Education
 DISTRICT: 031 NICASIO SCHOOL DISTRICT
 BATCH: 0038 BATCH 38 COMMERCIAL WARRANT REGISTER
 FUND : 01 GENERAL FUND FOR WARRANTS DATED 06/10/2026

WARRANT	VENDOR/ADDR	REQ#	REFERENCE	LN	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	ABA	NUM	ACCOUNT	DESCRIPTION	AMOUNT
20450774	001584/		ALPINE SPRINGS WATER DIXT.																
			PO-260003	2.	01	-0000	-0	-4315	.00	-0000	-8200	-000	-000	-000		98107			89.50
																			\$89.50
20450775	001572/		BENJAMIN DONNER																
			PO-260097	1.	01	-6770	-0	-5840	.00	-1131	-1010	-000	-000	-000		5.26.26			506.25
																			\$506.25
20450776	001204/		EVERON LLC																
			PO-260016	1.	01	-0000	-0	-5620	.00	-0000	-8300	-000	-000	-000		160998229			164.62
																			\$164.62
20450777	001461/		GREAT AMERICA FINANCIAL SVCS.																
			PO-260019	3.	01	-0000	-0	-5840	.00	-0000	-2700	-000	-000	-000		42055236			300.64
																			\$300.64
20450778	001538/		KELI E HONSBERGER																
			PV-260111		01	-0000	-0	-5230	.00	-0000	-3700	-000	-000	-000		Meal transport May			79.17
																			\$79.17
20450779	001595/		Leslie Hopkins																
			PV-260112		01	-0000	-0	-5230	.00	-0000	-3700	-000	-000	-000		May meal transport			65.97
																			\$65.97
20450780	000807/		JERRY & DON'S PUMP & WELL																
			PO-260023	1.	01	-0000	-0	-5535	.00	-0000	-8200	-000	-000	-000		0184188-IN			1,280.44
																			\$1,280.44
20450781	001580/		MOIRA KUHN																
			PV-260116		01	-9331	-0	-4300	.00	-0000	-8200	-000	-000	-000		Heal Grant reimbursement			897.32
																			\$897.32
20450782	001547/		MARGARITA LAFRANCHI																
			PV-260113		01	-0000	-0	-5230	.00	-0000	-3700	-000	-000	-000		May meal transport			65.97
																			\$65.97
20450783	000007/		ODP BUSINESS SOLUTIONS LLC																
			PO-260137	1.	01	-0000	-0	-4300	.00	-0000	-2700	-000	-000	-000		470124812001			236.06

Nicasio School District

Agenda Item # 5d

Since 1862

Board of Trustees

Elaine Doss, *Board President* ~ Matthew Pickett, *Trustee* ~ Mark Burton, *Trustee*

To: Nicasio School District Board of Trustees
From: Barbara Snekkevik, Superintendent/Principal
Date: June 18, 2026
Re: Consent: Professional Services Agreement with Magnolia Global Academy for Leaders

Objective:

To approve the Professional Services Agreement with Magnolia Global Academy for Leaders to implement Magnolia Project's Career Exploration program for 7th and 8th grade students.

Background:

Nicasio School is part of a West Marin Consortium of all four public schools (Bollinas-Stinson, Nicasio, West Marin-Inverness and Lagunitas) that will jointly implement and coordinate Magnolia Project's Career Exploration program for 7th and 8th grade students. Magnolia Project's Middle School Career Explorations pathway is a semester-long, hands-on, work-based learning program. Magnolia Project will provide curriculum and implementation support for all three phases of the program: 1) Pre-Career Exploration Preparation, 2) Immersive Experience (February 23 - 26, 2027) and 3) Post-Career Exploration Curriculum.

Funding Source/Cost:

This program has been fully funded by the West Marin Fund. The District will pay for substitute teachers as needed to participate.

Recommendation:

Recommendation: Staff recommends approval of the Professional Services Agreement with Magnolia Global Academy for Leaders to implement Magnolia Project's Career Exploration program for 7th and 8th grade students.

**MAGNOLIA GLOBAL ACADEMY FOR LEADERS, dba Magnolia Project
PROFESSIONAL SERVICES AGREEMENT**

This Magnolia Global Academy For Leaders Professional Services Agreement (Agreement) is entered into by and between Magnolia Global Academy For Leaders, dba Magnolia Project, a California nonprofit public benefit corporation at 1410 Neotomas Blvd., Suite 200, Santa Rosa, CA 95405 (hereinafter, Magnolia Project) and the undersigned Nicasio School District, whose business address is set forth under their signature at the end of this Agreement (hereinafter, The School District). Magnolia Project and The School District are sometimes referred to together as the "Parties".

RECITALS

WHEREAS, The School District wishes to have Magnolia Project provide it with services relating to the Magnolia Project Career Explorations Program (the Program), which is more fully described in the Scope of Work attached to this Agreement as Exhibit A and made a part hereof (the Program); and

WHEREAS, Magnolia Project is agreeable to providing its services necessary for The School District to implement the Program; and

WHEREAS, In consideration of these recitals and the promises set forth in this Agreement, the sufficiency of which consideration is hereby acknowledged and accepted by the Parties, Magnolia Project and The School District agree to the terms set forth in this Agreement.

AGREEMENT

1. SERVICES TO BE RENDERED

A. Services. The School District retains Magnolia Project to perform all services necessary to facilitate the Program (the Services), which Program is the property of Magnolia Project, as more fully set forth in this Agreement.

B. Collaboration; Sole Right to Control. The School District agrees that it shall work collaboratively with Magnolia Project to assist with its performance of the services provided to the School District pursuant to this Agreement, provided that Magnolia Project retains the right to control or direct the manner in which the Services are to be performed.

2. PAYMENT FOR SERVICES

The School District will pay Magnolia Project for its Services as described in the attached Exhibit A according to the payment schedule set forth in the attached Exhibit B. Magnolia Project will bear its own expenses incurred in performance of this Agreement except as expressly set forth on Exhibit A.

**MAGNOLIA GLOBAL ACADEMY FOR LEADERS, dba Magnolia Project
PROFESSIONAL SERVICES AGREEMENT**

3. TERM

A. Term. The term of this Agreement will commence on the effective date of this Agreement, which shall be the date on which all parties have executed the agreement (the Effective Date) and continue until the following date: **June 1st, 2027.**

B. Termination. Either party may only terminate this Agreement for cause following written notice delivered to the other specifying a material breach in performance of this Agreement by the other party hereto, which breach said party thereafter fails to cure within ten (10) days following its receipt of such notice. Absent a valid termination of this Agreement by The School District following the protocols set forth herein, The School District will be liable for timely payment of all sums due to Magnolia Project under this Agreement, whether or not The School District fulfills its duties and responsibilities relating to implementation of the Program.

4. RELATIONSHIP OF PARTIES

A. Independent Contractor Status. The relation created between The School District and Magnolia Project by this Agreement is that of Principal and Independent Contractor. The School District is interested only in the result obtained by Magnolia Project in performance of the duties described herein and Magnolia Project shall have sole control of the manner and means of performing hereunder.

B. Tools and Equipment. Magnolia Project will supply all equipment, tools, materials, and supplies necessary to perform the services under this Agreement, unless otherwise requested by Magnolia Project.

C. Performance of Duties. The Magnolia Project will work autonomously and not at the direction of The School District. However, the Contractor will be responsive to the reasonable needs and concerns of The School District including scheduling the Program to fit the school day and school schedule as necessary.

D. Taxes and Benefits. The School District will not withhold any amounts for payment of taxes from Magnolia Project's compensation and Magnolia Project agrees that it is its exclusive responsibility to pay all local, state, and federal taxes related to this Agreement. Neither FICA (Social Security), FUTA (Federal Employment), nor local, state, or federal income taxes will be withheld from payments from The School District to Magnolia Project.

E. Insurance. Magnolia Project agrees to carry general liability and automobile liability insurance, as well as workers' compensation insurance if such coverage is necessitated by Magnolia Project's activities during this period.

F. No Agency Relationship. Magnolia Project has no right to act as an agent for The School District and has an obligation to notify any involved parties that it is not an agent of the Recipient.

5. ASSIGNMENT

A. No Assignment. Magnolia Project may select any employees or subcontractors it wishes to perform the Services and fulfill its obligations under this Agreement, for which The School District approval is not required.

MAGNOLIA GLOBAL ACADEMY FOR LEADERS, dba Magnolia Project
PROFESSIONAL SERVICES AGREEMENT

B. No assignment or transfer of any interest of Magnolia Project or The School District in this Agreement shall occur without the written consent of the other.

6. OWNERSHIP OF WORK PRODUCT

A. All intellectual property and related material (Intellectual Property) that is developed or produced under this Agreement will be the property of Magnolia Project and will not be classified as a "work for hire".

B. The School District is granted a non-exclusive limited use license of the Intellectual Property used by Magnolia Project in performing the Services under this Agreement. Upon expiration or earlier termination of this Agreement by either party, The School District is not permitted to continue to use the Program or any materials provided by Magnolia Project without entering into a new written agreement with Magnolia Project.

7. CONFIDENTIALITY

A. Confidential Information of The School District (the "Confidential Information of The School District ") refers to any data or information relating to the business of The School District which would reasonably be considered to be proprietary to The School District including, but not limited to, accounting records, business processes, and client records and that is not generally known and where the release of that Confidential Information could reasonably be expected to cause harm to The School District

B. Magnolia Project agrees that it shall not disclose, divulge, reveal, report or use, for any purpose, any Confidential Information of The School District which it has obtained, except as authorized by The School District or as required by law.

C. Confidential information of Magnolia Project (the "Confidential Information of Magnolia Project") refers to any data or information relating to the business of Magnolia Project which would reasonably be considered to be proprietary to Magnolia Project, including, but not limited to, accounting records, business processes, and client records and that is not generally known and where the release of that Confidential Information of Magnolia Project could reasonably be expected to cause harm to Magnolia Project.

D. The School District agrees that it shall not disclose, divulge, reveal, report or use, for any purpose, any Confidential Information of Magnolia Project which it has obtained, except as authorized by Magnolia Project or as required by law.

E. The mutual obligations of confidentiality set forth in this paragraph will apply during the term of this Agreement and will survive indefinitely upon termination of this Agreement.

8. NO EXCLUSIVITY.

The Parties acknowledge that this Agreement is non-exclusive and that The Magnolia Project will be free, during and after the Term hereof, to engage or contract with third parties for the provision of services similar to the Services provided under this Agreement.

**MAGNOLIA GLOBAL ACADEMY FOR LEADERS, dba Magnolia Project
PROFESSIONAL SERVICES AGREEMENT**

9. RETURN OF PROPERTY

Upon the termination of this Agreement, Magnolia Project will return to The School District any property, documentation, records or Confidential Information of The School District and The School District will return to Magnolia Project any property, documentation, records or Confidential Information of Magnolia Project.

10. INDEMNIFICATION

Except to the extent paid in settlement from any applicable insurance policies, and to the extent permitted by applicable law, each Party agrees to indemnify and hold harmless the other Party, and its respective directors, shareholders, affiliates, officers, agents, employees, and permitted successors and assigns against any and all claims, losses, damages, liabilities, penalties, punitive damages, expenses, reasonable legal fees and costs of any kind or amount whatsoever, which result from or arise out of any act or omission of the indemnifying party, its respective directors, shareholders, affiliates, officers, agents, employees, and permitted successors and assigns that occurs in connection with this Agreement. This indemnification will survive the termination of this Agreement.

11. TIME COMMITMENT/FLEXIBILITY/STAFF BUY-IN

A. Commitment. Magnolia Project requires The School District, including its full administrative and teaching staff, to support and accommodate The Program and its requirements. The School District and its staff hereby commit to using the Magnolia Project's curriculum during the school day, which shall include permitting students to participate in off-campus career explorations and/or apprenticeships during the school day. The School District agrees that its staff members will fully cooperate with the Program requirements as designed by the Magnolia Project and be actively involved as partners. The School District will fully support The Program and commit to implementing The Program as designed by Magnolia Project. The Parties agree that The School District's failure to live up to the commitments of time and staff that is set forth herein shall constitute grounds for termination of this Agreement by Magnolia Project.

B. Communication. The School District agrees that The School District and its staff shall respond to requests from Magnolia Project for support in a timely manner, which responses shall take no longer than 7-10 business days unless otherwise specified by Magnolia Project.

12. MAGNOLIA PROJECT TO BE NAMED AS ADDITIONAL INSURED

A. The School District agrees to add Magnolia Project (i.e., "Magnolia Global Academy for Leaders") to its liability policy as an additional insured pursuant to ISO Form CG 20 26 11 85 ADDITIONAL INSURED- DESIGNATED PERSON OR ORGANIZATION. The additional insured coverage afforded by the Magnolia Project shall be for both ongoing operations and products-completed operations. The additional insured coverage shall apply on a primary and noncontributory basis. The School District agrees to provide Magnolia Project with a Certificate of Insurance and Endorsement(s) evidencing Magnolia Project's status as an additional insured under its liability insurance and that such additional insured coverage is primary to any insurance maintained by Magnolia Project. The School District agrees that this Agreement may be terminated at any time by the Magnolia Project for The School District's failure to provide proof of such additional insured status and at any time during the pendency of this Agreement.

**MAGNOLIA GLOBAL ACADEMY FOR LEADERS, dba Magnolia Project
PROFESSIONAL SERVICES AGREEMENT**

13. LEGAL BACKGROUND CHECKS AND FINGERPRINTING

A. Pursuant to the provisions of California Education Code § 10911.5, every contractor and/or volunteer who will have direct contact with minors, shall be fingerprinted before providing any services. Magnolia Project agrees to have itself and any of its employees and volunteers providing services to The School District pursuant to this agreement, submit to a fingerprinting process prior to performing said services. The fingerprinting process shall be as subscribed by The School District and the one-time-only cost shall be paid by The School District for itself and any of its employees and volunteers. Magnolia Project shall not use an employee or volunteer who fails to receive a satisfactory fingerprint report (e.g. clear of certain criminal offenses) in the service of this agreement.

14. ARBITRATION

A. Arbitration With JAMS. Any dispute, claim or controversy arising out of or relating to this Agreement or the breach, termination, enforcement, interpretation or validity thereof, including the determination of the scope or applicability of this agreement to arbitrate, shall be determined by arbitration in Santa Rosa, California before one arbitrator. At the option of the first to commence an arbitration, the arbitration shall be administered by JAMS pursuant to its Streamlined Arbitration Rules and Procedures. Judgment on the Award may be entered in any court having jurisdiction. This clause shall not preclude parties from seeking provisional remedies in aid of arbitration from a court of appropriate jurisdiction

B. Each party will be responsible for any fees and costs, including, but not limited to, attorney's fees resulting from the arbitration. The party that loses the arbitration will pay to the prevailing party any fees and costs incurred by the prevailing party, including, but not limited to, reasonable attorney's fees.

15. NOTICE

Any notice required under this Agreement shall be deemed delivered: (1) 5 days following deposit in the U.S. Mail, first class, postage prepaid; (2) via personal delivery by either party to the other, which shall be effective upon receipt by the party to whom such notice is delivered; (3) via reliable overnight delivery by either party upon receipt; or (4) via Email provided the other party expressly acknowledges receipt of the email, which shall be effective at the time of such acknowledgment, if sent to the following addresses:

(a) Magnolia Projects Address: Magnolia Global Academy for Leaders, 1410
Neotomas Avenue, Suite 200 Santa Rosa, CA 95405;

Magnolia Project's Email: gia@magnolia-project.org, info@magnolia-project.org

(b) The School District's Address: See address and email listed below
signature at the end of this Agreement.

**MAGNOLIA GLOBAL ACADEMY FOR LEADERS, dba Magnolia Project
PROFESSIONAL SERVICES AGREEMENT**

16. GOVERNING LAW AND VENUE

Governing Law/Venue. This Agreement shall be governed and interpreted in accordance with the laws of the State of California. Venue of any action arising from or relating to this Agreement shall be in Sonoma County, California, or if in federal court, then venue shall be in the United States District Court in either Oakland or San Francisco, California.

17. GENERAL PROVISIONS

A. Severability. Should any portion of this Agreement be found to be invalid or unlawful, the remainder of the Agreement shall continue to be enforceable.

B. Force Majeure. To the extent caused by *force majeure*, no delay, failure or default of performance of any obligation by either party will constitute a breach of this Agreement, including, but not limited to, reason of any pandemic, epidemic, strike, labor troubles, act of God, natural disaster or any other cause whatsoever.

C. Controlling Agreement. The parties' entire understanding is set forth in this Agreement. Any prior or contemporaneous promises or understandings are superseded by the terms of this Agreement. In the event of any conflict between the provisions of this Agreement and the provisions contained in any contract, sales or order forms, acknowledgments, invoices, purchase orders, or other policy statements used by Company or Magnolia Project, the provision of this Agreement shall control.

D. Entire Agreement. The parties' entire understanding is set forth in this Agreement. Any prior or contemporaneous promises or understandings are superseded by the terms of this Agreement, which may only be amended or altered by a writing signed by the parties specifically referring to this Agreement.

**MAGNOLIA GLOBAL ACADEMY FOR LEADERS, dba Magnolia Project
PROFESSIONAL SERVICES AGREEMENT**

IT IS SO AGREED.

MAGNOLIA PROJECT: Magnolia Global Academy for Leaders, dba Magnolia Project

Dated: _____

By: _____ (Signature)

_____ (Printed Name and Title)

THE SCHOOL DISTRICT:

_____ (Fill in Complete Name of The
School District)

Dated: _____

By: _____ (Signature)

_____ (Printed Name and Title)

_____ (email address)

_____ (district address)

**MAGNOLIA GLOBAL ACADEMY FOR LEADERS, dba Magnolia Project
PROFESSIONAL SERVICES AGREEMENT**

Section A: LIST OF SERVICES TO BE PROVIDED: WEST MARIN CONSORTIUM

Magnolia Project will provide one semester-long **Middle School (8th Grade) Career Exploration Pathway** for all 7th and 8th grade students at Nicasio School, as part of the **West Marin Consortium**.

The West Marin Consortium is a collaborative of three public schools, Bolinas-Stinson School, Nicasio School, and Lagunitas Community School, that will jointly implement and coordinate Magnolia Project's Career Exploration program for their middle school and/or 8th grade students.

Nicasio School District and Nicasio School agree to fully participate in the West Marin Consortium and is responsible for the following:

- Actively participating in the West Marin Consortium and all West Marin Consortium meetings
- Transporting teachers and students to and from the San Geronimo Valley Community Center for shared activities, including staff professional development, student interview day, and the three-day immersive Career Exploration program
- Providing lunch for all participating students
- Coordinating additional student transportation to and from off-campus Career Exploration sites within Pt Reyes station or the San Geronimo Valley (depending on student placements)
- Ensuring that designated teaching staff attend all Magnolia Project professional development sessions held at the San Geronimo Valley Community Center in Spring 2027

1. **Middle School Career Explorations Pathway:** Magnolia Project's Middle School Career Explorations pathway is a semester-long, hands-on, work based learning program. **Magnolia Project will provide curriculum and implementation support for all three phases of the program:**

- a. **Phase 1:** Pre-Career Exploration Preparation: Students will complete at least 5 sessions of Magnolia Project's Pre-Career Explorations Curriculum, to help students identify their passions and prepare them for success in their off-campus Career Exploration experience. *Nicasio School will have access to all of Magnolia Project's pre and post work curriculum, and it is highly recommended that students complete as many lessons as possible.*
- b. **Phase 2:** Students will spend three consecutive days (approx. 18 hours) participating in an on or-off campus hands-on Career Exploration experience, facilitated by a trained, vetted Magnolia Project mentor.
 - i. During the three-day immersive program, students will be physically located either at San Geronimo Valley Community Center

**MAGNOLIA GLOBAL ACADEMY FOR LEADERS, dba Magnolia Project
PROFESSIONAL SERVICES AGREEMENT**

- ii. During the four-day immersive program, students will either be located at San Geronimo Valley Community Center or placed off-campus at a local business, nonprofit, or government agency in Point Reyes Station or in the San Geronimo Valley
 - iii. **Please note:** All student transportation to the San Geronimo Valley Community Center and off-campus Career Exploration sites will be provided exclusively by Nicasio School and Nicasio School District. **Magnolia Project is not responsible for transporting students.** While Magnolia Project staff may accompany students on school buses to and from their Exploration sites in certain cases, all transportation logistics: including vehicles, drivers, and liability: remain the sole responsibility of Nicasio School District.
- a. **Phase 3:** Students will complete an additional 4+ sessions of Magnolia Project's Post-Career Exploration Curriculum, which will prepare them to do a Presentation of Learning about their experience, and craft a Thank You Note to their Mentor. *Nicasio School and Nicasio School District will have access to all of Magnolia Project's pre and post work curriculum, and it is highly recommended that students complete as many lessons as possible.*

A Note about Mentors & Business Site Placements

While we strive to offer a diverse range of Career Exploration opportunities and connect students with mentors from various backgrounds and industries, ***Magnolia Project cannot guarantee specific experiences for individual students.*** Final decisions regarding mentor placements at school sites rest with the Magnolia Project and are based on several factors including mentor availability, the availability of school/community facilities, and the logistical requirements of our program.

A Note about Magnolia Project & School Site Collaboration

Magnolia Project and the School will engage in a collaborative partnership to ensure smooth and effective program implementation. The School will work in good faith to honor the integrity of Magnolia Project's program model and support its successful delivery, while Magnolia Project will remain responsive to the School's needs and feedback. This mutual commitment is essential to providing students with a cohesive and meaningful career exploration experience.

A Note About Program Customization

Magnolia Project recognizes that each school community has unique goals and priorities, and schools are welcome to customize aspects of their program experience to best meet their needs, particularly within the pre-work and post-work curriculum. Schools may invite community guests, incorporate school-specific projects, or adapt certain presentation components to align with their local context.

Magnolia Project is not able to customize the structure, staffing model, schedule, or implementation of the core four-day immersive mentor experience, as consistency across our school sites are essential to maintaining program quality, mentor preparation, and student experience.

**MAGNOLIA GLOBAL ACADEMY FOR LEADERS, dba Magnolia Project
PROFESSIONAL SERVICES AGREEMENT**

Magnolia Project provides the following services as part of our Pathways Programs:

Service	Description
Magnolia Project's Semester-Long Career Exploration Pre and Post Work curriculum	Comprehensive, step by step curriculum that prepares students for success in their off-campus Career Exploration experience.
Teacher Professional Development and Training	1 half day training sessions (approximately 4 hours) to prepare teachers to facilitate the MP pathways programs, curriculum and procedures.
Off Campus Career Exploration Recruitment	MP actively finds, secures Career Exploration, and mentors tailored to your specific community.
Vetting of Placements, Background Checks for Mentors and Mentor Training,	MP facilitates all vetting and training of mentors and various Career Exploration placements. Site visits are facilitated pre-program for high risk industries.
Contracts and Permission Slips	MP provides all permission slips, contracts and paperwork documentation for parents, students and mentors/businesses participating in the program.
Liability Insurance	MP carries GL insurance, we work with districts to ensure that all insurance needs are met. MP collects insurance information for all business mentors/sites.
Program Implementation Support	MP provides a dedicated program coordinator to the school site to assist teachers with facilitating and managing various aspects of the program to ensure smooth delivery of services.
On-Call/Emergency Services during the off off-campus experience	MP acts as an emergency contact/direct point of contact, along with a representative from the district, for students/mentors/parents during the off-campus experience.
Site Visits	MP assists with the facilitation of site visits, and accompanying staff during Phase 2 of the program.
Snacks	Magnolia Project will provide snacks for all students participating in Career Exploration programs, both on- and off-campus. It is the sole responsibility of the school district to ensure that lunch is provided for all participating students.

**MAGNOLIA GLOBAL ACADEMY FOR LEADERS, dba Magnolia Project
PROFESSIONAL SERVICES AGREEMENT**

PAYMENT SCHEDULE

There is **no cost** to Nicasio School District for participation in Magnolia Project's Career Exploration program. The full program cost will be covered by a grant from the West Marin Fund.

However, to ensure successful implementation of the program, Nicasio School District is responsible for the following:

- Covering the cost of substitute teachers for staff participation in Magnolia Project professional development and Career Exploration activities
- Appointing a Teacher Leader to implement Magnolia Project's pre- and post-work curriculum and serve as the primary liaison for logistics, student needs, and communication
- Providing appropriate on-campus facilities and classroom space for Career Exploration pre- and post-work activities
- Actively participating in West Marin Consortium planning, coordination, and implementation efforts
- Supporting communication with students and families regarding program participation, schedules, permissions, and expectations
- Distributing, collecting, and tracking all required student paperwork (e.g., permission slips, media releases, emergency contact forms)
- Supplying breakfast and lunch for all participating students during both on- and off-campus program days
- Transporting students to and from West Marin–Inverness School for shared activities (e.g., professional development, interview day, and the four-day immersive experience)
- Coordinating additional student transportation to and from off-campus Career Exploration sites as needed, in partnership with other West Marin Consortium schools
- Ensuring designated teaching staff attend all required Magnolia Project professional development sessions in Spring 2027
- Collaborating closely with Magnolia Project staff on scheduling, student support, and overall program implementation

No payment will be invoiced to the Nicasio School District.

Nicasio School District

Since 1862

Agenda Item # 5e

Board of Trustees

Elaine Doss, *Board President* ~ Matthew Pickett, *Trustee* ~ Mark Burton, *Trustee*

To: Nicasio School District Board of Trustees
From: Barbara Snekkevik, Superintendent/Principal
Date: June 18, 2026
Re: Consent: Consider approval of 2026-27 MOU, Bay Area Community Resources

Objective:

To approve 2026-27 MOU with Bay Area Community Resources (BACR)

Background:

The Nicasio School District utilizes Bay Area Community Resources (BACR) to provide school-based counseling services, case management, crisis intervention and consultation to students, school staff and parents two days per week.

Funding Source/Cost:

\$15,000

Recommendation:

Staff recommends approval of the 2026-27 MOU with BACR.

MEMORANDUM OF UNDERSTANDING BETWEEN
BAY AREA COMMUNITY RESOURCES AND
NICASIO ELEMENTARY SCHOOL

This memorandum of understanding (“MOU”) is entered into by and between the Nicasio Elementary School (“Partner”) and Bay Area Community Resources or BACR (“Agency”) for the purpose of providing school-based mental health services to students. Nicasio Elementary School and BACR are hereafter referred to as “the Parties.”

I. TERM OF THE AGREEMENT

This MOU shall be in effect from **July 1st, 2026, to June 30th, 2027**

II. SERVICES

A. Scope of Work

Agency will provide services to Partner as outlined below.

Bay Area Community Resources will provide Nicasio Elementary School mental health therapy sessions. One **non-licensed, trainee-level** clinician will provide approximately 4-6 individual psychotherapy sessions per day (53 minutes per session). Over the term of the agreement, BACR will provide mental health services two (2) days a week at eight (8) hours per day.

Associate and licensed clinicians will also provide group therapy and engage in crisis intervention when it is deemed clinically necessary. Crisis intervention will be approved by and provided in collaboration with the school Wellness Directors and Superintendent

AGENCY shall not furnish additional services beyond those specified in this Agreement for additional compensation without a prior written modification of the Agreement signed by both parties.

AGENCY and Agency’s employees who will render services under this Agreement are fully qualified and competent to provide the services called for under the Agreement. Agency shall secure and maintain in force any permits or licenses required to perform the services called for under this Agreement, at Agency’s expense

AGENCY shall supply all required payment and performance bonds and shall pay employees applicable prevailing wages in accordance with state and federal law where required.

AGENCY shall furnish, at its own expense, all labor, materials, equipment and other items necessary to carry out the terms of this Agreement.

B. Locations of Services

AGENCY will provide services at the following sites: Nicasio Elementary School

C. Suicide Risk Assessments

If a suicide risk assessment is conducted on Partner site by an Agency school-based mental health staff member, and a student is believed to be of imminent risk of danger to self or others, a site administrator or designee shall be notified prior to contact being made to parent and/or guardian, SAFE Team, Marin County Mobile Crisis or law enforcement.

All Agency staff shall use the Marin County Office of Education Suicide Risk assessment screening protocol.

III. DATA SHARING

In order to strengthen and support the school-based mental health partnership between the Agency and Partner the parties will share data regarding services rendered. Agency will provide a monthly report to each Partner site's designee with the following information:

- List of students referred to school-based mental health services.
- List of students on waitlist for school-based mental health services.
- List of students who are actively being seen (dates of service) and the assigned clinician.
- List of students who have closed/completed services.

IV. PAYMENT OF SERVICES

The total cost of services is \$15,000.00.

The annual cost for 0.4 FTE of Trainee-level Mental Health Services is \$17,000.00. BACR will provide Nicasio Elementary School with 0.40 FTE (\$17,000 annual cost). Per negotiated agreement, BACR will generously subsidize \$2,000 of these costs.

Total cost to Nicasio Elementary School is \$15,000.00.

Receipt of BACR subsidy for current contract year does not guarantee subsidy in the future.

Bay Area Community Resources will invoice Partner twice a year for contracted services.

Invoice will be submitted on **October 10, 2026** (for costs between July 2026 and December 2026) and **March 10, 2027** (for costs between January 2027 and June 2027). Partner will remit payment within thirty (30) days of accepted invoices.

Nicasio Elementary School will not be responsible for the payment of FTE that goes unfilled. If an overpayment is determined, BACR will reimburse any overpayment by July 30, 2027.

V. PROVISIONS

- Agency acknowledges and agrees that, except as specifically authorized under this Agreement, Agency is not an agent of Partner and has no authority to enter into any contract or to incur any debts or obligations on behalf of Partner (this includes contracting out any elements of the scope of work to a 3rd party). If Agency is found to have contracted out any work or services to a 3rd party in service of this contract they will be in breach of this agreement. This Agreement does not create a relationship of agency, joint venture, or partnership between the parties. Agency shall have no right to reimbursement for any expenses paid or incurred by Agency unless otherwise provided by this Agreement. Agency understands that it has no right to look Partner for the provision of workers' compensation, unemployment, disability, health, or retirement benefits, or for any other benefits provided to employees under federal, state, or local laws, and that no withholding from Agency's fees will be taken for these benefits, or for federal or state income taxes, or for social security taxes.
- AGENCY will be the sole employer of the individuals selected to provide services at Partner .
- AGENCY shall provide written assurance upon request to Partner that each of its employees has been fingerprinted and cleared such clearance, has been provided child abuse reporting training, and has been tested for Tuberculosis.
- All AGENCY school-based mental health staff will participate in the Partner's orientation program at the start of the school year, upon request.

VI. RESPONSIBILITIES

Agency will provide to Partner:

- Supervision of mental health clinicians
- As needed training and consultation for mental health clinicians, including child abuse mandated reporting and suicide risk assessment training in accordance with the Marin County Office of Education protocols.
- Mental health support and backup in crisis situations as requested by Partner.
- All staff will check in and check out daily at the Partner site front office or other mutually agreed upon designated area.
- All Agency staff will engage in Livescan fingerprinting and TB testing at Agency's expense to be shared by the Agency with Partner prior to providing services on any school site.
- An Agency staff roster detailing sites where staff will be working; staff contact information (cell number and email address); days per week and weeks during the term of the Agreement when staff will be available (by name); and qualifications of each staff member with listing of what license(s) held and status such as licensed, associate, or trainee.

Partner to provide to Agency staff the following while performing services:

- Work space.
- Access to photocopying, computer, internet, and telephone.
- Access to student data in accordance with the confidentiality and non-disclosure requirements of state and federal law.
- Confidential space for providing mental health services.
- Meeting time with teachers, paraeducators, or other relevant school staff.
- Meeting time with site principals or designees to ensure coordination of services.
- Inclusion in SST, Section 504, and IEP teams where appropriate.

- Release time for Agency meetings and trainings.
- Site-based training regarding threat and safety assessment, school-wide emergency and crisis protocols.
- Incorporate passive consent into parent welcome packets to share information regarding screening and referral process for grades 9-12.

VII. MUTUAL INDEMNIFICATION

Partner shall indemnify, defend, and hold harmless AGENCY against and from any and all claims or suits for damages or injury arising from the PARTNER's performance of this Agreement or from any activity, work, or thing done, permitted, or suffered by the AGENCY in conjunction with the performance of this Agreement, and shall further indemnify, defend, and hold harmless AGENCY against and from all claims or suits arising from any breach or default of any performance of any obligation of the Partner hereunder, and against and from all costs, attorney's fees, expenses, and liabilities related to any claim or any action or proceeding brought within the scope of this indemnification.

AGENCY shall indemnify, defend, and hold harmless Partner against and from any and all claims or suits for damages or injury arising from AGENCY's performance of this Agreement or from any activity, work, or thing done, permitted, or suffered by Partner in conjunction with the performance of this Agreement, and shall further indemnify, defend, and hold harmless Partner against and from all claims or suits arising from any breach or default of any performance of any obligation of AGENCY hereunder, and against and from all costs, attorney's fees, expenses, and liabilities related to any claim or any action or proceeding brought within the scope of this indemnification.

VIII. INSURANCE

AGENCY will maintain a General Liability insurance in the amount of \$1,000,000 per event. A copy of such insurance will be sent to Partner as requested. AGENCY will also maintain Workers Compensation insurance for each of its employees as required by law.

IX. SEVERABILITY

If any provision of this Agreement is held to be invalid or unenforceable by a court of competent jurisdiction, that determination shall not invalidate or render unenforceable any other provision of this Agreement.

X. GOVERNING LAW

This Agreement shall be construed and interpreted in accordance with the laws of the State of California and shall be enforceable in any court of competent jurisdiction located in California.

XI. APPROVAL

This MOU must be approved by the District's Board of Education ("Board") and is not effective until approved by the Board.

XII. DISPUTE RESOLUTION

Any suggestions, concerns, or disagreements with regard to the Partner's provision of services or Agency's employees' provision of services to Partner's students shall be addressed between Agency and the Partner in an effort to amicably resolve said matter(s). Should such efforts not be successful, the Parties shall submit the dispute to a mutually agreed upon professional mediator who will conduct proceedings in Marin County. Should mediation not be successful, or the parties agree to waive mediation, the dispute shall be submitted to a mutually agreed professional arbitrator who can conduct proceedings in Marin County. Should the Parties be unable to agree upon an arbitrator, then the matter shall be submitted to the American Arbitration Association or IVAMS for resolution. Each Party shall bear its own dispute resolution expenses and attorney's fees.

XIII. COUNTERPARTS

This Agreement may be executed in counterparts. A copy or original of this document with all signature pages appended together will be deemed a fully executed, original agreement.

XIV. ENTIRE AGREEMENT

This Agreement contains the entire agreement between the Parties and supersedes all prior agreements and understandings, written or oral, between the Parties concerning the subject matter hereof. This Agreement may not be modified in any respect except by a writing duly executed and approved by all Parties.

IN WITNESS WHEREOF, the Parties have executed this Agreement on the date indicated below.

AGENCY:

Bay Area Community Resources

David P Gallagher

David P Gallagher (Jun 15, 2026 10:24:06 PDT)

David Gallagher, Chief Program Officer, BACR

Date **06/15/2026**

PARTNER: Nicasio Elementary School

Barbara Snekkevik

Barbara Snekkevik (Jun 15, 2026 08:12:31 PDT)

Barbara Snekkevik, Superintendent/Principal

Date **06/15/2026**

Nicasio School District

Since 1862

Board of Trustees

Elaine Doss, *Board President* ~ Matthew Pickett, *Trustee* ~ Mark Burton, *Trustee*

Agenda Item # 5f

To: Nicasio School District Board of Trustees
From: Barbara Snekkevik, Superintendent/Principal
Date: June 18, 2026
Re: Consent: School and College Legal Services Retainer Continuation Agreement

Objective:

To approve the Retainer Continuation Agreement with School and College Legal Services through June 30, 2029.

Background:

The agreement is with School and College Legal Services of California to provide legal services and act as the District's legal representative on an as-requested basis for a term of three fiscal years, from July 1, 2026 through June 30, 2029.

Funding Source/Cost:

The billable rates are specified in the attached agreement.

Recommendation:

Recommendation: Staff recommends approval of the Retainer Continuation Agreement to provide legal services.



SCHOOL & COLLEGE LEGAL SERVICES OF CALIFORNIA

*A Joint Powers Authority
serving school and college
districts throughout the
state.*

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Robert J. Henry
Loren W. Soukup

May 28, 2026

Barbara Snekkevik, Superintendent and Principal
Nicasio School District
P.O. Box 711
Nicasio, CA 94946

Subject: SCLS Retainer Continuation Agreement

Dear Barbara Snekkevik,

Thank you so much for your ongoing partnership with School and College Legal Services of California ("SCLS"). We deeply appreciate the opportunity to continue to partner with you in service of your students, and we are writing to share exciting team updates and rate information for the upcoming school year.

To ensure all our partners are aligned with our updated service offerings, modern security frameworks, and multi-year planning, we are asking all of our current clients to execute a new, updated Agreement for Legal Services this year. This contract refresh replaces your previous continuation paperwork, establishing a stable legal foundation for your agency through June 30, 2029.

SCLS remains a not-for-profit public agency governed by a board of directors made up of education leaders just like you. Because we know firsthand the fiscal challenges facing public education agencies, our Board has made the deliberate decision to keep our professional fee rates stable for this upcoming cycle. We are committed to absorbing rising operational costs so that your vital resources can remain in the classroom.

Even as we hold our rates steady, SCLS is growing to provide your team with enhanced protection and modern resources:

- Our deep bench of expert attorneys continues to provide the authoritative, protective, and nuanced legal guidance you have come to rely on. We have reinforced our team structure to guarantee seamless, uninterrupted coverage for all your legal matters.
- We are actively broadening our proactive legal programs, specialized workshops, and complimentary training opportunities to keep your administrative staff ahead of evolving state and federal mandates.
- We are launching a completely updated, user-friendly website designed to give our partners quicker, intuitive access to essential compliance tools, legal insights, and timely updates.

SCLS continues to offer our standard billable arrangement as well as our retainer option. As a reminder, SCLS completely waives the 5% monthly administrative fee for any client who chooses to deposit a retainer in our client trust account.



Next Steps: Please review, sign, and date the enclosed 2026–2029 Agreement for Legal Services and return it to our office via email (accounting@sclscal.org) or mail at your earliest convenience.

I welcome any questions or feedback you may have regarding this contract refresh. We are incredibly proud of the stable, defensive legal support we provide your agency, and we look forward to a vibrant and successful year of growth ahead.

Sincerely,

A handwritten signature in blue ink, appearing to read "Kaitlyn Schwendeman", is positioned above the typed name.

Kaitlyn Schwendeman, General Counsel
School & College Legal Services of California

Enclosed: SCLS Fee Schedule Effective July 1, 2026

**AGREEMENT FOR LEGAL SERVICES
BETWEEN
NICASIO SCHOOL DISTRICT
AND
SCHOOL AND COLLEGE LEGAL SERVICES OF CALIFORNIA**

This Agreement is by and between NICASIO SCHOOL DISTRICT (hereinafter referred to as “Client”) and SCHOOL AND COLLEGE LEGAL SERVICES OF CALIFORNIA, a legal service program operating under a Joint Powers Agreement pursuant to California Government Code sections 6500 *et seq.*, (hereinafter referred to as “Counsel”) (each a “Party” and collectively “Parties”). In consideration of the promises and mutual agreements hereinafter contained, Client and Counsel, agree as follows:

1. Term & Scope of Services.

- a. Term and Termination. Client hires Counsel to provide legal services and act as its legal representative for a term of three fiscal years, from July 1, 2026, through June 30, 2029 (the “Expiration Date”). Any services performed during the period between the above commencement date and the date of the Board action approving this Agreement are hereby ratified by said Board approval.
- b. Former Client Status. Upon the Expiration Date, this Agreement shall terminate, and the attorney-client relationship between Counsel and Client shall end by operation of this contract without the necessity of further written notice. Thereafter, if Client is no longer actively utilizing Counsel’s services, Client shall be considered a “former client” for all purposes, including Rule 1.9 of the California Rules of Professional Conduct. If, on the Expiration Date, Counsel is actively representing Client in an uncompleted litigation or administrative matter, this Agreement shall extend solely as to that specific active matter, and such extension shall not reconstitute a general attorney-client relationship.
- c. Scope and Duties. Counsel agrees to provide legal services to Client on an as-requested basis and with respect to matters Client refers to Counsel. Counsel shall keep Client informed of significant developments and respond to Client’s inquiries regarding those matters. Client understands that Counsel cannot guarantee any particular results, including the costs and expenses of representation. Counsel hereby confirms to Client that it maintains errors and omissions insurance coverage applicable to the professional services to be rendered under this Agreement.
- d. Conflicts of Interest. Counsel shall decline any assignment which would result in a conflict of interest or violations of professional ethical standards. In the event Counsel becomes aware of any potential or actual conflict of interest between Client and one or more other clients represented by Counsel, Counsel will comply with applicable laws and rules of professional conduct.

2. **Client Duties.** Client agrees to be truthful and forthcoming with Counsel, to cooperate with Counsel in protecting Client's interests, and to keep Counsel fully informed of developments material to Counsel's representation of Client. Client agrees to abide by this Agreement and to pay Counsel's bills in a timely manner. Client will assist Counsel in providing information and documents necessary for Counsel's representation of Client.

3. **Fees, Retainers, and Billing Practices.**

- a. **Retainer (Client Trust Fund) Deposit.** Client may elect to pay Counsel a Retainer Deposit at the time Counsel is retained. If elected, Client agrees to deposit a Retainer Deposit in the amount of \$_____. This money will be held in trust in accordance with Rule 1.15 of the California Rules of Professional Conduct and Sections 6091.2, 6211, 6212, and 6213 of the California Business & Professions Code ("Trust Account"). Counsel will charge all fees, costs, and expenses incurred during each monthly billing cycle against this Retainer Deposit, and Client hereby authorizes Counsel to withdraw sums from the Trust Account to satisfy those charges. The Retainer Deposit is fully refundable; upon the termination of this Agreement, any remaining balance not consumed by outstanding fees, costs, or expenses will be promptly refunded to Client.
- b. **Billable Services (No Retainer).** If Client does not elect to provide a Retainer Deposit, Client agrees to pay for all legal services rendered on a monthly basis within thirty (30) days of receipt of Counsel's monthly billing statement.
- c. **Hourly Rates and Timekeeping.** Client shall compensate Counsel for all time spent on Client's matter(s) at the rates specified in the attached Fee Schedule. Actual travel time and time spent attending in-person or remote meetings will be billed in accordance with the Fee Schedule. The rates on the Fee Schedule are subject to change upon thirty (30) days' written notice to Client.

Counsel records and bills time in minimum increments of two-tenths (0.2) of an hour (12 minutes) for the first substantive work performed on a specific matter on any given day. All subsequent work or communications performed on that same matter on that day will be billed in minimum increments of one-tenth (0.1) of an hour (6 minutes). Alternate fee arrangements for special projects or specific scopes of work may be established by mutual written agreement and attached as addenda to this Agreement.

- d. **Invoicing and Payment.** Counsel shall issue monthly billing statements to Client detailing the fees, costs, and expenses incurred. Client agrees to pay all invoices - including any amounts exceeding the Retainer Deposit, if applicable - within thirty (30) days of receipt.
- e. **Electronic Billing and Communication.** To promote administrative efficiency and reduce environmental impact, Counsel utilizes paperless billing. Client agrees that all monthly billing statements, invoices, and legal correspondence will be

delivered exclusively via electronic mail (email) to the designated addresses provided below. Physical copies of invoices will not be sent by standard mail unless explicitly requested by Client in writing.

Client bears the responsibility to maintain a valid, monitored email address on file with Counsel and must promptly notify Counsel in writing of any changes to its billing contact information.

Designated Client Billing Contact Information:

Primary Billing Name/Attn: _____

Primary Billing Email Address: _____

Alternative/Accounts Payable Email: _____

- f. Administrative Fee and Retainer Waiver. An Administrative Fee of five percent (5%) of the total invoice amount shall be assessed on each monthly bill as a lump-sum reimbursement for incidental operational costs (such as secretarial time, standard photocopying, mileage, and online legal research fees). These incidental costs will not be separately itemized or assessed to Client.

Counsel agrees to waive this 5% Administrative Fee for all billings that are charged against an active Retainer Deposit. Once the Retainer Deposit is depleted, subsequent monthly invoices will include the 5% Administrative Fee until the Retainer Deposit is replenished. Client may replenish the Retainer Deposit at any time during the term of this Agreement to resume the fee waiver.

4. Costs and Other Charges. Client agrees to reimburse Counsel for actual and necessary costs, expenses and disbursements incurred while performing legal services under this Agreement. Client shall reimburse Counsel for actual and necessary travel costs of hotel and airfare. Client agrees to reimburse Counsel for attorney travel time, billed at the attorney's rate as set forth in the Rate Sheet.

Client authorizes Counsel to retain experts or consultants to perform services and agrees to reimburse Counsel for fees paid to third parties such as court reporters, investigators, process servers, professional experts, and other independent contractors.

Counsel may recommend to Client the employment and association of outside legal counsel in cases and matters that singly or cumulatively require an inordinate amount of time or which require, in the opinion of Counsel, specialized legal services and expertise. In the event Client fails to approve the employment of such outside counsel, Counsel reserves the right to terminate its representation of Client on the specific case or matter involved.

5. Counsel and Client Communications. All legal advice provided by Counsel to Client is protected by the attorney-client and work product privileges. Client authorizes Counsel to

communicate with Client representatives using telephone, cellular phone, mail, unencrypted email, text, and other common business communication methods. Client acknowledges and agrees that any such communications may include confidential information unless Client has instructed Counsel otherwise. Accordingly, Client should only provide Counsel with telephone numbers (including cellular numbers), and email addresses which are acceptable to Client for receiving confidential communications from Counsel.

6. **Technology and Artificial Intelligence.** Counsel may utilize generative artificial intelligence (AI) systems as assistive technology in the course of providing legal services to the Client under this Agreement to promote efficiency and help control costs. All use of such technology by our attorneys, staff, and contractors is strictly governed by the firm's internal Artificial Intelligence Policy. This policy mandates adherence to the State Bar of California's ethical standards, enforces strict security protocols, and strictly prohibits the input of identifying client data into external, public AI platforms. In compliance with our policy, no AI system will ever replace independent legal judgment or practice law; all AI-assisted research, analysis, and work product will be independently verified by an attorney using primary, authoritative sources prior to submission to the client, opposing parties, or any tribunal. Fees charged for work product assisted by AI will be billed strictly in accordance with applicable ethical rules governing actual time spent.
7. **Retention of Client Records.** Counsel will maintain Client records for at least ten (10) calendar years. After a file on a matter is closed, Client has a right to request Counsel return the file to Client. Absent such a request, the Counsel shall retain the file on Client's behalf for a period of ten (10) calendar years. Following this period of time, Counsel will contact Client by letter to inform Client that the records will be destroyed unless Client responds within 90 calendar days that Client would like to take possession of the records. Absent Client's timely request to return the records, Counsel may destroy the file.

Counsel will protect Client records in a manner that is compliant with state and federal law and consistent with reasonable industry practices. In addition, Counsel uses a cloud computing service. Most of Counsel's electronic data, including emails and documents, are stored in this manner. Counsel will take reasonable precautions to keep email and other electronic data confidential and secure.

8. **Discharge and Withdrawal.** Client may discharge Counsel at any time. Counsel may withdraw with Client's consent, for good cause or as allowed or required by law upon ten (10) days written notice. Good cause includes Client's breach of this Agreement, refusal to cooperate or to follow Counsel's advice on a material matter or any fact or circumstance that would render Counsel's continuing representation unlawful or unethical. When Counsel's services conclude, all unpaid charges will immediately become due and payable.

9. Miscellaneous.

- a. Entire Agreement. This Agreement with its exhibit supersedes any and all other prior or contemporaneous oral or written agreements between the Parties. Client and Counsel acknowledge that no representations, inducements, promises or agreements have been made by any person which are not incorporated herein, and that any other agreements shall be void. Furthermore, any modification of this Agreement shall only be effective if in writing signed by all Parties hereto.
- b. Severability. Should any provision of this Agreement be held by a court of competent jurisdiction to be invalid, void or unenforceable, but the remainder of the Agreement can be enforced without failure of material consideration to either, Party then this Agreement shall not be affected and it shall remain in full force and effect, unless amended or modified by mutual consent of the Parties; provided, however, that if the invalidity or unenforceability of any provision of this Agreement results in a material failure of consideration, then, to the extent allowed by law, the Party adversely affected thereby shall have the right in its sole discretion to terminate this Agreement upon providing written notice of such termination to the other Party.
- c. Non-Waiver. None of the provisions of this Agreement shall be considered waived by either Party unless such waiver is specified in writing.
- d. Third Party Rights & Assignment. This Agreement shall not create any rights in, or inure to the benefit of, any third party. The terms of this Agreement may not be assigned to any third party. Neither Party may assign any right of recovery under or related to the Agreement to any third party.
- e. Counterparts. This Agreement may be executed simultaneously in one or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. The Parties agree that facsimile signatures of this Contract shall be deemed a valid and binding execution of this Agreement.

SCHOOL AND COLLEGE LEGAL SERVICES OF CALIFORNIA

By: 
Kaitlyn Schwendeman, General Counsel

Dated: May 28, 2026

NICASIO SCHOOL DISTRICT

By: 
Barbara Snekkevik, Superintendent and Principal

Dated: 6/3/2026

**SCHOOL AND COLLEGE LEGAL SERVICES OF CALIFORNIA
FEE SCHEDULE**

RATES EFFECTIVE JULY 1, 2026

Retainer and Billable Clients:

Associate General Counsel I	\$285 per hour
Associate General Counsel II	\$305 per hour
Associate General Counsel III	\$320 per hour
Senior Associate General Counsel	\$350 per hour
Deputy General Counsel	\$365 per hour
General Counsel	\$375 per hour
Of Counsel	\$320 - \$375 per hour
Paralegal	\$185 per hour

Costs and Expenses

Administrative Fee* 5% of total monthly invoice

All other costs Charged on an actual and necessary basis

*Administrative Fee is a lump sum reimbursement for incidental costs such as secretarial time, photocopy costs, mileage and on-line research fees.

*Note: The Administrative Fee is **waived** for clients with Retainer Fee Deposit.*



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

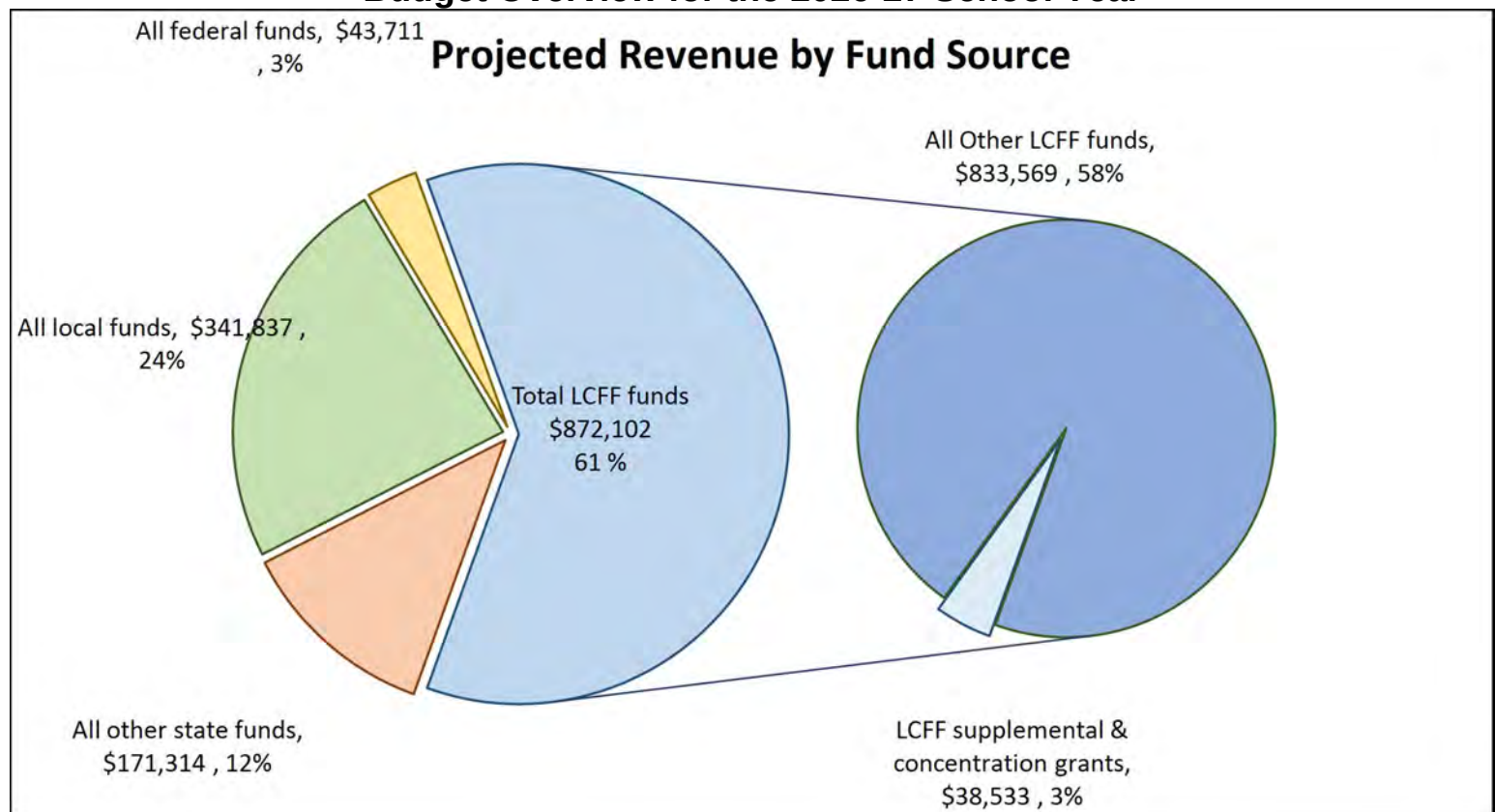
Superintendent/Principal

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

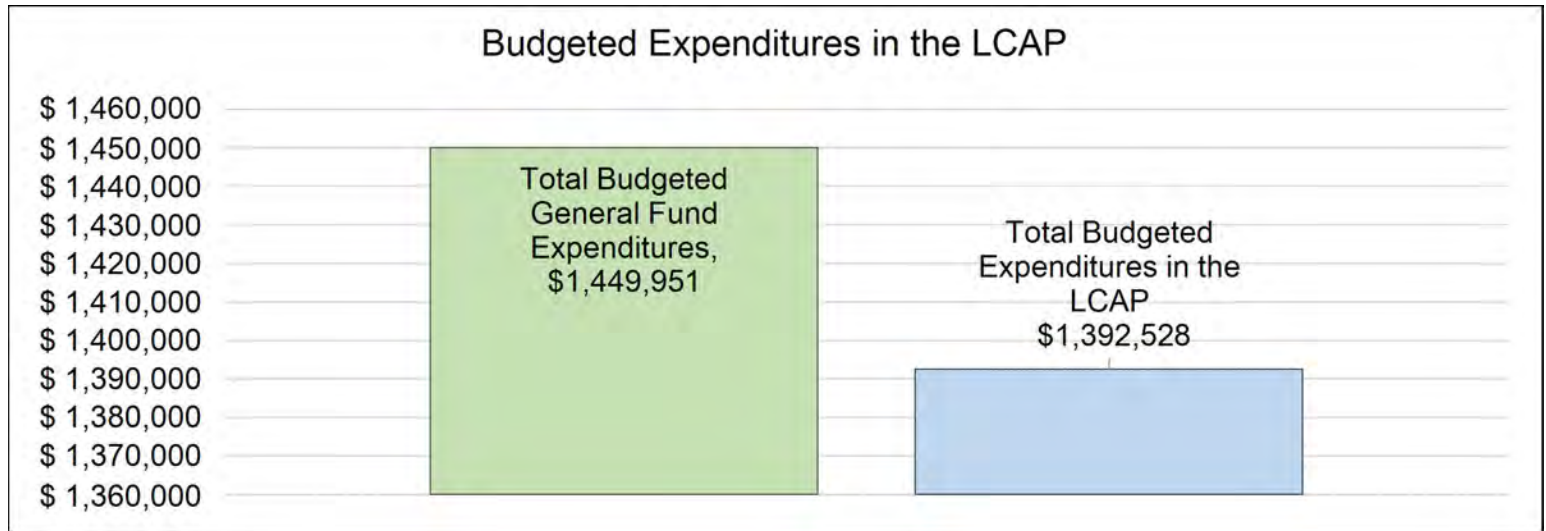


This chart shows the total general purpose revenue Nicasio School District expects to receive in the coming year from all sources.

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:

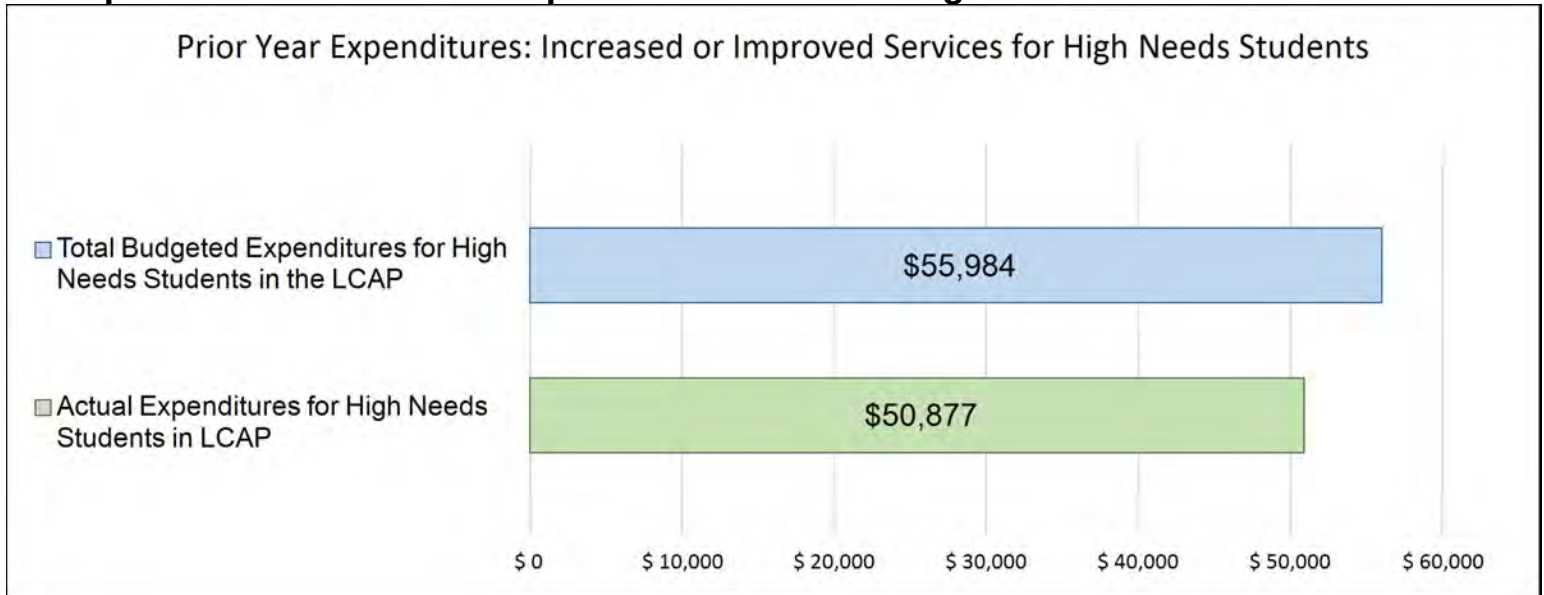
Amount not included in the LCAP includes the state STRS on Behalf expenditure/revenue offset entry, UPK expenditures, some local grant allocations and a small amount of misc. services.

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.
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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
		<p>Math (My Math in grades TK-5 and Glencoe Math in grades 6-8) and Social Studies (Scott Foresman 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.</p> <p>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.</p> <p>A supplemental phonics curriculum (Wilson's Foundations) was utilized to support early literacy instruction in grades K-2.</p> <p>Mathematics adoption has not yet been considered during 2023-24. The State Board of Education is considering the release of curriculum by 2025.</p>	<p>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 Foresman 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.</p> <p>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.</p> <p>A supplemental phonics curriculum (Wilson's Foundations) was utilized to support early literacy instruction in grades K-2.</p>	<p>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 Foresman 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.</p> <p>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.</p> <p>A supplemental phonics curriculum (Wilson's Foundations) was utilized to support early literacy</p>	<p>Science and Social Studies.</p> <p>Anticipated adoption dates are as follows:</p> <p>English-Language Arts- review and pilot in 2025-26</p> <p>Mathematics- review and pilot in 2024-25</p>	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>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.</p> <p>Mathematics adoption has not yet been considered during 2024-25. The State Board of Education is considering the release of curriculum by Fall 2025.</p>	<p>instruction in grades K-2.</p> <p>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.</p>		
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	<p>The following results indicate proficiency rates as measured by local, benchmark assessments (STAR Reading, STAR Math) given April 2024:</p> <p>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.</p>	<p>The following results indicate proficiency rates as measured by local, benchmark assessments (STAR Reading, STAR Math) given April 2025:</p> <p>73% of all students tested (grades 3-8) met or exceeded grade level on the STAR Reading assessment. 9% of all students tested</p>	<p>The following results indicate proficiency rates as measured by local, benchmark assessments (STAR Reading, STAR Math) given April 2026:</p> <p>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</p>	<p>By 2026-27</p> <p>80% of all students tested (grades 3-8) will meet or exceed grade level on the STAR Reading assessment.</p> <p>80% of all students tested (grades 3-8) will meet or exceed grade level on the STAR Mathematics assessment.</p>	<p>In 2025-26 the proficiency rates as measured by local, benchmark assessments (STAR Reading, STAR Math) were as follows:</p> <p>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</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>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.</p> <p>25% of students designated as English Language Learners (grades 3-8) met or exceeded grade level on the STAR Reading assessment.</p> <p>25% students designated as English Language Learners (grades 3-8) met or exceeded grade level on the STAR Mathematics assessment.</p>	<p>nearly met grade level expectation.</p> <p>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.</p> <p>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.</p> <p>0% students designated as English Language Learners (grades 3-8) met or exceeded grade level on the STAR</p>	<p>grade level expectation.</p> <p>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.</p> <p>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.</p> <p>33% students designated as English Language Learners (grades 3-8) met or exceeded grade level on the STAR Mathematics</p>	<p>50% of students designated as English Language Learners (grades 3-8) will meet or exceed grade level on the STAR Reading assessment.</p> <p>50% of students designated as English Language Learners (grades 3-8) will meet or exceed grade level on the STAR Mathematics assessment.</p>	<p>a equal baseline data of students who nearly met grade level expectation..</p> <p>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.</p> <p>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.</p>

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)	<p>The following results indicate proficiency rates on statewide assessments (CAASPP) given May 2024:</p> <p>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.</p> <p>24% of all students tested (grades 3-8) met or exceeded standard on Mathematics assessment. 38% of all students tested nearly met standard.</p> <p>Zero students designated as English</p>	<p>The following results indicate proficiency rates on statewide assessments (CAASPP) given May 2025:</p> <p>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%).</p> <p>15% of all students tested (grades 3-8)</p>	<p>The following results indicate proficiency rates on statewide assessments (CAASPP) given May 2026:</p> <p>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%).</p>	<p>By 2026-27</p> <p>70% of all students tested (grades 3-8) will meet or exceed standard on English Language Arts assessment.</p> <p>70% of all students tested (grades 3-8) will meet or exceed standard on Mathematics assessment.</p> <p>50% of students designated as English Language Learners (grades 3-8) will meet or exceed standards on English</p>	<p>The following results indicate proficiency rates on statewide assessments (CAASPP) given May 2026:</p> <p>a decrease in baseline data of students tested who were advanced or proficient in English Language Arts by 24 percentage points. There was an increase of students who demonstrated they are developing grade-level knowledge by 25 percentage points.</p>

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

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>reclassified as Fluent English Proficient in August 2024.</p> <p>50% of students tested demonstrated annual growth by one level or more.</p> <p>During the 2023-24 school year, a total of 8 students (22%) were identified as English Learners in grades K-7.</p>	<p>language skills (level 3) 0% have well developed English language skills (level 4).</p> <p>0% of students tested demonstrated annual growth by one level or more.</p> <p>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.</p>	<p>language skills (level 3) 0% have well developed English language skills (level 4).</p> <p>42% of students tested demonstrated annual growth by one level or more.</p> <p>During the 2025-26 school year, a total of 7 students (20%) were identified as English Learners in grades 2-8, including two newcomers.</p>		
1.7	English Learner reclassification rate	<p>In 2023-24, 1 student (10%) has been reclassified as Fluent English Proficient.</p> <p>In 2023-24, 7 students in grades 6-8 had been categorized as English Learners when entering</p>	<p>In 2024-25, 1 student (13%) has been reclassified as Fluent English Proficient.</p> <p>In 2024-25, 7 students in grades 6-8 had been</p>	<p>In 2025-26, zero students have been reclassified as Fluent English Proficient.</p> <p>In 2025-26, 7 students in grades 6-8 had been</p>	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	<p>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.</p> <p>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;</p> <p>Maintain office phone & internet communications and student information systems (SIS).</p>	\$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	<p>All communications from school/classroom to home are translated into Spanish. Translation services were available for 100% of school events and parent-teacher conferences.</p> <p>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."</p>	<p>All communications from school/classroom to home are translated into Spanish. Translation services were available for 100% of school events and parent-teacher conferences.</p> <p>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</p>	<p>All communications from school/classroom to home are translated into Spanish. Translation services were available for 100% of school events and parent-teacher conferences.</p> <p>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</p>	<p>100% of communications from school/classroom to home will be translated into Spanish.</p> <p>Translation services will be available for 100% of school events and parent-teacher conferences.</p> <p>On the annual parent survey, 95% of Spanish-speaking respondents will agree "the school keeps me well-informed about school activities."</p> <p>95% of Spanish-speaking respondents will "feel welcome to participate at school."</p>	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
	<p>emphasis on English learners and low-income students.</p> <p>ASSESSMENT DATA RESULTS FOR 2025-26</p> <p>The following results indicate proficiency rates as measured by local, benchmark assessments (STAR Reading, STAR Math) given April 2026:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>achievement through targeted and timely intervention based on assessment results.</p>	

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
	<p>The following results indicate proficiency rates on statewide assessments (CAASPP) given May 2026:</p> <p>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%).</p> <p>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%).</p> <p>22% of students demonstrated an increase in achievement level from the previous year in English Language Arts.</p> <p>12% of students demonstrated an increase in achievement level from the previous year in Mathematics.</p> <p>33% of students designated as English Language Learners (grades 3-8) were advanced or proficient in English Language Arts.</p> <p>Zero students designated as English Language Learners (grades 3-8) were advanced or proficient in Mathematics.</p>		

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	<p>Action: Targeted Academic Support and English Language Development</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>33% of students designated as English Language Learners (grades 3-8) were advanced or proficient on CAASPP English Language Arts assessment.</p>	<p>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.</p>	<p>Benchmark Assessments/Progress Monitoring</p> <p>Statewide Assessments (CAASPP, ELPAC)</p>

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
	<p>Zero students designated as English Language Learners (grades 3-8) were advanced or proficient on CAASPP Mathematics assessment.</p> <p>The following results indicate proficiency rates on the English Language Proficiency Assessment (ELPAC) given Spring 2026:</p> <ul style="list-style-type: none"> • 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). <p>42% of students tested demonstrated annual growth by one level or more.</p> <p>Scope: LEA-wide</p>		
1.6	<p>Action: Professional development</p> <p>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</p>	<p>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.</p>	<p>Benchmark Assessments (iReady Reading/Math/Phonics), Statewide Assessments (CAASPP, ELPAC)</p>

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
	<p>and low-income students in both reading and math.</p> <p>ASSESSMENT DATA RESULTS FOR 2025-26</p> <p>The following results indicate proficiency rates as measured by local, benchmark assessments (STAR Reading, STAR Math) given April 2026:</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>		

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
	<p>The following results indicate proficiency rates on statewide assessments (CAASPP) given May 2026:</p> <p>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%).</p> <p>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%).</p> <p>22% of students demonstrated an increase in achievement level from the previous year in English Language Arts.</p> <p>12% of students demonstrated an increase in achievement level from the previous year in Mathematics.</p> <p>33% of students designated as English Language Learners (grades 3-8) were advanced or proficient in English Language Arts.</p> <p>Zero students designated as English Language Learners (grades 3-8) were advanced or proficient in Mathematics.</p>		

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%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - o Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- o Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

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.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of EC Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by EC Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE 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.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - o **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted 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.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - o When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - o The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - o The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - o Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - o Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - o Indicate the school year to which the baseline data applies.
 - o The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - o Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- o Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - o Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

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.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - o For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - o As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - o These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No.
 - o **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - o Professional development for teachers.
 - o If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - o The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - o These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - o Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- o School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- o As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- o LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

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).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

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.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

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.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - o The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - o The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - o The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - o **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - o **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - o **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - o **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - o **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - o As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - o Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - o This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - o This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- o This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - o This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - o This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - o This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - o This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - o This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - o This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - o This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - o This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- o If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- o This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Nicasio School District

Since 1862

Board of Trustees

Elaine Doss, *Board President* ~ Matthew Pickett, *Trustee* ~ Mark Burton, *Trustee*

To: Nicasio School District Board of Trustees
From: Kirsten Starsiak, Chief Business Official
Date: June 18, 2026
Re: 2026-27 Adopted Budget

Objective: Review and approval of the Nicasio School District 2026-27 Adopted Budget

Background:

On or before July 1 each year, the Board shall adopt a budget which adheres to the state's standard account code structure (SACS) as prescribed by the Superintendent of Public Instruction (SPI).

The District is required to file one of the following budget certifications:

Positive: the District will meet the financial obligations for the current and two subsequent fiscal years.

Qualified: the District may not meet their financial obligations for the current and two subsequent fiscal years

Negative: the District will be unable to meet their financial obligations for the current of two subsequent fiscal years.

Recommendation:

Staff recommend approving the 2026-27 Adopted Budget and Multi-Year Projections with a positive certification.

NICASIO SCHOOL DISTRICT
2026-27 Budget Report - General Fund

KEY BUDGET ASSUMPTIONS

The following Budget Assumptions are based on the California School Finance and Management Conference and the Business and Administrative Service Committee(BASC) Common Message.

REVENUES: 2026-27

- 1. LCFF/Property Taxes: \$872,102 (State Aid \$46,111 and Property Tax \$825,991)**
 - Property tax estimates based on the latest Marin County Department of Finance estimates showing secured property tax growth of 1.00% for 2026-27.
 - Annual transfer to Deferred Maintenance Fund <\$10,000>
- 2. Federal Revenues: \$43,711 (Special Education Funding \$17,971, Title II \$651, Title III \$1,300, Rural Education Grant(REAP) \$25,089)**
 - No carryover, increase COLA or growth budgeted.
 - Title II based on prior year amount and REAP budget based on preliminary allocation.
- 3. State Revenues: \$171,314 (Mandated Cost Grant \$1,313, Lottery \$6,196, Special Education \$13,542, Extended Learning(ELO-P) \$100,000, Prop 28 Art & Music in Schools (\$5,735) STRS on Behalf \$41,854)**
 - Lottery updated based on current data
 - Special Education updated to current CDE mental health allocation and early intervention funding
 - STRS on Behalf - State entry to record STRS payments made by the state on-half of school districts. Entry has zero net impact due to offsetting revenue and expenditures.
- 4. Local Revenues: \$341,837 (Parcel Tax \$236,525, Interest \$35,000, Special Education \$36,473, Foundation \$37,840)**
 - Parcel tax revenue includes 3.00% increase for 2026-27
 - Foundation revenue direct funded approved programs
 - Special Education revenue updated based on the Marin County SELPA AB602 approved fiscal allocation plan

EXPENDITURES: 2026-27

- 1. Salaries & Benefits: \$797,654**
 - Certificated Salaries: \$414,666
 - Classified Salaries: \$167,883
 - Employee Benefits: \$215,105
 - Certificated salaries include the following staffing:
 - > 3.0 FTE Certificated Teachers - 0% Increase for NTA
 - > 0.8 FTE Certificated Principal
 - Classified salaries include the following staffing:
 - > 2.16 FTE Classified support staffing including custodial, clerical, campus support, aides, and subject experts
 - > 1.0 FTE Confidential Classified - district office manager
 - Employer paid benefits
 - > STRS Retirement: 19.1%

- > PERS Retirement: 26.81%
- > Social Security: 6.2%
- > Medicare: 1.45%
- > State Unemployment: 0.05%
- > Workers Compensation: 0.73%
 - Total Certificated with STRS: 21.33%
 - Total Classified with PERS: 35.24%
 - Total Classified without PERS: 8.43%
- > Health & Welfare: Cap based on Kaiser Traditional plan for employee only, dental, and vision
 - Annual cap for full benefits: \$16,088
 - Health & welfare costs increased approximately 8% for 2026-27
 - Current budget has 3 employees on full benefits

2. Books/Supplies: \$50,145

All prior year one-time expenditures for books/supplies have been eliminated from the proposed budget.

- Textbooks/classroom, library, and PE supplies
- Custodial and maintenance

3. Services/Operating: \$430,366

All prior year one-time expenditures for services/operations have been eliminated from the proposed budget.

- Marin County Office of Education support/contracts: nursing, psych, QSS/Frontline, fiscal/admin, payroll, accounts payable).
- Operational Expenditures: utilities, gas, sewer, trash, water testing/monitoring, and all permits, etc.
- Funds allocated to professional development for staff
- Special education, technology, legal, software licenses, insurance, and audit contract.

4. Other Outgo: \$171,786

- Current Special Education MCOE excess costs for resource and speech teachers, special day class placement.
 - MCOE Excess costs is based on total county special education costs less total county special education revenue. Remaining costs are allocated to each district based on district special ed services provided by the county office. Excess costs are adjusted by MCOE throughout the year.

FUND 14 DEFERRED MAINTENANCE: \$10,000 (transferred from general fund LCFF each year)

- Estimated Balance: \$55,195

NICASIO SCHOOL DISTRICT

2026-27
Adopted Budget

June 18, 2026

Board of Trustees

Elaine Doss, President

Mark Burton, Clerk

Matthew Pickett, Trustee

Barbara Snekkevik
Superintendent/Principal

NICASIO SCHOOL DISTRICT
2026-27 Budget Adoption - Multi-Year Projection Assumptions

2027-28
UNRESTRICTED

Revenue

- Property Tax: 1% increase to secured tax
- State: Flat
- Federal: Flat
- Local: Flat

Expenditures

- Salaries and Benefits:
 - > Certificated: 3% Step and Column Increase
 - > Classified: 1% Step and Column Increase
 - > Health & Welfare: 8% Increase
 - > Retirement: STRS 19.1%, PERS 26.9%
- Materials and Services
 - > 3% CPI Increase

2028-29
UNRESTRICTED

Revenue

- Property Tax: 1% increase to secured tax
- State: Flat
- Federal: Flat
- Local: Flat

Expenditures

- Salaries and Benefits:
 - > Certificated: 3% Step and Column Increase
 - > Classified: 1% Step and Column Increase
 - > Health & Welfare: 8% Increase
 - > Retirement: STRS 19.1%, PERS 26.9%
- Materials and Services
 - > Eliminate all one-time expenditures
 - > 3% CPI Increase

2027-28
RESTRICTED

Revenue

- State: Flat
- Federal: Flat
- Local: 3% Parcel tax inflator

Expenditures

- Salaries and Benefits:
 - > Certificated: 3% Step and Column Increase
 - > Classified: 1% Step and Column Increase
 - > Health & Welfare: 8% Increase
 - > Retirement: STRS 19.1%, PERS 27.8%
- Materials and Services
 - > Allocate one-time expenditures
- Other Outgo
 - > 5% Increase to MCOE excess costs

2028-29
RESTRICTED

Revenue

- State: Flat
- Federal: Flat
- Local: 3% Parcel tax inflator

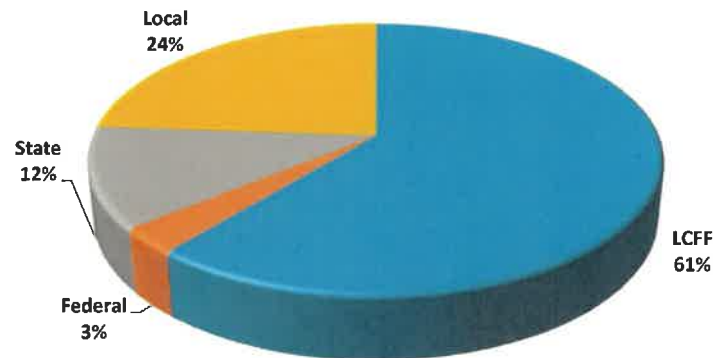
Expenditures

- Salaries and Benefits:
 - > Certificated: 3% Step and Column Increase
 - > Classified: 1% Step and Column Increase
 - > Health & Welfare: 8% Increase
 - > Retirement: STRS 19.1%, PERS 27.8%
- Materials and Services
 - > Allocate one-time expenditures
- Other Outgo
 - > 5% Increase to MCOE excess costs

NICASIO SCHOOL DISTRICT
2026-27 Budget Adoption - Current Year Summary

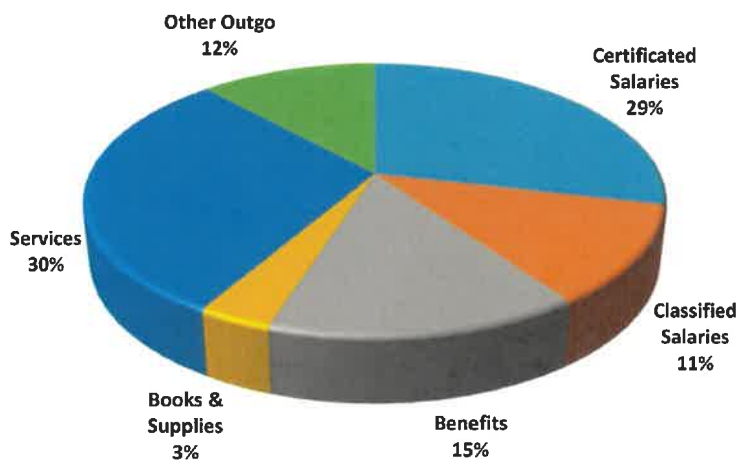
REVENUES

Source	Unrestricted	Restricted	Amount
LCFF	872,102	-	872,102
Federal	-	43,711	43,711
State	7,509	163,805	171,314
Local	37,350	304,487	341,837
Contribution	(61,232)	61,232	-
Total Revenue:	855,729	573,235	1,428,964



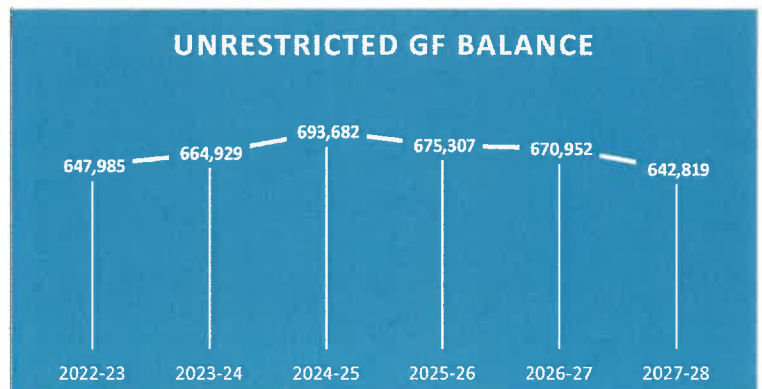
EXPENDITURES

Source	Unrestricted	Restricted	Amount
Certificated Salaries	301,596	113,070	414,666
Classified Salaries	139,233	28,650	167,883
Benefits	144,524	70,581	215,105
Books & Supplies	31,692	18,453	50,145
Services	257,445	172,921	430,366
Other Outgo	-	171,786	171,786
Total Expenditures:	874,490	575,461	1,449,951
Net Increase (Decrease)	(18,761)	(2,226)	(20,987)



TOTAL UNRESTRICTED GENERAL FUND BALANCE

Year	Balance
2021-22	630,235
2022-23	647,985
2023-24	664,929
2024-25	693,682
2025-26	675,307
2026-27	670,952
2027-28	642,819



NICASIO SCHOOL DISTRICT
2026-27 Budget Adoption - Current Changes and MYP

	2025-26 Est Actuals	2026-27 Budget Adoption	2025-26 Change	2027-28 Budget Adoption	2028-29 Budget Adoption
LCFF	861,592	872,102	10,510	880,372	888,640
Federal Revenues	44,719	43,711	(1,008)	43,711	43,711
State Revenues	233,939	171,314	(62,625)	171,314	171,314
Local Revenues	343,873	341,837	(2,036)	346,568	351,393
Total Revenues	1,484,123	1,428,964	(55,159)	1,441,965	1,455,058
Certificated Salaries	423,071	414,666	(8,405)	426,879	439,459
Classified Salaries	163,850	167,883	4,033	169,548	171,229
Employee Benefits	207,518	215,105	7,587	223,924	230,264
Books and Supplies	64,063	50,145	(13,918)	52,858	37,105
Services	427,879	430,366	2,487	431,176	439,178
Capital Expenditures	3,024	-	(3,024)	-	-
Other Transfers	194,978	171,786	(23,192)	147,267	154,551
Total Expenditures	1,484,383	1,449,951	(34,432)	1,451,652	1,471,786
Net Change	(260)	(20,987)	(20,727)	(9,688)	(16,728)
Beginning Fund Balance	808,408	808,158	(250)	787,171	777,484
Ending Fund Balance	808,148	787,171	(20,977)	777,484	760,756
Components of Ending Fund Balance					
Revolving Cash	1,000	1,000	-	1,000	1,000
Restricted Fund Balance	114,080	111,864	(2,216)	106,531	117,937
Board Reserve for Economic Uncertainty	189,826	189,826	-	189,826	189,826
State Required Reserve for Economic Uncertainty	88,000	90,000	2,000	90,000	90,000
Unassigned/Unappropriated	415,242	394,481	(20,761)	390,127	361,993
Total Components of Ending Fund Balance	808,148	787,171	(20,977)	777,484	760,756
Board Reserve for Economic Uncertainty	13%	13%		13%	13%
State Required Reserve for Economic Uncertainty	6%	6%		6%	6%
Unassigned/Unappropriated	28%	27%		27%	25%
Total Reserves Available for Uncertainty	47%	47%		46%	44%

NICASIO SCHOOL DISTRICT

The district holds higher than the minimum required reserve to ensure sufficient cash balances for operational purposes without having to resort to the expense of external borrowing.

NICASIO ELEMENTARY
Budgeted Expenditures Through: June 30, 2026
Spending Plan For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Local Control Funding Formula Revenue	8010-8099	6,522.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		6,522.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	6,522.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		6,522.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

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Nicasio School District

2026-27 Budget

SACS Financial Report

ANNUAL BUDGET REPORT:

July 1, 2026 Budget Adoption

Select applicable boxes:

X

This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52081, and 52062.

X

If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Place: Nicasio School

Date: June 12, 2026

Adoption Date: June 18, 2026

Signed: _____

Clerk/Secretary of the Governing Board

(Original signature required)

Printed Name: _____

Title: _____

Public Hearing:

Place: Nicasio School

Date: June 17, 2026

Time: 5:00 pm

Contact person for additional information on the budget reports:

Name: Kirsten Starsiak

Title: Senior Director

Telephone: 415-491-6656

E-mail: kstarsiak@marinschools.org

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Projected (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.		X
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.	X	
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.	X	
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.	X	
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	n/a	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	

**Budget, July 1
FINANCIAL REPORTS
2026-27 Budget
School District Certification**

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Form CB
H8BRCT7GZT(2026-27)

9a	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			No	Yes
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X
SUPPLEMENTAL INFORMATION (continued)			No	Yes
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements? • If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2025-26) annual payment?	X n/a	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)? • If yes, are they lifetime benefits? • If yes, do benefits continue beyond age 65? • If yes, are benefits funded by pay-as-you-go?	X n/a n/a n/a	
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for: • Certificated? (Section S8A, Line 1) • Classified? (Section S8B, Line 1) • Management/supervisor/confidential? (Section S8C, Line 1)		X X X
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year? • Adoption date of the LCAP or an update to the LCAP:		X 06/18/2026
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			No	Yes
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?	X	
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
ADDITIONAL FISCAL INDICATORS (continued)			No	Yes
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	X	
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	

Budget, July 1
FINANCIAL REPORTS
2026-27 Budget
School District Certification

A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?	X	

Annual Certification Regarding Self-Insured Workers' Compensation Claims

Pursuant to *Education Code* Section 42141, if a school district, either individually or as a member of a joint powers agency (JPA), is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

- ☐ This district is self-insured for workers' compensation claims as defined in *Education Code* Section 42141(a):

- Total liabilities actuarially determined: \$ _____
- Less: Amount of total liabilities reserved in budget: \$ _____
- Estimated accrued but unfunded liabilities: \$ _____ 0.00

- ☒ This school district is self-insured for workers' compensation claims through the JPA identified below:

Marin Schools Insurance Authority

- ☐ This school district is not self-insured for workers' compensation claims.

Signature (Original signature required)

_____ Signature of Clerk/Secretary of the Governing Board	06/18/2026 Date of Meeting (Format: MM/DD/YYYY)
_____ Printed Name	_____ Title

For additional information on this certification, please contact:

Kirsten Starsiak Name	Senior Director Title
kstarsiak@marinschools.org Email	415-491-6656 Telephone

			2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Resource Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	861,592.00	0.00	861,592.00	872,102.00	0.00	872,102.00	1.2%
2) Federal Revenue		6100-8299	0.00	44,719.00	44,719.00	0.00	43,711.00	43,711.00	-2.3%
3) Other State Revenue		8300-8599	7,971.00	225,968.00	233,939.00	7,509.00	163,805.00	171,314.00	-26.8%
4) Other Local Revenue		8600-8799	38,516.00	305,355.00	343,873.00	37,350.00	304,487.00	341,837.00	-0.6%
5) TOTAL, REVENUES			908,081.00	576,042.00	1,484,123.00	916,961.00	512,003.00	1,428,964.00	-3.7%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	284,627.00	138,444.00	423,071.00	301,596.00	113,070.00	414,666.00	-2.0%
2) Classified Salaries		2000-2999	131,879.00	31,871.00	163,850.00	139,233.00	28,650.00	167,883.00	2.5%
3) Employee Benefits		3000-3999	134,166.00	73,352.00	207,518.00	144,524.00	70,581.00	215,105.00	3.7%
4) Books and Supplies		4000-4999	24,343.00	39,720.00	64,063.00	31,692.00	18,453.00	50,145.00	-21.7%
5) Services and Other Operating Expenditures		5000-5999	245,063.00	182,816.00	427,879.00	257,445.00	172,921.00	430,366.00	0.6%
6) Capital Outlay		6000-6999	0.00	3,024.00	3,024.00	0.00	0.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299	0.00	194,978.00	194,978.00	0.00	171,786.00	171,786.00	-11.8%
7400-7499									
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			820,078.00	664,305.00	1,484,383.00	874,490.00	575,461.00	1,449,951.00	-2.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
			88,003.00	(88,263.00)	(260.00)	42,471.00	(63,458.00)	(20,987.00)	7,971.9%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		6900-6929	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources		6930-6979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		6980-6999	(87,617.00)	87,617.00	0.00	(61,232.00)	61,232.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(87,617.00)	87,617.00	0.00	(61,232.00)	61,232.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)									
			388.00	(646.00)	(260.00)	(16,761.00)	(2,226.00)	(20,987.00)	7,971.9%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	693,681.68	114,726.30	808,407.98	694,067.68	114,080.30	808,147.98	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			693,681.68	114,726.30	808,407.98	694,067.68	114,080.30	808,147.98	0.0%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			693,681.68	114,726.30	808,407.98	694,067.68	114,080.30	808,147.98	0.0%
2) Ending Balance, June 30 (E + F1e)			694,067.68	114,080.30	808,147.98	675,306.68	111,854.30	767,160.98	-2.6%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	1,000.00	0.00	1,000.00	1,000.00	0.00	1,000.00	0.0%
Stores		9712	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	114,081.11	114,081.11	0.00	111,855.11	111,855.11	-2.0%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	189,825.58	0.00	189,825.58	189,825.58	0.00	189,825.58	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	88,000.00	0.00	88,000.00	90,000.00	0.00	90,000.00	2.3%
Unassigned/Unappropriated Amount		9790	415,242.10	(.81)	415,241.29	394,481.10	(.81)	394,480.29	-5.0%
G. ASSETS									
1) Cash									
a) In County Treasury		9110	975,086.96	96,940.99	1,072,027.95				
1) Fair Value Adjustment to Cash In County Treasury		9111	0.00	0.00	0.00				
b) In Banks		9120	0.00	0.00	0.00				
c) In Revolving Cash Account		9130	1,000.00	0.00	1,000.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	0.00	0.00	0.00				
4) Due from Grantor Government		9290	0.00	1,251.00	1,251.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
6) Stores		9320	0.00	0.00	0.00				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			976,066.96	98,191.99	1,074,278.95				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	19,953.04	94.68	20,047.72				
2) Due to Grantor Governments		9590	3,376.00	2,749.44	6,125.44				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			23,329.04	2,844.12	26,173.16				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			952,757.92	95,347.87	1,048,105.79				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	39,589.00	0.00	39,589.00	39,589.00	0.00	39,589.00	0.0%
Education Protection Account State Aid - Current Year		8012	6,522.00	0.00	6,522.00	6,522.00	0.00	6,522.00	0.0%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homesteaders' Exemptions		8021	2,517.00	0.00	2,517.00	2,537.00	0.00	2,537.00	0.8%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	806,695.00	0.00	806,695.00	818,605.00	0.00	818,605.00	1.5%
Unsecured Roll Taxes		8042	15,181.00	0.00	15,181.00	13,840.00	0.00	13,840.00	-8.6%
Prior Years' Taxes		8043	888.00	0.00	888.00	1,009.00	0.00	1,009.00	13.6%
Supplemental Taxes		8044	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds (SB 617/699/1992)		8047	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			871,592.00	0.00	871,592.00	882,102.00	0.00	882,102.00	1.2%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	(10,000.00)		(10,000.00)	(10,000.00)		(10,000.00)	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			861,592.00	0.00	861,592.00	872,102.00	0.00	872,102.00	1.2%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	17,688.00	17,688.00	0.00	17,559.00	17,559.00	-0.7%
Special Education Discretionary Grants		8182	0.00	412.00	412.00	0.00	412.00	412.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		0.00	0.00		0.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		651.00	651.00		651.00	651.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Title III, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%
Title III, English Learner Program	4203	8290		879.00	879.00		0.00	0.00	-100.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3182, 4037, 4123, 4124, 4126, 4127, 5630	8290		0.00	0.00		0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	25,089.00	25,089.00	0.00	25,089.00	25,089.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	44,719.00	44,719.00	0.00	43,711.00	43,711.00	-2.3%
OTHER STATE REVENUE									
Other State Apportionments									
Special Education Master Plan									
Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8318		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8318	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	1,275.00	0.00	1,275.00	1,313.00	0.00	1,313.00	3.0%
Lottery - Unrestricted and Instructional Materials		8560	6,196.00	2,674.00	8,870.00	6,196.00	2,674.00	8,870.00	0.0%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590		100,000.00	100,000.00		100,000.00	100,000.00	0.0%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		0.00	0.00		0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		0.00	0.00		0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590		5,735.00	5,735.00		5,735.00	5,735.00	0.0%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	500.00	117,559.00	118,059.00	0.00	55,396.00	55,396.00	-53.1%
TOTAL, OTHER STATE REVENUE			7,971.00	225,968.00	233,939.00	7,509.00	163,805.00	171,314.00	-26.6%
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	229,636.00	229,636.00	0.00	236,525.00	236,525.00	3.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interest		8660	35,000.00	0.00	35,000.00	35,000.00	0.00	35,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	3,788.00	3,788.00	0.00	0.00	0.00	-100.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8698	1,168.00	48,285.00	50,453.00	0.00	36,473.00	36,473.00	-27.7%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	2,350.00	0.00	2,350.00	2,350.00	0.00	2,350.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8781		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8782		22,648.00	22,648.00		31,489.00	31,489.00	39.0%
From JPAs	6500	8783		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8798	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			38,518.00	305,355.00	343,873.00	37,350.00	304,487.00	341,837.00	-0.6%
TOTAL, REVENUES			908,081.00	576,042.00	1,484,123.00	916,961.00	512,003.00	1,428,964.00	-3.7%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	179,603.00	95,913.00	275,516.00	181,083.00	94,828.00	275,911.00	0.1%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	105,024.00	42,531.00	147,555.00	120,513.00	18,242.00	138,755.00	-6.0%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			284,627.00	138,444.00	423,071.00	301,596.00	113,070.00	414,666.00	-2.0%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	28,996.00	31,747.00	60,743.00	23,657.00	28,150.00	51,807.00	-14.7%
Classified Support Salaries		2200	25,104.00	0.00	25,104.00	25,416.00	0.00	25,416.00	1.2%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	77,779.00	0.00	77,779.00	80,160.00	0.00	80,160.00	15.9%
Other Classified Salaries		2900	0.00	224.00	224.00	0.00	500.00	500.00	123.2%
TOTAL, CLASSIFIED SALARIES			131,879.00	31,971.00	163,850.00	139,233.00	28,650.00	167,883.00	2.5%
EMPLOYEE BENEFITS									
STRS		3101-3102	53,365.00	65,138.00	118,523.00	57,806.00	63,451.00	121,057.00	2.1%
PERS		3201-3202	19,183.00	2,291.00	21,474.00	22,835.00	2,182.00	24,817.00	15.8%
OASDI/Medicare/Alternative		3301-3302	14,421.00	4,582.00	19,003.00	12,927.00	3,838.00	16,765.00	-11.8%
Health and Welfare Benefits		3401-3402	43,928.00	0.00	43,928.00	47,916.00	0.00	47,916.00	9.1%
Unemployment Insurance		3501-3502	212.00	91.00	303.00	228.00	76.00	304.00	0.3%
Workers' Compensation		3601-3602	3,037.00	1,250.00	4,287.00	3,212.00	1,034.00	4,246.00	-1.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Employee Benefits		3801-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			134,166.00	73,352.00	207,518.00	144,524.00	70,581.00	215,105.00	3.7%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	2,958.00	21,082.00	24,041.00	3,470.00	4,849.00	8,319.00	-65.4%
Books and Other Reference Materials		4200	1,773.00	0.00	1,773.00	0.00	0.00	0.00	-100.0%
Materials and Supplies		4300	14,810.00	18,638.00	33,448.00	20,594.00	13,604.00	34,198.00	2.2%
Noncapitalized Equipment		4400	4,801.00	0.00	4,801.00	7,828.00	0.00	7,828.00	58.9%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			24,343.00	39,720.00	64,063.00	31,892.00	18,453.00	50,345.00	-21.7%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Travel and Conferences		5200	8,410.00	8,055.00	16,465.00	12,608.00	651.00	13,259.00	-19.5%
Dues and Memberships		5300	2,690.00	0.00	2,690.00	2,600.00	0.00	2,600.00	-3.3%
Insurance		5400 - 5499	12,755.00	0.00	12,755.00	13,497.00	0.00	13,497.00	5.8%
Operations and Housekeeping Services		5500	56,243.00	0.00	56,243.00	58,800.00	0.00	58,800.00	4.5%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	14,667.00	0.00	14,667.00	12,615.00	0.00	12,615.00	-14.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800 - 5899	145,998.00	173,761.00	319,759.00	153,227.00	171,270.00	324,497.00	1.5%
Communications		5900	4,300.00	1,000.00	5,300.00	4,100.00	1,000.00	5,100.00	-3.8%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			245,063.00	182,816.00	427,879.00	257,445.00	172,921.00	430,366.00	0.6%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	3,024.00	3,024.00	0.00	0.00	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	3,024.00	3,024.00	0.00	0.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	194,978.00	194,978.00	0.00	171,786.00	171,786.00	-11.9%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7289	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	194,978.00	194,978.00	0.00	171,786.00	171,786.00	-11.9%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EXPENDITURES			620,078.00	664,305.00	1,484,383.00	874,490.00	575,461.00	1,449,951.00	-2.3%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(177,617.00)	177,617.00	0.00	(151,232.00)	151,232.00	0.00	0.0%
Contributions from Restricted Revenues		8990	90,000.00	(90,000.00)	0.00	90,000.00	(90,000.00)	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(87,617.00)	87,617.00	0.00	(61,232.00)	61,232.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(87,617.00)	87,617.00	0.00	(61,232.00)	61,232.00	0.00	0.0%

			2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Description	Function Codes	Object Codes							
A. REVENUES									
1) LCFF Sources		8010-8099	861,592.00	0.00	861,592.00	872,102.00	0.00	872,102.00	1.2%
2) Federal Revenue		8100-8299	0.00	44,719.00	44,719.00	0.00	43,711.00	43,711.00	-2.3%
3) Other State Revenue		8300-8599	7,971.00	225,968.00	233,939.00	7,508.00	163,805.00	171,314.00	-26.6%
4) Other Local Revenue		8600-8799	38,516.00	305,355.00	343,873.00	37,350.00	304,487.00	341,837.00	-0.6%
5) TOTAL, REVENUES			908,081.00	578,042.00	1,484,123.00	916,961.00	512,003.00	1,428,964.00	-3.7%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999	Except 7600-7699	296,636.00	313,111.00	609,747.00	296,464.00	303,965.00	600,429.00	-1.5%
2) Instruction - Related Services	2000-2999		265,532.00	71,396.00	336,928.00	314,410.00	33,428.00	347,838.00	3.2%
3) Pupil Services	3000-3999		16,171.00	34,653.00	52,824.00	24,268.00	38,524.00	62,792.00	18.5%
4) Ancillary Services	4000-4999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		120,838.00	26,195.00	147,033.00	124,082.00	27,758.00	151,840.00	3.3%
8) Plant Services	8000-8999		116,901.00	23,972.00	142,873.00	115,266.00	0.00	115,266.00	-19.3%
9) Other Outgo	9000-9999		0.00	194,978.00	194,978.00	0.00	171,786.00	171,786.00	-11.9%
10) TOTAL, EXPENDITURES			620,078.00	684,305.00	1,484,383.00	874,490.00	575,461.00	1,449,951.00	-2.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			88,003.00	(88,263.00)	(260.00)	42,471.00	(63,458.00)	(20,987.00)	7,971.9%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In	6900-8929		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Transfers Out	7600-7629		0.00	0.00		0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions	8980-8999		(87,617.00)	87,617.00	0.00	(61,232.00)	61,232.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(87,617.00)	87,617.00	0.00	(61,232.00)	61,232.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			386.00	(646.00)	(260.00)	(18,761.00)	(2,226.00)	(20,987.00)	7,971.9%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited	9791		693,681.68	114,728.30	808,407.98	694,067.68	114,080.30	808,147.98	0.0%
b) Audit Adjustments	9793		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			693,681.68	114,728.30	808,407.98	694,067.68	114,080.30	808,147.98	0.0%
d) Other Restatements	9795		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			693,681.68	114,728.30	808,407.98	694,067.68	114,080.30	808,147.98	0.0%
2) Ending Balance, June 30 (E + F1e)			694,067.68	114,080.30	808,147.98	675,306.68	111,854.30	787,160.98	-2.6%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash	9711		1,000.00	0.00	1,000.00	1,000.00	0.00	1,000.00	0.0%
Stores	9712		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prepaid Items	9713		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others	9719		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted	9740		0.00	114,081.11	114,081.11	0.00	111,855.11	111,855.11	-2.0%
c) Committed									
Stabilization Arrangements	9750		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)	9760		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)	9780		189,825.58	0.00	189,825.58	189,825.58	0.00	189,825.58	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties	9789		88,000.00	0.00	88,000.00	90,000.00	0.00	90,000.00	2.3%
Unassigned/Unappropriated Amount	9790		415,242.10	(.81)	415,241.29	394,481.10	(.81)	394,480.29	-5.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
2600	Expanded Learning Opportunities Program	48,455.84	48,455.84
6019	Student Support and Professional Development Discretionary Block Grant	10,210.00	7,210.00
6053	Early Education: Universal Prekindergarten (UPK) Planning and Implementation Grant Program - Universal Prekindergarten Planning Grants	19,138.00	9,138.00
6266	Educator Effectiveness, FY 2021-22	.05	.05
6300	Lottery: Instructional Materials	.54	.54
6547	Special Education Early Intervention Preschool Grant	27,209.00	37,983.00
7810	Other Restricted State	347.00	347.00
9010	Other Restricted Local	8,720.68	8,720.68
Total, Restricted Balance		114,081.11	111,855.11

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	10,000.00	10,000.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,800.00	2,800.00	0.0%
5) TOTAL, REVENUES			12,800.00	12,800.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	23,571.00	12,800.00	-45.7%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			23,571.00	12,800.00	-45.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(10,771.00)	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(10,771.00)	0.00	-100.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	65,966.97	55,195.97	-16.3%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			65,966.97	55,195.97	-16.3%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			65,966.97	55,195.97	-16.3%
2) Ending Balance, June 30 (E + F1e)			55,195.97	55,195.97	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	55,195.97	55,195.97	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	54,601.40		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			54,601.40		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	49.74		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			49.74		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			54,551.66		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	10,000.00	10,000.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			10,000.00	10,000.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	2,800.00	2,800.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,800.00	2,800.00	0.0%
TOTAL, REVENUES			12,800.00	12,800.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	23,571.00	12,800.00	-45.7%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			23,571.00	12,800.00	-45.7%
CAPITAL OUTLAY					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			23,571.00	12,800.00	-45.7%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	46,936.97	46,936.97	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			46,936.97	46,936.97	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			46,936.97	46,936.97	0.0%
2) Ending Balance, June 30 (E + F1e)			46,936.97	46,936.97	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	46,936.97	46,936.97	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	46,378.97		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			46,378.97		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			46,378.97		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Voted Indebtedness Levies					
Homeowners' Exemptions		8571	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8572	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Voted Indebtedness Levies					
Secured Roll		8611	0.00	0.00	0.0%
Unsecured Roll		8612	0.00	0.00	0.0%
Prior Years' Taxes		8613	0.00	0.00	0.0%
Supplemental Taxes		8614	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Bond Redemptions		7433	0.00	0.00	0.0%
Bond Interest and Other Service Charges		7434	0.00	0.00	0.0%
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund		7614	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	872,102.00	0.95%	880,372.00	0.94%	888,640.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	7,509.00	0.00%	7,509.00	0.00%	7,509.00
4. Other Local Revenues	8600-8799	37,350.00	0.00%	37,350.00	0.00%	37,350.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(61,232.00)	-40.04%	(36,713.00)	19.84%	(43,997.00)
6. Total (Sum lines A1 thru A5c)		855,729.00	3.83%	888,518.00	0.11%	889,502.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				301,596.00		310,447.00
b. Step & Column Adjustment				8,851.00		9,117.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	301,596.00	2.93%	310,447.00	2.94%	319,564.00
2. Classified Salaries						
a. Base Salaries				139,233.00		140,616.00
b. Step & Column Adjustment				1,383.00		1,397.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	139,233.00	0.99%	140,616.00	0.99%	142,013.00
3. Employee Benefits	3000-3999	144,524.00	5.52%	152,497.00	3.71%	158,150.00
4. Books and Supplies	4000-4999	31,692.00	-2.00%	31,057.00	1.92%	31,652.00
5. Services and Other Operating Expenditures	5000-5999	257,445.00	0.31%	258,255.00	3.10%	266,257.00
6. Capital Outlay	6000-6999	0.00	0.00%		0.00%	
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%		0.00%	
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%		0.00%	
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%		0.00%	
b. Other Uses	7630-7699	0.00	0.00%		0.00%	
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		874,490.00	2.10%	892,872.00	2.77%	917,636.00

Budget, July 1
General Fund
Multiyear Projections
Unrestricted

21 65409 0000000
Form MYP
H8BRC7GZT(2026-27)

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(18,761.00)		(4,354.00)		(28,134.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		694,067.68		675,306.68		670,952.68
2. Ending Fund Balance (Sum lines C and D1)		675,306.68		670,952.68		642,818.68
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	1,000.00		1,000.00		1,000.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00				
2. Other Commitments	9760	0.00				
d. Assigned	9780	189,825.58		189,826.00		189,826.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	90,000.00		90,000.00		90,000.00
2. Unassigned/Unappropriated	9790	394,481.10		390,126.68		361,992.68
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		675,306.68		670,952.68		642,818.68
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	90,000.00		90,000.00		90,000.00
c. Unassigned/Unappropriated	9790	394,481.10		390,126.68		361,992.68
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)		484,481.10		480,126.68		451,992.68
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Budget, July 1
General Fund
Multiyear Projections
Restricted

21 65409 0000000
Form MYP
H8BRCT7GZT(2026-27)

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	8100-8299	43,711.00	0.00%	43,711.00	0.00%	43,711.00
3. Other State Revenues	8300-8599	163,805.00	0.00%	163,805.00	0.00%	163,805.00
4. Other Local Revenues	8600-8799	304,487.00	1.55%	309,218.00	1.56%	314,043.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	61,232.00	-40.04%	36,713.00	19.84%	43,997.00
6. Total (Sum lines A1 thru A5c)		573,235.00	-3.45%	553,447.00	2.19%	565,556.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				113,070.00		116,432.00
b. Step & Column Adjustment				3,362.00		3,463.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	113,070.00	2.97%	116,432.00	2.97%	119,895.00
2. Classified Salaries						
a. Base Salaries				28,650.00		28,932.00
b. Step & Column Adjustment				282.00		284.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	28,650.00	0.98%	28,932.00	0.98%	29,216.00
3. Employee Benefits	3000-3999	70,581.00	1.20%	71,427.00	0.96%	72,114.00
4. Books and Supplies	4000-4999	18,453.00	18.14%	21,801.00	-74.99%	5,453.00
5. Services and Other Operating Expenditures	5000-5999	172,921.00	0.00%	172,921.00	0.00%	172,921.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	171,786.00	-14.27%	147,267.00	4.95%	154,551.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		575,461.00	-2.90%	558,780.00	-0.83%	554,150.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(2,226.00)		(5,333.00)		11,406.00

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		114,080.30		111,854.30		106,521.30
2. Ending Fund Balance (Sum lines C and D1)		111,854.30		106,521.30		117,927.30
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	111,855.11		106,521.30		117,927.30
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	(.81)		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		111,854.30		106,521.30		117,927.30
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	872,102.00	0.95%	880,372.00	0.94%	888,640.00
2. Federal Revenues	8100-8299	43,711.00	0.00%	43,711.00	0.00%	43,711.00
3. Other State Revenues	8300-8599	171,314.00	0.00%	171,314.00	0.00%	171,314.00
4. Other Local Revenues	8600-8799	341,837.00	1.38%	346,568.00	1.39%	351,393.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		1,428,964.00	0.91%	1,441,965.00	0.91%	1,455,058.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				414,666.00		426,879.00
b. Step & Column Adjustment				12,213.00		12,580.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	414,666.00	2.95%	426,879.00	2.95%	439,459.00
2. Classified Salaries						
a. Base Salaries				167,883.00		169,548.00
b. Step & Column Adjustment				1,665.00		1,681.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	167,883.00	0.99%	169,548.00	0.99%	171,229.00
3. Employee Benefits	3000-3999	215,105.00	4.10%	223,924.00	2.83%	230,264.00
4. Books and Supplies	4000-4999	50,145.00	5.41%	52,858.00	-29.80%	37,105.00
5. Services and Other Operating Expenditures	5000-5999	430,366.00	0.19%	431,176.00	1.86%	439,178.00
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	171,786.00	-14.27%	147,267.00	4.95%	154,551.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		1,449,951.00	0.12%	1,451,652.00	1.39%	1,471,786.00
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		(20,987.00)		(9,687.00)		(16,728.00)

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		808,147.98		787,160.98		777,473.98
2. Ending Fund Balance (Sum lines C and D1)		787,160.98		777,473.98		760,745.98
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	1,000.00		1,000.00		1,000.00
b. Restricted	9740	111,855.11		106,521.30		117,927.30
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	189,825.58		189,826.00		189,826.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	90,000.00		90,000.00		90,000.00
2. Unassigned/Unappropriated	9790	394,480.29		390,126.68		361,992.68
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		787,160.98		777,473.98		760,745.98
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	90,000.00		90,000.00		90,000.00
c. Unassigned/Unappropriated	9790	394,481.10		390,126.68		361,992.68
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z	(.81)		0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		484,480.29		480,126.68		451,992.68
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		33.41%		33.07%		30.71%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
Marin County SELPA						
2. Special education pass-through funds						
(Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)						
		0.00				
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)						
		33.03		33.03		33.03
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		1,449,951.00		1,451,652.00		1,471,786.00
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		1,449,951.00		1,451,652.00		1,471,786.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		5.00%		5.00%		5.00%
e. Reserve Standard - By Percent (Line F3c times F3d)		72,497.55		72,582.60		73,589.30
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		90,000.00		90,000.00		90,000.00
g. Reserve Standard (Greater of Line F3e or F3f)		90,000.00		90,000.00		90,000.00
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Description	2025-26 Estimated Actuals			2026-27 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	33.03	33.03	33.03	33.03	33.03	33.03
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	33.03	33.03	33.03	33.03	33.03	33.03
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0.00
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	33.03	33.03	33.03	33.03	33.03	33.03
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30
Governmental Activities:						
Capital assets not being depreciated:						
Land	53,889.00		53,889.00			53,889.00
Work in Progress	4,389.00		4,389.00			4,389.00
Total capital assets not being depreciated	58,278.00	0.00	58,278.00	0.00	0.00	58,278.00
Capital assets being depreciated:						
Land Improvements	264,425.30		264,425.30			264,425.30
Buildings	3,761,014.00		3,761,014.00			3,761,014.00
Equipment	34,778.00		34,778.00			34,778.00
Total capital assets being depreciated	4,060,217.30	0.00	4,060,217.30	0.00	0.00	4,060,217.30
Accumulated Depreciation for:						
Land Improvements	(247,249.00)		(247,249.00)			(247,249.00)
Buildings	(1,281,575.00)		(1,281,575.00)			(1,281,575.00)
Equipment	(27,794.00)		(27,794.00)			(27,794.00)
Total accumulated depreciation	(1,556,618.00)	0.00	(1,556,618.00)	0.00	0.00	(1,556,618.00)
Total capital assets being depreciated, net excluding lease and subscription assets	2,503,599.30	0.00	2,503,599.30	0.00	0.00	2,503,599.30
Lease Assets			0.00			0.00
Accumulated amortization for lease assets			0.00			0.00
Total lease assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Subscription Assets			0.00			0.00
Accumulated amortization for subscription assets			0.00			0.00
Total subscription assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Governmental activity capital assets, net	2,561,877.30	0.00	2,561,877.30	0.00	0.00	2,561,877.30
Business-Type Activities:						
Capital assets not being depreciated:						
Land			0.00			0.00
Work in Progress			0.00			0.00
Total capital assets not being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Capital assets being depreciated:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total capital assets being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Accumulated Depreciation for:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total accumulated depreciation	0.00	0.00	0.00	0.00	0.00	0.00
Total capital assets being depreciated, net excluding lease and subscription assets	0.00	0.00	0.00	0.00	0.00	0.00
Lease Assets			0.00			0.00
Accumulated amortization for lease assets			0.00			0.00
Total lease assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Subscription Assets			0.00			0.00
Accumulated amortization for subscription assets			0.00			0.00
Total subscription assets, net	0.00	0.00	0.00	0.00	0.00	0.00
Business-type activity capital assets, net	0.00	0.00	0.00	0.00	0.00	0.00

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:		JUNE								
A. BEGINNING CASH			1,072,028.00	1,045,357.00	937,408.00	800,454.00	708,608.00	621,907.00	1,120,628.00	1,062,916.00
B. RECEIPTS										
LCFF Sources										
Principal Apportionment	8010-8019		2,000.00	2,000.00	4,211.00	4,211.00	4,211.00	4,211.00	4,211.00	4,211.00
Property Taxes	8020-8079							450,000.00		
Miscellaneous Funds	8080-8099									(10,000.00)
Federal Revenue	8100-8299				163.00				15,000.00	
Other State Revenue	8300-8599		6,500.00	6,500.00	45,000.00	15,000.00	15,000.00	10,000.00	10,000.00	12,662.00
Other Local Revenue	8600-8799			25,695.00	9,938.00	2,106.00		150,000.00	25,683.00	25,683.00
Interfund Transfers In	8900-8929									
All Other Financing Sources	8930-8979									
TOTAL RECEIPTS			8,500.00	34,195.00	59,312.00	21,317.00	19,211.00	614,211.00	54,894.00	32,556.00
C. DISBURSEMENTS										
Certificated Salaries	1000-1999			37,697.00	37,697.00	37,697.00	37,697.00	37,697.00	37,697.00	37,697.00
Classified Salaries	2000-2999		8,000.00	14,535.00	14,535.00	14,535.00	14,535.00	14,535.00	14,535.00	14,535.00
Employee Benefits	3000-3999		3,500.00	19,237.00	19,237.00	19,237.00	19,237.00	19,237.00	19,237.00	19,237.00
Books and Supplies	4000-4999			10,000.00	15,000.00	2,794.00	2,794.00	2,794.00	2,794.00	2,794.00
Services	5000-5999			20,000.00	20,000.00	43,082.00	43,082.00	43,082.00	43,082.00	43,082.00
Capital Outlay	6000-6999									
Other Outgo	7000-7499									
Interfund Transfers Out	7600-7629									

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699									
TOTAL DISBURSEMENTS			11,500.00	101,468.00	106,469.00	117,345.00	117,345.00	117,345.00	117,345.00	117,345.00
D. BALANCE SHEET ITEMS										
<u>Assets and Deferred Outflows</u>										
Cash Not In Treasury	9111-9199									
Accounts Receivable	9200-9299		11,866.00	5,668.00	4,352.00	0.00	6,212.00	8.00	(6,517.00)	0.00
Due From Other Funds	9310									
Stores	9320									
Prepaid Expenditures	9330									
Other Current Assets	9340									
Lease Receivable	9380									
Deferred Outflows of Resources	9490									
SUBTOTAL		0.00	11,866.00	5,668.00	4,352.00	0.00	6,212.00	8.00	(6,517.00)	0.00
<u>Liabilities and Deferred Inflows</u>										
Accounts Payable	9500-9599		35,537.00	46,343.00	94,149.00	(4,182.00)	(5,221.00)	(1,847.00)	(11,256.00)	(2,394.00)
Due To Other Funds	9610									
Current Loans	9640									
Unearned Revenues	9650									
Deferred Inflows of Resources	9690									
SUBTOTAL		0.00	35,537.00	46,343.00	94,149.00	(4,182.00)	(5,221.00)	(1,847.00)	(11,256.00)	(2,394.00)
<u>Nonoperating</u>										
Suspense Clearing	9910									
TOTAL BALANCE SHEET ITEMS		0.00	(23,671.00)	(40,675.00)	(89,797.00)	4,182.00	11,433.00	1,855.00	4,739.00	2,394.00
E. NET INCREASE/DECREASE (B - C + D)			(26,671.00)	(107,949.00)	(136,954.00)	(91,846.00)	(86,701.00)	498,721.00	(57,712.00)	(82,395.00)
F. ENDING CASH (A + E)			1,045,357.00	937,408.00	800,454.00	708,608.00	621,907.00	1,120,628.00	1,062,916.00	980,521.00
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:		JUNE							
A. BEGINNING CASH		980,521.00	901,431.00	1,209,950.00	1,076,021.00				
B. RECEIPTS									
LCFF Sources									
Principal Apportionment	8010-8019	4,211.00	4,211.00	4,211.00	4,212.00	0.00		46,111.00	46,111.00
Property Taxes	8020-8079		385,991.00					835,991.00	835,991.00
Miscellaneous Funds	8080-8099							(10,000.00)	(10,000.00)
Federal Revenue	8100-8299	5,000.00	5,000.00		18,548.00			43,711.00	43,711.00
Other State Revenue	8300-8599	12,662.00	12,662.00	12,662.00	12,666.00			171,314.00	171,314.00
Other Local Revenue	8600-8799	25,683.00	25,683.00	25,683.00	25,683.00			341,837.00	341,837.00
Interfund Transfers In	8900-8929							0.00	0.00
All Other Financing Sources	8930-8979							0.00	0.00
TOTAL RECEIPTS		47,556.00	433,547.00	42,556.00	61,109.00	0.00	0.00	1,428,964.00	1,428,964.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	37,697.00	37,697.00	37,697.00	37,696.00	0.00		414,666.00	414,666.00
Classified Salaries	2000-2999	14,535.00	14,535.00	14,535.00	14,535.00			167,885.00	167,883.00
Employee Benefits	3000-3999	19,237.00	19,237.00	19,237.00	19,237.00			215,107.00	215,105.00
Books and Supplies	4000-4999	2,794.00	2,794.00	2,794.00	2,794.00			50,146.00	50,145.00
Services	5000-5999	43,082.00	43,082.00	43,082.00	45,710.00			430,366.00	430,366.00
Capital Outlay	6000-6999							0.00	0.00
Other Outgo	7000-7499				171,786.00			171,786.00	171,786.00
Interfund Transfers Out	7600-7629							0.00	0.00
All Other Financing Uses	7630-7699							0.00	0.00

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		117,345.00	117,345.00	117,345.00	291,758.00	0.00	0.00	1,449,956.00	1,449,951.00
D. BALANCE SHEET ITEMS									
<u>Assets and Deferred Outflows</u>									
Cash Not In Treasury	9111-9199							0.00	
Accounts Receivable	9200-9299	171.00	0.00	(450.00)	(25,876.00)			(4,566.00)	
Due From Other Funds	9310							0.00	
Stores	9320							0.00	
Prepaid Expenditures	9330							0.00	
Other Current Assets	9340							0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490							0.00	
SUBTOTAL		171.00	0.00	(450.00)	(25,876.00)	0.00	0.00	(4,566.00)	
<u>Liabilities and Deferred Inflows</u>									
Accounts Payable	9500-9599	9,472.00	7,683.00	58,690.00	(40,000.00)			186,974.00	
Due To Other Funds	9610							0.00	
Current Loans	9640							0.00	
Unearned Revenues	9650							0.00	
Deferred Inflows of Resources	9690							0.00	
SUBTOTAL		9,472.00	7,683.00	58,690.00	(40,000.00)	0.00	0.00	186,974.00	
<u>Nonoperating</u>									
Suspense Clearing	9910							0.00	
TOTAL BALANCE SHEET ITEMS		(9,301.00)	(7,683.00)	(59,140.00)	14,124.00	0.00	0.00	(191,540.00)	
E. NET INCREASE/DECREASE (B - C + D)		(79,090.00)	308,519.00	(133,929.00)	(216,525.00)	0.00	0.00	(212,532.00)	(20,987.00)
F. ENDING CASH (A + E)		901,431.00	1,209,950.00	1,076,021.00	859,486.00				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								859,486.00	

Budget, July 1
2025-26 Estimated Actuals
GENERAL FUND
Current Expense Formula/Minimum Classroom Compensation

21 65409 0000000
Form CEA
H8BRCT7GZT(2026-27)

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	423,071.00	301	1,784.00	303	421,287.00	305	0.00		307	421,287.00	309
2000 - Classified Salaries	163,850.00	311	2,000.00	313	161,850.00	315	0.00		317	161,850.00	319
3000 - Employee Benefits	207,518.00	321	546.00	323	206,972.00	325	0.00		327	206,972.00	329
4000 - Books, Supplies Equip Replace. (6500)	64,063.00	331	174.00	333	63,889.00	335	17,519.00		337	46,370.00	339
5000 - Services . . . & 7300 - Indirect Costs	427,879.00	341	13,505.00	343	414,374.00	345	5,412.00		347	408,962.00	349
TOTAL					1,268,372.00	365			TOTAL	1,245,441.00	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object	EDP No.
1. Teacher Salaries as Per EC 41011.	1100	375
2. Salaries of Instructional Aides Per EC 41011.	2100	380
3. STRS.	3101 & 3102	382
4. PERS.	3201 & 3202	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	385
7. Unemployment Insurance.	3501 & 3502	390
8. Workers' Compensation Insurance.	3601 & 3602	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	
10. Other Benefits (EC 22310).	3901 & 3902	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).		395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.		
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).		396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.		396
14. TOTAL SALARIES AND BENEFITS.		397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.		36.38%
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')		X

PART III: DEFICIENCY AMOUNT							
A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.							
1. Minimum percentage required (60% elementary, 55% unified, 50% high)		<table border="1"> <tr> <td>exempt</td> </tr> <tr> <td>36.38%</td> </tr> <tr> <td>exempt</td> </tr> <tr> <td>1,245,441.00</td> </tr> <tr> <td>exempt</td> </tr> </table>	exempt	36.38%	exempt	1,245,441.00	exempt
exempt							
36.38%							
exempt							
1,245,441.00							
exempt							
2. Percentage spent by this district (Part II, Line 15)							
3. Percentage below the minimum (Part III, Line 1 minus Line 2)							
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).							
5. Deficiency Amount (Part III, Line 3 times Line 4)							
PART IV: Explanation for adjustments entered in Part I, Column 4b (required)							

**Budget, July 1
2026-27 Budget
GENERAL FUND
Current Expense Formula/Minimum Classroom
Compensation**

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense- Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	414,666.00	301	0.00	303	414,666.00	305	0.00		307	414,666.00	309
2000 - Classified Salaries	167,883.00	311	2,000.00	313	165,883.00	315	0.00		317	165,883.00	319
3000 - Employee Benefits	215,105.00	321	169.00	323	214,936.00	325	0.00		327	214,936.00	329
4000 - Books, Supplies Equip Replace. (6500)	50,145.00	331	104.00	333	50,041.00	335	7,306.00		337	42,735.00	339
5000 - Services. . & 7300 - Indirect Costs	430,366.00	341	18,905.00	343	411,461.00	345	2,976.00		347	408,485.00	349
TOTAL					1,256,987.00	365	TOTAL			1,246,705.00	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object	EDP No.
1. Teacher Salaries as Per EC 41011.	1100	273,251.00 375
2. Salaries of Instructional Aides Per EC 41011.	2100	51,807.00 380
3. STRS.	3101 & 3102	81,476.00 382
4. PERS.	3201 & 3202	2,182.00 383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	7,553.00 384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	32,013.00 385
7. Unemployment Insurance.	3501 & 3502	169.00 390
8. Workers' Compensation Insurance.	3601 & 3602	2,372.00 392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	0.00 393
10. Other Benefits (EC 22310).	3901 & 3902	0.00

11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).	450,823.00	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.	0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).	0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.		396
14. TOTAL SALARIES AND BENEFITS.	450,823.00	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.	36.16%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')	X	

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary, 55% unified, 50% high)	exempt
2. Percentage spent by this district (Part II, Line 15)	36.16%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	exempt
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	1,246,705.00
5. Deficiency Amount (Part III, Line 3 times Line 4)	exempt

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)

Budget, July 1
2025-26 Estimated Actuals
Schedule of Long-Term Liabilities

21 65409 0000000
Form DEBT
H8BRC7GZT(2025-27)

Description	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30	Amounts Due Within One Year
Governmental Activities:							
General Obligation Bonds Payable	545,000.00		545,000.00			545,000.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Subscription Liability			0.00			0.00	
Governmental activities long-term liabilities	545,000.00	0.00	545,000.00	0.00	0.00	545,000.00	0.00
Business-Type Activities:							
General Obligation Bonds Payable			0.00			0.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt			0.00			0.00	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Subscription Liability			0.00			0.00	
Business-type activities long-term liabilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Section I - Expenditures	Funds 01, 09, and 62			2025-26 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	1,484,383.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	44,719.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999 except 6600, 6700, 6910, 6920	3,024.00
3. Debt Service	All	9100	5400-5450, 5800, 7430-7439	0.00
4. Other Transfers Out	All	9200	7200-7299	0.00
5. Interfund Transfers Out	All	9300	7600-7629	0.00
6. All Other Financing Uses	All	9100	7699	0.00
		9200	7651	
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	2,838.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				5,862.00
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				1,433,802.00
Section II - Expenditures Per ADA				2025-26 Annual ADA/Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)				33.03
B. Expenditures per ADA (Line I.E divided by Line II.A)				43,409.08
Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)			Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)			1,371,417.09	42,055.11
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)			0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)			1,371,417.09	42,055.11
B. Required effort (Line A.2 times 90%)			1,234,275.38	37,849.60
C. Current year expenditures (Line I.E and Line II.B)			1,433,802.00	43,409.08
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)			0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)			MOE Met	

F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under ESSA covered programs in FY 2027-28 may be reduced by the lower of the two percentages)	0.00%	0.00%
SECTION IV - Detail of Adjustments to Base Expenditures (used in Section III, Line A.1)		
Description of Adjustments	Total Expenditures	Expenditures Per ADA
Total adjustments to base expenditures	0.00	0.00

Part I - General Administrative Share of Plant Services Costs

California's indirect cost plan allows that the general administrative costs in the indirect cost pool may include that portion of plant services costs (maintenance and operations costs and facilities rents and leases costs) attributable to the general administrative offices. The calculation of the plant services costs attributed to general administration and included in the pool is standardized and automated using the percentage of salaries and benefits relating to general administration as proxy for the percentage of square footage occupied by general administration.

A. Salaries and Benefits - Other General Administration and Centralized Data Processing

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 7200-7700, goals 0000 and 9000) 38,798.00
2. Contracted general administrative positions not paid through payroll
 - a. Enter the costs, if any, of general administrative positions performing services ON SITE but paid through a contract, rather than through payroll, in functions 7200-7700, goals 0000 and 9000, Object 5800. _____
 - b. If an amount is entered on Line A2a, provide the title, duties, and approximate FTE of each general administrative position paid through a contract. Retain supporting documentation in case of audit.

B. Salaries and Benefits - All Other Activities

1. Salaries and benefits paid through payroll (Funds 01, 09, and 62, objects 1000-3999 except 3701-3702)
(Functions 1000-6999, 7100-7180, & 8100-8400; Functions 7200-7700, all goals except 0000 & 9000) 755,641.00

C. Percentage of Plant Services Costs Attributable to General Administration

- (Line A1 plus Line A2a, divided by Line B1; zero if negative) (See Part III, Lines A5 and A6) 5.13%

Part II - Adjustments for Employment Separation Costs

When an employee separates from service, the local educational agency (LEA) may incur costs associated with the separation in addition to the employee's regular salary and benefits for the final pay period. These additional costs can be categorized as "normal" or "abnormal or mass" separation costs.

Normal separation costs include items such as pay for accumulated unused leave or routine severance pay authorized by governing board policy. Normal separation costs are not allowable as direct costs to federal programs, but are allowable as indirect costs. State programs may have similar restrictions. Where federal or state program guidelines required that the LEA charge an employee's normal separation costs to an unrestricted resource rather than to the restricted program in which the employee worked, the LEA may identify and enter these costs on Line A for inclusion in the indirect cost pool.

Abnormal or mass separation costs are those costs resulting from actions taken by an LEA to influence employees to terminate their employment earlier than they normally would have. Abnormal or mass separation costs include retirement incentives such as a Golden Handshake or severance packages negotiated to effect termination. Abnormal or mass separation costs may not be charged to federal programs as either direct costs or indirect costs. Where an LEA paid abnormal or mass separation costs on behalf of positions in general administrative functions included in the indirect cost pool, the LEA must identify and enter these costs on Line B for exclusion from the pool.

A. Normal Separation Costs (optional)

Enter any normal separation costs paid on behalf of employees of restricted state or federal programs that were charged to an unrestricted resource (0000-1999) in funds 01, 09, and 62 with functions 1000-6999 or 8100-8400 rather than to the restricted program. These costs will be moved in Part III from base costs to the indirect cost pool.
Retain supporting documentation. _____

B. Abnormal or Mass Separation Costs (required)

Enter any abnormal or mass separation costs paid on behalf of general administrative positions charged to unrestricted resources (0000-1999) in funds 01, 09, and 62 with functions 7200-7700. These costs will be moved in Part III from the indirect cost pool to base costs. If none, enter zero. 0.00

Part III - Indirect Cost Rate Calculation (Funds 01, 09, and 62, unless indicated otherwise)

A. Indirect Costs

1. Other General Administration, less portion charged to restricted resources or specific goals
(Functions 7200-7600, objects 1000-5999, minus Line B9) 93,428.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals
(Function 7700, objects 1000-5999, minus Line B10) 7,300.00

3. External Financial Audit - Single Audit (Function 7190, resources 0000-1999, goals 0000 and 9000, objects 5000 - 5999)	0.00
4. Staff Relations and Negotiations (Function 7120, resources 0000-1999, goals 0000 and 9000, objects 1000 - 5999)	0.00
5. Plant Maintenance and Operations (portion relating to general administrative offices only) (Functions 8100-8400, objects 1000-5999 except 5100, times Part I, Line C)	7,174.25
6. Facilities Rents and Leases (portion relating to general administrative offices only) (Function 8700, resources 0000-1999, objects 1000-5999 except 5100, times Part I, Line C)	0.00
7. Adjustment for Employment Separation Costs	
a. Plus: Normal Separation Costs (Part II, Line A)	0.00
b. Less: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
8. Total Indirect Costs (Lines A1 through A7a, minus Line A7b)	107,902.25
9. Carry-Forward Adjustment (Part IV, Line F)	0.00
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	107,902.25
B. Base Costs	
1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	609,747.00
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	336,928.00
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	52,824.00
4. Ancillary Services (Functions 4000-4999, objects 1000-5999 except 5100)	0.00
5. Community Services (Functions 5000-5999, objects 1000-5999 except 5100)	0.00
6. Enterprise (Function 6000, objects 1000-5999 except 4700 and 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	27,709.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000 - 5999, minus Part III, Line A3)	15,035.00
9. Other General Administration (portion charged to restricted resources or specific goals only) (Functions 7200-7600, resources 2000-9999, objects 1000-5999; Functions 7200-7600, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	1,561.00
10. Centralized Data Processing (portion charged to restricted resources or specific goals only) (Function 7700, resources 2000-9999, objects 1000-5999; Function 7700, resources 0000-1999, all goals except 0000 and 9000, objects 1000-5999)	2,000.00
11. Plant Maintenance and Operations (all except portion relating to general administrative offices) (Functions 8100-8400, objects 1000-5999 except 5100, minus Part III, Line A5)	132,674.75
12. Facilities Rents and Leases (all except portion relating to general administrative offices) (Function 8700, objects 1000-5999 except 5100, minus Part III, Line A6)	0.00
13. Adjustment for Employment Separation Costs	
a. Less: Normal Separation Costs (Part II, Line A)	0.00
b. Plus: Abnormal or Mass Separation Costs (Part II, Line B)	0.00
14. Student Activity (Fund 08, functions 4000-5999, objects 1000-5999 except 5100)	0.00
15. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Child Development (Fund 12, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
17. Cafeteria (Funds 13 & 61, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
18. Foundation (Funds 19 & 57, functions 1000-6999, 8100-8400 & 8700, objects 1000-5999 except 4700 & 5100)	0.00
19. Total Base Costs (Lines B1 through B12 and Lines B13b through B18, minus Line B13a)	1,178,478.75
C. Straight Indirect Cost Percentage Before Carry-Forward Adjustment	
(For information only - not for use when claiming/recovering indirect costs) (Line A8 divided by Line B19)	9.16%
D. Preliminary Proposed Indirect Cost Rate	
(For final approved fixed-with-carry-forward rate for use in 2027-28 see www.cde.ca.gov/fg/ac/ic/) (Line A10 divided by Line B19)	9.16%
Part IV - Carry-forward Adjustment	
The carry-forward adjustment is an after-the-fact adjustment for the difference between indirect costs recoverable using the indirect cost rate approved for use in a given year, and the actual indirect costs incurred in that year. The carry-forward adjustment eliminates	

the need for LEAs to file amended federal reports when their actual indirect costs vary from the estimated indirect costs on which the approved rate was based.

Where the ratio of indirect costs incurred in the current year is less than the estimated ratio of indirect costs on which the approved rate for use in the current year was based, the carry-forward adjustment is limited by using either the approved rate times current year base costs, or the highest rate actually used to recover costs from any program times current year base costs, if the highest rate used was less than the approved rate. Rates used to recover costs from programs are displayed in Exhibit A.

A. Indirect costs incurred in the current year (Part III, Line A8) 107,902.25

B. Carry-forward adjustment from prior year(s)

1. Carry-forward adjustment from the second prior year 16,672.12
2. Carry-forward adjustment amount deferred from prior year(s), if any 0.00

C. Carry-forward adjustment for under- or over-recovery in the current year

1. Under-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus (approved indirect cost rate (11.46%) times Part III, Line B19); zero if negative 0.00
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (11.46%) times Part III, Line B19) or (the highest rate used to recover costs from any program (0%) times Part III, Line B19); zero if positive 0.00

D. Preliminary carry-forward adjustment (Line C1 or C2) 0.00

E. Optional allocation of negative carry-forward adjustment over more than one year

Where a negative carry-forward adjustment causes the proposed approved rate to fall below zero or would reduce the rate at which the LEA could recover indirect costs to such an extent that it would cause the LEA significant fiscal harm, the LEA may request that the carry-forward adjustment be allocated over more than one year. Where allocation of a negative carry-forward adjustment over more than one year does not resolve a negative rate, the CDE will work with the LEA on a case-by-case basis to establish an approved rate.

Option 1. Preliminary proposed approved rate (Part III, Line D) if entire negative carry-forward adjustment is applied to the current year calculation: not applicable

Option 2. Preliminary proposed approved rate (Part III, Line D) if one-half of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years: not applicable

Option 3. Preliminary proposed approved rate (Part III, Line D) if one-third of negative carry-forward adjustment is applied to the current year calculation and the remainder is deferred to one or more future years: not applicable

LEA request for Option 1, Option 2, or Option 3

1

F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if

Option 2 or Option 3 is selected) 0.00

Approved
indirect
cost
rate: 11.46%

Highest
rate used
in any
program: 0.00%

Fund

Resource

Eligible
Expenditures
(Objects
1000-5999
except 4700
& 5100)

Indirect
Costs
Charged
(Objects
7310
and
7350)

Rate
Used

Budget, July 1
2025-26 Estimated Actuals
LOTTERY REPORT
Revenues, Expenditures and
Ending Balances - All Funds

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	10,710.28		5,439.54	16,149.82
2. State Lottery Revenue	8560	6,196.00		2,674.00	8,870.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Proceeds from SBITAs	8974	0.00		0.00	0.00
6. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
7. Total Available (Sum Lines A1 through A6)		16,906.28	0.00	8,113.54	25,019.82
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	0.00		0.00	0.00
2. Classified Salaries	2000-2999	0.00		0.00	0.00
3. Employee Benefits	3000-3999	0.00		0.00	0.00
4. Books and Supplies	4000-4999	9,406.00		8,113.00	17,519.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	4,000.00			4,000.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800			0.00	0.00
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800			0.00	0.00
6. Capital Outlay	6000-6999	0.00		0.00	0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211, 7212, 7221, 7222, 7281, 7282	0.00			0.00
b. To JPAs and All Others	7213, 7223, 7283, 7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399	0.00			0.00
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		13,406.00	0.00	8,113.00	21,519.00
C. ENDING BALANCE (Must equal Line A7 minus Line B12)	979Z	3,500.28	0.00	.54	3,500.82
D. COMMENTS:					

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Projected funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

	Percentage Level	District ADA
	3.0%	0 to 300
	2.0%	301 to 1,000
	1.0%	1,001 and over
District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):	33	
District's ADA Standard Percentage Level:	3.0%	

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2023-24)				
District Regular	35	34		
Charter School				
Total ADA	35	34	2.1%	Met
Second Prior Year (2024-25)				
District Regular	32	33		
Charter School				
Total ADA	32	33	N/A	Met
First Prior Year (2025-26)				
District Regular	33	33		
Charter School		0		
Total ADA	33	33	0.0%	Met
Budget Year (2026-27)				
District Regular	33			
Charter School	0			
Total ADA	33			

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

- 1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

2. **CRITERION: Enrollment**

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):

District's Enrollment Standard Percentage Level:

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CALPADS Actual column for the First Prior Year; all other data are extracted or calculated. CALPADS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Budget	Enrollment CALPADS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2023-24)				
District Regular	35	36		
Charter School				
Total Enrollment	35	36	N/A	Met
Second Prior Year (2024-25)				
District Regular	34	34		
Charter School				
Total Enrollment	34	34	0.0%	Met
First Prior Year (2025-26)				
District Regular	34	34		
Charter School				
Total Enrollment	34	34	0.0%	Met
Budget Year (2026-27)				
District Regular	34			
Charter School				
Total Enrollment	34			

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. **STANDARD MET** - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. **STANDARD MET** - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CALPADS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2023-24)			
District Regular	33	36	
Charter School		0	
Total ADA/Enrollment	33	36	90.4%
Second Prior Year (2024-25)			
District Regular	33	34	
Charter School	0		
Total ADA/Enrollment	33	34	95.9%
First Prior Year (2025-26)			
District Regular	33	34	
Charter School			
Total ADA/Enrollment	33	34	97.1%
Historical Average Ratio:			94.5%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			95.0%

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2026-27)				
District Regular	33	34		
Charter School	0			
Total ADA/Enrollment	33	34	97.1%	Not Met
1st Subsequent Year (2027-28)				
District Regular	33	34		
Charter School				
Total ADA/Enrollment	33	34	97.1%	Not Met
2nd Subsequent Year (2028-29)				
District Regular	33	34		
Charter School				
Total ADA/Enrollment	33	34	97.1%	Not Met

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD NOT MET - Projected P-2 ADA to enrollment ratio is above the standard for one or more of the budget or two subsequent fiscal years. Provide reasons why the projected ratio exceeds the district's historical average ratio by more than 0.5%.

Explanation:
(required if NOT met)

Small changes in a small school district results in larger differences. ADA percentage is still in a reasonable range.

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's cost-of-living adjustment (COLA), plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's COLA, plus or minus one percent.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: Basic Aid

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Projected LCFF Revenue

	Prior Year (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	33.03	33.03	33.03	33.03
b. Prior Year ADA (Funded)		33.03	33.03	33.03
c. Difference (Step 1a minus Step 1b)		0.00	0.00	0.00
d. Percent Change Due to Population (Step 1c divided by Step 1b)		0.00%	0.00%	0.00%
Step 2 - Change in Funding Level				
a. Prior Year LCFF Funding		861,759.47	873,855.00	886,132.00
b1. COLA percentage				
b2. COLA amount (proxy for purposes of this criterion)		0.00	0.00	0.00
c. Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		0.00%	0.00%	0.00%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)				
		0.00%	0.00%	0.00%
LCFF Revenue Standard (Step 3, plus/minus 1%):		N/A	N/A	N/A

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	825,481.00	835,991.00	844,177.00	852,445.00
Percent Change from Previous Year		1.27%	.98%	.98%
Basic Aid Standard (percent change from previous year, plus/minus 1%):		0.27% to 2.27%	-0.02% to 1.98%	-0.02% to 1.98%

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	N/A	N/A	N/A

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	871,592.00	882,102.00	890,372.00	898,640.00
District's Projected Change in LCFF Revenue:		1.21%	.94%	.93%
Basic Aid Standard		0.27% to 2.27%	-0.02% to 1.98%	-0.02% to 1.98%
Status:		Met	Met	Met

4C. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected change in LCFF revenue has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

5. **CRITERION: Salaries and Benefits**

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
	Salaries and Benefits	Total Expenditures	
	(Form 01, Objects 1000-3999)	(Form 01, Objects 1000-7499)	
Third Prior Year (2023-24)	523,785.49	837,298.54	62.6%
Second Prior Year (2024-25)	545,687.13	822,477.43	66.3%
First Prior Year (2025-26)	550,672.00	820,078.00	67.1%
	Historical Average Ratio:		65.4%

District's Reserve Standard Percentage (Criterion 10B, Line 4):	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
	5.0%	5.0%	5.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	60.4% to 70.4%	60.4% to 70.4%	60.4% to 70.4%

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999)		Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
	Salaries and Benefits	Total Expenditures		
	(Form 01, Objects 1000-3999)	(Form 01, Objects 1000-7499)		
Budget Year (2026-27)	585,353.00	874,490.00	66.9%	Met
1st Subsequent Year (2027-28)	603,560.00	892,872.00	67.6%	Met
2nd Subsequent Year (2028-29)	619,727.00	917,636.00	67.5%	Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. **STANDARD MET** - Ratio of total unrestricted salaries and benefits to total unrestricted expenditures has met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	0.00%	0.00%	0.00%
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	-10.00% to 10.00%	-10.00% to 10.00%	-10.00% to 10.00%
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-5.00% to 5.00%	-5.00% to 5.00%	-5.00% to 5.00%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2025-26)	44,719.00		
Budget Year (2026-27)	43,711.00	(2.25%)	No
1st Subsequent Year (2027-28)	43,711.00	0.00%	No
2nd Subsequent Year (2028-29)	43,711.00	0.00%	No

Explanation:
(required if Yes)

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)

First Prior Year (2025-26)	233,939.00		
Budget Year (2026-27)	171,314.00	(26.77%)	Yes
1st Subsequent Year (2027-28)	171,314.00	0.00%	No
2nd Subsequent Year (2028-29)	171,314.00	0.00%	No

Explanation:
(required if Yes)

Reduced due to UPK fund and 1x water system repair funds

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)

First Prior Year (2025-26)	343,873.00		
Budget Year (2026-27)	341,837.00	(.59%)	No
1st Subsequent Year (2027-28)	346,568.00	1.38%	No
2nd Subsequent Year (2028-29)	351,393.00	1.39%	No

Explanation:
(required if Yes)

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)

First Prior Year (2025-26)	64,063.00		
Budget Year (2026-27)	50,145.00	(21.73%)	Yes
1st Subsequent Year (2027-28)	52,858.00	5.41%	Yes
2nd Subsequent Year (2028-29)	37,105.00	(29.80%)	Yes

Explanation:
(required if Yes)

Reduction due to spending down of restricted funds.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2025-26)	427,879.00		
Budget Year (2026-27)	430,366.00	.58%	No
1st Subsequent Year (2027-28)	431,176.00	.19%	No
2nd Subsequent Year (2028-29)	439,178.00	1.86%	No

Explanation:
(required if Yes)

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
----------------------------	--------	--------------------------------------	--------

Total Federal, Other State, and Other Local Revenue (Criterion 6B)

First Prior Year (2025-26)	622,531.00		
Budget Year (2026-27)	556,862.00	(10.55%)	Not Met
1st Subsequent Year (2027-28)	561,593.00	.85%	Met
2nd Subsequent Year (2028-29)	566,418.00	.86%	Met

Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)

First Prior Year (2025-26)	491,942.00		
Budget Year (2026-27)	480,511.00	(2.32%)	Met
1st Subsequent Year (2027-28)	484,034.00	.73%	Met
2nd Subsequent Year (2028-29)	476,283.00	(1.60%)	Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

- 1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation:

Federal Revenue

(linked from 6B

if NOT met)

Explanation:

Other State Revenue

(linked from 6B

if NOT met)

Reduced due to UPK fund and 1x water system repair funds

Explanation:

Other Local Revenue

(linked from 6B

if NOT met)

- 1b. STANDARD MET - Projected total operating expenditures have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:

Books and Supplies

(linked from 6B

if NOT met)

Explanation:

Services and Other Exps

(linked from 6B

if NOT met)

7. **CRITERION: Facilities Maintenance**

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Statute exclude the following resource codes from the total general fund expenditures calculation: 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation?

No

- b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)

0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690)

1,408,097.00

b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)

0.00

3% Required
Minimum Contribution
(Line 2c times 3%)

Budgeted Contribution¹
to the Ongoing and Major
Maintenance Account

Status

c. Net Budgeted Expenditures and Other Financing Uses

1,408,097.00

42,242.91

0.00

Not Met

¹ Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

- ☐ Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
- ☒ Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
- ☐ Other (explanation must be provided)

Explanation:
(required if NOT met
and Other is marked)

8. **CRITERION: Deficit Spending**

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves¹ as a percentage of total expenditures and other financing uses² in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

	Third Prior Year (2023-24)	Second Prior Year (2024-25)	First Prior Year (2025-26)
1. District's Available Reserve Amounts (resources 0000-1999)			
a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	80,000.00	87,000.00	88,000.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	377,434.49	408,646.10	415,242.10
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	(7.00)	0.00	(.81)
e. Available Reserves (Lines 1a through 1d)	457,427.49	495,646.10	503,241.29
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	1,362,617.74	1,419,152.47	1,484,383.00
b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	1,362,617.74	1,419,152.47	1,484,383.00
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	33.6%	34.9%	33.9%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	11.2%	11.6%	11.3%

¹Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

²A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in	Total Unrestricted	Deficit Spending Level	Status
	Unrestricted Fund Balance	Expenditures	(If Net Change in	
	(Form 01, Section E)	and Other Financing Uses	Unrestricted Fund	
		(Form 01, Objects 1000-7999)	Balance is negative, else N/A)	
Third Prior Year (2023-24)	19,048.24	837,298.54	N/A	Met
Second Prior Year (2024-25)	28,752.76	822,477.43	N/A	Met
First Prior Year (2025-26)	386.00	820,078.00	N/A	Met
Budget Year (2026-27) (Information only)	(18,761.00)	874,490.00		

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:
(required if NOT met)

9. **CRITERION: Fund and Cash Balances**

A. Fund Balance STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level ¹	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 250,000
0.3%	250,001 and over

¹ Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4):

District's Fund Balance Standard Percentage Level:

9A-1. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance ² (Form 01, Line F1e, Unrestricted Column)		Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
	Original Budget	Estimated/Unaudited Actuals		
Third Prior Year (2023-24)	569,518.87	645,880.68	N/A	Met
Second Prior Year (2024-25)	620,581.54	664,928.92	N/A	Met
First Prior Year (2025-26)	693,681.00	693,681.68	N/A	Met
Budget Year (2026-27) (Information only)	694,067.68			

² Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9A-2. Comparison of District Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

B. Cash Balance Standard: Projected general fund cash balance will be positive at the end of the current fiscal year.

9B-1: Determining If the District's Ending Cash Balance Is Positive

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Ending Cash Balance		
General Fund		
Fiscal Year	(Form CASH, Line F, June Column)	Status
Current Year (2026-27)	859,496.00	Met

9B-2. Comparison of the District's Ending Cash Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves¹ for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts² as applied to total expenditures and other financing uses³:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA
5% or \$90,000 (greater of)	0 to 300
4% or \$90,000 (greater of)	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 250,000
1%	250,001 and over

¹ Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

² Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

³ A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	33	33	33
District's Reserve Standard Percentage Level:	5%	5%	5%

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1. If Yes, enter data for item 2a. If No, enter data for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?
2. If you are the SELPA AU and are excluding special education pass-through funds:

a. Enter the name(s) of the SELPA(s): Marin County SELPA

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	0.00		

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	1,449,951.00	1,451,652.00	1,471,786.00
2. Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3. Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	1,449,951.00	1,451,652.00	1,471,786.00

4.	Reserve Standard Percentage Level	5%	5%	5%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	72,497.55	72,582.60	73,589.30
6.	Reserve Standard - by Amount (\$90,000 for districts with 0 to 1,000 ADA, else 0)	90,000.00	90,000.00	90,000.00
7.	District's Reserve Standard (Greater of Line B5 or Line B6)	90,000.00	90,000.00	90,000.00

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):				
1.	General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00		
2.	General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	90,000.00	90,000.00	90,000.00
3.	General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	394,481.10	390,126.68	361,992.68
4.	General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	(.81)	0.00	0.00
5.	Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00		
6.	Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	0.00		
7.	Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00		
8.	District's Budgeted Reserve Amount (Lines C1 thru C7)	484,480.29	480,126.68	451,992.68
9.	District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	33.41%	33.07%	30.71%
District's Reserve Standard (Section 10B, Line 7):		90,000.00	90,000.00	90,000.00
Status:		Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

- 1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

- 1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?

No

- 1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

- 1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources?

No

- 1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

- 1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues?

No

- 1b. If Yes, identify the expenditures:

S4. Contingent Revenues

- 1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?

No

- 1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than \$20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard:

-10.0% to +10.0% or -\$20,000 to +\$20,000

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)				
First Prior Year (2025-26)	(177,617.00)			
Budget Year (2026-27)	(151,232.00)	(26,385.00)	(14.9%)	Not Met
1st Subsequent Year (2027-28)	(126,713.00)	(24,519.00)	(16.2%)	Not Met
2nd Subsequent Year (2028-29)	(133,997.00)	7,284.00	5.7%	Met
1b. Transfers In, General Fund *				
First Prior Year (2025-26)	0.00			
Budget Year (2026-27)	0.00	0.00	0.0%	Met
1st Subsequent Year (2027-28)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2028-29)	0.00	0.00	0.0%	Met
1c. Transfers Out, General Fund *				
First Prior Year (2025-26)	0.00			
Budget Year (2026-27)	0.00	0.00	0.0%	Met
1st Subsequent Year (2027-28)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2028-29)	0.00	0.00	0.0%	Met
1d. Impact of Capital Projects				
Do you have any capital projects that may impact the general fund operational budget?				No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

- 1a. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify restricted programs and amount of contribution for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

Explanation:
(required if NOT met)

The county office changed the excess cost funding method starting in FY2026-27 which significantly reduced the cost of special ed services from the county office. this new method was phased in over two years.

1b. MET - Projected transfers in have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:

(required if NOT met)

1c. MET - Projected transfers out have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:

(required if NOT met)

1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information:

(required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments¹ and their annual required payments for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

¹ Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments?

(If No, skip item 2 and Sections S6B and S6C)

No

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years	SACS Fund and Object Codes Used For:		Principal Balance
	Remaining	Funding Sources (Revenues)	Debt Service (Expenditures)	as of July 1, 2026
Leases				
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				

Other Long-term Commitments (do not include OPEB):

TOTAL:				0

Type of Commitment (continued)	Prior Year (2025-26) Annual Payment (P & I)	Budget Year (2026-27) Annual Payment (P & I)	1st Subsequent Year (2027-28) Annual Payment (P & I)	2nd Subsequent Year (2028-29) Annual Payment (P & I)
Leases				
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Total Annual Payments:	0	0	0	0
Has total annual payment increased over prior year (2025-26)?	No	No	No	No

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

- 1a. No - Annual payments for long-term commitments have not increased in one or more of the budget and two subsequent fiscal years.

Explanation:
(required if Yes
to increase in total
annual payments)

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

N/A

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

- 1 Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)

No

- 2 For the district's OPEB:

a. Are they lifetime benefits?

b. Do benefits continue past age 65?

c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:

- 3 a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?

b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund

Self-Insurance Fund

Governmental Fund

4. OPEB Liabilities

a. Total OPEB liability

b. OPEB plan(s) fiduciary net position (if applicable)

c. Total/Net OPEB liability (Line 4a minus Line 4b)

0.00

d. Is total OPEB liability based on the district's estimate or an actuarial valuation?

e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation

5. OPEB Contributions

a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method

b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)

0.00

c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)

d. Number of retirees receiving OPEB benefits

Budget Year
(2026-27)

1st Subsequent Year
(2027-28)

2nd Subsequent Year
(2028-29)

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

- 1 Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

No

- 2 Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

--

3. Self-Insurance Liabilities

- a. Accrued liability for self-insurance programs
b. Unfunded liability for self-insurance programs

4. Self-Insurance Contributions

- a. Required contribution (funding) for self-insurance programs
b. Amount contributed (funded) for self-insurance programs

Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Number of certificated (non-management) full - time - equivalent (FTE) positions	3.00	3.00	3.00	3.00

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

- 2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

- 2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Budget Year

1st Subsequent Year

2nd Subsequent Year

(2026-27)

(2027-28)

(2028-29)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

--

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

3,256

Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
--------------------------	----------------------------------	----------------------------------

7. Amount included for any tentative salary schedule increases

0	0	0
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Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
--------------------------	----------------------------------	----------------------------------

Certificated (Non-management) Health and Welfare (H&W) Benefits

1. Are costs of H&W benefit changes included in the budget and MYPs?
2. Total cost of H&W benefits
3. Percent of H&W cost paid by employer
4. Percent projected change in H&W cost over prior year

Yes	Yes	Yes
32,013	33,934	35,970
8.0%	5.0%	5.0%

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

No		

--

Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
--------------------------	----------------------------------	----------------------------------

Certificated (Non-management) Step and Column Adjustments

1. Are step & column adjustments included in the budget and MYPs?
2. Cost of step & column adjustments
3. Percent change in step & column over prior year

Yes	Yes	Yes
5,080	5,587	6,131
3.0%	3.0%	3.0%

Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
--------------------------	----------------------------------	----------------------------------

Certificated (Non-management) Attrition (layoffs and retirements)

1. Are savings from attrition included in the budget and MYPs?
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

No	No	No
No	No	No

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Number of classified(non - management) FTE positions	3.00	3.00	3.00	3.00

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

Negotiations Settled

- 2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

- 2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement:

Begin Date:

End Date:

5. Salary settlement:

Budget Year
(2026-27)

1st Subsequent Year
(2027-28)

2nd Subsequent Year
(2028-29)

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

One Year Agreement

Total cost of salary settlement

% change in salary schedule from prior year

or

Multiyear Agreement

Total cost of salary settlement

% change in salary schedule from prior year (may enter text, such as "Reopener")

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6. Cost of a one percent increase in salary and statutory benefits

2,050

Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
--------------------------	----------------------------------	----------------------------------

7. Amount included for any tentative salary schedule increases

0	0	0
---	---	---

Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
--------------------------	----------------------------------	----------------------------------

Classified (Non-management) Health and Welfare (H&W) Benefits

- Are costs of H&W benefit changes included in the budget and MYPs?
- Total cost of H&W benefits
- Percent of H&W cost paid by employer
- Percent projected change in H&W cost over prior year

Yes	Yes	Yes
15,903	16,857	17,869
5.0%	5.0%	5.0%

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs

If Yes, explain the nature of the new costs:

No		

--

Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
--------------------------	----------------------------------	----------------------------------

Classified (Non-management) Step and Column Adjustments

- Are step & column adjustments included in the budget and MYPs?
- Cost of step & column adjustments
- Percent change in step & column over prior year

Yes	Yes	Yes
1,650	1,665	1,681
5.0%	5.0%	5.0%

Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
--------------------------	----------------------------------	----------------------------------

Classified (Non-management) Attrition (layoffs and retirements)

- Are savings from attrition included in the budget and MYPs?
- Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?

No	No	No
No	No	No

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Number of management, supervisor, and confidential FTE positions	1.00	1.00	1.00	1.00

Management/Supervisor/Confidential

Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year?

No

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?

Total cost of salary settlement
% change in salary schedule from prior year (may enter text, such as "Reopener")

Budget Year
(2026-27)

1st Subsequent Year
(2027-28)

2nd Subsequent Year
(2028-29)

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits

1,683

Budget Year
(2026-27)

1st Subsequent Year
(2027-28)

2nd Subsequent Year
(2028-29)

0	0	0
---	---	---

4. Amount included for any tentative salary schedule increases

Budget Year
(2026-27)

1st Subsequent Year
(2027-28)

2nd Subsequent Year
(2028-29)

Yes	Yes	Yes
0	0	0
5.0%	5.0%	5.0%

Management/Supervisor/Confidential

Step and Column Adjustments

1. Are step & column adjustments included in the budget and MYPs?
2. Cost of step and column adjustments
3. Percent change in step & column over prior year

Budget Year
(2026-27)

1st Subsequent Year
(2027-28)

2nd Subsequent Year
(2028-29)

Yes	Yes	Yes
4,050	4,163	4,288
5.0%	5.0%	5.0%

Management/Supervisor/Confidential

Other Benefits (mileage, bonuses, etc.)

1. Are costs of other benefits included in the budget and MYPs?
2. Total cost of other benefits
3. Percent change in cost of other benefits over prior year

Budget Year
(2026-27)

1st Subsequent Year
(2027-28)

2nd Subsequent Year
(2028-29)

No	No	No

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?

Yes

2. Adoption date of the LCAP or an update to the LCAP:

Jun 18, 2026

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?

Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

- A1.** Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?
- A2.** Is the system of personnel position control independent from the payroll system?
- A3.** Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)
- A4.** Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?
- A5.** Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?
- A6.** Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?
- A7.** Is the district's financial system independent of the county office system?
- A8.** Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)
- A9.** Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?

No
No
No
No
No
No
No
No
No

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

--

End of School District Budget Criteria and Standards Review

2026-27 Budget Adoption Budget Adoption Reserves

NICASIO SCHOOL DISTRICT

Substantiation of need for reserves greater than the state required minimum reserve for economic uncertainty

The governing board of a school district that proposes to adopt a budget that includes a combined assigned and unassigned ending fund balance in excess of the minimum recommended reserve for economic uncertainties, shall, at the Budget Adoption public hearing, provide:

The minimum recommended reserve for economic uncertainties;

The combined assigned and unassigned ending fund balances that are in excess of the minimum recommended reserve for economic uncertainties for each fiscal year identified in the budget; and

A statement of reasons to substantiate the need for reserves that are higher than the minimum recommended reserve.

	2025-26
Total General Fund Expenditures & Other Uses	\$ 1,449,951
Minimum Reserve requirement	\$ 88,000
General Fund Combined Ending Fund Balance	\$ 787,171
Special Reserve Fund Ending Fund Balance	\$ -
Components of ending balance:	
Nonspendable (revolving, prepaid, etc.)	\$ 1,000
Restricted	\$ 111,864
Committed	\$ -
Assigned	\$ 189,826
Reserve for economic uncertainties	\$ 90,000
Unassigned and Unappropriated	\$ 394,481
Subtotal Assigned, Unassigned & Unappropriated	\$ 674,307
Total Components of ending balance	\$ 787,171
	\$ 1
Assigned & Unassigned balances above the minimum reserve requirement	\$ 586,307

Statement of Reasons

The District's Fund Balance includes assigned, unassigned and unappropriated components, that in total are greater than the Minimum Recommended Reserve for Economic Uncertainties because:

The district holds higher than the minimum required reserve to ensure sufficient cash balances for operational purposes without having to resort to the expense of external borrowing.

Nicasio School District

Since 1862

Agenda Item # 6d

Board of Trustees

Elaine Doss, *Board President* ~ Matthew Pickett, *Trustee* ~ Mark Burton, *Trustee*

To: Nicasio School District Board of Trustees
From: Barbara Snekkevik, Superintendent/Principal
Date: June 18, 2026
Re: Consent: Consider approval of revised 2025-26 Comprehensive School Safety Plan

Objective:

To approve the revised 2025-26 Comprehensive School Safety Plan (CSSP)

Background:

California Education Code (EC) Section 32281(a) requires every kindergarten through grade twelve school, public and public charter, including community and court schools, to develop and maintain a CSSP designed to address campus risks, prepare for emergencies, and create a safe, secure learning environment for students and school personnel. The law requires that each school update and adopt its CSSP by March 1 annually. It requires that the school district or COE approve CSSPs.

Additional elements are required to be included in the District's CSSP prior to July 1, 2026. These elements include the District's Instructional Continuity Plan and Immigration Enforcement Notification Procedures. This updated CCSP also includes expanded information about child abuse prevention and reporting (AR 5141.4) and maintaining appropriate adult-student interactions and professional standards (AR 4119.24 and AR 4119.21).

Funding Source/Cost:

NA

Recommendation:

Staff recommends approval of the revised 2025-26 Comprehensive School Safety Plan.



COMPREHENSIVE SCHOOL SAFETY PLAN

2025-26

Nicasio School
5555 Nicasio Valley Road
Nicasio, CA 94946

revised June 18, 2026

Standardized Emergency Management System (SEMS)
National Incident Command System (NIMS)
Title IV Safe and Drug Free School Compliant

Comprehensive School Safety Plan
Signature Page
2025-26

The undersigned members of the Nicasio School Safety Planning Committee certify that the requirements of SB 187 Comprehensive School Safety Plan have been met.



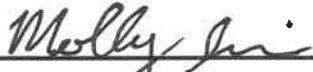
Principal



Parent



Classified Staff Member



Certificated Staff Member

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APPENDIX C: Immigration Enforcement: Family Information & District Procedures

INTRODUCTION

Nicasio School is committed to fostering a culture of safety. Nicasio School has an established a Comprehensive School Safety Plan that is reviewed, revised, and approved by the Board of Trustees annually.

Throughout the revision process, staff consults with the district, law enforcement agencies, local fire departments, safety experts, and educational partners for the most current guidance and safety updates. The Comprehensive School Safety Plan is a living document.

Nicasio School works to maintain high levels of safety and has established policies and procedures to comply with existing laws and best practices. In addition to physical safety, Nicasio School strives to continue to increase its response to the social-emotional safety of all of its students. Nicasio School provides a positive and safe learning environment for all students so they can flourish and reach their full academic and social potential.

Nicasio School focuses upon five major components in the Comprehensive School Safety Plan:

- Prevention - Build a positive school climate
- Protection - Set policies and rules
- Mitigation - Educate students, teachers, staff, and families
- Response - Stop an incident
- Recovery - Support students, teachers, staff, and families impacted in or by an incident

Every school district is responsible for the creation of a comprehensive school safety plan for its schools. (Ed. Code 32281). The Comprehensive School Safety Plan is updated and reviewed annually and presented to the Board of Trustees for review and approval by March 1.

A Comprehensive School Safety Plan is required under SB 719 & AB 115 and contains the following elements:

1. An assessment of the school climate as related to the current status of school crime committed on school campuses and at school-related functions. This assessment may include office referrals, attendance rates, discipline data, California Healthy Kids survey data, Annual Student Survey data, property damage data, and local juvenile crime data. This assessment will shape the safety goals for the upcoming school year.
2. The annual review and evaluation of the Comprehensive School Safety Plan is certified by the school principal before its presentation to the Board of Trustees for final review and approval. This review includes the following mandated components:
 - Child abuse reporting procedures
 - Disaster procedures
 - Suspension and expulsion policies
 - Procedures to notify teachers of dangerous pupils
 - Discrimination and harassment policies

- School wide dress code policies
- Procedures for safe ingress and egress
- Policies enacted to maintain a safe and orderly environment
- Rules and procedures on school discipline
- Hate crime reporting procedures (can be found in Uniform Complaint Procedures)

IMPLEMENTATION OF THE PLAN

Portions of the Comprehensive School Safety Plan that are considered non-sensitive will be posted on the Nicasio School website and made available to all staff, students, parents, and community members. The Plan is also available to visitors, substitute teachers and district partners. A copy of the Comprehensive School Safety Plan will be located at the school's main office.

DISTRICT OVERSIGHT

The District is responsible for the overall development of all comprehensive school safety plans for its schools. (Ed. Code 32281).

The District supports sites with consultation with law enforcement agencies, the fire department, and other first responders each year when updating the Comprehensive School Safety Plan and notify each entity of any updates that occur during the year. (Ed. Code 32281).

ANNUAL SAFETY GOALS

Nicasio School shall make an assessment of the current status of school crime committed on campus and at school-related functions and appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed Code 35924.2). In addition, the site will develop safety goals based on data analysis.

School site administration will review school and community crime data trends. Additional data may include:

- State, District, or Site Surveys (such as the Annual Student Survey)
- Disciplinary Data
- Mental Health Data
- Information from the Readiness and Emergency Management for Schools Technical Assistance Center
- Research Regarding Policies and Procedures Related to Active Shooter Protocols

The goals are detailed in the Comprehensive School Safety Plan and presented to the Board of Trustees. The goals are shared with the site staff and community.

SAFETY PLAN GOALS: 2025-2026

GOAL 1

Nicasio School will engage in increasing student attendance and reduce the number of students who are considered chronically absent/truant.

Baseline Data: Chronic Absenteeism

School Data	Chronic Absentee Rate (22-23)	Chronic Absentee Rate (23-24)	Chronic Absentee Rate (24-25)
Nicasio School	8.6%	23.7%	16.7%

- Action 1.1:** Nicasio School will focus on creating a positive attendance program.
- Action 1.2:** Nicasio School will partner with local agencies for attendance support.
- Action 1.3:** Nicasio School will utilize the Community Liaison to increase Communication and focus on attendance.
- Action 1.4:** Attendance improvements will be celebrated and acknowledged.
- Action 1.5:** Nicasio School will use data to support attendance monitoring.
- Assessment:** Nicasio School attendance data, student engagement data, and staff feedback regarding school climate, will be gathered and analyzed.

ASSESSMENT OF SCHOOL CRIME

Nicasio School has conducted a thorough analysis of the current status of school crime and crimes at school related functions. At this time there are no instances of major destructive events, crimes, or incidents.

SCHOOL IMPROVEMENT

In order to ensure safe and well-maintained facilities at all of the sites, the District supports the sites in reviewing their campuses annually through the use of the Facilities Inspection Tool (FIT). The Facility Inspection Tool (FIT) has been developed by the Office of Public School Construction to determine if a school facility is in "good repair" as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2).

STUDENT DISCIPLINE (SUSPENSION AND EXPULSION)

Nicasio School addresses student discipline through the lens of restorative practices with the understanding that student infractions are an opportunity to teach students to make better choices. The office referrals that most commonly surface are behavioral infractions. These infractions are predominantly related to the students' inability manage conflict. The infractions include inappropriate words directed towards others and refusals to follow behavioral expectations. The classrooms are implementing procedures based on the Positive Behavioral Interventions and Supports (PBIS) framework, and as a result, clear expectations are communicated and practiced.

Through parent, staff, and student surveys, the need for additional support for social emotional learning surfaced. Teachers and staff are utilizing social emotional curriculum to support a positive learning environment and develop important character traits that focus upon respect, kindness, accountability, and conflict resolution.

Baseline Data: Suspension/Expulsion Rates

School Data	Suspension/ Expulsion Rate (22-23)	Suspension/ Expulsion Rate (23-24)	Suspension/ Expulsion Rate (24-25)
Nicasio School	0%	0%	0%

SCHOOL ATTENDANCE

To support school attendance and engagement, with the goal of decreasing chronic absenteeism, Nicasio School staff has established procedures for analyzing weekly student attendance and responding to students and families struggling to come to school on time. School staff follows up with family members to identify barriers and develop solutions to ensure students arrive to school on time each day.

ANNUAL STUDENT SURVEY DATA

In February 2026, the District implemented the Annual Student Survey. Students in grades 5-8 and all parents throughout the district were provided the opportunity to participate. The response rates for Nicasio School were as follows:

Group	Survey Population	Responses Received	Response Rate
Family	18	24	75%
Student	13	13	100%

The survey sought to gather information regarding student, family, and staff perceptions in a variety of areas including school safety, student engagement, relationships, and school culture.

Families largely agree that their students are receiving a quality education and that the school provides strong academic programs and support services. They also generally view communications from the schools as positive, with many feeling informed about school policies and their student's progress. Families indicated they would like more opportunities to play a meaningful role in decision-making at their student's school and to better understand how to support their children with homework.

Middle school students indicated that they feel generally safe at school and that teachers and school staff care about them. They indicated that teachers always want them to do their best and that teachers/school staff make it clear that bullying is not allowed.

SAFE INGRESS and EGRESS

Students at Nicasio School arrive safely to school and return home under supervised conditions. Parking lots are monitored by staff as students walk/bike to and from school and parents drop-off and pick-up children. Local law enforcement partners with Nicasio School to support student safety as they enforce the speed limit in the school zone areas. Signage regarding directing traffic is displayed in the campus parking areas.

Campus staff supports safe ingress and egress and monitors student behavior. Students and staff who require assistance with safe ingress and egress to the campus have been identified, and staff have been trained to assist these individuals.

Campus visitors must report to the main office of each school site. Visitors are required to sign in and sign out from the office once they arrive and leave the campus.

PROCEDURES TO NOTIFY TEACHERS OF DANGEROUS PUPILS

Each fall, and throughout the school year, as appropriate, and pursuant to Education Code 49079, Nicasio School teachers will be provided with a list of enrolled students who have, sometime within the past three years, engaged in or been reasonably suspected of having engaged in one or more of the listed activities leading to suspension or expulsion requiring notification. The following procedure will be used in notifying teachers:

1. Lists to each teacher. All teachers sign the list indicating their receipt of the notification.
2. Teachers are advised that by law this information is to be received in confidence and is not to be disseminated to any other person.
3. All signed notifications are to be returned and filed in the Main Office.

California Education Code 48900 identifies acts that make a student eligible for suspension/expulsion. These acts include:

- Causing/threatening physical injury to another person;
- Using physical force or violence;
- Sale or possession of firearms/weapons;
- Use, sale or furnishing of controlled substances, alcohol or intoxicants;
- Possession, sale or furnishing of drug paraphilia; and
- Committing of crimes such as robbery, vandalism, extortion, or theft.

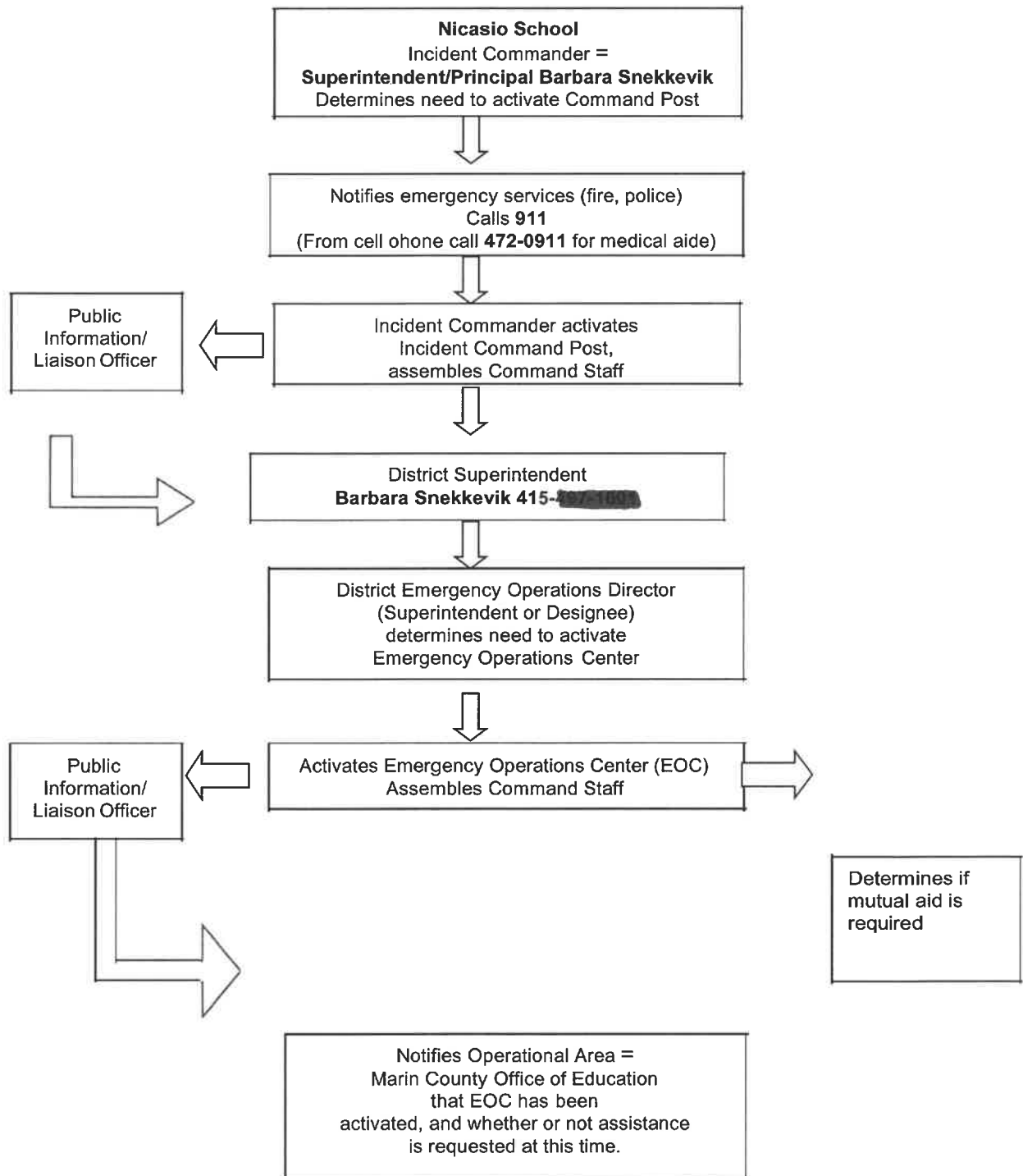
Education Code 48900.2 through 48900.7 identifies additional acts such as sexual harassment, hate violence, harassment, threats or intimidation of school personnel or pupils; and terroristic threats against school officials or school property, or both.

Agency Use of School Buildings for Emergency Shelters

In the event of a significant emergency, officials from our partner agencies such as law enforcement or emergency responders may assume incident command including the utilization of school and/or district facilities in coordination with the district. Community partners such as the American Red Cross and the Nicasio Disaster Council may also use school and/or district facilities as emergency shelters in coordination with the district.

Schools are required by both federal statute and state regulation to be available for community shelters following a disaster. The American Red Cross has access to schools in damaged areas through mutual Memoranda of Understanding to set up their mass care facilities. Local governments have a right to use schools for the same purposes. This requires close cooperation between school district officials and the American Red Cross, local emergency responders, and/or local government representatives.

NICASIO SCHOOL INCIDENT RESPONSE FLOW CHART



ANNUAL EMERGENCY PREPAREDNESS BEST PRACTICES

SCHOOL NAME:

SCHOOL YEAR: 2025-26

Date	Activity	Responsible Person	Date Completed
Summer	Review School Safety Plan	Admin team	Aug 2025
Summer	School facilities hazard assessment (buildings, grounds, evacuation routes, shut-off valves) walk through with public safety.	Admin team	Aug 2025
August	Identify school resources and survey special staff skills.	Admin team	Aug 2025
August	Survey staff dismissal priorities (disaster service workers).	Admin team	Aug 2025
August	Update staff and emergency phone numbers and resources. Update emergency team assignments.	Admin team	Aug 2025
August	Assign school staff to Incident Command System (ICS) functions.	Admin team	Aug 2025
August	If new construction is completed at your site, get new updated maps and site plans from M/O Director.	NA	NA
September	Parent orientation/information on School Safety Plan.	Admin team	
September	Update classroom backpacks (rosters, etc.).	Admin team	10/1/2025
Fall	Inventory/restock emergency supplies. Test communication equipment.	Admin team	10/1/2025
Fall	Staff orientation of School Safety Plan, emergency response actions, policies and performance expectations	Admin team	10/1/2025

	during various drills.		
Fall	Assess training needs and schedule workshops.	Admin team	NA
Fall	Disaster service worker and ICS training for new staff.	Admin team	NA
Date	Activity	Responsible Person	Date Completed
Fall	Replenish emergency supply cache and classroom backpack.	Admin team	10/1/2025
Fall	CPR/first aid training if possible.	Admin team	10/13/2025
Winter	Complete comprehensive disaster drill.	Admin team	11/19/2025
Other Drills (Yearly)	California Education Code, Section 32001 Fire alarm and drill at least once each month in elementary schools, at least 4 times every school year in middle schools and at least twice every school year in secondary schools.		
Other Drills (Yearly)	California Education Code, Section 35297 Drop, Cover, Hold On Drill at least once each school quarter in elementary schools, once a semester in secondary schools.		
Other Trainings (as needed)	Special ICS functions for staff (damage assessment, search and rescue, CERT) CPR – every other year Basic First Aid – every other year NIMS-IS- 100.SCa for new staff		

Prepared By: Barbara Snekkevik **Date:** 10/15/2025

REPORTING CHILD ABUSE

Nicasio School District
Administrative Regulation
Child Abuse Prevention & Reporting
AR 5141.4
Students
Revised 5/7/2026

Definitions

Child abuse or neglect includes the following: (Penal Code 11165.5, 11165.6)

1. A physical injury or death inflicted by other than accidental means on a child by another person
2. Sexual abuse of a child, including sexual assault or sexual exploitation, as defined in Penal Code 11165.1
3. Neglect of a child as defined in Penal Code 11165.2
4. Willful harming or injuring of a child or the endangering of the person or health of a child as defined in Penal Code 11165.3
5. Unlawful corporal punishment or injury as defined in Penal Code 11165.4

Child abuse or neglect does not include:

1. A mutual affray between minors (Penal Code 11165.6)
2. An injury caused by reasonable and necessary force used by a peace officer acting within the course and scope of employment (Penal Code 11165.5, 11165.6)
3. An injury resulting from the exercise by a teacher, vice principal, principal, or other certificated employee of the same degree of physical control over a student that a parent/guardian would be legally privileged to exercise, not exceeding the amount of physical control reasonably necessary to maintain order, protect property, protect the health and safety of students, or maintain proper and appropriate conditions conducive to learning (Education Code 44807)
4. An injury caused by a district employee's use of force that is reasonable and necessary to quell a disturbance threatening physical injury to persons or damage to property, for purposes of self-defense, or to obtain weapons or other dangerous objects within the control of a student (Education Code 49001)

5. Physical pain or discomfort caused by athletic competition or other such recreational activity voluntarily engaged in by a student (Education Code 49001)

Additionally, general neglect does not include: (Penal Code 11165.2)

1. A parent/guardian's economic disadvantage
2. A child receiving treatment by spiritual means pursuant to Welfare and Institutions Code 16509.1, or not receiving specified medical treatment for religious reasons

Mandated reporters include, but are not limited to, teachers; instructional aides; teacher's aides or assistants; classified employees; certificated pupil personnel employees; administrative officers or supervisors of child attendance; athletic coaches, administrators, and directors; licensees, administrators, and employees of a licensed child day care facility; Head Start program teachers; district police or security officers; licensed nurses or health care providers; and administrators, presenters, and counselors of a child abuse prevention program. (Penal Code 11165.7)

Reasonable suspicion means that it is objectively reasonable for a person to entertain a suspicion, based upon facts that could cause a reasonable person in a like position, drawing when appropriate on the person's training and experience, to suspect child abuse or neglect. However, reasonable suspicion does not require certainty that child abuse or neglect has occurred nor does it require a specific medical indication of child abuse or neglect. (Penal Code 11166)

Reportable Offenses

Using the procedures provided below, a mandated reporter shall make a report whenever the mandated reporter, while acting in a professional capacity or within the scope of employment, has knowledge of or observes a child whom the mandated reporter knows or reasonably suspects has been the victim of child abuse or neglect. (Penal Code 11166)

Any mandated reporter who has knowledge of or who reasonably suspects that a child is suffering serious emotional damage or is at a substantial risk of suffering serious emotional damage, based on evidence of severe anxiety, depression, withdrawal, or untoward aggressive behavior toward self or others, may make a report to the appropriate agency. (Penal Code 11165.9, 11166.05, 11167)

Any district employee who reasonably believes to have observed the commission of a murder, rape, or lewd or lascivious act by use of force, violence, duress, menace, or fear of immediate and unlawful bodily injury against a victim who is a child under 14 years of age shall notify a peace officer. (Penal Code 152.3)

The fact that a child is experiencing homelessness or is classified as an unaccompanied minor, as defined in the federal McKinney-Vento Homeless Assistance Act (42 USC 11434a), is not, in and of itself, a sufficient basis for reporting child abuse or neglect. (Penal Code 11165.15)

Responsibility for Reporting

The reporting duties of mandated reporters are individual and cannot be delegated to another person. (Penal Code 11166)

When two or more mandated reporters jointly have knowledge of a known or suspected instance of child abuse or neglect, the report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to report has failed to do so shall thereafter make the report. (Penal Code 11166)

No supervisor or administrator shall impede or inhibit a mandated reporter from making a report. (Penal Code 11166)

Any person not identified as a mandated reporter who has knowledge of or observes a child whom the person knows or reasonably suspects has been a victim of child abuse or neglect may report the known or suspected instance of child abuse or neglect to the appropriate agency. (Penal Code 11166)

Reporting Procedures

1. Initial Telephone Report

Immediately or as soon as practicable after knowing or observing suspected child abuse or neglect, a mandated reporter shall make an initial report by telephone to any police department (excluding a district police/security department), sheriff's department, county probation department if designated by the county to receive such reports, or county welfare department. (Penal Code 11165.9, 11166)

Such reports shall be made to the following agency(ies):

Marin Health and Human Services
Children and Family Services (CFS)
3250 Kerner Boulevard
San Rafael, CA 94901-4840
Marin County CFS 24-Hour Abuse and Neglect Reporting Hotline: (415) 473-7153

Marin County Sheriff's Office
1600 Los Gatos Drive #200
San Rafael, CA 94903
(415) 479-2311

When the initial telephone report is made, the mandated reporter shall note the name of the official contacted, the date and time contacted, and any instructions or advice received.

2. Written Report

Within 36 hours of knowing or observing the information concerning the incident, the mandated reporter shall prepare and either send, fax, or electronically transmit to the appropriate agency a written follow-up report, which includes a completed California Department of Justice (DOJ) form (BCIA 8572). (Penal Code 11166, 11168)

The DOJ form may be obtained from the district office or other appropriate agencies, such as the police department, sheriff's department, or county probation or welfare

department.

Reports of suspected child abuse or neglect shall include, if known: (Penal Code 11167)

- a. The name, business address, and telephone number of the person making the report and the capacity that makes the person a mandated reporter
- b. The child's name and address, present location, and, where applicable, school, grade, and class
- c. The names, addresses, and telephone numbers of the child's parents/guardians
- d. The name, address, telephone number, and other relevant personal information about the person(s) who might have abused or neglected the child
- e. The information that gave rise to the reasonable suspicion of child abuse or neglect and the source(s) of that information

The mandated reporter shall make a report even if some of this information is not known or is uncertain to the mandated reporter. (Penal Code 11167)

The mandated reporter may give to an investigator from an agency investigating the case, including a licensing agency, any information relevant to an incident of child abuse or neglect or to a report made for serious emotional damage pursuant to Penal Code 11166.05. (Penal Code 11167)

3. Internal Reporting

The mandated reporter shall not be required to disclose the mandated reporter's identity to a supervisor, the principal, or the Superintendent or designee. (Penal Code 11166)

However, employees reporting child abuse or neglect to an appropriate agency are encouraged, but not required, to notify the principal as soon as possible after the initial telephone report to the appropriate agency. When so notified, the principal shall inform the Superintendent or designee.

The principal so notified shall provide the mandated reporter with any assistance necessary to ensure that reporting procedures are carried out in accordance with law, Board policy, and administrative regulation. At the mandated reporter's request, the principal may assist in completing and filing the necessary forms.

Reporting the information to an employer, supervisor, principal, school counselor, co-worker, or other person shall not be a substitute for making a mandated report to the appropriate agency. (Penal Code 11166)

Training

Within the first six weeks of each school year, or within the first six weeks of employment if hired during the school year, the Superintendent or designee shall provide training on mandated reporting requirements to district employees and persons working on their behalf who are mandated reporters. (Education Code 44691; Penal Code 11165.7)

The Superintendent or designee shall use the online training module provided by the California Department of Social Services (CDSS). (Education Code 44691)

The training shall include, but not necessarily be limited to, training in identification and reporting of child abuse and neglect. Additionally, the training shall include information that failure to report an incident of known or reasonably suspected child abuse or neglect as required by law is a misdemeanor punishable by imprisonment and/or a fine as specified. (Education Code 44691; Penal Code 11165.7)

In addition, the Superintendent or designee shall provide annual training on the prevention of abuse, including sexual abuse, of children on district property, by district staff, or in district-sponsored programs. (Education Code 44691)

The Superintendent or designee shall obtain and retain proof of each mandated reporter's completion of the training. (Education Code 44691)

Victim Interviews by Social Services

Whenever CDSS or another government agency is investigating suspected child abuse or neglect that occurred within the child's home or out-of-home care facility, the student may be interviewed by an agency representative during school hours, on school premises. The Superintendent or designee shall give the student the choice of being interviewed in private or in the presence of any adult school employee or volunteer aide selected by the student. (Penal Code 11174.3)

A staff member or volunteer aide selected by a child may decline to be present at the interview. If the selected person accepts, the principal or designee shall inform the person of the following requirements prior to the interview: (Penal Code 11174.3)

1. The purpose of the selected person's presence at the interview is to lend support to the child and enable the child to be as comfortable as possible
2. The selected person shall not participate in the interview
3. The selected person shall not discuss the facts or circumstances of the case with the child
4. The selected person is subject to the confidentiality requirements of the Child Abuse and Neglect Reporting Act, a violation of which is punishable as specified in Penal Code 11167.5

If a staff member agrees to be present, the interview shall be held at a time during school hours when it does not involve an expense to the school. (Penal Code 11174.3)

Release of Child to Peace Officer

When a child is released to a peace officer and taken into custody as a victim of suspected child abuse or neglect, the Superintendent or designee and/or principal shall not notify the parent/guardian, but rather shall provide the peace officer with the address and telephone number of the child's parent/guardian. (Education Code 48906)

Parent/Guardian Complaints

Upon request, the Superintendent or designee shall provide parents/guardians with procedures for reporting suspected child abuse occurring on district property to appropriate agencies. For parents/guardians whose primary language is not English, such procedures shall be in their primary language and, when communicating orally regarding those guidelines and/or procedures, an interpreter shall be provided.

To file a complaint against a district employee or other person suspected of child abuse or neglect on district property, parents/guardians may file a report by telephone, in person, or in writing with any appropriate agency identified above under "Reporting Procedures." If a parent/guardian makes a complaint about an employee to any other employee, the employee receiving the information shall notify the parent/guardian of procedures for filing a complaint with the appropriate agency. The employee shall also file a report when obligated to do so pursuant to Penal Code 11166 using the procedures described above for mandated reporters.

In addition, if the child is enrolled in special education, a separate complaint may be filed with the California Department of Education pursuant to 5 CCR 3200-3205.

Notifications

The Superintendent or designee shall provide to all new employees who are mandated reporters a statement that informs them of their status as mandated reporters, their reporting obligations under Penal Code 11166, and their confidentiality rights under Penal Code 11167. Additionally, the district shall provide these new employees with a copy of Penal Code 11165.7, 11166, and 11167. (Penal Code 11165.7, 11166.5)

Before beginning employment, any person who will be a mandated reporter by virtue of the person's position shall sign a statement indicating knowledge of the reporting obligations under Penal Code 11166 and compliance with such provisions. The signed statement shall be retained by the Superintendent or designee. (Penal Code 11166.5)

Employees who work with dependent adults shall be notified of legal responsibilities and reporting procedures pursuant to Welfare and Institutions Code 15630-15637.

The Superintendent or designee also shall notify all employees that:

1. A mandated reporter who reports a known or suspected instance of child abuse or neglect shall not be held civilly or criminally liable for making a report and this immunity shall

apply even if the mandated reporter acquired the knowledge or reasonable suspicion of child abuse or neglect outside of the mandated reporter's professional capacity or outside the scope of employment (Penal Code 11172)

Any other person making a report shall not incur civil or criminal liability unless it can be proven that the person knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11172)

2. If a mandated reporter fails to timely report an incident of known or reasonably suspected child abuse or neglect, the mandated reporter may be guilty of a crime punishable by a fine and/or imprisonment (Penal Code 11166)

No employee shall be subject to any sanction by the district for making a report unless it can be shown that the employee knowingly made a false report or made a report with reckless disregard of the truth or falsity of the report. (Penal Code 11166, 11172)

STUDENTS WITH SPECIAL NEEDS

EMERGENCY PLANNING

Planning for students with special needs before, during and after an emergency is essential to ensure both student and staff safety while mitigating hazardous situations. School staff, which may include administrators, teachers, education specialists, psychologists, paraprofessionals, nurses, and maintenance personnel, work collectively to consider the visual, communication-related, mobility-related, cognitive, attentional and emotional needs of students with special needs during emergency situations. Teams take the following course of action when planning and preparing for students with special needs during an emergency:

- Identify students' special needs
- Maintain a confidential roster of students with special needs
- Build upon current accommodations, modifications, and services
- Teach students with special needs emergency response strategies
- Inform and train adults

IDENTIFYING STUDENTS' SPECIAL NEEDS & CREATION OF A CONFIDENTIAL ROSTER

The staff planning team determines which students will require additional support during emergency situations and determines the specific needs of the individual students at their respective school sites. A confidential roster is created that describes each student's physical and emotional needs during an emergency. This roster is critical as it details the specific medications, accommodations, and accessories required by the student during the emergency event. Once the team has created the list, the education specialist and/or teacher creates an Emergency Go-Kit that contains the emergency items in addition to the necessary sensory toys, soundproof headphones, medications, and activity materials/toys (books, coloring books, crayons, stress balls, etc.). This roster and Emergency Go-Kit accompany the staff and students in the event of an emergency.

BUILDING UPON CURRENT ACCOMMODATIONS, MODIFICATIONS, AND SERVICES

The planning team considers the students' Individualized Education Plan and 504 accommodations when developing goals, objectives, and courses of action. Teams discuss potential accommodations including:

- Supervision during transitions; adult one-to-one assigned to student
- Simple instructions in multiple modalities that are practiced in nonemergency situations
- A pre-identified quiet place for a student to self-regulate
- Fidget items/Sensory toys
- Food items
- Access to sanitation/handwashing stations and hand sanitizer
- A peer buddy system
- Access to emergency medications/medication management
- Access to noise-canceling headphones
- Assigned seating accommodations during an emergency situation

Teams will also consult with parents, caregivers, and the students with special needs to help them best meet the needs of the identified student. Creating a partnership among the student, family, and school team to ensure safety is a crucial factor in the safety plan.

TEACHING EMERGENCY RESPONSE STRATEGIES

Emergency response training will be provided to students with special needs and the staff responsible for their care. Students and staff must learn ways to communicate with safety partners in case of a separation from their caregivers; be able to communicate specifics regarding their special needs; and use any necessary tools, such as evacuation equipment, visual aids, administration of medication, and use of accessory items.

Routine drills will be administered to allow for ample time to practice responses to emergency scenarios. To the greatest extent possible, these drills will be discussed at an age-appropriate level with the students prior to their administration. Teachers may use assistive technology, social stories, picture cards, sensory materials, and other tools to teach students what to expect and how to respond during an emergency.

Staff must consider the unique needs of children with special needs when conducting drills. Staff must consider that students in motorized wheelchairs will require practice with evacuation routes, and students on the spectrum or students with sensory integration issues may require extra support dealing with loud noises, bright lights, etc.

Sites may collaborate with community partners in non-emergency settings to allow for opportunities of interaction and relationship building to help students become comfortable and at ease prior to drills.

INFORM AND TRAIN ADULTS

Staff is trained on the courses of action required to support students with special needs during an emergency. Staff is made aware of their responsibilities in meeting the students' needs and how to communicate with community partners in the event of an emergency. Staff review the safety procedures and discuss how specific actions will affect the students in regard to access, functional needs including required medications, wayfinding, evacuation assistance, personal assistance services, and supporting those who may experience severe anxiety during traumatic events. Training includes discussions regarding all types of

emergency scenarios. The team discusses the possible threats and hazards of these scenarios and assesses the risks and vulnerabilities of the situation. Supporting children with special needs during an emergency requires a multifaceted and collaborative approach that involves all key stakeholders.

SCHOOL EMERGENCY EVACUATION PLANNING CHECKLIST STUDENTS WITH SPECIAL NEEDS		
Please answer the following questions to help you prepare for an emergency.	YES	NO
Is your roster of your students with special needs complete and up-to-date?		
Have you identified the medical needs of your students and their medication schedules?		
Have you walked the evacuation paths and exits looking for potential obstacles?		
Have multiple evacuation sites been identified that are accessible to students/staff?		
Is the primary evacuation path marked to clearly show the route?		
Is there sufficient oxygen for 72 hours?		
Have transportation needs been identified for students?		
Have you identified any necessary tools such as personal response plans, evacuation equipment, or visual aids for students?		
Have you identified all of your communication needs for your students?		
Have you considered emergency accommodations for those with temporary disabilities?		
Have you encouraged a relationship with students and the local responders?		
Has a "peer support system" been developed for students?		
Have you been trained, trained staff on proper lifting techniques?		
Have students and families been encouraged to provide 72 hour medications?		
Is your Emergency Go-Kit equipped with all the necessary tools and items including sensory toys, soundproof headphones, medications, and activity materials?		
Have you contacted additional support staff to help provide services to students during an emergency (school counselor, psychologist, nurse)?		
Have you contacted your site administrator with any additional needs you may have to support your students in an emergency?		

Pupil Health: Opioid Overdose Prevention and Treatment

Schools that serve pupils in grades 7 to 12 require a protocol to be established in the event a pupil is suffering or is believed to be suffering from an opioid overdose.

Having considered historical school-related opioid emergencies and the available emergency services, the implementation of a program for the administration of emergency intervention medication is necessary.

School districts, county offices of education, and charter schools may provide emergency naloxone hydrochloride or another opioid antagonist to trained personnel. Trained personnel may use naloxone hydrochloride or another opioid antagonist to provide emergency medical aid to persons suffering or believed to be suffering from an opioid overdose.

Following California Education Code Section 49414.3, training shall include the following:

- Techniques for recognizing symptoms of an opioid overdose
- Standards and procedures for the storage, restocking, and emergency use of naloxone hydrochloride or another opioid antagonist
- Basic emergency follow-up procedures, including, but not limited to, a requirement for the school or charter school administrator or, if the administrator is not available, another school staff member to call the emergency 911 telephone number and contact the pupil's parent or guardian
- Recommendations on the necessity of instruction and certification in cardiopulmonary resuscitation

Any school district, county office of education, or charter school electing to utilize naloxone hydrochloride or another opioid antagonist for emergency aid shall distribute a notice at least once per school year to all staff that contains the following information:

- A description of the volunteer request states the request is for volunteers to be trained to administer naloxone hydrochloride or another opioid antagonist to a person if the person is suffering, or believed to be suffering, from an opioid overdose.
- A description of the training that the volunteer will receive.
- The right of an employee to rescind their offer to volunteer.
- A statement that no benefit will be granted to or withheld from any individual based on their offer to volunteer and that there will be no retaliation against any individual for rescinding their offer to volunteer, including after receiving training.

After Naloxone has been administered, a person may regain full consciousness, increased breathing, and regular vital signs. Emergency services still need to be contacted and respond to the emergency location.

BOARD POLICIES

All Nicasio School District Policies can be found on our school website:
<https://www.nicasioschool.org/documents/school-board/policies/698030>

- 1312.3 Uniform Complaint Procedures
- 5145.7 Sexual Harassment
- 5131.2 Bullying and Harassment
- 5132 Dress and Grooming
- 5144.1 Suspension and Expulsion Due Process
- 5145.3 Nondiscrimination/Harassment
- 4119.24 Maintaining Appropriate Adult-Student Interactions
- 4119.21 Professional Standards



MARIN COUNTY
OFFICE OF EDUCATION
Supporting Learning for ALL Students



Opioid Overdose Reversal & Naloxone Use for Schools

TOOLKIT

Inspired by and adapted from the toolkit developed by



ACKNOWLEDGEMENTS

Special thanks to the following organizations for their work supporting this effort:

OD Free Marin

County of Marin Department of Health & Human Services

San Mateo County Office of Education

San Mateo County Coalition for Safe Schools & Communities

Naloxone Distribution Project

California Department of Public Health

Opioid Overdose Reversal & Naloxone Use for Marin County Schools

OVERVIEW

This toolkit is made available to Marin County schools to help ensure compliance with [SB-10: Pupil Health: Opioid Overdose Prevention and Treatment \(Melanie's Law\)](#). SB-10 requires schools serving students in grades 7 to 12 to include a protocol within their comprehensive school safety plans that addresses how to respond “in the event a pupil is suffering or is reasonably believed to be suffering from an opioid overdose”.

IMPORTANT: It is important that each district review the toolkit in detail and, based upon their Board policies and protocols, individualize the toolkit to be consistent with their district's governance.

CONTEXT

Provisional data from CDC's [National Center for Health Statistics](#) indicates there were an estimated 107,543 drug overdose deaths in the United States during 2023, including 81,083 involving opioids. Two-thirds of opioid deaths involved synthetic opioids, primarily illicitly manufactured fentanyl in some form. Some deaths were attributed to fentanyl mixed with other illicit drugs like cocaine, methamphetamine, and heroin, with many users completely unaware that they were taking fentanyl. Only two milligrams of fentanyl (the size of a grain of sand) is considered a potentially lethal dose, with elevated risk for someone who has not developed a tolerance to opioids.

In Marin County, overdose is the leading cause of death for Marin County residents aged 55 and under. Fentanyl in particular is associated with approximately 60% of overdose deaths in the county. A significant predictor of a fatal overdose is a previous nonfatal overdose. While youth in Marin make up a proportionate percentage of those experiencing nonfatal overdoses, they are experiencing higher rates of substance use than most areas throughout the state. The rate of young people dying from overdoses has increased due to the prevalence of fentanyl in illicit drugs. Administering Naloxone when a pupil appears to be having an overdose can save their life. Overdose deaths are preventable.

For more information about overdose trends in Marin County, visit: odfreemarin.org/data-dashboard/

TOOLKIT INCLUDES

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WHAT IS NALOXONE?

Naloxone is a life-saving medication that reverses an opioid overdose while having little to no effect on an individual if opioids are not present in their system. Naloxone will not cause harm to the individual. Naloxone only can reverse an overdose if there are opioids in a person's system. Often there are multiple substances involved. When in doubt, use Naloxone. For more information about opioids, see Appendix A.

Naloxone works by blocking the opioid receptor sites (opioid antagonist), thereby quickly reversing the toxic effects of the overdose. It should be noted that Naloxone provides only a temporary reversal of an opioid overdose (one dose can be effective for 30-90 minutes). Meaning that the individual can fall back into an overdose. Therefore, it is imperative to call 911 when administering Naloxone even if the individual seems to be coherent, as they will need more help.

Naloxone is not a controlled substance and is not habit forming. It has few known adverse effects and no potential for abuse. It has not been shown to encourage drug use. It has no weight or age-based limits and is latex free.

NARCAN® Nasal Spray is a brand name for Naloxone. On March 29, 2023 the U.S. Food and Drug Administration approved Narcan, 4 milligram (mg) Naloxone nasal spray for over-the-counter (OTC), nonprescription, use. Each box of Naloxone contains two nasal sprays. Each nasal spray contains only one dose of the life-saving medication. Therefore, do not prime the pump before using the nasal spray.

HOW DO I GET NALOXONE?

Schools and School Districts

Local Education Agencies (LEAs) can order FREE Naloxone in bulk from the [Naloxone Distribution Project](#). For more information, see Appendix B.

Naloxone is also available for purchase online or at pharmacies, with or without health insurance, and can be accessed for FREE at various locations throughout Marin County. Visit <https://odfreemarin.org/naloxone/> to find locations near you.

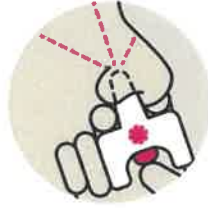
5 STEPS TO SAVE A LIFE



Recognize
Signs of an
Overdose



Call 9-1-1



Give
Naloxone



Provide
Aftercare



Provide
Rescue
Breaths

OVERVIEW

If an individual is suspected to be experiencing an overdose and does not respond to stimulation:

- Call 911 to get help
- Administer Naloxone (*See instructions on page 7*)
- Stay and provide aftercare until help arrives
 - a. **If the person is breathing but unconscious:** place them in the recovery position. (*See instructions on page 8*)
 - b. **If the person is NOT breathing:** provide rescue breaths, and continue to provide if breathing has not resumed. (*See instructions on page 9*)
- If two (2) to three (3) minutes have passed with little or no response, administer a 2nd dose of Naloxone in the opposite nostril

*** IMPORTANT: See next pages for detailed, illustrated steps ***

STEP 1

RECOGNIZE AN OVERDOSE

What is an Opioid Overdose?

According to the [CDC](#), an overdose is an injury to the body (poisoning) that happens when a drug is taken in excessive amounts. An overdose can be fatal or nonfatal. During an opioid overdose, there are so many opioids or a combination of opioids and other drugs in the body that the victim becomes unresponsive to stimulation and/or breathing becomes suppressed and inadequate.

Signs of an Opioid Overdose - What to Look For

- | | |
|---|--|
| <ul style="list-style-type: none">▪ Small, constricted pinpoint pupils▪ Limp body response▪ Slow, erratic, or undetectable pulse (heartbeat)▪ Discolored skin, especially lips and nails | <ul style="list-style-type: none">▪ Drowsiness▪ Unconscious or unresponsive▪ Choking sounds or a gurgling/snoring noise▪ Slow, irregular, or ceased breathing |
|---|--|

In order to determine if the individual is experiencing an overdose, the most important things to consider are presence of breathing and responsiveness to stimulation.

If the person is unresponsive, attempt to stimulate them by:

- Yelling their name
- Shaking their shoulders
- If they do not respond, rub closed fist knuckles up and down the front of the rib cage (called a sternal rub).

If the individual responds to these stimuli, they may not be experiencing an overdose at that time. It is best to stay with the person and make sure the person wakes up. It is possible the person may later become unresponsive and would need help. When in doubt, call 911 and administer Naloxone.

CALL 911

STEP 2

Due to the complex nature of each of these medical emergencies, it is critical to call 911 - even if the person indicates they are feeling better and do not want emergency medical services.

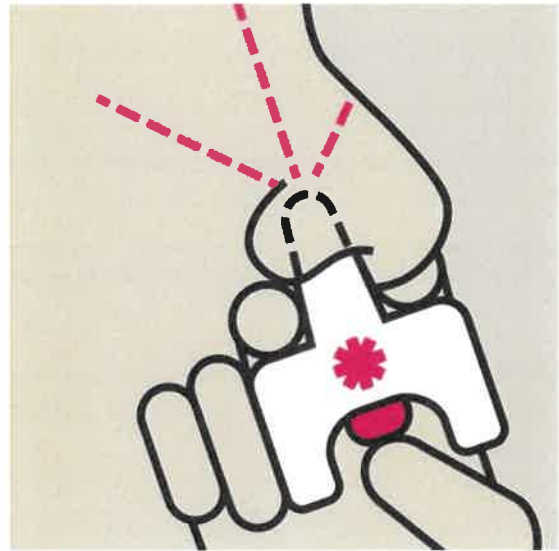
ADMINISTER NALOXONE

STEP 3

If you suspect a person is experiencing an opioid overdose, call 911, spray Naloxone in the person's nostril, and stay with them until help arrives. If they do not respond within two to three minutes, use the other spray to administer another dose of Naloxone into their other nostril. You can keep administering Naloxone every two to three minutes until help arrives. They cannot overdose from Naloxone.

How to Administer Naloxone

1. Open the Naloxone blister pack; do NOT push the plunger.
2. With the victim's head tilted slightly back, place two (2) fingers over the top of the medication with your thumb securing it from the bottom
3. Insert the atomizer fully and gently into their nostril
4. Push the plunger forward with the thumb and deliver the spray of medication
5. There is no need to plug the opposing nostril



IMPORTANT: If the individual is still not responding within two (2) to three (3) minutes, give another dose in the opposite nostril. Continue to administer Naloxone every two (2) to three (3) minutes until help arrives. A person may need multiple doses of Naloxone.

NOTE: Naloxone can work very quickly, but it can also take up to 8 minutes to have a noticeable effect. The effect of the Naloxone will last for approximately 30 to 90 minutes in the body. Because most opioids last longer than 30 to 90 minutes, the Naloxone may wear off before the effects of the opioids wear off and the person could go into an overdose again. In response to this, Naloxone blister packs include two doses. Naloxone administration may be repeated without harm if the person continues to be experiencing unresponsiveness and slow or shallow breathing.

PROVIDE AFTERCARE

STEP 4

After administering Naloxone, stay and provide aftercare until help arrives.

If the person is breathing but unconscious, place them in the recovery position.

How to Place Someone in the Recovery Position



To put someone in the recovery position:

1. Lay person on their left side to keep airways open
2. Extend their left arm straight ahead away from their body with palm facing up
3. Place palm of their right hand under their head as arm reaches over their torso
4. Bend right knee and cross body to touch ground and prevent rolling
5. Straighten and extend left leg

PROVIDE RESCUE BREATHS

STEP 5

After administering Naloxone, you should stay and provide aftercare until help arrives.

If the person is NOT breathing, provide rescue breaths and continue to provide if breathing has not resumed.

When someone has stopped breathing and is unresponsive, rescue breathing should be done as soon as possible as it is the quickest way to get oxygen into the body. Even though First Aid education often suggests hands only CPR, when a person is overdosing, they need to have their respiration stimulated via rescue breathing.

How to Perform Rescue Breathing

To perform rescue breathing:

1. Place the person on their back and pinch their nose
2. Tilt chin up to open the airway. Check to see if there is anything in the mouth blocking the airway. If so, carefully remove it.
3. Give two (2) deep, slow breaths.
4. Blow enough air into the lungs to make the chest rise.
5. Turn your head after each breath to confirm the chest is rising and falling. If the chest does not rise with the breaths, tilt the head back more sharply.
6. Breathe again every five (5) seconds; continue until spontaneous breathing resumes.



NOTE: Single use plastic face shields can be purchased online and kept in emergency kits for easy access to be used when giving rescue breaths. Face shields protect individuals providing rescue breaths from accidentally ingesting drugs.

FOLLOW UP

- If the victim is a student, follow district / school site guidelines re: notification
- Facilitate a debriefing with site admin / responding staff
- Consider a plan of care for the student's or staff member's safe return to school

APPENDIX A: OPIOIDS AND FENTANYL EXPLAINED

What are Opioids?

Opioids are chemicals that interact with opioid receptors on nerve cells in the body and brain, and reduce the intensity of pain signals and feelings of pain. This class of drugs includes the illegal drug heroin, synthetic opioids such as fentanyl, and pain medications available legally by prescription, such as oxycodone, hydrocodone, codeine, morphine, and many others. Opioids can induce euphoria and users generally report feeling warm, drowsy, and content. Opioids relieve stress and discomfort by creating a relaxed detachment from pain, desires, and activity. They can also cause slow heart rate, constipation, a widening of blood vessels, and a decrease in the body's natural response to breathe.

Opioids are highly addictive. Anyone can be at risk of developing an addiction especially if the substance is used for a long period of time or in a manner different from prescription instructions. Opioids differ in both strength and how long they remain active in the body.

What is Fentanyl?

Pharmaceutical fentanyl is a synthetic opioid, approved for treating severe pain. It is 50 to 100 times more potent than morphine. Illegally produced fentanyl is sold through illicit drug markets and is often mixed with other drugs or pressed into counterfeit prescription pills.

Since fentanyl is synthetic (made in the laboratory), it can be produced quickly and easily and is much less expensive on the illegal market.

Fentanyl is involved in more deaths of Americans under the age of 50 than any other cause, including heart disease, cancer, and all other accidents. Fentanyl is also involved in more American youth drug deaths than heroin, methamphetamine, cocaine, benzodiazepine, and other drugs combined. People commonly overdose from both illicit and legally manufactured fentanyl, although illegally made fentanyl is the primary driver of the recent increase in U.S. overdose deaths, and fentanyl-involved deaths are fastest growing. For more information, visit the CDC website for national statistics or the ODFM data dashboard for Marin statistics.

A large majority of street pills seized by law enforcement are counterfeit. Counterfeit pills are fake medications that have different ingredients than the actual medication. They may contain no active ingredient, the wrong active ingredient, or have the right ingredient but in an incorrect quantity. Counterfeit pills may contain lethal amounts of fentanyl and are extremely dangerous because they often appear identical to legitimate prescription pills. The user is likely unaware of how lethal they can be. Even if people use Fentanyl Test Strips as a harm reduction measure to check for fentanyl presence in their drug supply, these tests are not 100% accurate and overdose can still happen. The [DEA Laboratory](#) has found that, of the fentanyl-laced fake prescription pills analyzed in 2022, six out of ten now contain a potentially lethal dose of fentanyl. This is an increase from DEA's previous announcement in 2021 that four out of ten fentanyl-laced fake prescription pills were found to contain a potentially lethal dose.

APPENDIX B: NALOXONE OBTAINMENT AND MAINTENANCE FOR SCHOOLS

Step 1. Obtain FREE Naloxone via the Naloxone Distribution Program

- Schools, school districts, and nonprofits are able to obtain FREE Naloxone via the [Naloxone Distribution Project](#)
 - **NOTE:** Naloxone boxes ordered from NDP come in cartons of 12 or 24. Consider this when ordering.
- Applications for Naloxone must be submitted via the [NDP online application form](#).
- **NOTE:** Individuals and for-profit businesses are unable to obtain Naloxone via this program.

Step 2. Provide Staff with Naloxone Administration Training

- Review this toolkit with staff.
- Utilize this [downloadable presentation](#) that can be used to provide education on overdose prevention to staff.
- Watch a [2 minute video](#) to learn how to administer Naloxone.
 - The ODFree Marin training videos are available in both [English and Spanish](#) and can easily be shown to site staff during the course of a staff meeting or other gathering.
- If you'd like, you can also have staff take the [Naloxone Administration Quiz](#). This quiz includes 10 questions to confirm if they understand how to recognize an overdose and administer Naloxone. The results of the test are anonymous and confidential.

Step 3. Naloxone Procurement, Storage, and Use

NOTE: The shelf-life of Naloxone is approximately two-three years depending upon manufacturer. Each box contains an expiration date. It is important to stay aware of expiration dates. Expired Naloxone may still be effective, so it is recommended to keep and use if it is the only option.

Work with your team to address each of the following questions:

- How many boxes of Naloxone will your school or district office maintain in each building?
- Where will the Naloxone be stored? The location must be unlocked and adjacent to where students are. Supply should be monitored monthly along with AED status and EpiPen supply.
 - **NOTE:** [Naloxboxes](#) (emergency containers) can be purchased online and be placed outside or inside in various locations for easy access of limited emergency supplies of Naloxone anywhere AEDs or fire extinguishers or first aid kits are located.
- Will the on-hand supply of Naloxone be available for before/after school events and school sponsored events? (Highly Recommended)
- Will the school's Naloxone stock be available for community groups using the building for non-school sponsored events?

- Will face shields for rescue breaths be ordered and kept in first aid kits and/or near the Naloxone supply? [Example of face shields.](#)

Step 4. Communicate with School Community

Communicate your school's Naloxone related procedures/guidelines with relevant staff and stakeholders.

Step 5. Update and Review Protocol

Relevant staff members should update the district or school protocol annually in August based on MCOE, County Health, or CDPH guidance.

APPENDIX C: CONSIDERATIONS AND RESOURCES

Adopt a Board Policy - Recommended but not required

- Sample [board policy](#)
- Sample [administrative regulation](#)
- Summary of [California Education Code](#) Related to Naloxone Protocol
- California Education Code [49414.3](#)

Local Resources

[OD Free Marin](#) - For local opioid overdose prevention resources, Naloxone vending machine locations, referrals, education and advocacy, including [Naloxone FAQs](#), and Downloadable Resource Guides ([English](#) | [Spanish](#))

[Parent Education and Discussions \(Let's Talk\)](#)

[Parent Education Booklets \(Let's Talk\)](#)

National Resources

[30 Second Naloxone Training Video \(Kelley Ross Group\)](#)

[CDC Opioid Overdose Prevention Webpage](#)

[Fentapills You Need to Know Video](#)

[How Naloxone Saves Lives in Opioid Overdose](#)

[Opioid and Fentanyl Lesson \(Stanford REACH Lab Safety First Curriculum\)](#)

[Responding to Opioid Overdose - National Harm Reduction Coalition](#)

[Shatterproof](#)

[Song for Charlie](#)

[Stop Overdose \(CDC\)](#)

Treatment Options

[BHRS Access Line](#) - For assistance finding substance use services for yourself or someone else

[Marin Providers of Medication for Opioid Use Disorder](#)

[Harm Reduction Therapy Center](#)

[SAMHSA Behavioral Health Treatment Services Locator](#)

Nicasio School District Instructional Continuity Plan (ICP)

Guidance regarding completion and requirements of the Instructional Continuity Plan (ICP), including SB 153 requirement that this ICP be included in the Comprehensive School Safety Plan (CSSP) by July 1, 2025 can be found at <https://www.cde.ca.gov/re/di/or/icpguidance.asp>.

Local Educational Agency (LEA) Name: **Nicasio School District**

Contact Name and Title: Barbara Snekkevik, Principal

Email and Phone Number: bsnekkevik@nicasioschool.org

Introduction and Purpose

Information about the Instruction Continuity Plan (ICP) requirements, revision, and adoption dates.

This Instructional Continuity Plan (ICP) was last revised on and adopted by the Nicasio School District on June 18, 2026, to ensure all students have access to instruction during a natural disaster or emergency, as mandated by Senate Bill 153, Chapter 38, Statutes of 2024 (SB 153), which adds a provision to California Education Code (EC) Section 32282.

This ICP will be included in the LEA's Comprehensive School Safety Plan (CSSP) by July 1, 2025. Inclusion of this ICP in the CSSP will be required to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27. This plan is intended to minimize disruptions to instruction and provide support for pupils' social-emotional, mental health, and academic needs.

Engagement with Pupils and Families

Protocol for Engagement

Protocol for engagement with pupils and their families.

Nicasio School District recognizes the importance of maintaining clear, consistent communication with families and students following an emergency. The district will engage with pupils and their families as soon as practicable, but **no later than five calendar days** following an emergency.

Methods of Two-Way Communication

Methods for two-way engagement.

The protocol for engagement with pupils and their families is designed to establish two-way communication. Communication channels include:

- Automated email, SMS and phone calls through school website and app
- Email updates via district-provided email addresses
- Nicasio School website, www.nicasioschool.org, where pupils and families can access

updates and resources.

Additionally, the district will use video updates and community engagement tools, such as online meetings for webinars, to maintain clear communications as necessary and applicable.

Plans for Unforeseen Events

Plans to address unforeseen events such as power outages and damage to infrastructure, and how they may impact methods for two-way communication.

In the event of unforeseen disruptions—such as power outages, internet failure, or damage to district infrastructure—Nicasio School will implement the following protocols to maintain instructional continuity and ensure two-way communication between staff, students, and families:

- **Alternative Communication Methods:** The district will activate non-digital communication strategies, including automated phone calls, SMS alerts, and printed notifications. Emergency contact systems will be utilized to disseminate time-sensitive information.
- **School Site Readiness:** Each school site will maintain updated emergency contact logs and protocols to ensure communication with families and staff in the absence of internet access. Site administrators will coordinate communication efforts using the most reliable available method.
- **Redundant Systems and Training:** Staff and families will be trained on backup communication platforms and offline instructional delivery procedures during the annual safety and continuity training.

Support for Special Needs

Plans designed to identify and provide support for pupils' social-emotional, mental health, and academic needs.

To ensure that students' social-emotional and mental health needs are met, Nicasio School will deploy counselors, school psychologists, and other staff members to provide support. The district will:

- Use online platforms to schedule virtual check-ins and counseling sessions for affected students.
- Provide resources and referrals to community-based mental health services as necessary.
- Ensure all communication fosters emotional well-being and encourages families to seek support when needed.

Access to Instruction

Timeline for Access to Instruction

Timeline for access to instruction no more than 10 instructional days following the emergency.

As required, Nicasio School will provide access to in-person or remote instruction as soon as practicable, but **no more than 10 instructional days** following the emergency.

Conditions for Resuming Access to In-Person Instruction

Conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery.

Outlined below are conditions under which in-person instruction will resume and any alternative sites or arrangements considering various aspects of recovery, including:

- Evacuation orders lifted
- Power and utilities functioning
- Healthy air quality
- Access to safe and clean water
- Campus free from debris and hazards
- Internet fiber lines connected and functioning
- Sufficient staff available
- Kitchens operational for meals

Remote Instruction

Plans for remote instruction.

As required, Nicasio School's remote instruction will align with EC sections 51747 and 51749.5, governing Independent Study instruction modalities. Remote instruction will be designed to meet instructional standards that are, at minimum, equivalent to those applicable in independent study programs.

Access to Instructional Materials

Methods for distributing digital and non-digital materials.

As required, remote instruction offered will align with expectations of access and equity. Nicasio School has the capacity to provide every student access to a digital device. In the event of an emergency and moving to remote instruction, these devices will be signed out to each pupil if they are not already.

Access to Schoolwork

Platforms and processes for accessing and submitting schoolwork.

As required, remote instruction offered will align with expectations of access and equity.

If it is not feasible to immediately resume in-person instruction, Nicasio School will implement remote learning using the following modalities:

- Online Platforms: Instruction will be conducted through Google Classroom, online meeting platform, and other educational platforms that support virtual learning via district-issued chromebooks or iPads.
- Access to Learning Materials: For students without internet access, the district may order and provide hotspots as needed. If hotspots cannot be used to allow for virtual instruction, printed assignments will be distributed if possible. The District may also identify alternate sites or community resources/locations to supply students with internet access.

Temporary Reassignment

Procedures and agreements for temporary reassignment with neighboring LEAs.

Nicasio School District will provide support to pupils and families to enroll in or be temporarily reassigned to another site, school district, county office of education, or charter school if an emergency or natural disaster disrupts in-person learning:

Instructional Continuity

Communication Protocols

Communication protocols for families, students, staff and faculty, including how information will be made available and with what frequency including methods and timelines.

Depending upon the emergency situation, communication with families, students, and staff may be daily or weekly.

- Automated email, SMS and phone calls through District website in English and Spanish.
- Email updates via district-provided email addresses.
- Nicasio School website, www.nicasioschool.org, where pupils and families can access updates and resources.
- Superintendent/Principal newsletter.

Additionally, the district will use video updates and community engagement tools, such as online meetings for webinars, to maintain clear communications as necessary and applicable.

Technological Readiness

Technological readiness for educators and students to support a pivot from in-person to remote learning through independent study including early access to independent study program written agreements, online access to assignments and academic resources, assignment of devices, online instructional platform and access to internet and devices.

Nicasio School has the capacity to provide each pupil access to a digital device. In the event of an emergency and moving to remote instruction, these devices will be signed out to each pupil if they are not already.

Nicasio School will ensure that remote instruction complies with California Education Code Sections 51747 and 51749.5 governing independent study. The district will follow the appropriate guidelines to offer flexible learning opportunities, ensuring equity and access for all students, including:

- Students with disabilities
- English learners (EL)
- Foster youth and homeless students

Instruction and Assessment

Prioritization of essential learning, making standards-aligned learning objectives, methods for monitoring progress and additional support whenever possible, including tutoring, check-ins, virtual office hours and other methods.

The district will focus on the most essential learning objectives and standards to ensure that students meet academic goals, even during disruptions. Teachers will adjust their instruction to accommodate:

- Essential learning priorities, ensuring that students remain on track to meet grade-level standards.
- Formative assessments (e.g. quizzes, virtual check-ins) to gauge student understanding and make adjustments to instruction as necessary.

Academic Support

Nicasio School will provide additional academic support as needed:

- Virtual office hours for student check-ins.
- Supplemental materials to reinforce learning at home.

Access (Equity, Accessibility, and Inclusion)

Equity, Accessibility, Inclusion

How all students, including those with disabilities, those experiencing homelessness, foster youth, or English learner (EL) students will continue to have equal access to instructional resources.

Nicasio School is committed to ensuring that all students—including students with disabilities, English learners, foster youth, and those experiencing homelessness—have equitable access to instructional resources during any disruption to regular instruction.

To support this commitment, the following measures will be implemented:

- **Students with Disabilities:** Special education services will continue to be provided in alignment with students' IEPs or 504 Plans to the greatest extent possible. This includes access to accommodations, related services, and instructional materials in accessible formats (e.g., large print, braille, digital formats compatible with assistive technology).
- **English Learners:** EL students will continue to receive designated and integrated English Language Development (ELD) instruction. Bilingual staff and translation services will be available to support communication with families and delivery of instructional content in a linguistically accessible manner.
- **Foster Youth and Students Experiencing Homelessness:** Site and district liaisons will ensure that these students receive priority access to devices, connectivity, meals, and transportation (if applicable). Outreach will be conducted regularly to assess needs and provide targeted supports.
- **Technology and Resource Access:** All students will be provided with the necessary devices and connectivity to engage in instruction. For those unable to access digital tools, printed instructional packets and alternate formats will be made available.
- **Ongoing Monitoring and Support:** School staff will regularly monitor student participation and engagement. Outreach and interventions will be provided as needed to ensure no student is left behind.

Individualized Education Plans (IEP)

How will IEPs continue to be provided and maintained.

Nicasio School is committed to ensuring that all students, including those with disabilities, have access to appropriate accommodations and services:

- Individualized Education Plans (IEPs) will be followed to the extent possible to ensure continuity of services.
- Virtual therapy sessions and online support will be provided for students receiving special education services.

English Learners

How will EL students continue to be supported in alignment with the California English Learner Roadmap Policy.

- Provide language support and instructional materials in both English and the students' primary languages when available.

Nicasio School will ensure equitable access to instruction for all students, particularly those in vulnerable groups

- Maintain consistent communication with foster youth, students experiencing homelessness, and other at-risk students to ensure their needs are met during emergencies.

Professional Learning

Professional learning opportunities and resources utilized if the need to pivot to remote instruction and assessment arises.

To ensure that teachers and staff are fully prepared to pivot to remote instruction when necessary, Nicasio School will:

- Offer training on online teaching platforms as needed.
- Provide professional development focused on digital learning strategies, virtual classroom management, and remote assessment techniques.
- Ensure that teachers are comfortable using technology and teaching in hybrid or remote settings.

Well-Being and Support Services

How the LEA will provide access to physical and mental health professionals, including those who speak languages other than English.

Nicasio School recognizes that the emotional well-being of students is paramount. In the event of an emergency, the district will:

- Provide access to mental health professionals and counselors through online platforms in both English and Spanish, when possible.
- Conduct virtual group therapy sessions and check-ins to support student emotional health in both English and Spanish, when possible.

Plans to provide access back-up, water and medicines in the event of an emergency.

In the event of an emergency that disrupts access to basic necessities, Nicasio School has protocols in place to provide students and staff with essential resources, including water, medications, and back-up supplies:

- **Emergency Water Supply:** Nicasio School maintains an emergency supply of bottled water, sufficient to support students. Supplies are stored in accessible, secure locations and are replenished annually.
- **Access to Medications:** Office staff maintains a secured inventory of student medications as provided by families, including instructions for administration during emergencies. Designated staff are trained to assist with medication distribution in the event that nurses or health clerks are unavailable.
- **Back-Up Power and Supplies:** Emergency kits at each site include first-aid supplies, flashlights, batteries, radios, and other necessary items.
- **Coordination with Emergency Services:** In the event that on-site resources are insufficient, Nicasio School will coordinate with local emergency management, public health, and first responders to ensure continued access to critical supplies and services.

Plans to ensure continuity of other support services, including special education, counseling, after-school programs, and access to kitchens and food services, adapting these services to the online or hybrid environment when necessary.

Nicasio School is committed to maintaining essential student support services—such as special education, counseling, after-school programs, and nutrition services—during instructional disruptions. When necessary, these services will be adapted to online or hybrid environments to ensure continuity of care and access.

- **Special Education:** To the extent possible, services will continue in alignment with students' IEPs. This includes virtual or in-person delivery of specialized academic instruction, speech and language therapy, occupational therapy, and other related services, as appropriate. Case managers will collaborate with families to modify service delivery when needed.
- **Counseling and Mental Health:** School counselors and mental health professionals will provide ongoing support through virtual sessions, phone calls, and online check-ins. Resources and referrals will be shared with students and families to address emotional wellness and mental health needs.
- **After-School Programs:** Extended learning programs will offer virtual enrichment and academic support where in-person participation is not possible. Program coordinators will maintain communication with families to adapt services and schedules based on evolving circumstances.
- **Nutrition and Food Services:** In the event of a campus closure, the district will implement grab-and-go meal distribution or home delivery models to ensure continued access to meals. Meal access points and schedules will be communicated through district communication platforms.
- **Adaptability and Communication:** All support services will remain flexible and responsive to changing needs. Regular updates will be provided to families, and feedback will be collected to improve service delivery.

Site-Based Collaboration

How administrators, faculty, information technology staff, students and parents will participate in the development and implementation of this ICP.

Nicasio School recognizes that the effectiveness of the Instructional Continuity Plan (ICP) depends on active and ongoing collaboration among all stakeholders. The following outlines how administrators, faculty, information technology staff, students, and parents will participate in both the development and implementation of the ICP:

- **Administrators:** District/site administrator will lead the coordination and refinement of the ICP, ensuring alignment with local safety plans, instructional goals, and compliance requirements. They will oversee implementation at school sites and facilitate ongoing communication among staff and families.
- **Faculty and Staff:** Teachers and support staff will provide critical input on instructional design, student engagement strategies, and adaptations needed for diverse learners. Their feedback will inform plan updates, and they will participate in regular training to implement the ICP effectively.
- **Information Technology Staff:** IT staff will play a central role in implementing the technological components of the plan, including device deployment, connectivity solutions, technical support systems, and digital platform training for both staff and families.
- **Students:** Students will be engaged through surveys, focus groups, and/or advisory committees to ensure the plan reflects their experiences, needs, and preferences. Their input will help improve the accessibility and effectiveness of instructional practices and communication strategies.
- **Parents and Guardians:** Families will be involved through district surveys, and/or parent advisory groups. Their perspectives will guide adjustments to the plan, particularly regarding communication, accessibility, and student support services.

Return to Site-Based Learning

Conditions that must be met prior to returning from disruption including reopening sites.

Prior to reopening school sites and resuming in-person instruction following a disruption, the Nicasio School District will ensure that specific health, safety, and operational conditions are met. These conditions are essential to safeguard the well-being of students, staff, and families and to support a smooth transition back to campus-based learning.

- **Health and Safety Clearance:** Clearance from local public health authorities or emergency management agencies will be obtained, verifying that it is safe to resume in-person operations.
- **Facility Readiness:** Each school site will be inspected to ensure that buildings are structurally sound and safe to occupy. Necessary repairs, clean-up, or environmental testing (e.g., air quality, water safety) will be completed before reopening.
- **Sanitation and Supplies:** Cleaning and sanitization of all facilities will be conducted in accordance with public health guidelines. Adequate supplies of soap, hand sanitizer, personal protective equipment (if applicable), and cleaning products will be in place.
- **Staff and Student Communication:** Clear communication will be issued to all staff, students, and families regarding reopening timelines, updated protocols, and expectations for return. Accommodations and supports will be offered for those facing barriers to returning immediately.
- **Operational Systems:** Essential systems—including technology infrastructure, power, water, HVAC, and security—will be verified as functional. Back-up systems will be checked to ensure operational continuity if further disruption occurs.
- **Instructional Preparedness:** Teachers and support staff will be provided with updated instructional plans, student progress data, and any necessary training to address learning recovery and social-emotional support.

Integration with Comprehensive School Safety Plan (CSSP)

Integration of this Instructional Continuity Plan (ICP) into the Nicasio School Comprehensive School Safety Plan (CSSP).

This Instructional Continuity Plan (ICP) will be included as an integral component of the Nicasio School Comprehensive School Safety Plan (CSSP), as required by SB 153. The information in this ICP will be considered in relation to other aspects of the existing safety plan. A locally-adopted CSSP must include this ICP to obtain approval of a Form J-13A waiver request beginning in fiscal year 2026-27.

Review and Updates of this Instructional Continuity Plan (ICP)

Frequency of review and update of this ICP.

This Instructional Continuity Plan will be reviewed and updated in collaboration with Educational Partners:

- Conduct annual evaluations of the plan's effectiveness.
- Gather feedback from students, staff, and families to improve the plan.
- Update the plan as necessary to ensure it remains current and effective.

IMMIGRATION ENFORCEMENT: FAMILY INFORMATION & DISTRICT PROCEDURES

All students have the right to attend school, regardless of immigration status or religious beliefs. Nicasio School is a safe and welcoming place for every student. We follow California law and the California Attorney General's guidance to protect student rights and ensure families are informed when immigration enforcement is present on campus.

District Responsibilities (AB 419)

- Post in English and Spanish the Attorney General's "Know Your Educational Rights: Immigration-Enforcement Actions at California Schools" guide in every main office and on our website.
- Provide families with this information at registration and each school year.
- Share updated Attorney General guidance whenever it is revised.

If Immigration Enforcement Is on Campus

1. Verification

School administrators must:

- Confirm the identity and purpose of the officers.
- Request any warrant or court order.
- Consult with District leadership and legal counsel before allowing access to non-public areas or student information.

2. Student Safety and Privacy

District staff will **not**:

- Allow officers to interview or remove students unless legally required.
- Release student records or personal information without a valid judicial order.

Students will remain supervised and supported.

Family Notification

If immigration enforcement is **confirmed** on a school campus:

- Families and staff will be notified **as soon as possible**, typically the same day.
- Notifications will be shared through phone, text, email, and translated into the primary languages used in our community.

- Messages will include the general location of the enforcement activity, a reassurance that no personal information is being shared, and links to rights information and support resources.

Support for Students and Families

After an event, the District will:

- Offer counseling, emotional support, and connections to community resources.
- Provide non-punitive flexibility for attendance impacts.
- Share trusted information to help families understand their rights.

Where to Find More Information

- Nicasio School Main Office
- Nicasio School website www.nicasioschool.org
- Find more information here: [Promoting a Safe and Secure Learning Environment for All](#)

We are committed to keeping every student safe, supported, and welcomed every day.

Nicasio School District

Since 1862

Board of Trustees

Elaine Doss, *Board President* ~ Matthew Pickett, *Trustee* ~ Mark Burton, *Trustee*

To: Nicasio School District Board of Trustees
From: Kirsten Starsiak, Chief Business Official
Date: June 18, 2026
Re: Consolidated Application

Objective: Application for Federal Categorical Program Funds

Background:

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various federal programs to county offices, school districts, and direct-funded charter schools throughout California.

Annually, from mid-May to the end of June, each local educational agency (LEA) using the Consolidated Application and Reporting System (CARS), submits the spring release of the ConApp. The spring release documents participation in these programs and provides assurances that the LEA will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs.

Funding Source/Cost:

Title II, Part A – Supporting Effective Instruction; to increase the academic achievement of all students by helping schools 1) improve teacher and principal quality through professional development and other activities and 2) provide low-income and minority students greater access to effective teachers, principal and other school leaders.

Title V, Part B Subpart 1 Small, Rural School Achievement Grant (REAP) – provides funds to very small, rural schools. Their aim is to help rural schools address their unique needs and improve student achievement.

Recommendation:

Approve submittal of the Consolidated Application.

2026–27 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca26assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Kirsten Starsiak
Authorized Representative's Signature	
Authorized Representative's Title	CBO
Authorized Representative's Signature Date	06/04/2026

*****Warning*****

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2026–27 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Barbara Snekkevik
Authorized Representative's Title	Superintendent/Principal
Authorized Representative's Signature Date	06/04/2026
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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2026–27 LCAP Federal Addendum Certification**CDE Program Contact:**Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	09/15/2025
Direct Funded Charter Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Barbara Snekevick
Authorized Representative's Title	Superintendent/Principal

*****Warning*****

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2026–27 Application for Funding**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes
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District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes
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Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	No
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title II, Part A funds used through the Alternative Fund Use Authority (AFUA) Section 5211 of ESEA	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes
Title IV, Part A funds used through the Alternative Fund Use Authority (AFUA)	No

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2026–27 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Section 5211 of ESEA	
Title V, Part B Subpart 1 Small, Rural School Achievement Grant ESSA Sec. 5211 SACS 5810	Yes

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2026–27 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Annie Park, Language Policy and Leadership Office, APark@cde.ca.gov, 916-319-9620

Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated English learner per student allocation	\$135.70
Estimated English learner student count	6
Estimated English learner student program allocation	\$814

Note: \$10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than \$10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Student Program Consortium Details web page located at <https://www.cde.ca.gov/sp/ml/elconsortium.asp>.

Budget

Professional development activities	\$0
Program and other authorized activities	\$0
English Proficiency and Academic Achievement	\$0
Parent, family, and community engagement	\$814
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total budget	\$814

*****Warning*****

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2026–27 Title III Immigrant Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for Immigrant Student Program Subgrant funds only per the Title III Immigrant Student Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Annie Park, Language Policy and Leadership Office, APark@cde.ca.gov, 916-319-9620

Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated immigrant per student allocation	\$126.40
Estimated immigrant student count	6
Estimated immigrant student program allocation	\$758

Note: Eligibility criteria

A local educational agency which has 5 or more eligible immigrant students and has experienced a significant increase of one half of 1 percent or more in eligible immigrant students enrollment in the current year, compared with the average of the two preceding fiscal years, is eligible to apply.

Budget

Authorized activities	\$758
Direct administrative costs (Amount should not exceed 2% of the estimated immigrant student program allocation)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total budget	\$758

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2026–27 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education (CDE) oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the CDE web site at <https://www.cde.ca.gov/fg/ac/sa/>.

2026–27 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

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California Department of Education

Nicasio (21 65409 0000000)

Consolidated Application

Status: Certified
Saved by: Kirsten Starsiak
Date: 6/4/2026 2:28 PM

2026–27 Nonprofit Private School Consultation

The local educational agency shall provide, on an equitable basis, special education services or other benefits to address the needs of eligible children and staff enrolled in nonprofit private elementary and secondary schools under the programs listed below.

CDE Program Contact:

Sylvia Hanna, Title I Policy, Program, and Support Office, SHanna@cde.ca.gov, 916-319-0948
Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

In accordance with the Every Student Succeeds Act (ESSA) sections 1117 and 8501, a local educational agency shall consult annually with appropriate private school officials and both shall have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children, teachers, and families. This applies to programs under Title I, Part A; Title I, Part C; Title II, Part A; Title III, English Learner; Title III, Immigrant; Title IV, Part A; Title IV, Part B; and section 4631, with regard to the Project School Emergency Response to Violence Program (Project SERV).

The enrollment numbers are reported under penalty of perjury by each private school on its annual Private School Affidavit. The information in the Private School Affidavit is not verified, and the California Department of Education takes no position as to its accuracy. It is expected that districts engaged in private school consultation verify the accuracy of student enrollment data and the tax exempt status if it is being used for the purpose of providing equitable services.

Private School's Believed Results of Consultation Allowable Codes

Y1: meaningful consultation occurred
Y2: timely and meaningful consultation did not occur
Y3: the program design is not equitable with respect to eligible private school children

Y4: timely and meaningful consultation did not occur and the program design is not equitable with respect to eligible private school children

Add non-attendance area school(s) No

The local educational agency is electing to add nonprofit private schools outside of the district's attendance area.

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Report Date:6/8/2026

PG2

California Department of Education

Nicasio (21 65409 0000000)

Consolidated Application

Status: Certified
Saved by: Kirsten Starsiak
Date: 6/4/2026 2:28 PM

2026–27 Nonprofit Private School Consultation

The local educational agency shall provide, on an equitable basis, special education services or other benefits to address the needs of eligible children and staff enrolled in nonprofit private elementary and secondary schools under the programs listed below.

School Name	School Code	Enrollment	Consultation Occurred	Was Consultation Agreement Met	Signed Written Affirmation on File	Consultation Code	School Added
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Warning

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Nicasio School District

Since 1862

Board of Trustees

Elaine Doss, *Board President* ~ Matthew Pickett, *Trustee* ~ Mark Burton, *Trustee*

To: Nicasio School District Board of Trustees
From: Kirsten Starsiak, Chief Business Official
Date: June 18, 2026
Re: Action: Consider Approval of Prop 28 Art and Music In School Annual Report

Background:

In November 2022, California voters approved Proposition 28, the Arts and Music in Schools – Funding Guarantee and Accountability Act, establishing a permanent funding source to expand arts education in public schools.

The attached annual report describes how funds were spent for 2025-26 school year.

Funding Source: State Restricted/\$5,735

Recommendation:

Staff recommends approval of the Proposition 28 Art and Music in School Annual Report as presented.

Proposition 28: Arts and Music in Schools Funding

Annual Report

Fiscal Year 2025-26

Name: Nicasio

CDS Code: 2165409-0000000

Allocation Year: 2025-26, 2024-25, 2023-24

1. Narrative description of the Prop 28 arts education program(s) funded. (2500 character limit).

Nicasio School District provides a weekly Movement Program, organized and directed by local professional experts. Our student body is comprised of 35 students in Kindergarten through 8th grade, 49% of whom are identified as socio-economically disadvantaged and 20% are designated as English Learners. As a small, rural school many of our students lack access to high quality enrichment programs outside of the school day. As such, our mission is to provide specialist programs that expose our students to a variety of experiences in the areas of visual and performing arts as well as music. NSD's Movement Program aligns with this goal by providing rich instruction of choreographed dances from different cultures. These weekly classes provide opportunities for students to engage their bodies as well as their minds in a way that is developmentally appropriate, exciting and fun.

2. Number of full-time equivalent teachers (certificated). 0.0

3. Number of full-time equivalent personnel (classified). 0.0

4. Number of full-time equivalent teaching aides. 0.0

5. Number of students served. 35

6. Number of school sites providing arts education. 1

Date of Approval by Governing Board/Body 6/15/2026 11:19:41 AM

Annual Report Data URL

<https://nicasioschool.org/>

Submission Date 6/15/2026 11:23:59 AM

Nicasio School District

Since 1862

Board of Trustees

Elaine Doss, *Board President* ~ Matthew Pickett, *Trustee* ~ Mark Burton, *Trustee*

Agenda Item # 69

To: Nicasio School District Board of Trustees
From: Barbara Snekkevik, Superintendent/Principal
Date: June 18, 2026
Re: Consent: MOU San Geronimo Valley Community Center

Objective:

To approve the Memorandum of Understanding (MOU) by and between the San Geronimo Valley Community Center and Nicasio School District to collaborate in providing high-quality after school and intersession programming to identified Nicasio School District students.

Background:

As outlined in the District's Expanded Learning Opportunity Program plan (approved May 2024) Nicasio School partners with San Geronimo Valley Community Center, located in Lagunitas, to offer after school and intersession programming to students.

Funding Source/Cost:

Expanded Learning Opportunities Program grant: \$70,610

Recommendation:

Staff recommends approval of the Memorandum of Understanding (MOU) by and between the San Geronimo Valley Community Center and Nicasio School District.

**NICASIO SCHOOL DISTRICT
AND
SAN GERONIMO VALLEY COMMUNITY CENTER
MEMORANDUM OF UNDERSTANDING
2026-2027**

This memorandum of understanding ("MOU") is entered into as of the last signature date below ("Effective Date") by the Nicasio School District ("NSD") and San Geronimo Valley Community Center ("SGVCC") for the purpose of providing qualifying NSD students an extended learning day.

Whereas, NSD received funding through the 2026-2027 Expanded Learning Opportunities Program (ELOP) in the amount of \$70,610 to provide scholarships for English Learners and Low Income students for an extended learning day, where students can attend after school programs offered by SGVCC, a local community organization that provides academic, wellness, and enrichment opportunities to students who qualify.

The above named parties agree upon the following terms and conditions:

The Nicasio School District agrees to:

- Reimburse SGVCC for the full cost associated with NSD scholarship students enrolled in the SGVCC after school programs during the 2026-2027 school year. Monthly requests for reimbursement will be based upon a per student amount for the programs the scholarship students register for.
- Reimburse SGVCC for the van shuttle for all riders at the amount of \$1,500 per week, thirty-seven (37) weeks total for the 2026-2027 school year, regardless of if the NSD students aboard the van qualify for the program scholarship or not.
- Reimburse SGVCC in the amount of \$100 per Early Release day as defined in Appendix-A.

SGVCC agrees to:

- Provide the following services and programs to scholarship students who qualify for the Expanded Learning Opportunities Program:
 - Van Shuttle for NSD students pre-approved by NSD principal to ride after school shuttle and return shuttle.
 - Zoila's licensed child care (Pre-K - 3rd grade)
 - The LOFT Youth Center (4th - 8th grade)
 - Valley After School Tutoring ("VAST") (Pre-K - 8th grade)
 - After School Enrichment Classes and Programs
- SGVCC shall maintain a maximum student-to-staff ratio of 20:1 for programs serving students in grades 1–8, in accordance with California Education Code § 8483.4.
- Programs serving Transitional Kindergarten (TK) and Kindergarten students shall maintain a maximum student-to-staff ratio of 10:1. Mixed-age groups that include any TK or Kindergarten students shall maintain a ratio not exceeding 10:1 for the entire group.

- All SGVCC employees and volunteers working directly with students shall meet applicable legal, licensing, and district requirements, including instructional aide qualifications where required, fingerprinting and criminal background clearance, tuberculosis (TB) clearance, mandated reporter training, Pediatric First Aid/CPR certification, health screenings, and any other qualifications required by law, California Education Code § 8483.4, or district policy.
- SGVCC shall promptly notify the District of any health, safety, or incident-related matters as required by applicable law and the terms of this Agreement.
- The SGVCC van shuttle service shall begin on August 19, 2026.
- Provide the afterschool and return Van Shuttle five (5) days a week, except for excluded days set forth on Exhibit A attached.
- All program staff will meet the minimum qualifications including background checks, mandated reporting training, First Aid/CPR certification, negative TB test.
- Incident Reporting
 - SGVCC will report all accidents or injuries to SVGCC program participants, visitors or staff which require medical treatment to Nicasio School District within 24 hours of the incident. It is understood that the SVGCC does not need to notify the Nicasio School District of minor injuries, scrapes or incidents.
- Student Behavior and Discipline
 - SGVCC shall maintain clear, age-appropriate behavior expectations that promote a safe, respectful, and inclusive environment. Discipline practices shall focus on positive behavior support, conflict resolution, and student accountability. Significant behavioral concerns will be communicated with families and, when appropriate, school administration.
 - Parents/guardians must agree to SVGCC policies, including Conduct Guidelines, Emergency Authorization, Parent Agreement, and Release forms (available in English and Spanish)
 - SVGCC will document and manage behavior incidents per its policies and notify the District within 24 hours of any student dismissal.
- Take daily attendance at each program.
- Invoice NSD monthly for the total monthly cost for all scholarship students registered who are participating in the Expanded Learning Opportunities Program and the total monthly van reimbursement amount. Include in the invoice the names of scholarship students and programs they are participating in each month.

RELATIONSHIP OF THE PARTIES

1. This MOU does not create an employment relationship between either of the parties or the employees, officers, directors, agents, affiliates, or subcontractors of each, and does not create a joint venture, partnership, trust, or other association between the parties. Neither party has the authority to bind, act, enter into any contract, or to incur any liability on behalf of the other party.
2. Neither party controls, directs, or supervises the other party's employees, officers, directors, agents, affiliates, or subcontractors in the performance of any activities in the course of the MOU. Each of the parties shall have sole responsibility for any and all

compensation, benefits, withholding and other taxes, expenses, and other applicable costs for its own employees (if any).

TERM AND TERMINATION; NOTICE

1. The term of this MOU is from the Effective Date until terminated as set forth below.
2. In the event that either party fails to fulfill any material term of this MOU, or otherwise breaches this MOU, the other party shall have the right, on written notice to the defaulting party, to terminate this MOU, such notice being effective thirty (30) days after having been given and only if the failure or breach has not been fully remedied during such thirty (30) day period.
3. Either party may terminate this MOU at any time, with or without cause, by giving thirty (30) days written notice to the other party at the Notice addresses designated below by first class mail postage prepaid, by fax, or by email with proof acknowledgment of receipt.
4. NSD shall pay any amounts owed for services as described herein through the date of termination.

If to Nicasio School District:

Barbara Snekkevik
Nicasio School District
5555 Nicasio Valley Rd, PO Box 711
Nicasio, CA 94946
Tel: 415-662-2184
Email: bsnekkevik@nicasioschool.org

If to San Geronimo Valley Community Center:

Nicole Ramirez
San Geronimo Valley Community Center
6350 Sir Francis Drake Blvd., PO Box 194
San Geronimo, CA 94973
Tel: 415-488-8888
Email: qramirez@sgvcc.org

MISCELLANEOUS

1. Each party represents and warrants to each other that: (i) it is duly organized, validly existing and in good standing as a corporation or other entity as represented herein under the laws and regulations of its jurisdiction of incorporation, organization, or chartering; (ii) it has the full right, power, and authority to enter into this MOU and to perform its obligations herein; (iii) the execution of this MOU by its representative whose signature is set forth at the end hereof has been duly authorized by all necessary corporate action of the party; and (iv) when executed and delivered by both parties, this

MOU will constitute the legal, valid, and binding obligation of such party, enforceable against such party in accordance with its terms.

2. This MOU constitutes the entire agreement between the parties with respect to its subject matter and supersedes all prior agreements, promises, negotiations or representations, whether written or oral, that are not expressly set forth in this MOU.
3. This MOU shall be legally binding on the parties and may not be amended or modified except by a written document executed by each of the parties.
4. Neither party shall assign its rights or obligations under this MOU to any third party without the prior written consent of the other party.
5. This MOU and all claims arising out of or relating to this MOU shall be governed by and construed in accordance with the laws of the State of California, without regard to its choice of law principles.
6. This MOU may be executed in counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument. The parties may execute this Agreement in a digital format (including but not limited to DocuSign), which will be deemed an original signature.

IN WITNESS WHEREOF, the parties have executed and entered into this MOU by their authorized representatives as of the Effective Date as defined above and set forth below.

Barbara Snekkevik
Superintendent/Principal, Nicasio School District

Date_____

Alexa Davidson
Executive Director, San Geronimo Valley Community Center

Date_____

Exhibit A Excluded Days

Excluded Days - No pick up

September 7

October 12

November 11

November 23-27

December 21-January 1

January 18

February 15-19

March 8

April 5-9

May 31

Early Release Days:

August 28 (1:30 pm)

October 2 (1:30 pm)

November 13 (1:30 pm)

December 2 (12 pm)- cannot accomodate

December 3 (12 pm) - cannot accomodate

December 21 (12 pm)

January 15 (1:30 pm)

March 12 (1:30 pm)

April 2 (1:30 pm)

May 7 (1:30 pm)

June 10 (12 pm)

Nicasio School District

Agenda Item # 6h

Since 1862

Board of Trustees

Elaine Doss, *Board President* ~ Matthew Pickett, *Trustee* ~ Mark Burton, *Trustee*

To: Nicasio School District Board of Trustees
From: Barbara Snekkevik, Superintendent/Principal
Date: June 18, 2026
Re: Action: Consider approval of MOU Lagunitas School District for Meal Services

Objective:

To approve the Memorandum of Understanding (MOU) by and between the Lagunitas School District and Nicasio School District to provide daily food service.

Background:

Lagunitas will provide daily, freshly prepared organic meals to Nicasio School District to meet the requirements of the Universal Meals mandate. Meals are defined as both breakfast and lunch daily. Lagunitas will bill NSD \$5.73 per meal provided. Lagunitas will additionally charge an annual administrative fee of \$3,500.

Funding Source/Cost:

LCFF funds (\$21,178).

Recommendation:

Staff recommends approval of the Memorandum of Understanding (MOU) by and between the Lagunitas School District and Nicasio School District.

MEAL SERVICE AND NUTRITION PROGRAM MANAGEMENT AGREEMENT

Meal Production Charges

Lagunitas School District shall prepare and provide reimbursable breakfast and lunch meals for Nicasio School in accordance with all applicable federal and state Child Nutrition Program requirements. Meals shall be produced within Lagunitas School District's 100% organic, scratch-cooked nutrition program and made available for pickup by authorized Nicasio School personnel.

Lunch meals and the following day's breakfast meals shall be prepared and available for pickup at a mutually agreed upon time and location.

Nicasio School shall be billed at a rate of **\$5.73 per meal** for each breakfast and lunch meal provided. This rate reflects the actual cost of meal production, including organic ingredients, labor, packaging, equipment utilization, utilities, and operational expenses associated with preparing meals within Lagunitas School District's nutrition program.

Responsibilities of Nicasio School

Nicasio School shall be responsible for:

- Transporting meals from Lagunitas School District to Nicasio School.
- Maintaining proper food temperatures during transport and service.
- Meal service to students.
- Accurate meal counting and point-of-service meal claiming documentation as required by federal and state regulations.
- Maintaining all required meal count records.
- Returning meal count information to Lagunitas School District according to established timelines.
- Proper storage and handling of meals following pickup.
- Cooperating with all meal program monitoring and reporting requirements.

CEP Data and Program Eligibility Requirements

Nicasio School shall provide Lagunitas School District with all enrollment, eligibility, and program participation data necessary to administer the Community Eligibility Provision (CEP) and other applicable Child Nutrition Programs. Such information shall be provided in a timely manner and in accordance with federal and state reporting requirements.

Nicasio School agrees to cooperate with all requests for documentation, student enrollment information, Identified Student Percentage (ISP) data, and other records required to establish, maintain, or verify eligibility for CEP participation and meal reimbursement claiming.

Failure to provide required documentation or reporting information in a timely manner may result in delays to meal claiming, reimbursement processing, or modification of this agreement as necessary to maintain program compliance.

Annual Nutrition Program Management Fee

In addition to per-meal charges, Nicasio School shall pay Lagunitas School District an annual **Nutrition Program Management Fee of \$3,500.**

This fee supports the administrative, financial, and regulatory responsibilities associated with operating a federally reimbursable school nutrition program on behalf of Nicasio School, including but not limited to:

- Community Eligibility Provision (CEP) administration and oversight.
- Federal and state meal reimbursement claiming.
- Menu planning and nutritional compliance.
- Procurement and vendor management.
- Production records and program documentation.
- Food safety and HACCP oversight.
- Administrative review preparation and support.
- Program reporting and financial management.
- Technical assistance and coordination with Nicasio School staff.
- District-level administrative support necessary to maintain program compliance and successful operation.

The annual Nutrition Program Management Fee shall be invoiced at the beginning of each fiscal year or in quarterly installments as mutually agreed upon by both parties.

Annual Review of Rates

The meal rate and Nutrition Program Management Fee shall be reviewed annually and may be adjusted by mutual agreement to reflect changes in food costs, labor costs, regulatory requirements, reimbursement structures, enrollment changes, or other operational expenses affecting the provision of services.

Both parties acknowledge that Lagunitas School District operates a 100% organic, scratch-cooked meal program and does not utilize conventional USDA Foods commodity products. Future pricing adjustments may reflect changes in organic food costs, labor expenses, and program operating requirements.

Nicasio School District

Since 1862

Board of Trustees

Elaine Doss, *Board President* ~ Matthew Pickett, *Trustee* ~ Mark Burton, *Trustee*

To: Nicasio School District Board of Trustees
From: Kirsten Starsiak, Chief Business Official
Date: June 18, 2026
Re: Action: Consider Approval of Tax Anticipation Note (TAN) Resolution #7

Background:

School districts in Marin County experience uneven cash flow throughout the fiscal year. While expenditures such as payroll and operating costs occur on a regular monthly basis, a significant portion of district revenues—primarily property taxes—are received in large installments later in the year.

To manage this timing mismatch, districts may utilize a Tax Anticipation Note (TAN). A TAN is a short-term borrowing mechanism that allows a district to access funds in advance of receiving its expected tax revenues.

The governing board must approve the issuance of a TAN, specifying the amount to be borrowed. The borrowed funds are then repaid once property tax receipts are received.

Funding Source: Marin County Treasurer/Maximum amount which can be borrowed \$695,814

Recommendation:

Staff recommends approval of Resolution #7 authorizing the TAN for Nicasio School District

NICASIO SCHOOL DISTRICT
RESOLUTION NUMBER #7

TAX ANTICIPATION NOTE (TAN)

WHEREAS, school districts, community college districts and county boards of education are authorized by Sections 53850 to 53858, both inclusive, of the Government code of the State of California (being Article 7.6, Chapter 4, Part 1, Division 2, Title 5 of the Government Code) to borrow money by the issuance of temporary note; and

WHEREAS, the Governing Board has determined that, in order to satisfy certain obligations and requirements of the school district, a public body corporate and politic located in the County of Marin, it is desirable that a sum not to exceed \$695,814, be borrowed for such purpose during its fiscal year ending June 30, 2027, by the issuance of its 2026-27 Tax Anticipation Note, in anticipation of the receipt of taxes, to be received by the District for the general fund; and

WHEREAS, no money has heretofore been borrowed by or on behalf of the District through issuance of tax anticipation notes or temporary notes in anticipation of the receipts of, or payable from or secured by taxes, or other moneys for fiscal year 2026-27;

NOW, THEREFORE, BE IT RESOLVED, that the Governing Board of the Nicasio School District does hereby resolve this Note to be executed by a duly authorized officer of the district:

This Resolution is adopted this 18th day of June 2026, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Signed by the Clerk of the Board, Mark Burton

Date



MARIN COUNTY OFFICE OF EDUCATION

John A. Carroll

Marin County Superintendent of Schools

1111 Las Gallinas Avenue / PO Box 4925

San Rafael, California 94913

LOAN REQUEST - TAX ANTICIPATION

In accordance with Article XVI, Section 6, of the Constitution of the State of California, and Education Code Section 42620, the NICASIO School District requests that the sum of Six hundred thirteen thousand nine hundred fifty three dollars (\$ 613,953.00) be transferred from funds in the custody of the Treasurer of the County of Marin to the district for meeting the obligations incurred for maintenance purposes for the fiscal year 2026-2027 (July 1 through last Monday in April only OR as specified in the attached Addendum).

PART A - Justification (Source: School District Adopted Budget SACS Form 01, Page 1, Column F)

1. Total Expenditures & Other Outgo (Objects 1000-7000).	\$ <u>1,449,951.00</u>
2. Less: Capital Outlay (Objects 6000).	<u>0.00</u>
3. Less: Total Other Outgo (Objects 7000).	<u>171,786.00</u>
4. Total Items 2 & 3.	\$ <u>171,786.00</u>
5. Current Operating Expenditures (Item 1, less Item 4).	\$ <u>1,278,165.00</u>

PART B - Maximum Amount Which Can Be Borrowed

1. School District Maximum Secured Tax Limitation (Adopted Budget SACS Form 01, Column F, Object 8041 <i>LCFF Sources</i>).. . . .	\$ <u>818,605.00</u>
2. 75% of Item 1 (85% may be requested later provided County funds are available). Must not exceed Item 5, Part A or 85% of Item 1, Part B.	\$ <u>613,953.00</u>
3. Pursuant to the attached Addendum.	\$ <u>695,814.00</u>

DISTRICT NICASIO

6/18/26

Date

Clerk or Authorized Agent

JOHN A. CARROLL

Marin County Superintendent of Schools

Date

Assistant or Deputy

APPROVED:

MINA MARTINOVICH

Director of Finance

Date

Director of Finance

LOAN REQUEST - TAX ANTICIPATION ADDENDUM

This addendum serves to amend the underlying contract for the **2026-27** Tax Anticipation Note from a fiscal year base (July 1 through the last Monday in April) to amounts accrued for the fiscal year through the date the principal apportionment for the fiscal year is paid in cash. This contract is further amended to reflect the maximum amount which can be borrowed to not exceed 85 percent of the amount of money which will accrue to the school district or county school service fund during the fiscal year.

District	<u>Nicasio</u>	<u>6/18/26</u>	<u></u>
		Date	Clerk or Authorized Agent

JOHN A. CARROLL	<u></u>	<u></u>
Marin County Superintendent of Schools	Date	Assistant or Deputy

APPROVED:	<u></u>	<u></u>
MINA MARTINOVICH	<u></u>	<u></u>
Director of Finance	Date	Director of Finance

Nicasio School District

Since 1862

Board of Trustees

Elaine Doss, *Board President* ~ Matthew Pickett, *Trustee* ~ Mark Burton, *Trustee*

To: Nicasio School District Board of Trustees
 From: Kirsten Starsiak, Chief Business Official
 Date: June 18, 2026
 Re: Education Protection Account (EPA) Expenditure Plan and Resolution

Background:

The Education Protection Account (EPA) was created as part of Proposition 30 (The Schools and Local Public Safety Act of 2012). The purpose of this tax is to provide stable, ongoing funding for K-14 education. The revenues are deposited into a dedicated state account called the Education Protection Account. Funds cannot be used for administrative salaries or benefits and must be directed towards instructional purposes, such as teacher salaries and student services. The attached schedule reflects the District's recommendation that the estimated entitlement is applied to current use; teacher salaries, classroom instructional software, and student supports.

Spending plans must be adopted at a public governing board meeting, and districts must annually publish the amount of EPA funds received, and how the funds were spent.

Funding Source: State LCFF/\$6,522

Recommendation:

Staff recommends approval of the Education Protection Account Expenditure plan for 2025-26 and 2026-27 as presented.

**NICASIO SCHOOL DISTRICT
RESOLUTION # 8**

REGARDING THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters approved temporary sales and income tax increases with Proposition 30 on November 6, 2012; and voters approved Proposition 55 on November 8, 2016 which allowed the sales tax increase to expire in 2016 while extending the increased income tax rates through 2030.

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012; and Proposition 55 amended Article XIII, Section 36 of the California Constitution effective November 8, 2016 and commencing on January 1, 2018.

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f) of the California Constitution;

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Nicasio School District.
2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Nicasio School District has determined to spend the monies received from the Education Protection Act as attached.

This Resolution is adopted this 18th day of June 2026, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Signed by the Clerk of the Board, Mark Burton

Date

NICASIO ELEMENTARY
Budgeted Expenditures Through: June 30, 2026
Spending Plan For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Local Control Funding Formula Revenue	8010-8099	6,522.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		6,522.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	6,522.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		6,522.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

--

NICASIO ELEMENTARY
Budgeted Expenditures Through: June 30, 2027
Spending Plan For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	0.00
Local Control Funding Formula Revenue	8010-8099	6,522.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		6,522.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	0.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	6,522.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		6,522.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

--

**Nicasio School District
Certificated Management Salary Schedule
Principal
2026-2027**

Rate	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8	STEP 9	STEP 10	STEP 11	STEP 12	STEP 13	STEP 14	STEP 15
Annually	\$ 126,050	\$ 128,571	\$ 131,142	\$ 133,765	\$ 136,440	\$ 139,169	\$ 141,952	\$ 144,791	\$ 147,687	\$ 150,641	\$ 153,654	\$ 156,727	\$ 159,862	\$ 163,059	\$ 166,320
Daily	\$ 606.00	\$ 618.00	\$ 630.00	\$ 643.00	\$ 656.00	\$ 669.00	\$ 682.00	\$ 696.00	\$ 710.00	\$ 724.00	\$ 739.00	\$ 753.00	\$ 769.00	\$ 784.00	\$ 800.00

Work Year: 208 Days

Board Approved: June 18, 2026

Effective Date: July 1, 2026

Salary Schedule Increase: 0.00%

Agenda Item # 6K

**Nicasio School District
Certificated Management Salary Schedule
Superintendent
2026-2027**

Rate	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8	STEP 9	STEP 10	STEP 11	STEP 12	STEP 13	STEP 14	STEP 15
Annually	\$ 132,288	\$ 134,934	\$ 137,633	\$ 140,386	\$ 143,194	\$ 146,058	\$ 148,979	\$ 151,959	\$ 154,998	\$ 158,098	\$ 161,260	\$ 164,485	\$ 167,775	\$ 171,131	\$ 174,554
Daily	\$ 636.00	\$ 649.00	\$ 662.00	\$ 675.00	\$ 689.00	\$ 703.00	\$ 717.00	\$ 731.00	\$ 746.00	\$ 760.00	\$ 776.00	\$ 791.00	\$ 807.00	\$ 823.00	\$ 840.00

Work Year: 208 Days

Board Approved: June 18, 2026

Effective Date: July 1, 2026

Salary Schedule Increase: 0.00%

Agenda Item # 61

Nicasio School District

Since 1862

Board of Trustees

Elaine Doss, *Board President* ~ Matthew Pickett, *Trustee* ~ Mark Burton, *Trustee*

To: Nicasio School District Board of Trustees
From: Kirsten Starsiak, Chief Business Official
Date: June 18, 2026
Re: Contract Approval for 2026-27 Principal

Objective: To Approve Principal Contract

Background:

The Principal Contract requires approval at a Regular Meeting and the signature of the Board President.

Funding Source/Cost: General Fund and Parcel Tax/Step 10 on Principal Salary Schedule

Recommendation:

Consider approval of the Principal Contract for the 2026-2027 school year.

NICASIO SCHOOL DISTRICT

EMPLOYMENT AGREEMENT FOR PRINCIPAL

This Agreement is by and between the Nicasio School District (herein after referred to as the "District") and Barbara Snekkevik, Principal (herein after referred to as the "Principal") this 18th day of June 2026.

The parties agree as follows:

1. The term of this Agreement shall be for the school year, from July 1, 2026, through June 30, 2027.
2. The Principal will provide the District with the administrative services of a Principal. During the term of this agreement, she shall serve as Principal of the Nicasio School District.
3. The District shall pay the Principal \$120,513 (step 10) a year as a .80 FTE position receiving salary and benefits on a 12 months per year basis. The payment shall be monthly. Principal shall receive a salary increase of two percent (2%) annually beginning with year 2018-19 and for fifteen consecutive years, to Step 15 on the Principal's Salary Schedule. Cost-of-living adjustments (COLA) may be awarded in addition to the two percent (2%) annual increase.
4. The District will also provide Health and Welfare Benefits up to the Board-approved cap of single coverage for employee only for health, dental and vision based on FTE.
5. The work year for the Principal will be 208 days. The work year for 2026-2027 will start on August 3, 2026. Every effort will be made by the Principal to keep that schedule, allowing for emergencies or other critical circumstances. The District and the Principal may change the dates of the work year by mutual agreement.
6. In the event the District intends to request the Principal to continue beyond the 2026-2027 school year, this agreement may be extended by mutual agreement.

The term of this CONTRACT shall be from July 1, 2026, through June 30, 2027.

Elaine Doss, President
Nicasio School District

Barbara Snekkevik
Principal

Dated: _____, 2026

Dated: _____, 2026

Nicasio School District

Since 1862

Board of Trustees

Elaine Doss, *Board President* ~ Matthew Pickett, *Trustee* ~ Mark Burton, *Trustee*

To: Nicasio School District Board of Trustees
From: Kirsten Starsiak, Chief Business Official
Date: June 18, 2026
Re: Consent: Contract Approval for 2026-27 Superintendent

Objective: To Approve Superintendent Employment Agreement

Background:

The Superintendent Employment Agreement requires approval at a Regular Meeting

Funding Source/Cost: General Fund - \$18,240 plus driven benefits

Recommendation:

Consider approval of the Superintendent Employment Agreement with an annual salary of eighteen thousand two hundred forty dollars.

NICASIO SCHOOL DISTRICT

EMPLOYMENT AGREEMENT FOR SUPERINTENDENT

This Agreement is by and between the Nicasio School District (herein after referred to as the "District") and Barbara Snekkevik, Superintendent (herein after referred to as the "Superintendent") this 18th day of June, 2026.

Term of Agreement

Barbara Snekkevik shall be employed by the District in the position of Superintendent. The term of employment pursuant to this Agreement shall be one (1) year, commencing on July 1, 2026 and expiring on June 30, 2027.

Duties

- a) Network with other Superintendents/Principals
- b) Collaborate with neighboring districts to enhance district programs, improve student outcomes, and support operational efficiency.
- c) Represent Nicasio School District in professional learning cohorts offered by MCOE, including Innovative Learning Team and Early Learning Institute for Elementary Leaders.
- d) Implement new programs at Nicasio School including Transitional Kindergarten program, Universal meals, and Early Learning Institute for Elementary Leaders.
- e) Facilitate the completion of the water system upgrade

Compensation

Superintendent will receive a base salary at the annual rate of \$18,240 (eighteen thousand two hundred forty dollars) for Year 1 of this Agreement, which is Step 10 of the Superintendent Salary Schedule. Superintendent's compensation will move one (1) step for each year of this Agreement unless otherwise agreed to in writing by the Parties and approved by the Board, in open session, at a regular Board meeting. The annual salary shall be paid in twelve equal monthly installments, payable on the last day of each month.

Work Year

Superintendent shall be required to render twenty-four (24) workdays of full and regular service to the District during each annual period covered by this Agreement.

Benefits

The Superintendent shall be entitled to all benefits of Certificated employees including sick leave and retirement benefits.

Execution of this Contract was authorized by board action at the regular meeting of the Board of Education of the Nicasio School District, held on June 18, 2026, for a term beginning July 1, 2026 and ending June 30, 2027.

Elaine Doss, President
Nicasio School District

Barbara Snekkevik
Superintendent

Dated: _____, 2026

Dated: _____, 2026

RESOLUTION #9
of the Governing Board of the

Agenda Item #60

Nicasio School/College District
County of Marin, State of California

AUTHORIZATION TO SIGN ON BEHALF OF THE GOVERNING BOARD

Nicasio, California

June 18, 2026

City

Date

Pursuant to the provisions of Education Code Section 42630 to 42633 (School Districts) and 85230 to 85233 (Community College Districts) and other legal provisions, the members of the governing board of the above-named school/college district hereby authorize the officer or employee whose name and signature appear below to sign orders and other documents on behalf of the governing board of said school/college district during the period July 1, 2026 - June 30, 2027 (not to exceed one fiscal year), subject to further board action limiting or extending this authority and notification to the County Superintendent and the County Auditor of such action.

Barbara Snekkevik

IS AUTHORIZED TO SIGN THE FOLLOWING ON BEHALF OF THE BOARD:

Name (Typed)

Superintendent/Principal

Title

Signature

Please Indicate
"Yes" or "No"

Payroll & Retirement

Overpayment / Adjustment	Yes
Retirement Election Forms	Yes
Sick Leave Transfers	Yes
Sick Leave Service Credit Calculations	Yes

Cash Receipt / Disbursement Authorization

Endorsement Checks.....	Yes
Journal Vouchers Requests	Yes
Loan Request –Tax Anticipation Note (TAN)	Yes
Payroll Order Certification	Yes
Vendor Payment Certification	Yes
Deposit Transmittal	Yes

Attendance Reporting

Attendance Certifications	Yes
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State and Federal Reporting

Audit Findings-Certification of Corrective Action	Yes
Certification of Federal Funds	Yes
Independent Auditor Selection Form	Yes
Salary and Benefit Schedule (J90).....	Yes

Other (Please Specify).....

Signed by a majority of trustees:

_____	_____	_____
_____	_____	_____
_____	_____	_____