

Nicasio School District

Since 1862

Board of Trustees

Elaine Doss, *Board President* ~ Daniel Ager, *Trustee* ~ Mark Burton, *Trustee*

Agenda Item # 1d. + 4

AGENDA

Regular Meeting of the Nicasio School District Board of Trustees

Thursday, June 17, 2021 4:50pm

5555 Nicasio Valley Road, California

This meeting is being held via videoconference pursuant to Executive Order N-25-20 issued by California Governor Gavin Newsom on March 12, 2020. Videoconference access information will be posted on the District website:

<http://www.nicasioschool.org/index.php/school-board/board-meetings>

1. Opening Business

- a. Call to Order (*Elaine Doss – Board President*)
- b. Roll Call
- c. Patriotic Moment
- d. Approval of Closed Session Agenda
- e. Public Comment on Closed Session Topic(s)

2. CLOSED SESSION

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

3. Reconvene in OPEN SESSION at 5pm

- a. Adjourn Closed Session and Reconvene Open Session
- b. Report Out *Announcement of any reportable action take during Closed Session*

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

5. Reports/Presentations

- a. Trustee/Superintendent/Principal Announcements

6. 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.

7. Consent Agenda

- a. Approval of Minutes: May 6, 2021 Regular Meeting of the Board of Trustees (*Interim Supt. Neu*)
- b. Ratify Warrants Paid: May, 2021 (*CBO Bonardi*)

- c. Quarterly Report on Williams Uniform Complaints: Apr-June 2021 (*Interim Supt. Neu*)
- d. Approve Interdistrict Transfer Requests into NSD for 2021-22 (*Interim Supt. Neu*)
 - i. IDT 21-22-01
 - ii. IDT 21-22-02
 - iii. IDT 21-22-03
 - iv. IDT 21-22-04
 - v. IDT 21-22-05
 - vi. IDT 21-22-06
 - vii. IDT 21-22-07
 - viii. IDT 21-22-08
 - ix. IDT 21-22-09
 - x. IDT 21-22-11
 - xi. IDT 21-22-12
 - xii. IDT 21-22-13
- e. Approve Interdistrict Transfer Requests out of NSD for 2021-22 (*Interim Supt. Neu*)
 - i. IDTX 21-22-01
 - ii. IDTX 21-22-02
- f. Approve 2021-22 Certificate of Signatures (*CBO*)

8. Action

- a. Consider Approval of Nicasio School District 2021-22 Local Control Accountability Plan (LCAP), LCAP Annual Update, and LCAP Budget Overview for Parents (*CBO Bonardi*) *Discussion/Action*
- b. Approve 2021-22 Budget Adoption Reserve Form (*CBO Bonardi*) *Discussion/Action*
- c. Consider Adoption of Nicasio School District 2021-22 Proposed Budget (*CBO Bonardi*) *Discussion/Action*
- d. Consider Approval of Resolution 2020-21 #3 Regarding Budget Transfer of Funds for Year End Closing *Roll Call Vote* (*CBO Bonardi*) *Discussion/Action*
- e. Consider Approval of Resolution 2020-21 #4 Authorization to Sign on Behalf of the Governing Board for 2020-21 *Roll Call Vote* (*CBO Bonardi*) *Discussion/Action*
- f. Consider Approval of Resolution 2020-21 #5 Tax Anticipation Note (TAN) *Roll Call Vote* (*CBO Bonardi*) *Discussion/Action*
- g. Consider Approval of Resolution 2020-21 #6 Regarding the Education Protection Account (EPA) for 2020-21 *Roll Call Vote* (*CBO Bonardi*) *Discussion/Action*
- h. Public Disclosure (AB1200) of Proposed NTA Collective Bargaining Agreement for the period of July 1, 2020-June 30, 2021 (*Interim Supt. Neu*) *Discussion/Action*
- i. Consider Approval of Revised Salary Schedules Effective July 1, 2020 for the Nicasio Teachers' Association, Unrepresented Classified Management and Unrepresented Classified Staff (*Interim Supt. Neu*) *Discussion/Action*
- j. Consider Approval of 2021-22 Services Agreement with Capital Public Finance Group, LLC (*CBO Bonardi*) *Discussion/Action*
- k. Consider Approval of 2021-22 Memorandum of Understanding for Marin County Data Processing Consortium Financial System Reserve Fund (*CBO Bonardi*) *Discussion/Action*
- l. Consider Approval of Marin County Aeries SIS Consortium 2021-22 Contract Services for Basic Aeries Hosting Services (*CBO Bonardi*) *Discussion/Action*
- m. Consider Approval of 2021-22 Memorandum of Understanding between Nicasio School District and Bay Area Community Resources (*Interim Supt. Neu*) *Discussion/Action*
- n. Consider Approval of Science Curriculum (K-5), California Elevate Science, published by Savvas Learning Company (*Interim Supt. Neu*) *Discussion/Action*

- o. Consider Approval of Science Curriculum (6-8), FOSS Next Generation, published by Delta Education (*Interim Supt. Neu) Discussion/Action*

9. Correspondence

- a. Public Hearing on the Lapsation and Annexation of Lincoln School District, Terena Mares, Deputy Superintendent, Marin County Office of Education, May 4, 2021

10. Conclusion

- a. Agenda items for upcoming Board Agendas
- 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.

Nicasio School District

Agenda Item # 7a

Since 1862

Board of Trustees

Elaine Doss, *Board President* ~ Daniel Ager, *Trustee* ~ Mark Burton, *Trustee*

MINUTES

Regular Meeting of the Nicasio School District Board of Trustees
Thursday, May 6, 2021 4:45pm
 5555 Nicasio Valley Road, California

This meeting was held via videoconference pursuant to Executive Order N-25-20 issued by California Governor Gavin Newsom on March 12, 2020. Videoconference access information was posted on the District website: <http://www.nicasioschool.org/index.php/school-board/board-meetings>

1. Opening Business

- a. Call to Order at 4:46pm
- b. Roll Call *Present (via videoconference)*: Trustees Elaine Doss, Dan Ager and Mark Burton
Also in attendance (via videoconference): Interim Superintendent Nancy Neu, Principal Barbara Snekkevik, and District Secretary Mikki McIntyre
- c. Patriotic Moment in appreciation that (due to the efforts of our federal, state and local governments) more than half of adults in U.S. have been vaccinated with at least one dose, and it seems like we have rounded the corner. There is now a lot of hope that this pernicious virus will soon be gone.
- d. Approval of Closed Session Agenda
Action: M/S: Burton/Ager to approve and adopt Closed Session Agenda Vote: 3/0 Ayes: Burton, Ager and Doss; Noes: None
- e. Public Comment on Closed Session Topic(s)
 - i. There were no public comments.

2. CLOSED SESSION

- a. The following Closed Session item is listed below in compliance with Government Code 54957.6 of the Brown Act:
 - (i) CONFERENCE WITH LABOR NEGOTIATORS
- b. Recess to Closed Session to consider and/or take action upon any item on the Closed Session Agenda at 4:49pm

3. Reconvene in OPEN SESSION at 5pm

- a. Adjourn Closed Session and Reconvene Open Session at 5:10pm
- b. Report Out
 - i. No reportable action was taken in Closed Session.

4. Approval and Adoption of Open Session Agenda

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

5. Reports/Presentations

- a. Trustee/Superintendent/Principal Announcements
 - i. *Interim Supt. Neu reported the following:*

- Interim Supt. Neu said it was a pleasure to finally meet school parent Ashley Arndt in person last.
- A local glass company has provided a bid of \$2423 to repair a classroom window that broke when a whiteboard fell through it. The bid includes replacement of numerous other classroom windows with significant cracks.
- Marin County is a statewide model for COVID-19 testing and vaccinations, and even received national recognition for the work they've done. Over 80% of residents ages 16 and older have been vaccinated, with 12-15 year olds next in line, and possibly even younger children becoming eligible by September.
- A big focus in the county is on upcoming graduation ceremonies. Interim Supt. Neu is working with the county and CDC on the details. The District will be able to do more of a ceremony this year than last year, but will still be limited in terms of numbers, space, etc.
- There are staffing issues countywide, particularly in high schools, where districts are considering reductions in force due to declining enrollment. Additionally, there are numerous open administrative positions in the county, which is unusual for this time of year. Staff have departed out of frustration during the pandemic, sought other professions, or retired early. Students have left for private schools, homeschool, and family relocations due to COVID.
- The school administrative team, along with Kate Lane and architect consultants from PBK-WLC, participated in a May 5th Zoom meeting with CA Division of the State Architect (DSA) regarding the certification of a School Construction Project DSA application from 20 years ago. The project needs certification before the DSA will approve the District's current application for an upgrade to its water system. After extensive search of District archives, documents from 2004 were provided to DSA which mostly satisfy the DSA requirements. Kate Lane and PBK-WLC staff will provide DSA with the remaining documents and information required to close out the original project. Neu expressed pride in the NSD team for the research and work performed on this matter.
- ii. *Principal Snekkevik presented her report as follows:*
 - Events & Activities: Principal's Chat, April 1; Nicasio School Foundation meeting, April 2; Spring Break, April 5-9; Suicide Prevention Community Webinar presented by MCOE, April 13; April Life Skill: Integrity; Spirit Day: Earth Day, April 22; Marin Ballet Movement classes (guest teacher Casey Thorne); CAASPP testing, May 3-6, 11-12
 - Staff Updates: Administrative Professionals Day, April 21; National Teacher Appreciation Day, May 4; On-going Public Health Liaison meetings (weekly); Curative testing for staff; Project Wayfinder Professional Development (Barbara); Golden Bell Award- recognizing ALL staff and community partners, May 20
 - Site Updates: Marin County Free Book Mobile visit, April 28; Zero Waste Marin meeting, April 29
 - Upcoming Events: Virtual Assembly, April 2 at 1 pm; Spring Break, April 5-9; Sex Education (grades 6-8), begins May 10; Spirit Day: Decades Day, May 28; Memorial Day, May 31; Field Day, June 10; Last Day of School, June 10; 8th grade promotion ceremony, June 10; Nicasio School Foundation Fundraiser, TBD

6. Public Comment

- a. Parent Ashley Arndt noted that a tentative date of June 5th has been selected for the fundraiser.

7. Consent Agenda

- a. Approval of Minutes: March 31, 2021 Regular Meeting of the Board of Trustees
- b. Ratify Warrants Paid: April, 2021

Action 1: M/S: Burton/Ager to approve Consent Agenda Item a., and table Item b. for discussion Vote: 3/0 Ayes: Burton, Ager and Doss; Noes: None

Discussion of Item b./Action 2: Discussion: There was a trustee inquiry regarding the North Bay Taxi expense listed in the May warrants. Interim Supt. Neu said the expense in question is for a District student enrolled in a special education program at a different school. She said the District is responsible for paying the transportation expenses for resident students with special needs, and that all options are considered when determining how that transportation will be provided. Principal Snekkevik added that the plan is re-evaluated each year to see if there is a more efficient means of transportation for those students.

M/S: Ager/Burton to approve Consent Agenda Item b. Vote: 3/0 Ayes: Burton, Ager and Doss; Noes: None

8. Action

- a. **Consider Approval of Expanded Learning Opportunities Grant Plan** *Discussion:* Principal Snekkevik said the plan is related to additional funding provided due to COVID, and it allows the District to explain how those funds will be used to best benefit its students. She collaborated with CBO Bonardi and Interim Supt. Neu on initial ideas, which were then presented to the parent advisory committee. The budget of approximately \$27,000 will be used for student enrollment in local summer enrichment programs, community building, social emotional learning for students, and school preparedness. She said student's biggest needs at this time are social emotional and academic readiness, and that staff will continue their regular system of reviewing and utilizing student assessment data to strategize targeted in-house interventions. In addition to STAR Accelerated Reading, the District will add STAR Math next year. She noted that while the data is not shared publicly, a report can be provided to the Board that provides general trends. Interim Neu applauded the staff for having such conversations that raise awareness of the needs of all students. She said the whole school is rallying around every child. She recommended Board approval of the plan.
Action: M/S: Ager/Burton to approve Expanded Learning Opportunities Grant Plan Vote: 3/0 Ayes: Burton, Ager and Doss; Noes: None

9. Correspondence

- a. NSD 2020-21 Second Interim Review, Kate Lane, Assistant Superintendent, Marin County Office of Education, April 16, 2021
- b. Certification Letter – Fiscal Year 2019-20 Nicasio Elementary, Joel James, Chief, Financial Audits Bureau, California Division of Audits, April 1, 2021

10. Conclusion

- a. Agenda items for upcoming Board Agenda
 - i. Bond presentation by Chris Terry LCAP Hearing
 - ii. Budget Hearing
 - iii. Consideration of Interdistrict Transfer Requests for 2021-22
 - iv. Projected enrollment for Fall 2021
- b. Adjournment
Action: M/S: Burton/Ager to adjourn meeting at 6:11pmM pm **Vote: 3/0** Ayes: Burton, Ager and Doss; Noes: None

Respectfully Submitted,

Mikki McIntyre

☐ Unadopted ☐ Adopted

Mark Burton, Board Clerk

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Since 1862

Board of Trustees

Elaine Doss, *Board President* ~ Daniel Ager, *Trustee* ~ Mark Burton, *Trustee*

To: Nicasio School District Board of Trustees
 From: Margie Bonardi, CBO
 Date: June 17, 2021
 Re: Warrants Paid through June 5, 2021

Objective: To Approve Monthly Warrants

Background: Warrants are processed monthly and reflect expenditures for Nicasio School District. Payments (warrants) include: employee payroll, district operations, safety, instructional materials, supplies and state and county required expenditures.

Funding Source/Cost: All Funding Sources – through June 05, 2021. Batch total: \$ 45,820.14
 Batches: 38 through 43

Recommendation: Staff recommends approval of warrants.

APY250 L.00.06

Marin County Office of Education
 COMMERCIAL WARRANT REGISTER
 FOR WARRANTS DATED 05/05/2021

06/08/21 PAGE 1

DISTRICT: 031 NICASIO SCHOOL DISTRICT
 BATCH: 0038 GF 05/05/21
 FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
REQ#	REFERENCE	LN	FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	DESCRIPTION		
20291529	001204/	ADT COMMERCIAL				
		PO-210033	1. 01-0000-0-5620.00-0000-8300-000-000-000	139655059 MAY SERVICE		106.99
			WARRANT TOTAL			\$106.99
20291530	001341/	COMMON SENSE BUSINESS SOLUTION				
		PO-210025	2. 01-0000-0-5840.00-1110-1010-000-000-050	45239		137.12
			WARRANT TOTAL			\$137.12
20291531	000807/	JERRY & DON'S PUMP & WELL				
		PO-210017	1. 01-0000-0-5535.00-0000-8200-000-000-000	0147141		533.72
			WARRANT TOTAL			\$533.72
20291532	001149/	MARIN COUNTY OFFICE OF ED				
		PV-210099	01-0000-0-9521.00-0000-0000-000-000-000	VISION COBRA MW		11.34
			01-0000-0-9526.00-0000-0000-000-000-000	KLEIN KAISER, WARE BC		2,845.00
			01-0000-0-9529.00-0000-0000-000-000-000	VISION KLEIN, WARE, MCINTYRE		62.79
			WARRANT TOTAL			\$2,919.13
20291533	001397/	PAUL DOLCINI SEWER SERVICE				
		PO-210199	1. 01-0000-0-5610.00-0000-8100-000-000-000	11745		641.25
			WARRANT TOTAL			\$641.25
20291534	001426/	KRISTY SNAITH				
		PV-210098	01-1100-0-4300.00-1110-1010-000-000-000	REIMB CLASSRM SUPPLIES		77.28
			WARRANT TOTAL			\$77.28
20291535	001418/	BARBARA SNEKKEVIK				
		PV-210101	01-0000-0-4300.00-0000-8100-000-000-000	EARTH DAY		17.64
			01-1100-0-4300.00-1110-1010-000-000-000	EARTH DAY		14.40
			01-4035-0-4300.00-1110-1010-000-000-000	TEACHER'S STAFF DEV DAY		43.29
			01-9315-0-4300.00-1110-1010-000-000-000	STUDENT COUNCIL EARTH DAY		9.75
			WARRANT TOTAL			\$85.08
20291536	001354/	DAMENA WARE				
		PV-210100	01-9315-0-4300.00-1110-1010-000-000-000	EARTH DAY STUDENT COUNCIL		30.37

APY250 L.00.06

Marin County Office of Education
 COMMERCIAL WARRANT REGISTER
 FOR WARRANTS DATED 05/05/2021

06/08/21 PAGE 2

DISTRICT: 031 NICASIO SCHOOL DISTRICT
 BATCH: 0038 GF 05/05/21
 FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
REQ#	REFERENCE	LN	FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	DESCRIPTION		
WARRANT TOTAL						\$30.37
*** FUND	TOTALS ***		TOTAL NUMBER OF CHECKS:	8	TOTAL AMOUNT OF CHECKS:	\$4,530.94*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	8	TOTAL AMOUNT:	\$4,530.94*
***	BATCH TOTALS ***		TOTAL NUMBER OF CHECKS:	8	TOTAL AMOUNT OF CHECKS:	\$4,530.94*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	8	TOTAL AMOUNT:	\$4,530.94*
***	DISTRICT TOTALS ***		TOTAL NUMBER OF CHECKS:	8	TOTAL AMOUNT OF CHECKS:	\$4,530.94*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	8	TOTAL AMOUNT:	\$4,530.94*

APY250 L.00.06

Marin County Office of Education
 COMMERCIAL WARRANT REGISTER
 FOR WARRANTS DATED 05/12/2021

06/08/21 PAGE 1

DISTRICT: 031 NICASIO SCHOOL DISTRICT
 BATCH: 0039 GF 05/12/21
 FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
REQ#	REFERENCE	LN	FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	DESCRIPTION		
20292185	000077/	LAGUNITAS SCHOOL DISTRICT				
		PV-210102	01-0000-0-5840.00-0000-8200-000-000-000	SUB JANITORIAL SERVICES		120.43
		WARRANT TOTAL				\$120.43
20292186	001323/	NORTH BAY TAXI				
		PO-210142	1. 01-6500-0-5840.00-5770-3600-000-707-000	INV # 311 MARCH 2021		3,090.00
		WARRANT TOTAL				\$3,090.00
20292187	000007/	OFFICE DEPOT				
		PO-210192	1. 01-0000-0-4300.00-0000-7100-000-000-000	16583141		37.88
		PO-210194	1. 01-0000-0-4300.00-0000-8200-000-000-000	167884949001		25.63
		PV-210104	01-1100-0-4300.00-1110-1010-000-000-000	CLASSROOM SUPPLIES		54.90
		WARRANT TOTAL				\$118.41
20292188	001245/	REX ACE HARDWARE COUNTRY STORE				
		PV-210103	01-0000-0-4300.00-0000-8100-000-000-000	LANDSCAP IRRIGATION SUPPLIES		111.28
		WARRANT TOTAL				\$111.28
20292189	001185/	STEPHEN ROATCH ACCOUNTANCY COR				
		PO-210038	1. 01-0000-0-5809.00-0000-7191-000-000-000	BILLING 31		925.00
		WARRANT TOTAL				\$925.00
*** FUND	TOTALS ***		TOTAL NUMBER OF CHECKS:	5	TOTAL AMOUNT OF CHECKS:	\$4,365.12*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	5	TOTAL AMOUNT:	\$4,365.12*
*** BATCH TOTALS ***			TOTAL NUMBER OF CHECKS:	5	TOTAL AMOUNT OF CHECKS:	\$4,365.12*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	5	TOTAL AMOUNT:	\$4,365.12*
*** DISTRICT TOTALS ***			TOTAL NUMBER OF CHECKS:	5	TOTAL AMOUNT OF CHECKS:	\$4,365.12*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	5	TOTAL AMOUNT:	\$4,365.12*

APY250 L.00.06

Marin County Office of Education
 COMMERCIAL WARRANT REGISTER
 FOR WARRANTS DATED 05/19/2021

06/08/21 PAGE 1

DISTRICT: 031 NICASIO SCHOOL DISTRICT
 BATCH: 0040 05/19/21 GF AND DSA PAYMENT
 FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
REQ#	REFERENCE	LN	FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	DESCRIPTION		
20292765	001500/	DIVISION OF THE STATE ARCHITEC				
	PV-210105		01-0000-0-5839.00-0000-7100-000-000-000	APP # 01-103029		500.00
			WARRANT TOTAL			\$500.00
20292766	001501/	EMPLOYEMENT DEVELOPMENT DEPT				
	PV-210106		01-0000-0-5839.00-0000-7300-000-000-000	EMPLOYMENT TAX		34.61
			WARRANT TOTAL			\$34.61
*** FUND	TOTALS ***		TOTAL NUMBER OF CHECKS:	2	TOTAL AMOUNT OF CHECKS:	\$534.61*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	2	TOTAL AMOUNT:	\$534.61*
*** BATCH TOTALS ***			TOTAL NUMBER OF CHECKS:	2	TOTAL AMOUNT OF CHECKS:	\$534.61*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	2	TOTAL AMOUNT:	\$534.61*
*** DISTRICT TOTALS ***			TOTAL NUMBER OF CHECKS:	2	TOTAL AMOUNT OF CHECKS:	\$534.61*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	2	TOTAL AMOUNT:	\$534.61*

APY250 L.00.06

Marin County Office of Education
 COMMERCIAL WARRANT REGISTER
 FOR WARRANTS DATED 05/26/2021

06/08/21 PAGE 1

DISTRICT: 031 NICASIO SCHOOL DISTRICT
 BATCH: 0041 NICASIO 5-25
 FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
	REQ#	REFERENCE LN	FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP		DESCRIPTION	
20293290	000568/	AT&T				
		PO-210005	1. 01-0000-0-5970.00-0000-2700-000-000-000		000016477030	97.93
			WARRANT TOTAL			\$97.93
20293291	001468/	PAOLA & RAFAEL BARAJAS				
		PV-210109	01-6500-0-5840.00-5770-3600-000-706-000		APRIL 2021 MILEAGE REIMBURSE	134.85
			WARRANT TOTAL			\$134.85
20293292	001341/	COMMON SENSE BUSINESS SOLUTION				
		PO-210025	1. 01-0000-0-5840.00-0000-2700-000-000-050		45601	51.46
			WARRANT TOTAL			\$51.46
20293293	001449/	INYO				
		PO-210016	1. 01-9322-0-5940.00-1110-1010-000-000-000		32001551214	500.00
			WARRANT TOTAL			\$500.00
20293294	000807/	JERRY & DON'S PUMP & WELL				
		PO-210017	1. 01-0000-0-5535.00-0000-8200-000-000-000		0147399-IN	1,042.01
			WARRANT TOTAL			\$1,042.01
20293295	001149/	MARIN COUNTY OFFICE OF ED				
		PO-210010	2. 01-0000-0-5840.00-0000-2700-000-000-000		210375	18,360.08
			WARRANT TOTAL			\$18,360.08
20293296	001323/	NORTH BAY TAXI				
		PO-210142	1. 01-6500-0-5840.00-5770-3600-000-707-000		410	2,400.00
			WARRANT TOTAL			\$2,400.00
20293297	000007/	OFFICE DEPOT				
		PO-210200	2. 01-0000-0-4300.00-0000-2700-000-000-000		171020432001	11.42
			1. 01-1100-0-4300.00-1110-1010-000-000-000		171020432001	8.78
		PO-210201	1. 01-1100-0-4300.00-1110-1010-000-000-000		169975302001	4.86
			1. 01-1100-0-4300.00-1110-1010-000-000-000		169951528001	11.57
		PO-210204	1. 01-0000-0-4300.00-0000-2700-000-000-000		17235606001	12.98
			1. 01-0000-0-4300.00-0000-2700-000-000-000		172353434001	9.73

APY250 L.00.06

Marin County Office of Education
 COMMERCIAL WARRANT REGISTER
 FOR WARRANTS DATED 05/26/2021

06/08/21 PAGE 2

DISTRICT: 031 NICASIO SCHOOL DISTRICT
 BATCH: 0041 NICASIO 5-25
 FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
REQ#	REFERENCE	LN	FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	DESCRIPTION		
		2.	01-0000-0-4300.00-0000-8100-000-000-000	172353434001		46.70
	PO-210208	1.	01-0000-0-4300.00-0000-2700-000-000-000	172044838001		20.57
			WARRANT TOTAL			\$126.61
20293298	000021/	RECOLOGY				
	PO-210034	1.	01-0000-0-5550.00-0000-8200-000-000-000	21841531		330.74
			WARRANT TOTAL			\$330.74
20293299	001418/	BARBARA SNEKKEVIK				
	PV-210107		01-0000-0-4300.00-0000-2700-000-000-000	REIMB PRINCIPAL COSTCO BANNER		64.94
	PV-210108		01-0000-0-4300.00-0000-8200-000-000-000	REIMB PRINCIPAL TARGET WATER		19.44
			WARRANT TOTAL			\$84.38
20293300	000600/	SONOMA COUNTY OFFICE OF ED				
	PO-210036	1.	01-0000-0-5829.00-0000-7100-000-000-000	IN21-02266		30.00
			WARRANT TOTAL			\$30.00
*** FUND	TOTALS ***		TOTAL NUMBER OF CHECKS:	11	TOTAL AMOUNT OF CHECKS:	\$23,158.06*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$0.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$0.00*
			TOTAL PAYMENTS:	11	TOTAL AMOUNT:	\$23,158.06*
*** BATCH TOTALS ***			TOTAL NUMBER OF CHECKS:	11	TOTAL AMOUNT OF CHECKS:	\$23,158.06*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$0.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$0.00*
			TOTAL PAYMENTS:	11	TOTAL AMOUNT:	\$23,158.06*
*** DISTRICT TOTALS ***			TOTAL NUMBER OF CHECKS:	11	TOTAL AMOUNT OF CHECKS:	\$23,158.06*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$0.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$0.00*
			TOTAL PAYMENTS:	11	TOTAL AMOUNT:	\$23,158.06*

APY250 L.00.06

Marin County Office of Education
 COMMERCIAL WARRANT REGISTER
 FOR WARRANTS DATED 06/02/2021

06/08/21 PAGE 1

DISTRICT: 031 NICASIO SCHOOL DISTRICT
 BATCH: 0042 GF NOVATO GLASS DEP
 FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
	REQ#	REFERENCE LN	FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP		DESCRIPTION	
20293921	000586/	FISHMAN SUPPLY COMPANY				
		PO-210209	1. 01-0000-0-4300.00-0000-2700-000-000-000	1303641		61.57
			WARRANT TOTAL			\$61.57
20293922	001461/	GREAT AMERICAN FINANCIAL CORP				
		PO-210039	2. 01-0000-0-5840.00-1110-1010-000-000-050	29317092		174.28
			WARRANT TOTAL			\$174.28
20293923	001149/	MARIN COUNTY OFFICE OF ED				
		PV-210111	01-0000-0-9521.00-0000-0000-000-000-000		VISION COBRA WILLIAMS	11.34
			01-0000-0-9526.00-0000-0000-000-000-000		KLEIN KAISER, WARE BE	2,845.00
			01-0000-0-9529.00-0000-0000-000-000-000		VISION; WARE, KLEIN, MCINTYRE	62.79
			WARRANT TOTAL			\$2,919.13
20293924	000276/	MARIN SCHOOLS INSURANCE				
		PV-210110	01-0000-0-9521.00-0000-0000-000-000-000		MAY COBRA WILLIAMS	69.59
			01-0000-0-9521.00-0000-0000-000-000-000		JUNE COBRA WILLIAMS	69.59
			01-0000-0-9528.00-0000-0000-000-000-000		MAY REGULAR	370.72
			01-0000-0-9528.00-0000-0000-000-000-000		JUNE REGULAR EMPLOYEES	390.72
			WARRANT TOTAL			\$900.62
20293925	001189/	NOVATO GLASS INC				
		PO-210207	1. 01-0000-0-5610.00-0000-8119-000-000-000		DEP 50%	1,211.50
			WARRANT TOTAL			\$1,211.50
20293926	000012/	P G & E				
		PO-210014	1. 01-0000-0-5510.00-0000-8200-000-000-000	8516765363-4		767.81
			WARRANT TOTAL			\$767.81
20293927	001272/	RAUL SALDANA				
		PO-210035	1. 01-0000-0-5840.00-0000-8200-000-000-000		MAY INVOICE	400.00
			WARRANT TOTAL			\$400.00
20293928	001260/	SILYCO				
		PO-210037	3. 01-1400-0-5849.00-1110-1010-000-000-000		MAY 2021	800.00

APY250 L.00.06

Marin County Office of Education
 COMMERCIAL WARRANT REGISTER
 FOR WARRANTS DATED 06/02/2021

06/08/21 PAGE 2

DISTRICT: 031 NICASIO SCHOOL DISTRICT
 BATCH: 0042 GF NOVATO GLASS DEP
 FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
REQ#	REFERENCE	LN	FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	DESCRIPTION		
WARRANT TOTAL						\$800.00
20293929	001498/	HEALTH CONNECTED				
	PO-210214	1.	01-1100-0-5840.00-1110-1010-000-000-000	INV 1544		1,000.00
WARRANT TOTAL						\$1,000.00
*** FUND	TOTALS ***		TOTAL NUMBER OF CHECKS:	9	TOTAL AMOUNT OF CHECKS:	\$8,234.91*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	9	TOTAL AMOUNT:	\$8,234.91*
*** BATCH TOTALS ***			TOTAL NUMBER OF CHECKS:	9	TOTAL AMOUNT OF CHECKS:	\$8,234.91*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	9	TOTAL AMOUNT:	\$8,234.91*
*** DISTRICT TOTALS ***			TOTAL NUMBER OF CHECKS:	9	TOTAL AMOUNT OF CHECKS:	\$8,234.91*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	9	TOTAL AMOUNT:	\$8,234.91*

APY250 L.00.06

Marin County Office of Education
 COMMERCIAL WARRANT REGISTER
 FOR WARRANTS DATED 06/09/2021

06/08/21 PAGE 1

DISTRICT: 031 NICASIO SCHOOL DISTRICT
 BATCH: 0043 AP 6/3/21
 FUND : 01 GENERAL FUND

WARRANT	VENDOR/ADDR	NAME (REMIT)	DEPOSIT TYPE	ABA NUM	ACCOUNT NUM	AMOUNT
REQ#	REFERENCE	LN	FD RESC Y OBJT SO GOAL FUNC LOC ACT GRP	DESCRIPTION		
20294467	001204/	ADT COMMERCIAL				
		PO-210033	1. 01-0000-0-5620.00-0000-8300-000-000-000	140104789	JUNE	116.62
			WARRANT TOTAL			\$116.62
20294468	000586/	FISHMAN SUPPLY COMPANY				
		PO-210217	1. 01-0000-0-4300.00-0000-8200-000-000-000	1305203	HAND SOAP	193.58
			WARRANT TOTAL			\$193.58
20294469	001180/	MICHELLE MCINTYRE				
		PO-210216	1. 01-0000-0-4300.00-0000-8200-000-000-000		REIMBURSEMENT WATER	27.12
			WARRANT TOTAL			\$27.12
20294470	000007/	OFFICE DEPOT				
		PO-210213	1. 01-0000-0-4300.00-0000-2700-000-000-000	173686570001		40.29
			2. 01-1100-0-4300.00-1110-1010-000-000-000	173686570001		105.19
		PO-210215	1. 01-0000-0-4300.00-0000-2700-000-000-000	175576224001		6.30
			1. 01-0000-0-4300.00-0000-2700-000-000-000	175574793001		19.15
			WARRANT TOTAL			\$170.93
20294471	001486/	RANCHO NICASIO LLC				
		PV-210112	01-0000-0-4300.00-0000-3700-000-000-000		APRIL LUNCHES	2,044.25
		PV-210113	01-0000-0-4300.00-0000-3700-000-000-000		MAY LUNCHES	2,405.00
			WARRANT TOTAL			\$4,449.25
20294472	001418/	BARBARA SNEKKEVIK				
		PO-210218	3. 01-0000-0-4300.00-0000-2700-000-000-000		TJ'S AND COSTCO REIMBURSEMENT	19.15
			2. 01-0000-0-4300.00-0000-8100-000-000-000		SAFEWAY REIMBURSEMENT	12.27
			1. 01-9315-0-4300.00-1110-1010-000-000-000		TRADER JOE'S REIMBURSEMENT	7.58
			WARRANT TOTAL			\$39.00
*** FUND	TOTALS ***		TOTAL NUMBER OF CHECKS:	6	TOTAL AMOUNT OF CHECKS:	\$4,996.50*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	6	TOTAL AMOUNT:	\$4,996.50*
*** BATCH TOTALS ***			TOTAL NUMBER OF CHECKS:	6	TOTAL AMOUNT OF CHECKS:	\$4,996.50*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	6	TOTAL AMOUNT:	\$4,996.50*
*** DISTRICT TOTALS ***			TOTAL NUMBER OF CHECKS:	6	TOTAL AMOUNT OF CHECKS:	\$4,996.50*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	6	TOTAL AMOUNT:	\$4,996.50*

Quarterly Report on Williams Uniform Complaints
[Education Code Section 35186]
Fiscal Year 2021-22

Agenda Item # 7c

District:

Nicasio School District

Person completing this form:

Mikki McIntyre

Title:

District Secretary/Office Manager

Quarterly Report Submission Date:
(check one)

- ☒ July 2021 (4/1/21 to 6/30/21)
☐ October 2021 (7/1/21 to 9/30/21)
☐ January 2022 (10/1/21 to 12/31/21)
☐ April 2022 (1/1/22 to 3/31/22)

Date for information to be reported publicly at governing board meeting: June 17, 2021

Please check the box that applies:

- ☒ No complaints were filed with any school in the district during the quarter indicated above.
- ☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancy or Misassignment	0		
Facilities Conditions	0		
Totals	0	0	0

Nancy Neu

Name of District Superintendent

Signature of District Superintendent

MARIN COUNTY OFFICE OF EDUCATION

DISTRICT BUSINESS SERVICES

NICASIO

School District

Certificate of Signatures

I, Nancy Neu (Interim Supt.), Superintendent, certify that the signatures shown below are the verified signatures of this district's agents who are authorized to pick up commercial vendor warrants, and payroll and payroll-related vendor warrants.

These approved signatures will be considered valid for the period of July 1, 2021 through June 30, 2022.

Signatures of District Agents

	Commercial Vendor Warrants	Payroll Warrants
Signature:		
Name:	Nancy Neu	Nancy Neu
Signature:		
Name:	Barbara Snekkevik	Barbara Snekkvik
Signature:		
Name:	Mikki McIntyre	Mikki McIntyre
Signature:		
Name:	Judith Kirkland	Judith Kirkland

Authorized by: _____
Superintendent

Date

If more signatures are required, please attach an additional sheet.



5555 Nicasio Valley Road, Nicasio, CA 94946

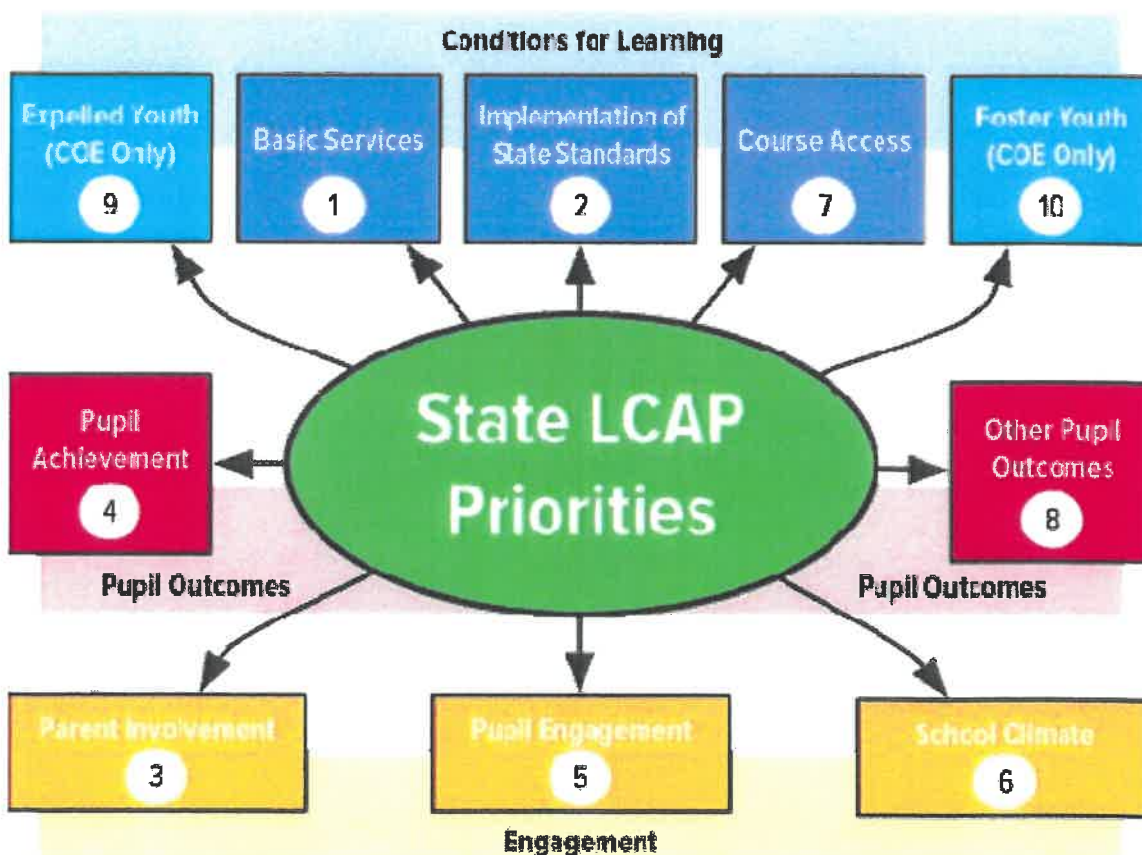
☎ 415.662.2184 / 📠 415.662.2250 / www.nicasioschool.org

2021-22 LCAP At A Glance

What is the Local Control Accountability Plan (LCAP)?

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.

What are the eight state priorities for districts?



NICASIO'S GOALS AT A GLANCE

Goals for 2018-19	Goals for 2019-20	Goals for 2021-22
Goal 1: Identify, attract and retain outstanding staff (State Priority 1)	Goal 1: Identify, attract and retain outstanding staff (State Priority 1)	Goal 1: Student Achievement (State Priority 1, 2, 4, 7, 8)
Goal 2: Prepare students to transition successfully to high school both academically and socially (State Priority 1, 2, 4, 5, 6, 7, 8)	Goal 2: Prepare students to transition successfully to high school both academically and socially (State Priority 1, 2, 4, 5, 6, 7, 8)	Goal 2: Student Wellness and Safety (State Priority 1, 5, 6)
Goal 3: Ensure all parents are active participants in the school community (State Priority 3)	Goal 3: Ensure all parents are active participants in the school community (State Priority 3)	Goal 3: Family and Community Engagement (State Priority 3)
Goal 4: Ensure all facilities are up-to-date and safe (State Priority 1)	Goal 4: Ensure all facilities are up-to-date and safe (State Priority 1)	

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

Action 1: Textbooks and materials- Access to current state-adopted textbooks and materials.

Action 2: Student assessments- Utilize benchmark assessments for reading and math proficiency in all grades. Implement a Student Study Team monitor progress of at-risk students.

Action 3: Placement for pupils with exceptional needs- Place special education students in appropriate instructional programs and provide specialized services in accordance with Individualized Education Plan (IEP).

Action 4: Designated language instruction- Maintain designated language instruction time in the Master Schedule that provides additional instructional support for English Learners by qualified staff.

Action 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 6: Employee salary and benefits- Maintain a competitive salary schedule and provide competitive health and welfare benefits as a result of labor negotiations.

Action 7: Professional Development- Make professional development opportunities available to all teachers and staff through on-site and off-site trainings and workshops as needed.

Action 8: Classroom configuration- Support multi-grade classrooms with 3.0 FTE teachers.

Action 9: Enrollment- Update and maintain enrollment projections.

Action 10: Broad course of study- Provide enrichment programs to students in grades K-8 (Spanish, Art, and PE).

Action 11: 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 1: Social-emotional learning- Implement a school- wide social emotional learning program.

Action 2: Counseling services- Provide individual/small group counseling services to identified students.

Action 3: Facilities inspection- Conduct an annual facilities inspection. Maintain membership in Marin Schools Insurance Authority JPA.

Action 4: Custodial work order system- Maintain communication system between administration and custodian for work order requests from teachers and staff.

Action 5: Deferred maintenance- Maintain and monitor a deferred maintenance schedule.

Action 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 7: Risk management- Review facility risk management report provided by Keenan Insurance to identify and implement corrective action when necessary.

Action 8: Emergency communication systems- Maintain emergency communication systems (School Messenger, MERA radio)

Action 9: Emergency preparedness- Maintenance of emergency preparedness training and supplies. Annual adoption of Comprehensive School Safety Plan.

Action 10: School lunch program- Provide school lunches to qualifying students

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

Action 1: School to home communication- Ensure regular, consistent and clear communication between school and the home for all families.

Action 2: Communication preferences- Identify the preferred communication methods of each parent/guardian.

Action 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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.06%	\$ 23,908

In order to address the lower performance of our English Learner and low-income students on local and state assessments, we will maintain designated language instruction time in the Master Schedule that provides instructional support for English Learners by additional qualified staff (Goal 1, Action 4). During this designated language support time, an additional staff member will provide targeted instruction to develop English language skills for all EL students within the regular school day. This supplemental grant also allows for push-in support for English Learners during their core academic instruction.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Nicasio School District	Barbara Snekkevik Principal	bsnekkevik@nicasioschool.org 415.662.2184

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Identify, attract, and retain outstanding staff

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Metric(s): P-2 Attendance Report, Teacher Misassignment, Employee Longevity List, Credential Monitoring Report , CTA Comparisons of Salaries - Marin, School Accountability Report Card (Teacher Credentials; Teacher Misassignments; Highly Qualified Teachers)</p> <p>19-20 a) All students will receive instruction from highly qualified teachers, 100% of whom will be appropriately assigned and credentialed.</p> <p>b) Salaries for certificated teachers and for classified staff will remain competitive with comparable school districts in Marin County.</p> <p>Baseline During 2016-17: a) All students received instruction from highly qualified teachers, 100% of whom were appropriately assigned and credentialed.</p> <p>b) Salaries for certificated and classified staff remain competitive with comparable school districts in Marin County.</p>	<p>a) All students received instruction from highly qualified teachers, 100% of whom were appropriately assigned and credentialed.</p> <p>b) Salaries for certificated teachers and for classified staff remained competitive with comparable school districts in Marin County.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
1.1 Review Credential Monitoring Report provided by Marin County Office of Education. Communicate with teachers as needed to ensure that all credentials are current.	Costs included in Goal 2, Action 2.9 School Site Administration - Principal and CBO	Costs included in Goal 2, Action 2.9 School Site Administration - Principal and CBO
1.2 Maintain a competitive salary schedule and provide competitive health and welfare benefits as a result of labor negotiations.	<p>Certificated teachers' salaries 1000-1999: Certificated Personnel Salaries LCFF \$ 137,292</p> <p>Parcel Tax - Certificated teacher's salary 1000-1999: Certificated Personnel Salaries Locally Defined \$ 93,775</p> <p>Teacher H & W 3000-3999: Employee Benefits LCFF \$ 39,129</p> <p>Parcel Tax - Teacher H & W 3000-3999: Employee Benefits Locally Defined \$ 29,687</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF \$ 3,000</p> <p>Substitute teachers' benefits 3000-3999: Employee Benefits LCFF \$ 598</p> <p>STRS Golden Handshake 7000-7439: Other Outgo LCFF \$7,530</p>	<p>Certificated teachers' salaries 1000-1999: Certificated Personnel Salaries LCFF 145,448</p> <p>Parcel Tax - Certificated teacher's salary 1000-1999: Certificated Personnel Salaries Locally Defined 105,433</p> <p>Teacher H & W 3000-3999: Employee Benefits LCFF 43,819</p> <p>Parcel Tax - Teacher H & W 3000-3999: Employee Benefits Locally Defined 25,971</p> <p>Substitute Teachers 1000-1999: Certificated Personnel Salaries LCFF 2050</p> <p>Substitute teachers' benefits 3000-3999: Employee Benefits LCFF 410</p> <p>STRS Golden Handshake 7000-7439: Other Outgo LCFF 7,783</p>
1.3 Provide comparable salary increases for classified staff based on the outcome of negotiations for certificated teachers.	<p>Learning Center Program Aide 0000: Unrestricted LCFF</p> <p>CLASSROOM AIDE 2000-2999: Classified Personnel Salaries LCFF \$ 3,067</p> <p>REAP 2000-2999: Classified Personnel Salaries Federal Funds \$ 8,384</p>	<p>Learning Center Program Aide 0000: Unrestricted LCFF</p> <p>CLASSROOM AIDE 2000-2999: Classified Personnel Salaries LCFF 0</p> <p>REAP 2000-2999: Classified Personnel Salaries Federal Funds 2,099</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	REAP 3000-3999: Employee Benefits Federal Funds \$ 821	REAP 3000-3999: Employee Benefits Federal Funds 231
	Foundation Grants /Parcel Tax - Professional Experts/Aides 2000-2999: Classified Personnel Salaries Locally Defined \$ 37,016	Foundation Grants /Parcel Tax - Professional Experts/Aides 2000-2999: Classified Personnel Salaries Locally Defined 38,895
	Foundation Grants/Parcel Tax - Professional Experts/Aides 3000-3999: Employee Benefits Locally Defined \$ 4,925	Foundation Grants/Parcel Tax - Professional Experts/Aides 3000-3999: Employee Benefits Locally Defined 4,285

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for Classified Aide money were not utilized as anticipated due to a job-share of the position and subsequent reduction in overall wages and benefits

These budgeted funds were instead used to support students and teachers by purchasing updated technology (teacher laptops) to support remote and in-person learning in the Fall 2020.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The district continued to identify, attract and retain highly qualified staff for the 2019-20 school year. The quarterly monitoring report was reviewed throughout the school year as it was provided to the district by MCOE. Negotiations with the Nicasio Teachers Association (NTA) concluded in summer 2019 and a competitive salary schedule (approved by the school board in September 2019) was maintained for both certificated and classified staff.

Goal 2

Prepare all students to transition successfully to high school both academically and socially

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Metric(s): Student Access and Enrollment, School Accountability Report Card (List of District-adopted standards-aligned materials), Quarterly Report on Williams Uniform Complaints, Report Cards, State Assessments (Smarter Balanced, CST, CELDT), EL Progress and Reclassification Rates, IEP Progress Reports, Master Schedule for Learning Center Program, Surveys of Nicasio School Graduates and Parents, Middle School Dropout Rate</p> <p>19-20</p> <p>a) All students (100%) in grades K-8 will be enrolled in broad courses of study and will have access to standards-aligned textbooks, materials, and assessments.</p> <p>b) A state-standards aligned Science curriculum be piloted for grades TK-8.</p>	<p>a) All students (100%) in grades K-8 were enrolled in broad courses of study as evidenced by the Master schedule and had access to standards-aligned textbooks, materials, and assessments.</p> <p>b) Implementation of previously adopted state-standards aligned curriculum for English Language Arts (McGraw Hill's Reading Wonders Program for grades TK-5), Math (My Math in grades TK-5 and Glencoe Math in grades 6-8), Science (FOSS in grades TK-5, CPO in grades 6-8) and Social Studies (Scott Foresman in grades TK-5, History Alive! TCI in grades 6-8) was maintained.</p> <p>During the 2019-20 school year, the district adopted McGraw Hill's Study Sync English Language Arts program for grades 6-8 (board adoption November 2019)</p> <p>A pilot of new Science curriculum aligned to CA Next Generation Science Standards began during the 2019-20 school year. This</p>

Expected

A state-standards aligned English Language Arts curriculum will be adopted for grades 6-8.

Implementation of previously adopted state-standards aligned curriculum for English Language Arts (McGraw Hill Reading Wonders in grades TK-5), 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) will be maintained.

c) Students designated as English Learners will increase performance on annual language proficiency assessment by one or more level. The majority (75%) of English Language Learners will be reclassified as English proficient by the end of 8th grade.

d) Of general education students, 70% will demonstrate proficiency on district and statewide assessments in academic subjects while 50% of all English Language Learners will achieve proficiency in English Language Arts and Math.

e) Consistent use of measuring student progress against common core aligned report card.

f) Students receiving special education services will make adequate progress on IEP goals as measured by progress reports generated each reporting period.

g) All (100%) of Nicasio School's students will matriculate to high school with at least 80% transitioning successfully into the social and academic climate. By the end of the first semester of their freshman year, at least 80% of alumni will earn an average grade of B- or higher in four academic subjects: English, Math, Social Studies and Science. At least 80% of these alumni will also report that they were able to integrate successfully within the social climate of high school. Due to the small size of alumni classes (3-

Actual

pilot was interrupted by the school closure due to the COVID-19 pandemic. This pilot continued during the 2020-21 school year with an anticipated adoption for the 2021-22 school year.

c) The Summative ELPAC was not administered to all students designated as English Learners during Spring 2020 due to the COVID-19 school closure. Only students who had completed all portions of the test prior to the campus closure received scores. Therefore data is not currently available to measure an increase in student performance on the ELPAC assessment. During the 2019-20 school year, a total of 13 students (31%) were identified as English Learners in grades TK-6. The most recent English Language Proficiency Assessment (ELPAC) results from Spring 2020 include results from the 5 students who completed all domains prior to the school closure. Of these students, 2 have somewhat developed English language skills (level 2), 2 have moderately developed English language skills (level 3) and 1 has well developed English language skills. Based on these results, 1 student was reclassified as Fluent English Proficient in September 2020.

d) The California Assessment of Student Performance and Progress (CAASPP) was not administered in Spring 2020 due to the COVID-19 school closure. The following results indicate proficiency rates on statewide assessments (CAASPP) given May 2019:

70% of all students tested (grades 3-8) met or exceeded standard on English Language Arts assessment. 22% of all students tested nearly met standard.

57% of all students tested (grades 3-8) met or exceeded standard on Mathematics assessment. 26% of all students tested nearly met standard.

Expected

7 students per class), percentages will be calculated based on an average over a 4- year span (the current year and the three prior years).

h) Students will benefit by having a group of peers in their respective grade level with whom to learn, interact, and play, which will promote student engagement. Class sizes will average 15-20 students in grades TK-5 and up to 25 in grades 6-8 based on 3.0 FTE certificated teachers with an average total enrollment of 40 students.

i) As a result of pupil engagement, students and parents will report an average of 90% satisfaction with overall classroom and campus climate.

j) There will be a zero (0) dropout rate.

k) Attendance rate will average 95%. Chronic absenteeism will be 5%.

l) There will be 2 or fewer student suspensions and zero student expulsions

Baseline

In 2016-17:

a) All students (100%) in grades K-8 were enrolled in broad courses of study and had access to standards-aligned textbooks, materials and assessments.

b) In grades TK-5 a state-standards aligned English Language Arts curriculum was piloted (McGraw Hill Reading Wonders).

Implementation of previously adopted state-standards aligned curriculum for Math (My Math in grades TK-5 and Glencoe Math in grades 6-8), Science (FOSS in grades TK-5, CPO in grades 6-

Actual

0% of 3 students designated as English Language Learners (grades 3-8) met or exceeded standards on English Language Arts assessment.

0% of 3 students designated as English Language Learners (grades 3-8) met or exceeded standards on Mathematics assessment.

e) Student progress was measured and reported (Trimesters 1,2) using standards-aligned report card. The district adopted a temporary report card template for Trimester 3 (due to the COVID-19 school closure) that reported student progress and engagement over the course of the year, outlined key standards taught during distance learning, reported student progress and engagement during distance learning, commented upon academic and social-emotional progress during the school year, and provided recommendations for summer learning activities.

f) Students receiving special education services made adequate yearly progress on goals as reported on Individualized Education Plan progress reports. Goals were monitored and updated as appropriate by special education staff through the IEP process.

g) There was a single graduate from Nicasio School in 2019. Therefore, due to privacy concerns, data related to his grades during his freshman year (Fall 2019) was unavailable.

h) Enrollment during the 2019-20 school year included a total of 40 students: 13 students (TK/K/1/2), 12 students (3/4/5) and 15 students (6/7/8). Each grade level consisted of 1 to 5 students with the exception of second grade, which had 8 students enrolled. A total of 12 students attended Nicasio School on inter-district transfer agreements.

i) Results from the annual school survey (February 2020) indicate that students in grades 5-8 have a positive perception of both

Expected

8) and Social Studies (Scott Forseman in grades TK-5, History Alive! TCI in grades 6-8) were maintained.

c) 7 students were designated as English Learners. According to annual CELDT results, 3 students (50%) increased performance by one or more level. 3 students (50%) had either no change or decreased by one performance level. 1 student was administered an initial assessment and therefore had no prior results with which to compare growth. In spring 2017, one student was redesignated as Fluent English Proficient.

d) The following results indicate proficiency rates on state assessments (CAASPP) given May 2016:

70% of all students tested (grades 3-8) met or exceed standard on English Language Arts assessment

45% of students tested (grades 3-8) met or exceeded standard on Mathematics assessment

Neither (0%) of the 2 English Language Learners (grades 3-8) tested met or exceeded standard on English Language Arts assessment

Neither (0%) of the 2 English Language Learners (grades 3-8) met or exceeded standard on Mathematics assessment

Two (50%) of the 4 Reclassified Fluent English Proficient students (grades 3-8) met or exceeded standard on English Language Arts assessment

None (0%) of the 4 Reclassified Fluent English Proficient students (grades 3-8) met or exceeded standard on Mathematics assessment

e) Student progress was measured and reported each trimester using a report card aligned with state adopted standards.

Actual

classroom and school climate. The classroom climate is rated as positive by 94% of the students. The school climate is rated positively by students. When asked "I feel happy to be at this school", 76% of students responded "most/all of the time" and 24% responded "sometimes". The school was rated as safe by students. When asked "I feel safe in my school", 94% of students responded "most/all of the time" and 6% responded "sometimes". When asked, "At my school, there is a teacher or some other adult who really cares about me", 94% of students responded either "a little true" or "very true".

A total of 28 families participated in the school survey (from our 31 families total). Of this year's 28 respondents, 6 (21%) were from Spanish-speaking households. 97% of respondents agree that "the school keeps me well- informed about school activities" and 100% of respondents "feel welcome to participate at school."

j) There was a zero (0) dropout rate.

k) School records indicate a 96% attendance rate and chronic absenteeism rate of 5%.

l) There were zero (0) suspensions and expulsions.

Expected**Actual**

f) All students receiving special education services made progress on IEP goals as measured by progress reports.

g) No 2016-17 data for alumni transition to high school. Results from 2015-16 (12 students) indicate:
92% felt prepared in English, 85% felt prepared in Math, and 92% felt prepared in Social Studies, while 33% felt prepared in Science.

h) Enrollment during the 2016-17 school year included a total of 44 students: 13 students (K/1/2), 15 students (3/4/5) and 16 students (6/7/8). Each grade level consisted of 3 to 7 students with the exception of Kindergarten, which only had 1 student. Grades K-8 were supported by 3 full-time certificated teachers.

i) Results from the annual school survey (April 2017) indicate that students in grades 5-8 have a positive perception of both classroom and school climate. The classroom climate is rated as positive by 96% of the students. The school climate is rated as positive by 78% of students ("you enjoy coming to school") and safe by 100% of students ("you feel safe at school"). 78% of students responded having a positive relationship with teachers and staff ("you feel comfortable approaching teachers and staff with questions, problems, and concerns.")

j) There was a zero (0) dropout rate.

k) Attendance rate was 97% as measured by P2 report (March 2017). Chronic absenteeism was 7%.

l) There were zero (0) suspensions and expulsions.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.1 All students will have access to current state-adopted textbooks and materials.</p>	<p>Textbooks / Supplies 4000-4999: Books And Supplies LCFF \$ 500</p> <p>EPA - Textbooks 4000-4999: Books And Supplies LCFF \$ 2,500</p> <p>Both restricted/unrestricted 4000-4999: Books And Supplies Lottery \$ 5,958</p> <p>Foundation/ Parcel Tax 4000-4999: Books And Supplies Locally Defined \$ 5,562</p> <p>EL Supplies-Lexia 4000-4999: Books And Supplies LCFF \$ 200</p> <p>Inyo - Instructional Internet/Library Permit 5900: Communications LCFF \$ 5,208</p> <p>Classroom Internet and computer maintenance for; classroom computers and internet access, online testing, classroom webpages. 5900: Communications LCFF \$4,500</p> <p>Replacement: Classroom Chrome Books</p> <p>4000-4999: Books And Supplies LCFF \$ 1,000</p> <p>Replacement; Classroom Chrome Books</p> <p>4000-4999: Books And Supplies Federal Funds \$ 5,000</p>	<p>extbooks / Supplies 4000-4999: Books And Supplies LCFF 0</p> <p>EPA - Textbooks 4000-4999: Books And Supplies LCFF 2,449</p> <p>Both restricted/unrestricted 4000-4999: Books And Supplies Lottery 3,301</p> <p>Foundation/ Parcel Tax 4000-4999: Books And Supplies Locally Defined 5,043</p> <p>EL Supplies-Lexia 4000-4999: Books And Supplies LCFF 200</p> <p>Inyo - Instructional Internet/Library Permit 5900: Communications Locally Defined 3,450</p> <p>Classroom Internet and computer maintenance for; classroom computers and internet access, online testing, classroom webpages. 5900: Communications LCFF 4,500</p> <p>Replacement: Classroom Chrome Books 4000-4999: Books And Supplies LCFF 1,180</p> <p>Replacement; Classroom Chrome Books 4000-4999: Books And Supplies Federal Funds 3,717</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.2 Make professional development opportunities available to all teachers and staff through on-site and off-site trainings and workshops as needed. 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.</p>	<p>Not Applicable LCFF</p> <p>Certificated teachers' costs included in Goal 1 Action 1.3, Classified staff costs included in Goal 1, Action 1.4; District Administration costs included in Goal 2 Action 2.9 LCFF</p> <p>Conference and Travel 5000-5999: Services And Other Operating Expenditures LCFF \$ 1,200</p> <p>EPA - Conference and Travel 5000-5999: Services And Other Operating Expenditures LCFF \$ 500</p> <p>Other 00</p> <p>REAP - CPR Training all staff 5000-5999: Services And Other Operating Expenditures Federal Funds \$ 700</p> <p>Teacher Induction Program 5000-5999: Services And Other Operating Expenditures LCFF \$3,920</p> <p>Teacher Induction Program 5000-5999: Services And Other Operating Expenditures Federal Funds \$1,126</p>	<p>Replacement Classroom Chrome Books 4000-4999: Books And Supplies Locally Defined 2,080</p> <p>Certificated teachers' costs included in Goal 1 Action 1.3, Classified staff costs included in Goal 1, Action 1.4; District Administration costs included in Goal 2 Action 2.9 LCFF</p> <p>Conference and Travel 5000-5999: Services And Other Operating Expenditures LCFF 0</p> <p>EPA - Conference and Travel 5000-5999: Services And Other Operating Expenditures LCFF 600</p> <p>REAP - CPR Training all staff 5000-5999: Services And Other Operating Expenditures Federal Funds 0</p> <p>Teacher Induction Program 5000-5999: Services And Other Operating Expenditures LCFF 579</p> <p>Teacher Induction Program 5000-5999: Services And Other Operating Expenditures Federal Funds 1,195</p>
<p>2.3 Assess all students regularly to evaluate level of proficiency and determine individual learning needs for targeted intervention. Implement a Student Study Team to discuss and monitor progress of at-risk</p>	<p>Assessment costs included in Goal 1, Action 1.3 Teachers and Goal 2 Action 2.9 Principal 0000: Unrestricted Other</p>	<p>Assessment costs included in Goal 1, Action 1.3 Teachers and Goal 2 Action 2.9 Principal 0000: Unrestricted Other</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>students, including those who are English Learners, Foster Youth, and/or Low Income.</p>	<p>Costs included in Goal 1 Action 1.3 Classified salaries (Spanish translator) Locally Defined</p> <p>Aeries Maintenance and Hosting/Eagle License 5000-5999: Services And Other Operating Expenditures LCFF \$ 4,790</p> <p>Maintenance of CALPADS Information 5000-5999: Services And Other Operating Expenditures LCFF \$ 3,000</p> <p>Contract MCOE School Nurse 5000-5999: Services And Other Operating Expenditures LCFF \$ 1,900</p> <p>Low Performing Students Block Grant/AR Assessment Tool</p> <p>4000-4999: Books And Supplies Other \$ 1,900</p> <p>SEISS Consortium Fee 5000-5999: Services And Other Operating Expenditures LCFF \$ 522</p>	<p>Costs included in Goal 1 Action 1.3 Classified salaries (Spanish translator) Locally Defined</p> <p>Aeries Maintenance and Hosting/Eagle License 5000-5999: Services And Other Operating Expenditures LCFF 4,827</p> <p>Maintenance of CALPADS Information 5000-5999: Services And Other Operating Expenditures LCFF 1,332</p> <p>Contract MCOE School Nurse 5000-5999: Services And Other Operating Expenditures LCFF 1,738</p> <p>Low Performing Students Block Grant/AR Assessment Tool 4000-4999: Books And Supplies Other 1,900</p> <p>SEISS Consortium Fee 5000-5999: Services And Other Operating Expenditures LCFF 550</p>
<p>2.4 Place special education students in appropriate instructional programs 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.</p>	<p>Federal Funds - Special Education Services - Mental Health Funds 5800: Professional/Consulting Services And Operating Expenditures Special Education \$ 2,897</p> <p>Contribution from Unrestricted Funds - Excess Cost 7000-7439: Other Outgo Special Education \$112,388</p>	<p>Federal Funds - Special Education Services - Mental Health Funds 5000-5999: Services And Other Operating Expenditures Special Education 2,529</p> <p>Contribution from Unrestricted Funds - Excess Cost 7000-7439: Other Outgo Special Education 106,392</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	<p>District Contribution from Unrestricted Funds 5800: Professional/Consulting Services And Operating Expenditures Special Education</p> <p>District Contribution from Restricted Funds - Parcel Taxes 5800: Professional/Consulting Services And Operating Expenditures Special Education</p> <p>County Transfer - AB602 5800: Professional/Consulting Services And Operating Expenditures Special Education</p> <p>State Mental Health Services 5800: Professional/Consulting Services And Operating Expenditures Special Education \$ 6,291</p> <p>Student Services: OT/Transportation/Counseling 5000-5999: Services And Other Operating Expenditures Special Education \$55,696</p>	<p>District Contribution from Unrestricted Funds 5800: Professional/Consulting Services And Operating Expenditures Special Education</p> <p>State Mental Health Services 5800: Professional/Consulting Services And Operating Expenditures Special Education 9,124</p> <p>Student Services: OT/Transportation/Counseling 5000-5999: Services And Other Operating Expenditures Special Education 31,137</p>
2.5 Ensure all certificated teachers have an appropriate credential to instruct English language learners. This will result in 75% of EL students' overall ELPAC scores increasing by at least one performance level over a 12-month period.	<p>Costs included in Goal 2, Action 2.9 Principal and CBO (monitoring) and Goal 3, Action 2 (professional development)</p> <p>CELDT TESTING 2000-2999: Classified Personnel Salaries LCFF \$ 1, 500</p>	<p>Costs included in Goal 2, Action 2.9 Principal and CBO (monitoring) and Goal 3, Action 2 (professional development)</p> <p>CELDT TESTING 2000-2999: Classified Personnel Salaries LCFF 1,268</p>
2.6 Augment field trip costs for students	Student body fund raising 5800: Professional/Consulting Services And Operating Expenditures Locally Defined \$ 1,324	Student body fund raising 5800: Professional/Consulting Services And Operating Expenditures Locally Defined 1,327

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.7 Maintain a Learning Center program that provides instructional support for English language learners.</p> <p>Provide emphasis on building academic vocabulary and skills in mathematics. Provide access to the Lexia Reading Core 5 Program.</p>	<p>Learning Center Aide 2000-2999: Classified Personnel Salaries Supplemental \$ 22,427</p> <p>Learning Center Aide 3000-3999: Employee Benefits Supplemental \$ 4,998</p>	<p>Learning Center Aide 2000-2999: Classified Personnel Salaries Concentration 23,099</p> <p>Learning Center Aide 3000-3999: Employee Benefits Federal Funds 6,202</p> <p>Learning Center Aide 2000-2999: Classified Personnel Salaries Federal Funds 1, 132</p> <p>Learning Center Aide 3000-3999: Employee Benefits Federal Funds 236</p>
<p>2.8 Distribute a survey to former Nicasio School students and a survey to their parents after the first semester of their freshman year at high school. Use data collected to modify instructional program appropriately.</p>	<p>Costs included in Goal 2 Action 2.9 District Principal and Site Secretary/Office Manager</p>	<p>Costs included in Goal 2 Action 2.9 District Principal and Site Secretary/Office Manager</p>
<p>2.9 Maintain current configuration for school administration: .60 FTE principal; .80 FTE office manager; 11 days/year superintendent;</p> <p>.40 FTE chief business official; .40 FTE accounting assistant; maintain office phone & internet communications and student information systems (SIS).</p>	<p>.6 FTE Principal 1000-1999: Certificated Personnel Salaries LCFF \$ 67,836</p> <p>.60 FTE Principal 3000-3999: Employee Benefits LCFF \$ 13,439</p> <p>MCOE Contract - Superintendent Services 5800: Professional/Consulting Services And Operating Expenditures LCFF \$ 12,000</p> <p>.80 FTE Site Secretary/Office Manager 2000-2999: Classified Personnel Salaries LCFF \$ 68,239</p> <p>80 FTE Site Secretary/ Office Manager 3000-3999: Employee Benefits LCFF \$ 22,649</p>	<p>6 FTE Principal 1000-1999: Certificated Personnel Salaries LCFF 71,903</p> <p>60 FTE Principal 3000-3999: Employee Benefits LCFF 14,820</p> <p>MCOE Contract - Superintendent Services 5800: Professional/Consulting Services And Operating Expenditures LCFF 12,000</p> <p>.80 FTE Site Secretary/Office Manager 2000-2999: Classified Personnel Salaries LCFF 73,766</p> <p>80 FTE Site Secretary/ Office Manager 3000-3999: Employee Benefits LCFF 35,849</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>2.10 Update and maintain enrollment projections. Outreach to parents, community members, local newspaper and local preschools to identify potential incoming students. Review the inter-district transfer policy and determine the future of renewal requests as well as new requests within the context of fostering a stimulating learning environment for residents students while also balancing the budget.</p> <p>2.11 Support multi-grade classrooms with 3.0 FTE teachers. Each of the three homeroom teachers (3.0 FTE) will support three grade levels. During core instruction of math and language arts, a part-time classroom aide will provide additional support as need to designated student groups</p>	40 FTE CBO 5800: Professional/Consulting Services And Operating Expenditures LCFF \$ 60,000	40 FTE CBO 5800: Professional/Consulting Services And Operating Expenditures LCFF 62,098
	Business Office Assistant 2000- 2999: Classified Personnel Salaries LCFF \$3,000	Business Office Assistant 2000- 2999: Classified Personnel Salaries LCFF 2,394
	Business Office Assistant Benefits 3000-3999: Employee Benefits LCFF \$ 300	Business Office Assistant Benefits 3000-3999: Employee Benefits LCFF 264
	Site and Board supplies 4000- 4999: Books And Supplies LCFF \$3,000	Site and Board supplies 4000- 4999: Books And Supplies LCFF 3,173
	School/Business Office Services/ Dues/Membership 5000-5999: Services And Other Operating Expenditures LCFF \$9,671	School/Business Office Services/ Dues/Membership 5000-5999: Services And Other Operating Expenditures LCFF 14,686
	Costs included in Goal 2 Action 2.9 School Admin Principal and Office Manager and Goal	Costs included in Goal 2 Action 2.9 School Admin Principal and Office Manager and Goal
	Legal Services 5800: Professional/Consulting Services And Operating Expenditures LCFF \$ 5,000	Legal Services 5800: Professional/Consulting Services And Operating Expenditures LCFF 159
	Newspaper Notices 5000-5999: Services And Other Operating Expenditures LCFF \$450	Newspaper Notices 5000-5999: Services And Other Operating Expenditures LCFF 450
	Costs included in Goal 1 Action 1.3 Certificated Teachers and Action 1.4 Classified Staff	Costs included in Goal 1 Action 1.3 Certificated Teachers and Action 1.4 Classified Staff
	0000: Unrestricted Other	

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
2.12 Enhance student learning by providing a broad course of study beyond state required subject areas and by providing teachers with sufficient planning periods to prepare for instruction in multi-grade, self-contained classrooms. Offer enrichment programs to students in grades TK-8: Spanish, Art, and PE.	Costs included in Goal 1 Action 1.4 Classified Staff Aides and Professional Experts Parcel Tax -Admin 5800: Professional/Consulting Services And Operating Expenditures Locally Defined \$ 1,500	Costs included in Goal 1 Action 1.4 Classified Staff Aides and Professional Experts Parcel Tax -Admin 5800: Professional/Consulting Services And Operating Expenditures Locally Defined 1,678
2.13 The district will implement a school-wide social emotional learning program to support student interaction and enhance student engagement.	YMCA - Restorative Justice 5800: Professional/Consulting Services And Operating Expenditures LCFF	YMCA - Restorative Justice 5800: Professional/Consulting Services And Operating Expenditures LCFF 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for Special Education services were not implemented due to a reduction in excess costs from the Marin County Office of Education and reduced cost of student transportation due to the COVID-19 school closure.

Funds that were budgeted for the above actions/services and were not implemented were used to support the school's reopening for in-person instruction in September 2020, including purchasing of additional personal protective equipment, classroom furniture, furniture for outdoor instruction, and cleaning/sanitation supplies.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Overall successful implementation of the actions and services described above resulted in all current student groups having access to a broad course of study, supports and services. During the 2019-20 school year, optimal class sizes and configurations were maintained to enhance learning a social interactions. School administration configuration was maintained. Three full-time teaching positions were maintained for three multi-grade classrooms. An instructional assistant provided support in each of the three classrooms during instructional time. For the 2019-20 school year, the Nicasio School Foundation provided funding to ensure the district could provide K-8 students with courses in Spanish, Art, and a specialist for PE. These courses provided an enriched learning experience for students outside of the mandated curriculum. District staff received regular professional development, including training around safety, suicide prevention, assessments and online digital resources.

Staff worked collaboratively to develop and implement a monthly life skills program to promote and enhance positive student engagement. The success of this implementation can be measured by the results from the annual school survey (February 2020), which indicate that students in grades 5-8 have a positive perception of both classroom and school climate. The classroom climate is rated as positive by 94% of the students. The school climate is rated positively by students. When asked "I feel happy to be at this school", 76% of students responded "most/all of the time" and 24% responded "sometimes". The school was rated as safe by students. When asked "I feel safe in my school", 94% of students responded "most/all of the time" and 6% responded "sometimes". When asked, "At my school, there is a teacher or some other adult who really cares about me", 94% of students responded either "a little true" or "very true".

Based on the Spring 2019 results for the California Assessment of Student Performance and Progress (CAASPP), Nicasio student scores for grades 3-8 indicate an increase in scores of "standard met or exceeded" for both English Language Arts (by 20 percentage points) and Mathematics (by 11 percentage points) as compared to Spring 2018 results. One challenge is that none of the three students designated as English Language Learners received "met or exceeded" scores for either English/Language Arts or Mathematics. School staff will consider these results when planning instructional programs, evaluating curriculum, and identifying supports for students.

One challenge the district faced this year was the ability to measure the successful transition of our graduating class to high school. In June 2019 we had a single graduate. Therefore the district was unable to obtain information from his high school to inform us of his successful transition in the Fall 2019 due to privacy concerns. This is an ongoing challenge due to the small size of our graduating classes. The staff will consider this when considering metrics to measure successful preparation for high school in the future.

Another challenge was the interruption of our NGSS-aligned science curricula pilot during the spring of 2020 due to the COVID-19 pandemic and subsequent school closure. The pilot was restarted during the 2020-21 school year and it is anticipated a new curricula will be adopted during the 2021-22 school year.

Goal 3

Ensure all parents are active participants in the school community

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Metric(s): Parent Input (Annual Survey of Parents/Guardians, Back-to-School Questionnaire (identify preferred communication methods), Parent Participation (attendance at school events, donations (time/money) to classrooms, field trips), Volunteer Records (Foundation, Parent Club, Field Trip Drivers, Visitor Sign-in Log)</p> <p>19-20 a) Students' families, both English-Speaking and Spanish-speaking, will be well informed about the school's news and events and about their children's progress in school; this will be demonstrated by at least 85% of surveyed parents indicating that communication from the school is effective.</p> <p>Baseline a) On annual parent survey (April 2017), a total of 42 parents participated (from 33 families total).</p> <p>Of the 42 participants, 8 (19%) were from Spanish-speaking households, which is a close representation of the overall percentage of Spanish-speaking households school-wide (21%).</p>	<p>a) In February 2020, a total of 28 families participated in the school survey (from our 31 families total). Of this year's 26 respondents, 6 (21%) were from Spanish-speaking households. 97% of respondents agree that "the school keeps me well-informed about school activities" and 100% of respondents "feel welcome to participate at school."</p> <p>Communication from school and school-related organizations are viewed as sufficient as follows: communication between report cards (100%), communication about community events and opportunities (78%), communication from Parent Club/Nicasio School Foundation (86%), and communication from School Board (78%).</p>

Expected

90 % of parents agree that communication between the school office and home is sufficient. 79% of them find the most value in email correspondence. 68% consider the online Parent Portal an effective forum for weekly communications.

81% of parents consider communication between teachers and parents sufficient. With that said, 93%-95% of the parents consider the content provided by teachers on progress reports and report cards as valuable.

Communication from school-related organizations are viewed as sufficient as follows: Parent Club (80%), Nicasio School Foundation (74%), and School Board (45%).

Actual**Actions / Services**

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
3.1 Ensure regular, consistent and clear communication between school and the home for both English-speaking and Spanish-speaking households.	<p>Costs included in Goal 2 Action 2.9 School Site Administrative salaries and Goal 1 Action 1.4 Classified staff (translator).</p> <p>Internet - Office 5900: Communications LCFF \$ 3,600</p> <p>Telephone Service 5900: Communications LCFF \$ 950</p> <p>Postage Permit 5900: Communications LCFF \$ 1,000</p> <p>Internet Consultant/Webpage Maintenance 5900: Communications LCFF \$ 4,500</p>	<p>Internet - Office 5900: Communications LCFF 3,195</p> <p>Telephone Service 5900: Communications LCFF 1,024</p> <p>Postage Permit 5900: Communications LCFF 985</p> <p>Internet Consultant/Webpage Maintenance 5900: Communications LCFF 4,500</p>
3.2 Ensure regular, consistent and clear communication between the school board and home by including the board agenda and approved	<p>Costs included in Goal 2 Action 2.9 Administrative Office</p>	<p>Costs included in Goal 2 Action 2.9 Administrative Office</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
minutes on a monthly basis in the Parent Portal or other routine school-to-home communication system.	Manager 2000-2999: Classified Personnel Salaries LCFF	Manager 2000-2999: Classified Personnel Salaries LCFF
	Costs included in Goal 3 Action 3.1 Internet Access Office, Telephones, Internet/Webpage Maintenance	
3.3 Through a Back-to-School questionnaire and an annual parent survey, identify the preferred communication methods of each parent/guardian. Mid-way through the year, distribute an annual survey to identify communication methods that are effective and where communications can improve.	Costs included in Goal 2, Action #1, School Site Administrative salaries	Costs included in Goal 2, Action #1, School Site Administrative salaries
3.4 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.	Costs included in Goal 1 Action 1.4 Classified Staff (Translator) Costs included in Goal 2 Action 2.9 School Administration Principal and Office Manager Costs included in Goal 3 Action 3. Internet, Telephone and Internet Management/Webpage Maintenance 0000: Unrestricted LCFF	Costs included in Goal 1 Action 1.4 Classified Staff (Translator) Costs included in Goal 2 Action 2.9 School Administration Principal and Office Manager Costs included in Goal 3 Action 3. Internet, Telephone and Internet Management/Webpage Maintenance 0000: Unrestricted LCFF

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds for Actions/Services were expended as budgeted.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The following actions/services were successfully implemented during the 2019-20 school year to encourage all parents to be active participants in the school community:

- regular, clear and consistent communication between the school and family for both English and Spanish-speaking households, via the Parent Portal or hardcopies as requested. The Parent Portal is updated weekly with relevant information in both English and Spanish.
- school board communications (agendas, minutes) are posted monthly via the Parent Portal and in the main office
- parents' preference of communication mode is solicited and used during the school year
- a part-time Spanish interpreter serves as school-to-home communicator (written and oral) and parent liaison

As a result of the above actions/services, students' families, both English-Speaking and Spanish-speaking, are well informed about the school's news and events and about their children's progress in school. This is demonstrated by the annual parent survey results, of which 97% of respondents agree that "the school keeps me well-informed about school activities" and 100% of respondents "feel welcome to participate at school."

Goal 4

Ensure all facilities are up-to-date, functional and safe

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Metric: Annual Facilities Inspection Report, Incidents/Injury Reports</p> <p>19-20 a) Students will be able to learn and play on a clean and safe campus, resulting in 0% injuries related to poor condition or maintenance of the facilities.</p> <p>b) The annual Facilities Inspection Report will indicate that the campus facilities are in “exemplary” status.</p> <p>c) Any corrective actions recommended by the MSIA facility risk management report will be remedied within one fiscal year based on level of priority.</p> <p>Baseline In 2016-17: a) Zero (0) injuries were reported due to safety issues related to the campus or facilities.</p> <p>b) The Annual Facilities Inspection Report completed in April 2017 indicated an “exemplary” status with an overall rating of 100%.</p>	<p>a) Zero (0) injuries were reported due to safety issues related to the campus of facilities.</p> <p>b) The Annual Facilities Inspection Report completed in January 2020 indicated an “good” status</p> <p>c) All corrective actions recommended by the MSIA facilities risk management report (June 2019) were remedied.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>4.1 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.</p>	<p>Property & Liability Insurance 5000-5999: Services And Other Operating Expenditures LCFF \$ 6,403</p> <p>Costs included in Goal 2 Action 2.9 Administrator salaries, Principal, Office Manager and CBO 0000: Unrestricted</p> <p>Fee for Document Tracking Services - SARC 5000-5999: Services And Other Operating Expenditures LCFF \$ 195</p>	<p>Property & Liability Insurance 5000-5999: Services And Other Operating Expenditures LCFF 6,403</p> <p>Costs included in Goal 2 Action 2.9 Administrator salaries, Principal, Office Manager and CBO 0000: Unrestricted</p> <p>Fee for Document Tracking Services - SARC 5000-5999: Services And Other Operating Expenditures LCFF 195</p>
<p>4.2 Maintain communication system between administration and custodian for work order requests from teachers and staff.</p>	<p>Custodian Salary 2000-2999: Classified Personnel Salaries LCFF \$ 33,997</p> <p>M & O Supplies 4000-4999: Books And Supplies LCFF \$ 3,500</p> <p>Repairs-Equipment leases 5000- 5999: Services And Other Operating Expenditures LCFF \$ 7,650</p> <p>Health & Safety Licenses 5000- 5999: Services And Other Operating Expenditures LCFF \$ 3,600</p> <p>Utilities/Sewer 5000-5999: Services And Other Operating Expenditures LCFF \$ 25,700</p> <p>Fund 14 Repairs 5000-5999: Services And Other Operating Expenditures LCFF \$ 10,000</p>	<p>Custodian Salary 2000-2999: Classified Personnel Salaries LCFF 36,024</p> <p>M & O Supplies 4000-4999: Books And Supplies LCFF 3,406</p> <p>Repairs-Equipment leases 5000- 5999: Services And Other Operating Expenditures LCFF 16,849</p> <p>Health & Safety Licenses 5000- 5999: Services And Other Operating Expenditures LCFF 502</p> <p>Utilities/Sewer 5000-5999: Services And Other Operating Expenditures LCFF 33,224</p> <p>Fund 14 Repairs 5000-5999: Services And Other Operating Expenditures LCFF 1,540</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	Custodian Benefits 3000-3999: Employee Benefits LCFF \$ 10,357	Custodian Benefits 3000-3999: Employee Benefits LCFF 9,366
4.3 Maintain and monitor a deferred maintenance schedule.	Included in staff costs – Goal 2, Action 2.9 Administration, and Goal 4 Action 4.2 Custodian Grounds maintenance Contract 5000-5999: Services And Other Operating Expenditures LCFF \$ 4,500	Included in staff costs – Goal 2, Action 2.9 Administration, and Goal 4 Action 4.2 Custodian Grounds maintenance Contract 5000-5999: Services And Other Operating Expenditures LCFF 5,050
4.4 Maintain existing potable water system. Continue to pursue viable options for long-term potable water system and availability of potable water.	Water Testing/ system monitoring & Supplies 5000-5999: Services And Other Operating Expenditures LCFF \$ 13,000 Water System Repairs 5000- 5999: Services And Other Operating Expenditures LCFF \$ 1,000	Water Testing/ system monitoring & Supplies 5000-5999: Services And Other Operating Expenditures LCFF 13,642 Water System Repairs 5000- 5999: Services And Other Operating Expenditures LCFF 1,214
4.5 Review facility risk management report provided by Keenan Insurance to identify and implement corrective action when necessary.	Costs included in Goal 2 Action 2.9 Principal and CBO and Goal 4 Action 4.2 Custodial staff.	Costs included in Goal 2 Action 2.9 Principal and CBO and Goal 4 Action 4.2 Custodial staff.
4.6 Maintain an emergency communication system (School Messenger)	MERA Mt. Contract 5000-5999: Services And Other Operating Expenditures LCFF \$ 145	MERA Mt. Contract 5000-5999: Services And Other Operating Expenditures LCFF 140
4.7 Maintenance/upgrade of emergency preparedness supplies	Janitorial/Maintenance Supplies 4000-4999: Books And Supplies LCFF \$ 500	Janitorial/Maintenance Supplies 4000-4999: Books And Supplies LCFF 1,158

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Deferred maintenance funds were not spent due to the impacts of COVID-19 and subsequent campus closure. All deferred maintenance projects were delayed and funding remains budgeted for future use.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The Annual Facilities Inspection Report completed in January 2020 indicated an "good" status with an overall rating of 100%. The communication system between staff and custodial staff is effective and ensures students are able to learn and play on a clean and safe campus. The district maintains deferred maintenance funds.

The District continues to maintain an aging potable water system and continues to pursue viable option for long-term upgrades to this system. One challenge faced by the district was the lack of drinking water use during the school closure due to the COVID-19 pandemic. A reduction in water use while the campus was closed resulted in increased contact time between the water and treatment chemicals in the storage tank. This issue continued into the 2020-21 school year. The district is pursuing options to upgrade the current system to rectify this situation.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Acquisition of personal protection equipment (PPE) for students/staff and cleaning supplies as outlined in our SSSPP	\$ 2,000	2011.98	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There was no substantive difference between planned and actual expenditures.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Nicasio School reopened for full-day in-person instruction on September 29, 2020. A distance learning option was maintained by each classroom teacher by family request for reasons related to the COVID-19 pandemic. The distance learning option included live instruction during the school day (via Zoom), as well as asynchronous learning tasks. The district was successful in acquiring and maintaining supplies of personal protection equipment (PPE) for students/staff and cleaning supplies as outlined in our School Site-Specific Protection Plan. Students were able to transition into our in-person instructional model at any time during the school year. By April 2021, 100% of students in grades K-5 received full-time in-person instruction and 83% (or 10 of 12 total students) in grades 6-8 received full-time in-person instruction.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Purchase of new technology (i.e. student Chromebooks, teacher iPads, classroom printers)	\$ 10,558	11,199.02	No
Professional Development for staff	\$ 1,057	0	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The district did not incur additional costs for staff development during the 2021-21 school year. All professional development was funded by a different budget source. Instead these funds were used to fund increased janitorial services and supplies.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The 2020-21 school year began on August 20, 2020 with our remote learning plan in place. Staff received professional development in distance learning best-practices as well as current health and safety guidelines. Additional features of our remote learning plan include: small group in-person orientations, daily live instruction, daily attendance and engagement tracking, parent orientation and on-going conferences, access to appropriate grade-level curricula in all subject areas, synchronous/asynchronous learning for the state-mandated instructional minutes per day (240 minutes), opportunity for individual or small group in-person instruction, opportunity for extended learning time beyond the minimum required instructional minutes, weekly work drop-off and pick-up, Chromebook distribution to each student, hot spot distribution to families by request and access to the school's high-speed internet in our parking lot "hot spot".

Staff tracked and monitored pupil progress with regular direct contact with students and parents, through daily synchronous remote instruction, and through the submission of assignments and participation in asynchronous learning opportunities. Participation tracking documents developed by the district are based on CDE-provided templates for Weekly Engagement and Daily Student Participation (In Person, Online Synchronous or Online Asynchronous).

Staff received professional development in distance learning best-practices and resources (Distance Learning Playbook, Zoom

trainings, Google Classroom trainings, offerings from MCOE) as well as ongoing technological support from the District Technology Specialist.

As an impact of COVID-19, classified staff assumed additional responsibilities related to free and reduced meal distribution and responsibilities as related to student health/safety protocols and check-in procedures.

All students with exceptional needs were supported during distance learning in the following ways:

- access to appropriate grade-level curriculum with accommodations provided, as necessary
- access to supplemental material to support individual learning goals (i.e. designated language instruction for English learners, support related to IEP goals for students with disabilities)
- individual or small group academic support provided by qualified staff either in-person or virtually. This support was provided during the instructional school day or during the extended learning time.

Additional supports for district students whose IEP necessitates placement in a regionalized program not operated by the district included but were not limited by the following:

- coordination with program to ensure parent training for use of technology
- coordination with program to ensure access to technology or other necessary equipment in the home setting
- coordination with program to ensure parent access to technology support
- coordination with program to ensure parent access to mental health service providers

Nicasio School successfully reopened for full-day in-person instruction on September 29, 2020. A distance learning option was maintained by each classroom teacher and student enrollment was based on family request for reasons related to the COVID-19 pandemic. The distance learning option included live instruction during the school day (via Zoom), as well as asynchronous learning tasks. Classroom teachers continued to offer extended learning time after school for students who remained in distance learning as well as to address pupil learning loss, including students who are English learners, low-income and pupils with exceptional needs. Students were identified for additional support using local academic measures (STAR reading benchmark assessment data, formative and summative classroom assessment data, progress reports, report cards) and per parent or teacher request.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Professional Development for staff related to acceleration of student learning; Accelerated Reader and Lexia programs	\$ 1,360	0	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The district did not incur additional costs for staff development or the use of online platforms such as Accelerated Reader and Lexia Programs during the 2021-21 school year. These were funded by a different budget source. Instead these funds were used to fund increased janitorial services and supplies.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Nicasio School District successfully conducted regular benchmark assessments to assess students' learning status regardless of instructional model (in person or distance learning). For English/Language Arts, students were administered a diagnostic assessment (August 2020) and three benchmark assessments (October 2020, January 20201 and April 2021) using the Accelerated Reader STAR program to monitor student progress and inform intervention strategies.

In mathematics, students were administered a diagnostic assessment (August 2020) to determine learning status and identify learning gaps. Teachers administered ongoing formative assessments using appropriate grade-level curricula to monitor student progress and inform intervention strategies.

Based on diagnostic and ongoing assessments, Nicasio School addressed learning loss and support student progress by using research-based strategies proven effective to accelerate learning progress (such as vocabulary development, communication of learning goals and standards, scaffolding, increasing student motivation). Teaching staff developed professionally throughout the year by participating in professional book talks guided by Learning in the Fast Lane by Suzy Pepper Rollins. Strategies outlined were utilized for all students in a whole-group setting as well as individualized for students with exceptional needs and English learners through individual/small group support provided by qualified staff on a regular basis.

The effectiveness of services and supports provided to address learning loss were measured through regular, ongoing formative standards-based assessments and the analysis of benchmark assessment results (Fall, Winter, Spring). In addition, student progress through online programs (Accelerated Reader) were tracked, analyzed and informed intervention team strategies.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Nicasio School District successfully supported the mental health and social-emotional well being of students during the school year by:

- incorporating trauma informed practices into classroom structures
- communicating regularly with families to understand the unique needs of each student
- providing opportunities for individual/small-group instruction that foster nurturing relationships among adults and students and build school connectivity
- providing opportunities to build school connectedness and positive relationships through student-led activities (i.e. student council)
- providing access to Bay Area Community Resources counselor for students and families in need of mental health and social-emotional support
- providing information to students and families about the CA Parent and Youth Helpline <https://caparentyouthhelpline.org/> and other local resources for mental health support (in weekly principal's communication, on school website)

One of the greatest challenges was monitoring the mental health and social emotional well-being of distance learners during the 2020-21 school year. Access to all supports were provided to both in-person and distance learners, including remote access to school counseling. Classroom teachers provided regular individual check-ins with distance learners. The school successfully transitioned 100% of all students K-5 and 83% (or 10 of 12 students) in grades 6-8 to in-person instruction by April 2021. The 2 students remaining in the distance learning program were provided access to individual supports by the classroom teacher as appropriate.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The Nicasio School District successfully developed a tiered reengagement system for pupils who are absent from distance learning, which included:

Tier 1: parent/guardian follow-up by district staff (in student's home language) after each absence to obtain reason for child's absence and determination of excused/unexcused; teacher follow-up with student/parent as to reason for child's absence and communication of missed daily assignments; conferencing with families to raise the awareness of the effects of chronic absenteeism and other challenges to full participation in the educational program

Tier 2: completion of an Attendance & Engagement Success Plan for any pupil absent from distance learning for more than 3 school days or 60 percent of the instructional days in a school week as required by EC Section 43504(f)(2). This plan includes a 3-week follow-up meeting that documents the level of student engagement, successful reengagement strategies and the district's next steps. All documents will be translated into student's home language.

Tier 3: if the first tiers of the district's reengagement strategies were unsuccessful, a SARB referral was initiated.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

During both in-person instruction and distance learning, students who qualified for free and reduced meals were provided nutritionally adequate lunches for each school day through a partnership with a local restaurant, Rancho Nicasio. In addition, Nicasio School District continued to partner with the San Francisco-Marin Food Bank to distribute grocery boxes on a weekly basis to any school family experiencing food insecurity throughout the school year. During all food distribution on campus, health and safety guidelines were followed including physical distancing and facial coverings.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	Bay Area Community Resources counselor to support social-emotional well being of students and families	\$ 4,500	3,948.23	No
	Implementation of the Learning Center Program, the principal purpose of which is to serve English Learners (EL) within the regular school day, either remotely or in-person, providing them with additional instruction to develop their English language skills under the guidance of highly trained and qualified instructors.	\$17,265.00	16,954	Yes
	Employment of a family liaison who provides Spanish-language support to current and former Learning Center Program students and families. The purpose of this liaison position is to increase student and family engagement in our school community while supporting the academic and social emotional growth of students classified as English Learners, foster youth and low-income.	\$4,917.00	2,085	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There was no substantive difference between planned and actual expenditures.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021-24 LCAP.

The successes and challenges faced in response to the COVID-19 pandemic have informed the development of the district's goals and actions in the 2021-24 LCAP. The district intends to exclusively offer in-person instruction for all students during the 2021-24

school years. However, the lessons learned from the distance learning program implemented during 2020-21 will be reflected in future goals and actions, such as:

- the district will continue to implement and enforce health and safety requirements as outlined by public health
- the district will continue to monitor student progress and use effective strategies to address learning loss (Goal 1, Action 2)
- the district will continue to offer a program of support for English language development intended for students classified as English learners (Goal 1, Action 4)
- the district will continue to offer support for pupils with exceptional needs based on their Individual Education Plan (Goal 1, Action 3)
- the district will continue to address the mental health and social emotional well-being of all students, including the implementation of a school-wide social emotional curriculum and increased support from our Bay Area Community Resources counselor (Goal 2, Action 1, Action 2)
- the district will continue to build and cultivate relationships with all families and prioritize parent involvement and community partnerships, including maintaining the employment of our Spanish-speaking family liaison (Goal 3, Action 3)
- the district will continue to offer nutritionally adequate meals to all qualifying students (Goal 2, Action 10)
- district staff will continue to develop professionally in the areas of pupil learning loss (Goal 1, Action 7) and social-emotional learning (Goal 2, Action 1)

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

Pupil learning loss continues to be assessed and addressed in the 2021-24 LCAP through:

- ongoing monitoring of student progress using local assessment data (STAR benchmark assessments, formative and summative assessments, report cards) and state assessment data (CAASPP, ELPAC) (Goal 1, Action 2)
- offering a program of support for English language development intended for students classified and English learners (Goal 1, Action 4)
- offering appropriate programs and support for pupils with exceptional needs based on their Individual Education Plans (Goal 1, Action 3)
- maintaining a Student Success Team (SST) to monitor pupil progress and work collaboratively with staff and families to address concerns and identify appropriate interventions (Goal 1, Action 2)

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

There are no substantive differences between the actions or services identified as contributing towards meeting the increased or improved services requirement and those actions or services implemented to meet this requirement.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

The analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have reinforced the need to prioritize the academic and social emotional needs of students, with particular emphasis on low-income, English learners and pupils with exceptional needs in the Nicasio School District. This is reflected in the increased ongoing monitoring of student progress using local assessment data (STAR benchmark assessments for reading and mathematics) (Goal 1, Action 2); the maintenance of a support program for English language development intended for students classified as English learners and supervised by highly-qualified staff (Goal 1, Action 4); the continued offering of appropriate programs and support for pupils with exceptional needs based on their Individual Education Plans (Goal 1, Action 3).

Pupil social-emotional needs will be addressed by an increase in school-based counseling (Goal 2, Action 2) and the adoption of a social-emotional learning program in grades K-8 (Goal 2, Action 1).

Further reflection on the impacts of the COVID-19 pandemic highlights the vital role our Spanish-speaking parent liaison plays in encouraging and nurturing family engagement with school staff and the direct impact on student achievement and wellness, particular of low-income pupils and English learners. This role will be continued in the 2021-24 LCAP (Goal 3, Action 3).

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local 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.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	1,015,912.00	1,028,036.00
Concentration	0.00	23,099.00
Federal Funds	16,031.00	13,680.00
LCFF	613,537.00	648,712.00
Locally Defined	173,789.00	188,162.00
Lottery	5,958.00	3,301.00
Other	1,900.00	1,900.00
Special Education	177,272.00	149,182.00
Supplemental	27,425.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	1,015,912.00	1,028,036.00
	0.00	0.00
1000-1999: Certificated Personnel Salaries	298,903.00	324,834.00
2000-2999: Classified Personnel Salaries	176,130.00	177,545.00
3000-3999: Employee Benefits	126,903.00	141,453.00
4000-4999: Books And Supplies	29,620.00	27,607.00
5000-5999: Services And Other Operating Expenditures	155,668.00	138,382.00
5800: Professional/Consulting Services And Operating Expenditures	89,012.00	86,386.00
5900: Communications	19,758.00	17,654.00
7000-7439: Other Outgo	119,918.00	114,175.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	1,015,912.00	1,028,036.00
	Other	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	205,128.00	219,401.00
1000-1999: Certificated Personnel Salaries	Locally Defined	93,775.00	105,433.00
2000-2999: Classified Personnel Salaries	Concentration	0.00	23,099.00
2000-2999: Classified Personnel Salaries	Federal Funds	8,384.00	2,099.00
2000-2999: Classified Personnel Salaries	LCFF	108,303.00	113,452.00
2000-2999: Classified Personnel Salaries	Locally Defined	37,016.00	38,895.00
2000-2999: Classified Personnel Salaries	Supplemental	22,427.00	0.00
3000-3999: Employee Benefits	Federal Funds	821.00	6,669.00
3000-3999: Employee Benefits	LCFF	86,472.00	104,528.00
3000-3999: Employee Benefits	Locally Defined	34,612.00	30,256.00
3000-3999: Employee Benefits	Supplemental	4,998.00	0.00
4000-4999: Books And Supplies	Federal Funds	5,000.00	3,717.00
4000-4999: Books And Supplies	LCFF	11,200.00	11,566.00
4000-4999: Books And Supplies	Locally Defined	5,562.00	7,123.00
4000-4999: Books And Supplies	Lottery	5,958.00	3,301.00
4000-4999: Books And Supplies	Other	1,900.00	1,900.00
5000-5999: Services And Other Operating Expenditures	Federal Funds	1,826.00	1,195.00
5000-5999: Services And Other Operating Expenditures	LCFF	98,146.00	103,521.00
5000-5999: Services And Other Operating Expenditures	Special Education	55,696.00	33,666.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	77,000.00	74,257.00
5800: Professional/Consulting Services And Operating Expenditures	Locally Defined	2,824.00	3,005.00
5800: Professional/Consulting Services And Operating Expenditures	Special Education	9,188.00	9,124.00
5900: Communications	LCFF	19,758.00	14,204.00
5900: Communications	Locally Defined	0.00	3,450.00
7000-7439: Other Outgo	LCFF	7,530.00	7,783.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
7000-7439: Other Outgo	Special Education	112,388.00	106,392.00
		112,388.00	106,392.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	362,224.00	376,424.00
Goal 2	523,091.00	513,195.00
Goal 3	10,050.00	9,704.00
Goal 4	120,547.00	128,713.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$2,000.00	\$2,011.98
Distance Learning Program	\$11,615.00	\$11,199.02
Pupil Learning Loss	\$1,360.00	
Additional Actions and Plan Requirements	\$26,682.00	\$22,987.23
All Expenditures in Learning Continuity and Attendance Plan	\$41,657.00	\$36,198.23

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$2,000.00	\$2,011.98
Distance Learning Program	\$11,615.00	\$11,199.02
Pupil Learning Loss		
Additional Actions and Plan Requirements	\$4,500.00	\$3,948.23
All Expenditures in Learning Continuity and Attendance Plan	\$18,115.00	\$17,159.23

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss	\$1,360.00	
Additional Actions and Plan Requirements	\$22,182.00	\$19,039.00
All Expenditures in Learning Continuity and Attendance Plan	\$23,542.00	\$19,039.00

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Nicasio School District
CDS Code:	21654096024483
LEA Contact Information:	Name: Barbara Snekkevik Position: Principal Email: bsnekkevik@nicasioschool.org Phone: 415.662.2184
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$746,000
LCFF Supplemental & Concentration Grants	\$23,908
All Other State Funds	\$46,692
All Local Funds	\$301,493
All federal funds	\$28,991
Total Projected Revenue	\$1,123,176

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$1,112,114
Total Budgeted Expenditures in the LCAP	\$1,107,076
Total Budgeted Expenditures for High Needs Students in the LCAP	\$38,877
Expenditures not in the LCAP	\$5,038

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$23,542
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$19,039

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$14,969
2020-21 Difference in Budgeted and Actual Expenditures	\$-4,503

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Immaterial difference.
The total actual expenditures for actions and services to increase or improve services for high needs students in 2020-21 is less than the total budgeted	The district did not incur additional costs for staff development or the use of online platforms such as Accelerated Reader and Lexia Programs during the 2021-21 school year. These were funded by a different budget

expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2020-21.

source. Instead these funds were used to fund increased janitorial services and supplies.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Nicasio School District

CDS Code: 21654096024483

School Year: 2021-22

LEA contact information:

Barbara Snekkevik

Principal

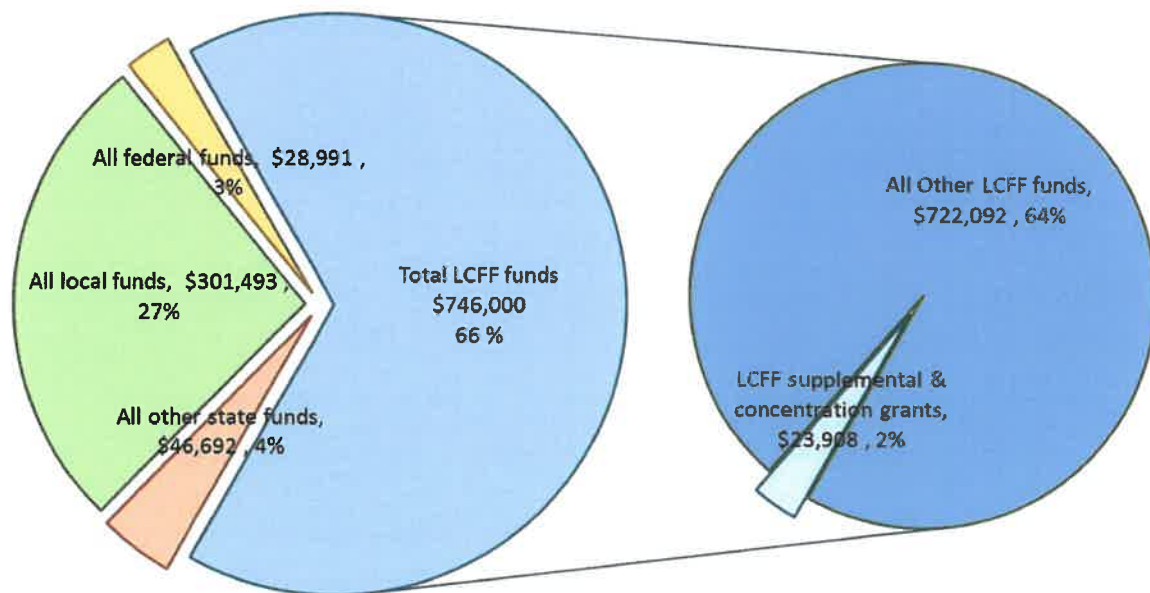
bsnekkevik@nicasioschool.org

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 2021-22 School Year

Projected Revenue by Fund Source



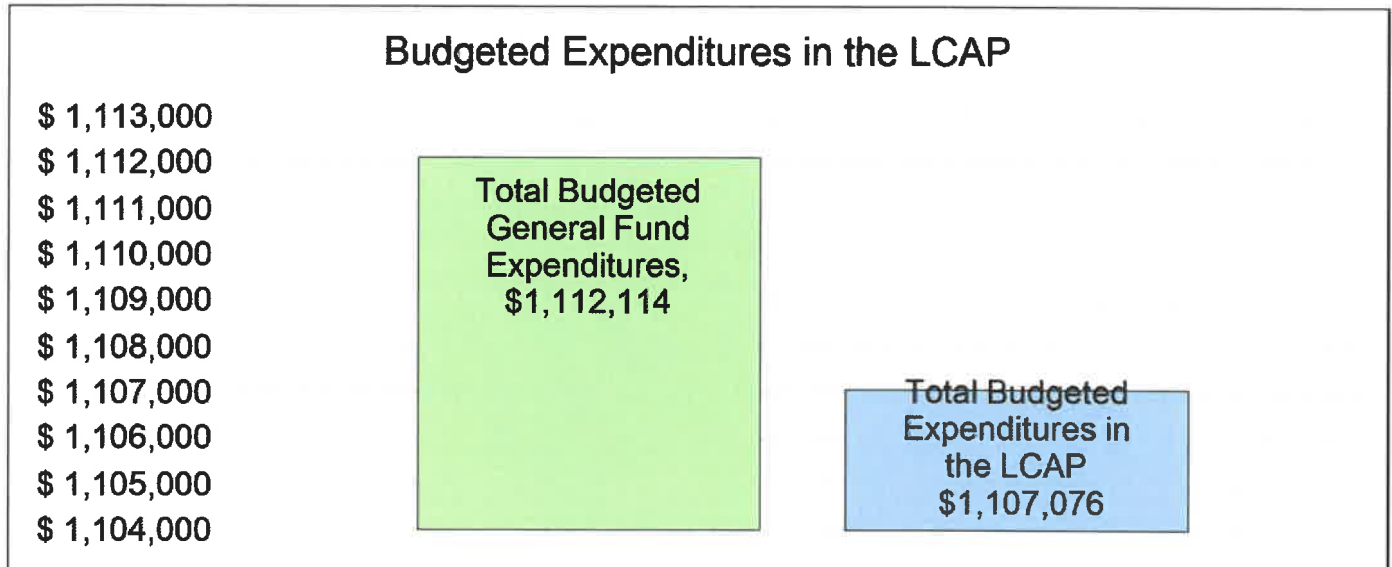
This chart shows the total general purpose revenue Nicasio School District expects to receive in the coming year from all sources.

The total revenue projected for Nicasio School District is \$1,123,176, of which \$746,000 is Local Control Funding Formula (LCFF), \$46,692 is other state funds, \$301,493 is local funds, and \$28,991 is federal

funds. Of the \$746,000 in LCFF Funds, \$23,908 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 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

Nicasio School District plans to spend \$1,112,114 for the 2021-22 school year. Of that amount, \$1,107,076 is tied to actions/services in the LCAP and \$5,038 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

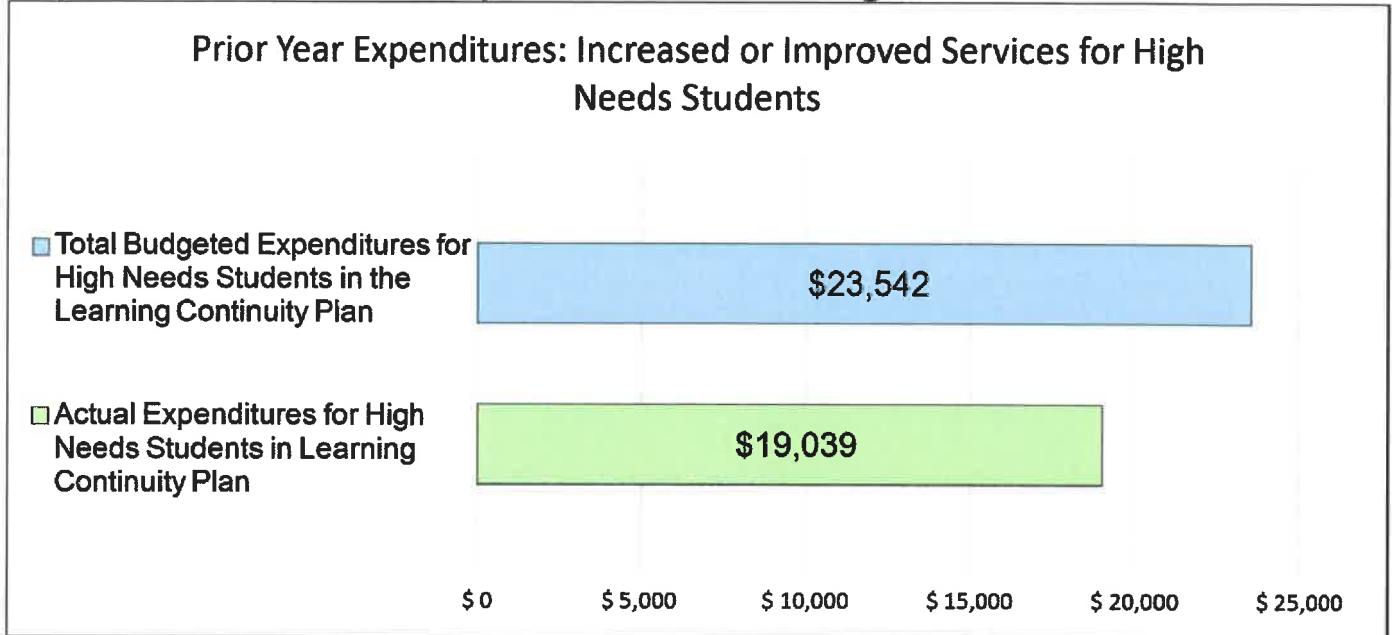
Immaterial difference.

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Nicasio School District is projecting it will receive \$23,908 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 \$38,877 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 2020-21



This chart compares what Nicasio School District budgeted last year in the Learning Continuity Plan 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.

In 2020-21, Nicasio School District's Learning Continuity Plan budgeted \$23,542 for planned actions to increase or improve services for high needs students. Nicasio School District actually spent \$19,039 for actions to increase or improve services for high needs students in 2020-21.

The district did not incur additional costs for staff development or the use of online platforms such as Accelerated Reader and Lexia Programs during the 2021-21 school year. These were funded by a different budget source. Instead these funds were used to fund increased janitorial services and supplies.

Local Control 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 Principal	bsnekkevik@nicasioschool.org 415.662.2184

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

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 2020-21 school year, Nicasio School served 37 students in grades K-8. Approximately 48% of the student body represented the local Hispanic community. The majority of these students entered Nicasio School in primary grades as English Language Learners (ELL) with their primary language being Spanish. By the time our ELL students reach upper elementary school or early middle school, the majority are reclassified as Fluent English Proficient. Approximately 16% of Nicasio School's students received special education support and services (Resource Specialist Program, Speech and Language Program).

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 (formerly Sir Francis Drake High School) in San Anselmo, others alumni attend private high schools in Marin County and San Francisco.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

During the 202-21 school year, Nicasio School continued to attract and retain outstanding staff.

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. 35% of overall enrollment (or 13 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. All three classrooms received consistent support from a classroom instructional assistant during the school day, with an emphasis on supporting students designated as English Learners.

Nicasio School reopened for full-day in-person instruction on September 29, 2020. A distance learning option was maintained by each classroom teacher by family request for reasons related to the COVID-19 pandemic. The distance learning option included live instruction during the school day (via Zoom), as well as asynchronous learning tasks. The district was successful in acquiring and maintaining supplies of personal protection equipment (PPE) for students/staff and cleaning supplies as outlined in our School Site-Specific Protection Plan. Students were able to transition into our in-person instructional model at any time during the school year. By April 2021, 100% of students in grades K-5 received full-time in-person instruction and 83% (or 10 of 12 total students) in grades 6-8 received full-time in-person instruction.

Students continued to receive a broad course of study, including enrichment programs in grades K- 8 (Visual Arts and PE).

English Learners continued to receive targeted academic language support through the Learning Center Program. During the 2019-20 school year, a total of 13 students (31%) were identified as English Learners in grades K-6. The most recent English Language Proficiency Assessment (ELPAC) results from Spring 2020 include results from the 5 students who completed all domains prior to the mandated COVID-19 school closure. Of these students, 2 have somewhat developed English language skills (level 2), 2 have moderately developed English language skills (level 3) and 1 has well developed English language skills. Based on these results, 1 student was reclassified as Fluent English Proficient in September 2020.

In the 2020-21 school year, zero students were newly identified as English Learners. A total of 11 students (30%) were identified as English Learners in grades 1-7. The English Language Proficiency Assessment (ELPAC) was administered in Spring 2021. Results will be analyzed to monitor student growth and progress.

Results from the annual school survey (February 2020) indicate that students in grades 5-8 have a positive perception of both classroom and school climate. The classroom climate is rated as positive by 94% of the students. The school climate is rated positively by students. When

asked "I feel happy to be at this school", 76% of students responded "most/all of the time" and 24% responded "sometimes". The school was rated as safe by students. When asked "I feel safe in my school", 94% of students responded "most/all of the time" and 6% responded "sometimes". When asked, "At my school, there is a teacher or some other adult who really cares about me", 94% of students responded either "a little true" or "very true".

Results from the annual school survey (February 2021) 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", 80% of students responded "most/all of the time" and 7% responded "sometimes". The school was rated as safe by students. When asked "I feel safe in my school", 93% of students responded "most/all of the time" and 7% responded "sometimes". When asked, "At my school, there is a teacher or some other adult who really cares about me", 93% of students responded either "a little true" or "very true".

Results from our annual parent survey (February 2020) were recorded from 28 families (out of 31 families total). Of this year's 28 respondents, 6 (21%) were from Spanish-speaking households. 96% of respondents agree that "the school keeps me well-informed about school activities" and 100% of respondents "feel welcome to participate at school."

Results from our annual parent survey (February 2021) were recorded from 20 families (out of 28 families total). Of this year's 20 respondents, 6 (30%) were from Spanish-speaking households. 100% of respondents agree that "the school keeps me well-informed about school activities" and 100% of respondents "feel welcome to participate at school."

Regular, consistent and clear communication between school and home was maintained via weekly updates to the Parent Portal in both English and Spanish. Translation services are provided to 100% of Spanish-speaking households, both orally and in writing. Student reports, school documents and forms, and school news are provided in both English and Spanish.

School grounds continue to be clean and safe. An effective communication system is maintained between school and custodial staff. The site maintains "good" status on the Facility Inspection Tool (FIT) (completed January 2020 and January 2021).

Based on partial data from the 2019-2020 school year (110 instructional days through February 2020), Nicasio School's chronic absenteeism rate decreased from 11.6% to approximately 5%. Chronic absenteeism is defined as the percentage of students who are absent 10% or more of the instructional days they were enrolled. The school staff will remain committed to outreach to families, emphasizing the importance of school attendance, and identifying barriers that prohibit students from attending school.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the latest results for the California Assessment of Student Performance and Progress (CAASPP) (Spring 2019), Nicasio student scores for grades 3-8 indicate an increase in scores of "standard met or exceeded" for both English Language Arts (by 20 percentage points)

and Mathematics (by 11 percentage points) as compared to Spring 2018 results. One challenge is the none of the three students designated as English Language Learners received "met or exceeded" scores for either English/Language Arts or Mathematics. School staff will consider these results when planning instructional programs, evaluating curriculum, and identifying supports for students. We will continue to address this concern by offering high-quality, standards-aligned curriculum, textbooks and materials to students. Staff will attend Professional Development opportunities offered by the Marin County Office of Education, as appropriate.

During the 2020-21 school year, staff continued the use of regular benchmark assessments as a means of measuring student progress in reading. One area of identified need is the use of benchmark assessments in mathematics and the use of high-quality benchmark reading assessments in grades K-1. During 2021-22 students will be administered regular benchmark assessments from the STAR Accelerated Reader program in both reading and math (grades 2-8) and Fountas & Pinnell for reading (grades K-1). Results will be analyzed by the Data Inquiry Team and 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.

Analysis of attendance data for the 2020-21 school year proved difficult to ascertain an accurate attendance and chronic absenteeism rate. While we demonstrated improvement in this area during the 2019-20 school year, we will continue to address this concern as a staff by regularly conducting outreach to families whose students are excessively absent via phone call, formal letters and parent conferences. We will work with families to remove barriers that prevent students from regularly attending school.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have reinforced the need to prioritize the academic and social emotional needs of students, with particular emphasis on low-income, English learners and pupils with exceptional needs in the Nicasio School District. This is reflected in the increased ongoing monitoring of student progress using local assessment data (STAR benchmark assessments for reading and mathematics in grades 2-8, Fountas and Pinnell reading assessments in grades K/1) (Goal 1, Action 2); the maintenance of a support program for English language development intended for students classified and English learners and supervised by highly-qualified staff (Goal 1, Action 4); the continued offering of appropriate programs and support for pupils with exceptional needs based on their Individual Education Plans (Goal 1, Action 3).

Pupil social-emotional needs will be addressed by an increase in school-based counseling (Goal 2, Action 2) and the adoption of a social-emotional learning program in grades K-8 (Goal 2, Action 1).

Further reflection on the impacts of the COVID-19 pandemic highlights the vital role our Spanish-speaking parent liaison plays in encouraging and nurturing family engagement with school staff and the direct impact on student achievement and wellness, particularly of low-income pupils and English learners. This role will be continued in the 2021-24 LCAP (Goal 3, Action 3).

Comprehensive Support and Improvement

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

Schools Identified

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

Support for Identified Schools

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

Monitoring and Evaluating Effectiveness

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

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

1. Students in grades 5-8 participated in the school's annual survey in February 2020 and February 2021. Results were analyzed by certificated and classified staff at a meeting on February 10, 2021.
2. Parents were invited to participate in the school's online annual survey during two-week periods in February 2020 and February 2021. Results were considered for the annual update of Goals 2 and 3 and were used to develop newly revised Goal 3 (Family and Community Engagement).
3. Certificated teachers, including Nicasio Teachers Association (NTA) representation, along with classified employees met on March 8, 2021 for a review the 2019-20 LCAP Learning Continuity and Attendance Plan and to provide input for the 2021-24 LCAP development.
4. The LCAP Parent Advisory Committee meeting was held on March 22, 2021. Parents were invited to participate on this committee, including representatives of the Nicasio School Foundation, the Parent Club, and Spanish speaking households. Translation services were provided.
5. The Student Advisory Committee comprising students in grades 6-8 met on April 20, 2021. Input was shared regarding potential actions aligned with three broad goals (Student Achievement, Student Wellness/Safety, Family Community/Engagement) and incorporated in the 2021-24 LCAP development.
6. Marin County SELPA was consulted on March 24, 2021, with a focus on actions related to students with exceptional needs.
7. A public hearing was held during a special meeting of school board trustees on June 16, 2021.
8. A regular meeting meeting of school board trustees was held on June 17, 2021 to review and approve the 2021-24 LCAP.

A summary of the feedback provided by specific stakeholder groups.

1. Provided data for annual update for Goal 2. This method for measuring student engagement will continue for 2021-24 (Goal 2: Student Wellness and Safety).
2. Provided data for annual update for Goal 3. This provided feedback to inform actions to engage parents to be active participants in our school community. This method for measuring family engagement will continue for 2021-24 (Goal 3: Family and Community Engagement).
3. 2019-20 goals and the 2020-21 Learning Continuity and Attendance Plan were reviewed. Suggestions were made with the following outcomes:
 - Actions from 2019-20 Goal 1 will be consolidated and moved to Goal 1 (Student Achievement) for 2021-24.
 - Staff will use Accelerated Reader STAR Assessment System for reading and will include mathematics (new for 2021-24) in grades 2-8. Fountas and Pinnell will be utilized to assess reading in grades K/1. Benchmark assessments will be administered throughout the year (fall, winter, spring) to monitor student progress and implement appropriate interventions as necessary.
 - Due to privacy concerns and unreliable results, the alumni survey to assess successful transition to high school will be discontinued.

- A comprehensive social-emotional program with common language and features will be utilized in grades K-8.
- An increase in counseling services for all students will be included in 2021-22.
- A learning management system (i.e. Google Classroom) will be maintained in each classroom to facilitate communication of assignments and supplemental materials with students and families (Goal 3, Action 6)

4. A general overview was provided of the LCAP's purpose and the state's eight priorities. The parent advisory group reviewed 2019-20 goals and discussed baseline data for 2021-24 goals. They provided positive feedback about the actions/services for 2019-20. Input was provided about the current parent survey (Goal 3), the student transition to high school (in support to discontinue the alumni survey), and the value of the learning management systems (Google Classroom) during remote learning. Parents were also highly in favor of the use of a social-emotional curriculum across all grade levels K-8 and the increase in counseling support (Goal 2: Student Wellness and Safety).

5. Students expressed agreement with the three broad goal areas (Student Achievement, Student Wellness and Safety, Family and Community Engagement) and offered suggested actions to reflect these goals on the school campus. Suggested actions for Goal 1 included high-quality teachers, access to textbooks and technology, and maintaining a schedule with variety and specialist programs. Suggested actions for Goal 2 included a life skills/social emotional program, counseling support, and continued emergency safety plans and drills. Suggested actions for Goal 3 included providing information to families in English and Spanish and an increase in school/community parent presentations.

6. Marin County SELPA agreed with actions as presented to support students with exceptional needs.

7. An overview of the LCAP was presented as well as the LCAP Budget Overview for Parents. (INSERT PUBLIC COMMENT)

8. The 2021-24 LCAP was approved (ANTICIPATED)

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

The broad goals, actions and services for the 2021-24 LCAP were influenced by input from all stakeholder groups (staff, students, families). Specific examples include the increase in benchmark assessments (Goal 1, Action 2), the utilization of a social-emotional curriculum across all grade levels (Goal 2, Action 1), an increase in counseling services (Goal 2, Action 2) and the maintenance of a learning management system (Goal 3, Action 6).

Goals and Actions

Goal

Goal #	Description
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 exceptional needs.

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 exceptional needs. This goal addresses both local priorities and state priorities 1, 2, 4, 7 and 8.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School Accountability Report Card (adopted curricula)	In 2020-21, implementation of previously adopted state-standards aligned curriculum for English Language Arts (McGraw Hill's Reading Wonders Program for grades TK-5), Math (My Math in grades TK-5 and Glencoe Math in grades 6-8), Science (FOSS in grades TK-5, CPO in grades 6-8) and Social Studies (Scott Foresman in grades TK-5, History				<p>By 2023-24 subject-area curricula will be updated and board adopted in accordance with the district's adoption cycle in English-Language Arts, Mathematics, Science and Social Studies.</p> <p>Anticipated adoption dates are as follows:</p> <p>English-Language Arts (No new adoption. Continuation of current adoption</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>Alive! TCI in grades 6-8) was maintained.</p> <p>During the 2019-20 school year, the district adopted McGraw Hill's Study Sync English Language Arts program for grades 6-8 (board adoption November 2019)</p> <p>A pilot of new Science curriculum aligned to CA Next Generation Science Standards began during the 2019-20 school year. This pilot was interrupted by the school closure due to the COVID-19 pandemic. This pilot continued during the 2020-21 school year with an anticipated adoption for the 2021-22 school year.</p>				<p>cycle. Original adoption K-5 in 2017-18; grades 6-8 in 2019-20)</p> <p>Mathematics- review and adoption in 2022-23</p> <p>Science- adoption in 2021-22</p> <p>Social Studies- adoption in 2022-23</p>
Quarterly Report on Williams Uniform Complaints	In 2020-21 zero complaints were recorded.				Zero complaints will be recorded in Year 1, Year 2 or Year 3.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Master Schedule (access to broad course of study)	In 2020-21 All students (100%) in grades K-8 were enrolled in broad courses of study as evidenced by the Master schedule and had access to standards-aligned textbooks, materials, and assessments.				The Master Schedule will demonstrate all students had access to a broad course of student in Year 1, Year 2, and Year 3.
Statewide Assessments (CAASPP)	<p>The California Assessment of Student Performance and Progress (CAASPP) was not administered in Spring 2020 due to the COVID-19 school closure. The following results indicate proficiency rates on statewide assessments (CAASPP) given May 2019:</p> <p>70% of all students tested (grades 3-8) met or exceeded standard on English Language Arts assessment. 22% of</p>				<p>By 2023-24:</p> <p>80% of all students tested (grades 3-8) will meet or exceeded standard on English Language Arts assessment.</p> <p>70% of all students tested (grades 3-8) will meet or exceeded standard on Mathematics assessment.</p> <p>50% of students designated as English Language Learners (grades 3-8) will meet or exceeded standards on English</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>all students tested nearly met standard.</p> <p>57% of all students tested (grades 3-8) met or exceeded standard on Mathematics assessment. 26% of all students tested nearly met standard.</p> <p>0% of 3 students designated as English Language Learners (grades 3-8) met or exceeded standards on English Language Arts assessment.</p> <p>0% of 3 students designated as English Language Learners (grades 3-8) met or exceeded standards on Mathematics assessment.</p>				<p>Language Arts assessment.</p> <p>50% of students designated as English Language Learners (grades 3-8) will meet or exceeded standards on Mathematics assessment.</p>
English Language Proficiency rates (ELPAC)	The Summative ELPAC was not administered to all students designated as English Learners during Spring 2020 due to the COVID-19 school closure. Only				All students designated as English Learners will be administered the ELPAC assessment in Year 1, Year 2 and Year 3.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>students who had completed all portions of the test prior to the campus closure received scores. Therefore data is not currently available to measure an increase in student performance on the ELPAC assessment. During the 2019-20 school year, a total of 13 students (31%) were identified as English Learners in grades TK-6. The most recent English Language Proficiency Assessment (ELPAC) results from Spring 2020 include results from the 5 students who completed all domains prior to the school closure. Of these students, 2 have somewhat developed English language skills (level 2), 2 have moderately developed English language skills (level 3) and 1 has well developed English</p>				<p>85% of EL students will demonstrate appropriate annual growth, including an increase in overall proficiency level and reclassification as appropriate.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	language skills. Based on these results, 1 student was reclassified as Fluent English Proficient in September 2020.				
English Learner reclassification rate	In 2020-21, 1 student (8%) was reclassified as Fluent English Proficient				By 2023-24, 90% of English Learners in grades 6-8 will be reclassified as Fluent English Proficient before the completion of 6th grade.
Progress Reports for students with exceptional needs	In 2020-21 students receiving special education services made adequate yearly progress on goals as reported on Individualized Education Plan progress reports. Goals were monitored and updated as appropriate by special education staff through the IEP process.				By 2023-24, 100% of students receiving special education services will make adequate yearly progress on goals as reported on Individualized Education Plan progress reports.
School Accountability Report Card (Teacher Credentials; Teacher Misassignments; Highly Qualified Teachers)	In 2020-21 all students received instruction from highly qualified teachers, 100% of whom will be appropriately				By 2023-24, 100% of classroom teachers will be appropriately assigned and credentialed.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	assigned and credentialed.				
Credential Monitoring Report	In 2020-21 all teachers were appropriately assigned and fully credentialed in the subject areas and for the pupils they were teaching.				By 2023-24, all teachers will be appropriately assigned and fully credentialed in the subject areas and for the pupils they are teaching.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Textbooks and Materials	All students will have access to current state-adopted textbooks and materials.	\$24,005.00	No
2	Student assessments	Utilize benchmark assessments in all grades (STAR reading and STAR math in grades 2-8; Fountas and Pinnell in grades K-1) 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.	\$9,161.00	No
3	Placement for pupils with exceptional needs	Place special education students in appropriate instructional programs 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.	\$165,662.00	No

Action #	Title	Description	Total Funds	Contributing
4	Designated language instruction	Maintain designated language instruction time in the Master Schedule that provides additional instructional support for English Learners by qualified staff. Provide emphasis on building academic vocabulary and skills in mathematics. Provide access to the Lexia Reading Core 5 Program.	\$38,877.00	Yes
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: .60 FTE principal; .80 FTE office manager; 11 days/year superintendent; .40 FTE chief business official; .10 FTE accounting assistant;</p> <p>maintain office phone & internet communications and student information systems (SIS).</p>	\$252,116.00	No
6	Employee salary and benefits	Maintain a competitive salary schedule and provide competitive health and welfare benefits as a result of labor negotiations. Provide comparable salary increases for classified staff based on the outcome of certificated labor negotiations.	\$56,007.00	No
7	Professional development	Make professional development opportunities available to all teachers and staff through on-site and off-site trainings and workshops as needed. 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.	\$8,162.00	No

Action #	Title	Description	Total Funds	Contributing
8	Classroom configuration	Support multi-grade classrooms with 3.0 FTE teachers. Each of the three homeroom teachers (3.0 FTE) will support three grade levels. During core instruction of math and language arts, a part-time classroom aide will provide additional support as need to designated student groups	\$347,144.00	No
9	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	\$1,500.00	No
10	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 K-8 (Spanish, Art, and PE).	\$29,391.00	No
11	Technology	Maintain district technology infrastructure and hardware. Support technology software and web-based curricular platforms. Maintain Student Information System (SIS).	\$30,707.00	No

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

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	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
School attendance rates	In 2019-20 school records indicate a 96% attendance rate. This reflects the most accurate baseline due to the revised attendance requirements during the 2020-21 school year.				By 2023-24 school records will indicate a 96% or higher attendance rate.
Chronic absenteeism rates	In 2019-20 school records indicate a chronic absenteeism rate of 5%. This reflects the most accurate baseline due to the revised attendance				By 2023-24, school records will indicate a 5% or lower chronic absenteeism rate.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	requirements during the 2020-21 school year.				
Pupil suspension/expulsion rates	In 2019-20 and 2021-21 there were zero (0) suspensions and expulsions.				By 2023-24 there will be zero suspensions or expulsions
Annual student survey results	Results from the annual school survey (February 2021) 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", 80% of students responded "most/all of the time" and 7% responded "sometimes". The school was rated as safe by students. When asked "I feel safe in my school", 93% of students responded "most/all of the time" and 7% responded "sometimes". When				<p>By 2023-24, 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:</p> <ul style="list-style-type: none"> • "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"

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	asked, "At my school, there is a teacher or some other adult who really cares about me", 93% of students responded either "a little true" or "very true".				
Annual Facilities Inspection Report	The site maintained "good" status on the Facility Inspection Tool (FIT) (completed January 2020 and January 2021).				By 2023-24, records will indicate the site maintained a "good" status on the Facility Inspection Tool (FIT) in Year 1, Year 2 and Year 3

Actions

Action #	Title	Description	Total Funds	Contributing
1	Social-emotional learning	Implement a school- wide social emotional learning program to support student interaction and enhance student engagement.	\$6,800.00	No
2	Counseling services	Provide individual/small group counseling services to identified students by the Student Success Team (SST)	\$17,432.00	No
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.	\$7,294.00	No
4	Custodial work order system	Maintain communication system between administration and custodian for work order requests from teachers and staff.	\$42,060.00	No

Action #	Title	Description	Total Funds	Contributing
5	Deferred maintenance	Maintain and monitor a deferred maintenance schedule.	\$10,000.00	No
6	Water system	Maintain existing potable water system. Continue to pursue viable options for long-term potable water system and availability of potable water.	\$16,900.00	No
7	Risk management	Review facility risk management report provided by Keenan Insurance to identify and implement corrective action when necessary.		No
8	Emergency communication systems	Maintain emergency communication systems (School Messenger, MERA radio)	\$3,145.00	No
9	Emergency preparedness	Maintenance of emergency preparedness training and supplies. Annual adoption of Comprehensive School Safety Plan.	\$5,471.00	No
10	School lunch program	Provide school lunches to qualifying students	\$20,000.00	No

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

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

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	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual Parent Survey	Results from our annual parent survey (February 2021) were recorded from 20 families (out of 28 families total). Of this year's 20 respondents, 6 (30%) were from Spanish-speaking households. 100% of respondents agree that "the school keeps me well-informed about school activities" and 100% of respondents "feel welcome to participate at school."				<p>Response rate will be 90% or higher of all families and 80% or higher of Spanish-speaking families.</p> <p>95% of respondents will agree "the school keeps me well-informed about school activities."</p> <p>95% of respondents will "feel welcome to participate at school."</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance at school events	In 2020-21 there were no in-person school events due to the COVID-19 pandemic.				Family attendance rates at school-sponsored events (Back to School Night, Winter Performance, Open House) will be 80% or higher.
Representation of all pupil groups in parent advisory committee (English Learner, low-income, exceptional needs)	In 2020-21 the parent advisory committee included parents of English Learner, low-income and exceptional needs students.				All parent advisory committees will include parents of English Learner, low-income and exceptional needs students in Year 1, Year 2 and Year 3.
Access to interpretation/translation services	<p>In 2020-21 100% of communications from school/classroom to home were translated into Spanish. Translation services were available for 100% of virtual events and parent-teacher conferences.</p> <p>Results from our annual parent survey (February 2021) were recorded from 20 families (out of 28 families total). Of this year's 20 respondents, 6 (30%) were from Spanish-</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 virtual 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>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	speaking households. 100% of respondents agree that "the school keeps me well-informed about school activities" and 100% of respondents "feel welcome to participate at school."				95% of Spanish-speaking respondents will "feel welcome to participate at school."

Actions

Action #	Title	Description	Total Funds	Contributing
1	School to home communication	Ensure regular, consistent and clear communication between school and the home for both English-speaking and Spanish-speaking households.	\$11,905.00	No
2	Communication preferences	Through a Back-to-School questionnaire and an annual parent survey, identify the preferred communication methods of each parent/guardian. Mid-way through the year, distribute an annual survey to identify communication methods that are effective and where communications can improve.		No
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.	\$1,487.00	No

Action #	Title	Description	Total Funds	Contributing
4	School board communications	Ensure regular, consistent and clear communication between the school board and home by including the board agenda and approved minutes on a monthly basis in the Parent Portal or other routine school-to-home communication system.	\$1,850.00	No
5	Volunteer communication platform	Maintain online platform in both English/Spanish to facilitate family involvement and volunteerism for campus events and activities throughout the school year.		No
6	Learning management system	Maintain a learning management system (i.e. Google Classroom) in each classroom to facilitate communication of assignments and supplemental materials with students and families		No

Goal Analysis [2021-22]

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

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

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

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6.06%	\$ 23,908

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

After assessing the needs, conditions, and circumstances of our English Learner and low-income students, we learned that the academic performance of our English Learners on both state and local assessments is lower than the academic performance of all students.

In Spring 2019, 70% of all students tested (grades 3-8) met or exceeded standard on English Language Arts assessment. However, no students designated as English Language Learners (grades 3-8) met or exceeded standards on English Language Arts assessment. 57% of all students tested (grades 3-8) met or exceeded standard on Mathematics assessment. No students designated as English Language Learners (grades 3-8) met or exceeded standards on Mathematics assessment.

In Spring 2021, students in grades 3-8 were administered STAR reading benchmark assessments. Of the 22 total students assessed, 9 were designated as English Learners. Of these designated EL students, 55% were reading below grade level. In contrast, 23% students not designated as English Learners were reading below grade level.

In order to address this lower performance of our English Learner and low-income students, we will maintain designated language instruction time in the Master Schedule that provides instructional support for English Learners by additional qualified staff (Goal 1, Action 4). During this designated language support time, an additional staff member will provide targeted instruction to develop English language skills for all EL students within the regular school day. This supplemental grant also allows for push-in support for English Learners during their core academic instruction.

Additional English language instructional time within the Master Schedule is being provided on an LEA-wide basis and we expect/hope that all students will benefit and demonstrate improved academic performance on both local and state assessments. However, access to an

additional staff member to provide targeted instruction for EL students is prioritized because of the significantly lower academic performance of English Learner and low-income students. Because the increased support by a qualified staff member addresses the needs most associated with the chronic stresses and experiences of a limited language proficiency and socio-economically disadvantaged status, we expect that the academic performance for our English Learner and low-income students will increase significantly more than the average academic performance of all other students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Nicasio School District's supplemental grant is estimated at \$23,908. These funds are being expended to maintain designated language instruction time in the Master Schedule that provides instructional support for English Learners by qualified staff (Goal 1, Action 4). During this designated language support time, an additional staff member will provide targeted instruction to develop English language skills for all EL students within the regular school day. This supplemental grant also allows for push-in support for English Learners during their core academic instruction. Beginning in 2018-19, an additional reading program (Lexia Core 5) was utilized with students designated as English Learners. Access to this additional program will continue for 2021-22. The designated language instruction time provides an increase in services as compared to all Nicasio School students in English language instruction by providing access for EL students to both a trained instructor and online program for targeted English language development.

The district uses the Supplemental Grant to maintain designated language instruction time in the Master Schedule because experience has shown this program, initially implemented in the 2013-14 school year, is principally directed to support EL students and has proven effective in assisting English Learners to meet academic growth. During the 2017-18 and 2018-19 school years, 100% of students in grade 7 or above were reclassified as Fluent English Proficient. During the 2020-21 school year, 33% of middle school students were reclassified as Fluent English Proficient.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$759,214.00	\$43,997.00	\$275,338.00	\$28,527.00	\$1,107,076.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$684,503.00	\$422,573.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Textbooks and Materials	\$3,000.00	\$945.00	\$17,560.00	\$2,500.00	\$24,005.00
1	2	All	Student assessments	\$3,106.00	\$3,250.00	\$2,805.00		\$9,161.00
1	3	Students with Disabilities	Placement for pupils with exceptional needs	\$36,964.00	\$3,239.00	\$119,476.00	\$5,983.00	\$165,662.00
1	4	English Learners Low Income	Designated language instruction	\$29,055.00		\$9,822.00		\$38,877.00
1	5	All	Attract and retain highly-qualified staff	\$252,116.00				\$252,116.00
1	6	All	Employee salary and benefits	\$47,564.00		\$3,300.00	\$5,143.00	\$56,007.00
1	7	All	Professional development	\$100.00	\$6,967.00		\$1,095.00	\$8,162.00
1	8	All	Classroom configuration	\$267,270.00	\$2,743.00	\$77,131.00		\$347,144.00
1	9	All	Enrollment	\$1,500.00				\$1,500.00
1	10	All	Broad course of study			\$29,391.00		\$29,391.00
1	11	All	Technology	\$13,388.00		\$8,000.00	\$9,319.00	\$30,707.00
2	1	All	Social-emotional learning	\$1,850.00	\$4,950.00			\$6,800.00
2	2	All	Counseling services		\$17,432.00			\$17,432.00
2	3	All	Facilities inspection	\$7,294.00				\$7,294.00
2	4	All	Custodial work order system	\$42,060.00				\$42,060.00
2	5	All	Deferred maintenance	\$10,000.00				\$10,000.00
2	6	All	Water system	\$16,900.00				\$16,900.00
2	7	All	Risk management					
2	8	All	Emergency communication systems	\$145.00			\$3,000.00	\$3,145.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	9	All	Emergency preparedness	\$1,000.00	\$4,471.00			\$5,471.00
2	10	All	School lunch program	\$20,000.00				\$20,000.00
3	1	All	School to home communication	\$4,052.00		\$7,853.00		\$11,905.00
3	2	All	Communication preferences					
3	3	All	Parent liaison and translation services				\$1,487.00	\$1,487.00
3	4	All	School board communications	\$1,850.00				\$1,850.00
3	5	All	Volunteer communication platform					
3	6	All	Learning management system					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$29,055.00	\$38,877.00
LEA-wide Total:	\$29,055.00	\$38,877.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	4	Designated language instruction	LEA-wide	English Learners Low Income		\$29,055.00	\$38,877.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

Plan Summary

Stakeholder Engagement

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 LCAP template, please contact the local 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 LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (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 (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (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 Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders 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 aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* 52064(b)(7)).

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 should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders 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 stakeholder engagement tool.

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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders 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 stakeholders 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 stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to 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 or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** 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:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, 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 stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

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

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups 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 stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders 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 should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders 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 should 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.

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.
- **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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal 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.

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 stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

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.

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

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 stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

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. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

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.

Goal Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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 stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- 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.

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

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students 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 stakeholders 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.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the 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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

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

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant 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.
- **Increased / Improved:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **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.
- **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.
- **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 K-5), 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”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **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).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **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.

Nicasio School District

Since 1862

Board of Trustees

Elaine Doss, *Board President* ~ Daniel Ager, *Trustee* ~ Mark Burton, *Trustee*

Agenda Item # 86

To: Nicasio School District Board of Trustees
From: Margie Bonardi, CBO
Date: June 17, 2021
Re: Budget Reserve Documentation 2021-22

Background On June 20, 2014, the Governor signed into law SB 858, the education budget trailer bill. The bill requires Districts document and report the substantiation of need for reserves greater than the state required minimum reserve for economic uncertainty. School district reserve levels, as well as their fund balances, are determined by governing boards to meet local priorities and allow districts to save for potential future expected and unexpected expenditures and for eventual economic downturns. As a community funded school (Basic Aid Districts) Nicasio receives funds only twice a year and must rely on adequate reserves to manage cash flow for normal daily operations and for future purchases and unforeseen events. The statutory minimum required reserves for school districts generally only covers between one to five weeks of payroll, or less than 20 days of total cash flow. Prudent budgeting raises expectations for school districts to establish and maintain reserves above the statutory minimum.

Recommendation: Staff recommends approval of Budget Reserve Form.

2021-22 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.

		2021-22
Total General Fund Expenditures & Other Uses		\$ 1,112,114
Minimum Reserve requirement	4%	\$ 71,000
General Fund Combined Ending Fund Balance		\$ 666,427
Special Reserve Fund Ending Fund Balance		\$ -
Components of ending balance:		
Nonspendable (revolving, prepaid, etc.)		\$ 1,000
Restricted		\$ 103,056
Committed		
Assigned: 3% Board Policy of Reserve Level		\$ 186,325
Reserve for economic uncertainties		\$ 81,309
Unassigned and Unappropriated		
Subtotal Assigned, Unassigned & Unappropriated		\$ 267,634
Total Components of ending balance		\$ 371,690
Assigned & Unassigned balances above the minimum reserve requirement		\$ 196,634

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:
<i>Protection against future economic downturn/meeting cashflow needs included in payroll</i>
<i>Curriculum adoption</i>
<i>Cash Flow</i>
<i>Expiration of Proposition 30/55 Revenues</i>
<i>High cost special education students/residential and NPS placement</i>
<i>Maintaining a AAA credit rating/maintaining sound financial policies</i>
<i>Unanticipated Increased Operational Expenses</i>

NICASIO SCHOOL DISTRICT

2021-22 Budget Report ~ General Fund

KEY BUDGET ASSUMPTIONS

The following Budget Assumptions are based on the California School Finance and Management Conference and the Marin County Office of Education Common Message.

REVENUES: 2021-22

1. **LCFF/Property Taxes = \$ 746,000 - (State Aid \$47,177 and Property Tax Revenue \$ 708,823)**

- Property taxes estimated at 1% growth (based on review of three years of property tax records).
- Annual transfer to Deferred Maintenance Fund (\$10,000)
- LCFF funding based on the 2021-22 estimates compiled by the Marin County Office of Education (MCOE)
- Education Protection Account 2021-22 LCFF estimate MCOE

2. **Federal Revenue = \$ 28,991 - (Special Education Funding \$ 5,983, Title II \$1,095, Title III \$ 1,487 and REAP (Rural Education Grant) \$ 20,426).**

- No carryover budgeted and no increases for COLA or growth budgeted.
- Title II, Title III and REAP Grant monies budgeted at prior year amounts until more information about the Federal budget is known.

3. **State Revenue = \$ 46,692- (Mandated Cost Grant \$ 1,218 Lottery \$ 5,700, Special Education \$ 3,434 and STRS on Behalf payment \$ 36,340)**

- All prior year one-time funding eliminated from the proposed budget
- STRS on Behalf : expense to record the payment made by the State "on-behalf" of the district employees. There is no net impact to this change in accounting as is budgeted with an offsetting increase to revenues.

4. **Local Revenues = \$ 301,493 - (Parcel Tax \$201,593, Interest on GF \$ 5,000 Interagency Services for the Superintendent \$ 12,000 (there is an offsetting contribution to revenue to make this expenditure neutral: Use of Facilities fees \$1,701 and Foundation Grant to cover Program \$42,406).**

- Special Education AB 602 revenue – (transfer from SELPA-Special Education Local Plan Area) revised to reflect budget per the SELPA estimated budget allocation.
- Increase in parcel tax 3% (\$ 5,893 increase) total projected revenue \$ 201,583

EXPENDITURES: 2021-22:

1. **Salaries & Benefits = \$ 660,026**

Certificated Salaries: \$ 298,603

Classified Salaries: \$ 182,064

Employee Benefits: \$ 179,339

- Certificated salaries include the following staffing by formula:
 - 3.0 FTE Certificated ; teachers (regular/specialist)
 - .60 FTE Certificated Administration
- Classified salaries include the following staffing by formula:
 - 1.98 FTE Classified support staff including custodial, clerical, campus support, aides, subject experts
 - .8 FTE Confidential Classified (district office)
- Statutory benefits (employer costs):
 - All staffing adjusted to appropriate step & column per salary schedule:
 - STRS rate 16.92% * (per proposed 21-22 State Budget reduction)
 - Social Security rate 6.2%
 - Medicare rate 1.45%
 - SUI rate 1.23 % per EDD
 - PERS rate 22.91% per CDE
 - Worker's Compensation rate 1.126%
 - Certificated Total payroll tax rate= 20.72 %
 - Classified Total payroll tax rate = 10% w/o PERS
 - Classified Total payroll tax rate = 32.91 % with PERS

2. Other: Books/Supplies, Services/Operating Expenditures, Other Out-go and Other Financing Sources/Uses
= \$ 452,088

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

*Included in 21-22 Expenditures: One time State Funding received but unspent in the 2020-21 school year.
Funds are allocated to districts for the :*

1. *In Person Instruction Protgram - (IPI) - \$13,021*
 2. *Expanded Education Grant Program (ELO) - \$30,169*
- Total one- time expenses: \$ 43,190*

- Expenditures are based on approved plan expenses including:
 - a. Additional Aide time
 - b. Additional day per week of counseling service through BACR
 - c. Additional days (2) added to the year: student back to school events
 - d. Summer program scholarships through West Marin programs
 - e. Staff training, materials for new Social/Emotional training
 - e. Student assessment software purchase

Regular budgeted expenditures include:

- Textbooks/classroom, library and PE supplies
- Custodial and maintenance supplies
- Marin County Office of Education support/contracts (Nursing, Psych, QSS, Payroll, Accounts Payable)
- Operational Expenditures; utilities, gas, sewer, trash, water testing and all permits, etc.
- Funds allocated toward professional development for staff
- Special Education/technology/legal and audit contracts
- Excess Cost to MCOE for resource and speech teachers, Special Day class placement, transportation

NICASIO School District

2021-22 Budget Adoption Overview

June 16, 2021

NICASIO SCHOOL DISTRICT

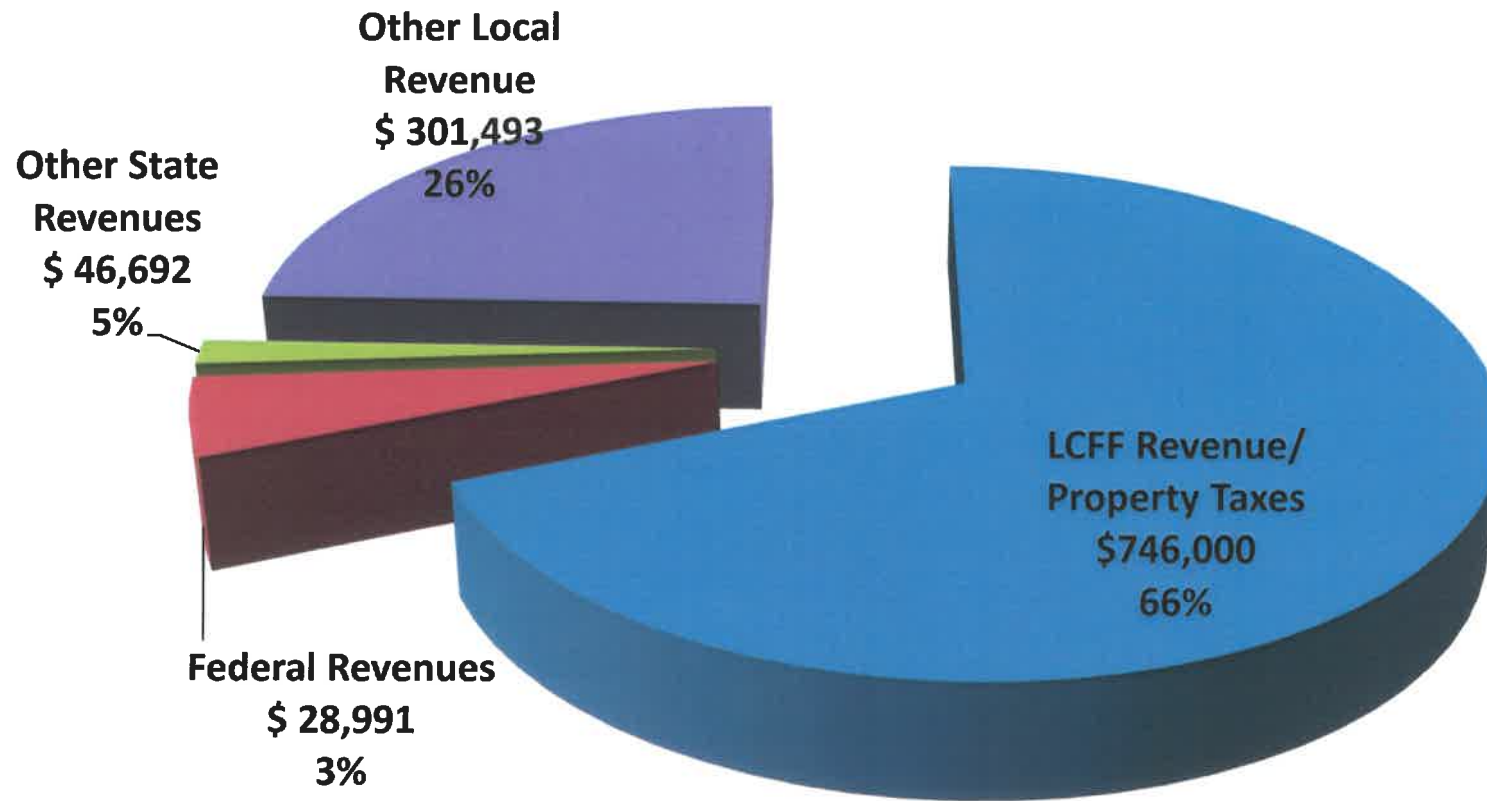
Revenue Detail

2021-22

Revenue Source	2020-21 Unaudited Actuals	2021-22 Budget Adoption
Property Tax/LCFF Limit Sources	\$ 739,168	\$ 746,000
Federal Revenues (Special Ed, TitleII-III, REAP)	\$ 50,412	\$ 28,991
Other State Revenues (Mandated Costs Block Grant, 1x Funding, Lottery)	\$ 88,865	\$ 46,692
Other Local Income (Parcel Tax, Interagency Services, Foundation Grants, MCOE Sp Ed Transfer)	\$ 298,701	\$ 301,493
Total Revenues	\$ 1,177,146	\$ 1,123,176

NICASIO SCHOOL DISTRICT

Total Revenue 2021-22



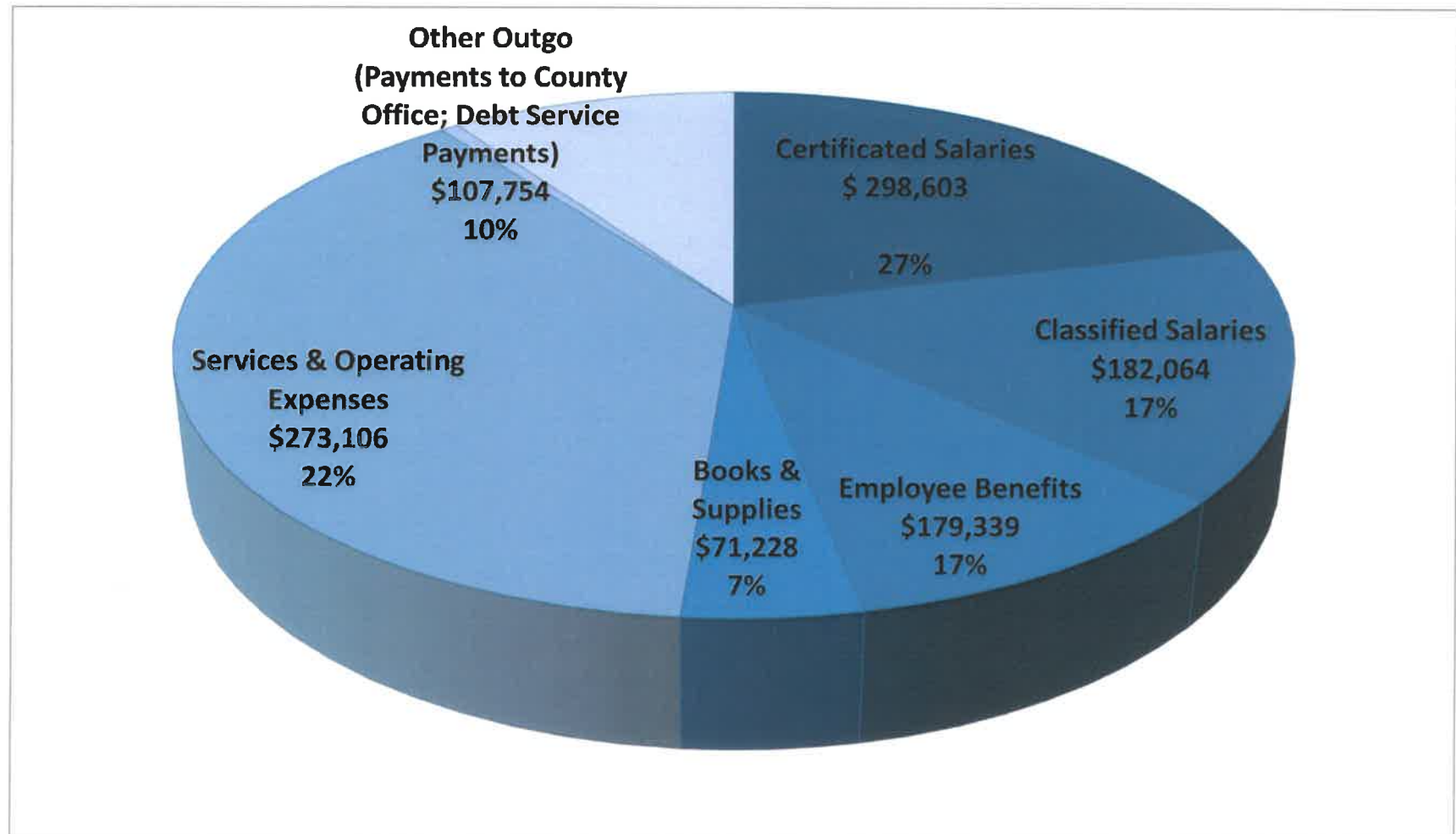
03/04/21

NICASIO SCHOOL DISTRICT 2021-22 Total Expenditure Details

Expenditure Type	2020-21 Unaudited Actuals	2021-22 Adopted Budget
Certificated Salaries –(Teachers, Principal)	\$ 292,215	\$ 298,603
Classified Salaries-(Aides, Office, Custodial)	\$ 172,925	\$ 182,084
Employee Benefits-(Health, Payroll Taxes)	\$ 159,949	\$ 179,339
Books & Supplies- (Classroom, Office & Admin, Maintenance)	\$ 77,178	\$ 71,228
Services & Operating Expenses- (Utilities, Sp Ed Providers, Audit, Insurance)	\$ 274,233	\$ 273,106
Other Outgo (Payments to County Office & Debt Service Payments)	\$ 102,802	\$ 107,754

NICASIO SCHOOL DISTRICT

Expenditures 2021-22



03/04/21

2021-22 Budget Adoption

Revenue and Expenditure Summary

▣ Total Revenues	\$ 1,123,176
▣ Total Expenditures	\$ 1,112,114
▣ Net Increase (Decrease)	\$ + 11,062
■ In Fund Balance	

COMMON MESSAGE

- ▣ Special attention should be paid to out-year projections and the contributing factors both within and outside the control of district decision makers. To ensure fiscal solvency, districts will need to use resources cautiously and make prudent decisions. Districts in deficit spending should focus on reduction strategies, develop financial projections and contingency plans accordingly. Nicasio is currently projected to deficit spend in the two out years: 2022-23/2023-24
- ▣ Multi Year Projections: a factor in the projections; there are no negotiated salary increases for staff in the two out years.
- ▣ Build Reserves: Community Funded Districts are advised to maintain reserves much greater than the State required minimum (School Services of California advises school districts to try and maintain a minimum 16-18% reserve)
- ▣ Special Education Encroachment: costs are unpredictable as evidenced by Nicasio's decreased costs at second interim in 2020-21. Maintain board's special reserve which is currently in effect in anticipation of a reversal of this trend.

page 1

2021-22 ADOPTED BUDGET**NICASIO SCHOOL DISTRICT****BUDGET**

	2020-21 ESTIMATED ACTUALS	2021-22 BUDGET	2022-23 MYP	2023-24 MYP
LCFF Sources	739,168	746,000	752,911	759,891
Federal Revenues	50,412	28,991	28,991	28,991
State Revenues	88,865	46,692	48,813	45,605
Local Revenues	298,701	301,493	307,423	313,595
Total Revenues	1,177,146	1,123,176	1,138,138	1,148,082
Certificated	292,215	298,603	302,227	311,339
Classified	174,925	182,084	185,684	189,401
Benefits	159,949	179,339	196,997	201,116
Supplies	77,178	71,228	72,213	73,216
Services	274,233	273,106	280,926	288,980
Capital Outlay	-	-		
Transfers to Agencies	102,802	107,754	112,359	117,215
Total Expenditures	1,081,302	1,112,114	1,150,406	1,181,267
Net Change	95,844	11,062	(12,268)	(33,185)
Beginning Fund Balance	559,521	655,365	666,427	654,159
Ending Fund Balance	655,365	666,427	654,159	620,974
Components of Ending Fund Balance	2020-21 ESTIMATED ACTUALS	2021-22 BUDGET	2022-23 MYP	2023-24 MYP
Restricted	113,875	103,056	107,651	105,603
Reserved for Revolving Cash	1,000	1,000	1,000	1,000
Economic Uncertainty	71,000	81,309	71,000	71,000
Board Reserve for Uncertainty	135,219	135,219	139,219	139,219

Board Reserve for Special Education	45,000	45,000	45,000	45,000
Undesignated/Unappropriated	289,271	300,843	290,289	259,152
	<u>655,365</u>	<u>666,427</u>	<u>654,159</u>	<u>620,974</u>
Economic Uncertainty - state required	5%	7%	6%	6%
Board reserve for uncertainty	13%	12%	12%	12%
Board reserve for Special Education	4%	4%	4%	4%
Undesignated/Unappropriated	<u>27%</u>	<u>27%</u>	<u>25%</u>	<u>22%</u>
Total reserves available for uncertainty	<u>48%</u>	<u>51%</u>	<u>47%</u>	<u>44%</u>

Multi Year Projections: MYP

2022-23

Unrestricted: Revenue

Property Tax - 1% Increase, Secure Tax
 No Increase to State Funding except Mandated Cost 2.48% Inc
 Reduce interest by 10%
 Increase contribution to Special Ed by 10%

Unrestricted Expenditures

Salaries and benefits:

Increase certificated salaries for step and column 3.5%
 Increase classified salaries for step and column 1%

Increase Health and Welfare benefits for all salary increases including:

1. 7.5 % projected increase for health benefits
2. STRS increase by 2.18% .23% / PERS increase 3.19%

Books, Supplies, Services, Equipment and Other Outgo

Inc supply/equipment budgets by .05%

2022-23

Restricted Revenue

Federal funds: no increase
 State Funds: Eliminate ELO, IBI Funds \$40,447
 Increase Parcel Tax by 3%

Restricted Expenditures

Salaries and benefits:

Increase certificated salaries for step and column 2%
 Increase classified salaries for step and column 5%
 Eliminate LLM stipend from certificated salaries

Increase Health and Welfare benefits for all salary increases including:

1. 7.5 % projected increase for health benefits
2. STRS increase 2.18%/PERS increase 3.19%

Books, Supplies, Services, Equipment and Other Outgo

Eliminate ELO, IBI expenditures:

1000 - 5,208
 2000 - \$5,719

Increase Utilities 3%

Increase Service agreement (technology) 3%

3000 - \$1,867

4000 - \$6,471

5000 - \$21,182

Increase excess cost to MCOE by 5%

Dec Early Retirement Incentive 5%

2023-24

Unrestricted: Revenue

Property Tax - 1% Increase, Secure Tax

No Increase to State Funding except Manfated Cost 3.1%

Reduce interest by 10%

Increase contribution to Special Ed by 10%

Unrestricted Expenditures

Increase certificated salaries for step and column 3.5%

Increase classified salaries for step and column 1%

Increase payroll driven taxes for increase to salaries

1. No Increase STRS ,/ PERS Increase 3.11%

2. Increase health costs 7.5%

Increase books, supplies 1.85%

Increase Utilities 3%

Increase Service agreement (technology) 3%

Increase utilities 3%

2023-24

Restricted Revenue

Federal Funds - no increase

State Funds - no increase

Increase Parcel Tax by 3%

Restricted Expenditures

Increase certificated salaries for step and column 2%

Increase classified salaries for step and column 4.5%

Increase payroll driven taxes for increase to salaries

1. No Increase STRS / PERS Increase 3.11%

2. Increase health costs 7.5%

Increase books, supplies 1.85%

Increase excess cost to MCOE by 5%

Dec Early Retirement Incentive 5%

ANNUAL BUDGET REPORT:

July 1, 2021 Budget Adoption

Insert "X" in applicable boxes:



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, 52061, and 52062.



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:

Public Hearing:

Place: www.nicasioschool.org

Place: _____

Date: _____

Date: June 16, 2021

Adoption Date: June 17, 2021

Time: 05:00 PM

Signed: _____

Clerk/Secretary of the Governing Board
(Original signature required)

Contact person for additional information on the budget reports:

Name: Margaret Bonardi

Telephone: 415-662-2184

Title: CBO

E-mail: cbo@nicasioschool.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	Budgeted (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	

CRITERIA AND STANDARDS (continued)			Met	Not Met
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	
9	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	
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?		X
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2020-21) annual payment?		X
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?	X	
		• If yes, are they lifetime benefits?	n/a	
		• If yes, do benefits continue beyond age 65?	n/a	
		• If yes, are benefits funded by pay-as-you-go?	n/a	
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation)?	X	
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		X
		• Certificated? (Section S8A, Line 1)		X
		• Classified? (Section S8B, Line 1)		
		• Management/supervisor/confidential? (Section S8C, Line 1)	n/a	
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?		X
		• Adoption date of the LCAP or an update to the LCAP:	Not Applicable	
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	
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	

Nicasio Elementary
Marin County

July 1 Budget
2021-22 Budget
Workers' Compensation Certification

21 65409 0000000
Form CC

ANNUAL CERTIFICATION REGARDING SELF-INSURED WORKERS' COMPENSATION CLAIMS

Pursuant to EC Section 42141, if a school district, either individually or as a member of a joint powers agency, 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:

() Our 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

(X) This school district is self-insured for workers' compensation claims through a JPA, and offers the following information:
Marin Schools Insurance Authority (MSIA)

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

Signed _____
Clerk/Secretary of the Governing Board
(Original signature required)

Date of Meeting: Jun 17, 2021

For additional information on this certification, please contact:

Name: Margaret Bonardi

Title: CBO

Telephone: 415-664-2184

E-mail: cbo@nicasioschool.org

			2020-21 Estimated Actuals			2021-22 Budget			
			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							% Diff Column C & F
A. REVENUES									
1) LCFF Sources	8010-8099		739,168.00	0.00	739,168.00	746,000.00	0.00	746,000.00	0.9%
2) Federal Revenue	8100-8299		0.00	50,412.00	50,412.00	0.00	28,991.00	28,991.00	-42.5%
3) Other State Revenue	8300-8599		5,705.00	83,160.00	88,865.00	5,538.00	41,154.00	46,692.00	-47.5%
4) Other Local Revenue	8600-8799		23,859.00	274,842.00	298,701.00	22,674.00	278,819.00	301,493.00	0.9%
5) TOTAL, REVENUES			768,732.00	408,414.00	1,177,146.00	774,212.00	348,964.00	1,123,176.00	-4.6%
B. EXPENDITURES									
1) Certificated Salaries	1000-1999		226,281.00	65,934.00	292,215.00	227,972.00	70,631.00	298,603.00	2.2%
2) Classified Salaries	2000-2999		135,083.00	39,842.00	174,925.00	131,232.00	50,852.00	182,084.00	4.1%
3) Employee Benefits	3000-3999		105,585.00	54,364.00	159,949.00	122,341.00	56,998.00	179,339.00	12.1%
4) Books and Supplies	4000-4999		40,300.00	36,878.00	77,178.00	35,163.00	36,065.00	71,228.00	-7.7%
5) Services and Other Operating Expenditures	5000-5999		192,579.00	81,654.00	274,233.00	171,391.00	101,715.00	273,106.00	-0.4%
6) Capital Outlay	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)	7100-7299 7400-7499		7,530.00	95,272.00	102,802.00	7,530.00	100,224.00	107,754.00	4.8%
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			707,358.00	373,944.00	1,081,302.00	695,629.00	416,485.00	1,112,114.00	2.8%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)									
			61,374.00	34,470.00	95,844.00	78,583.00	(67,521.00)	11,062.00	-88.5%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In	8900-8929		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	0.00	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		(51,905.00)	51,905.00	0.00	(56,702.00)	56,702.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(51,905.00)	51,905.00	0.00	(56,702.00)	56,702.00	0.00	0.0%

			2020-21 Estimated Actuals			2021-22 Budget			
			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							
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			9,469.00	86,375.00	95,844.00	21,881.00	(10,819.00)	11,062.00	-88.5%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	532,021.64	27,499.56	559,521.20	541,490.64	113,874.56	655,365.20	17.1%
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)			532,021.64	27,499.56	559,521.20	541,490.64	113,874.56	655,365.20	17.1%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			532,021.64	27,499.56	559,521.20	541,490.64	113,874.56	655,365.20	17.1%
2) Ending Balance, June 30 (E + F1e)			541,490.64	113,874.56	655,365.20	563,371.64	103,055.56	666,427.20	1.7%
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	113,874.56	113,874.56	0.00	103,055.56	103,055.56	-9.5%
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	196,634.23	0.00	196,634.23	186,325.00	0.00	186,325.00	-5.2%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	71,000.00	0.00	71,000.00	81,309.23	0.00	81,309.23	14.5%
Unassigned/Unappropriated Amount		9790	272,856.41	0.00	272,856.41	294,737.41	0.00	294,737.41	8.0%

			2020-21 Estimated Actuals			2021-22 Budget			
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Description	Resource Codes	Object Codes							
G. ASSETS									
1) Cash									
a) in County Treasury		9110	694,871.44	117,339.68	812,211.12				
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	398.00	398.00				
4) Due from Grantor Government		9290	0.00	0.00	0.00				
5) Due from Other Funds		9310	0.00	0.00	0.00				
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) TOTAL, ASSETS			695,871.44	117,737.68	813,609.12				
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	30,614.16	94.68	30,708.84				
2) Due to Grantor Governments		9590	0.00	0.00	0.00				
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			30,614.16	94.68	30,708.84				
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									

			2020-21 Estimated Actuals			2021-22 Budget			
			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							% Diff Column C & F
(G9 + H2) - (I6 + J2)			665,257.28	117,643.00	782,900.28				

			2020-21 Estimated Actuals			2021-22 Budget			
			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							% Diff Column C & F
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	7,598.00	0.00	7,598.00	7,588.00	0.00	7,588.00	-0.1%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions Homeowners' Exemptions		8021	2,896.00	0.00	2,896.00	2,896.00	0.00	2,896.00	0.0%
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	684,255.00	0.00	684,255.00	691,097.00	0.00	691,097.00	1.0%
Unsecured Roll Taxes		8042	14,208.00	0.00	14,208.00	14,208.00	0.00	14,208.00	0.0%
Prior Years' Taxes		8043	622.00	0.00	622.00	622.00	0.00	622.00	0.0%
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			749,168.00	0.00	749,168.00	756,000.00	0.00	756,000.00	0.9%
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%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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)	
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			739,168.00	0.00	739,168.00	746,000.00	0.00	746,000.00	0.9%
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	7,495.00	7,495.00	0.00	4,804.00	4,804.00	-35.9%
Special Education Discretionary Grants		8182	0.00	1,232.00	1,232.00	0.00	1,179.00	1,179.00	-4.3%
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		1,062.00	1,062.00		1,095.00	1,095.00	3.1%
Title III, Part A, Immigrant Student Program	4201	8290		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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, Part A, English Learner									
Program	4203	8290		1,487.00	1,487.00		1,487.00	1,487.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%
	3020, 3040, 3041, 3045, 3060, 3061, 3110, 3150, 3155, 3177, 3180, 3181, 3182, 3185, 4037, 4050, 4123, 4124, 4126, 4127, 4128, 5510, 5630	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act									
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	39,136.00	39,136.00	0.00	20,426.00	20,426.00	-47.8%
TOTAL, FEDERAL REVENUE			0.00	50,412.00	50,412.00	0.00	28,991.00	28,991.00	-42.5%
OTHER STATE REVENUE									
Other State Apportionments									
ROC/P Entitlement Prior Years	6360	8319		0.00	0.00		0.00	0.00	0.0%
Special Education Master Plan Current Year	6500	8311		0.00	0.00		0.00	0.00	0.0%
Prior Years	6500	8319		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	8319	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	1,218.00	0.00	1,218.00	1,218.00	0.00	1,218.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	4,295.00	1,675.00	5,970.00	4,125.00	1,575.00	5,700.00	-4.5%
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%
After School Education and Safety (ASES)	6010	8590		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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)	
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%
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%
Quality Education Investment Act	7400	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	192.00	81,485.00	81,677.00	195.00	39,579.00	39,774.00	-51.3%
TOTAL, OTHER STATE REVENUE			5,705.00	83,160.00	88,865.00	5,538.00	41,154.00	46,692.00	-47.5%

			2020-21 Estimated Actuals			2021-22 Budget			
Description	Resource Codes	Object Codes	Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
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	208,076.00	208,076.00	0.00	214,318.00	214,318.00	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	1,000.00	0.00	1,000.00	500.00	0.00	500.00	-50.0%
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	5,000.00	0.00	5,000.00	5,000.00	0.00	5,000.00	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	12,000.00	0.00	12,000.00	12,000.00	0.00	12,000.00	0.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Local Revenue									
Plus: Misc Funds Non-LCFF									

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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)	
(50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues From Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	1,185.00	47,088.00	48,273.00	500.00	44,763.00	45,263.00	-6.2%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	4,674.00	0.00	4,674.00	4,674.00	0.00	4,674.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		19,678.00	19,678.00		19,738.00	19,738.00	0.3%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
ROC/P Transfers									
From Districts or Charter Schools	6360	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6360	8792		0.00	0.00		0.00	0.00	0.0%
From JPAs	6360	8793		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		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			23,859.00	274,842.00	298,701.00	22,674.00	278,819.00	301,493.00	0.9%
TOTAL, REVENUES			768,732.00	408,414.00	1,177,146.00	774,212.00	348,964.00	1,123,176.00	-4.6%

			2020-21 Estimated Actuals			2021-22 Budget			
			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							% Diff Column C & F
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	153,639.00	63,934.00	217,573.00	154,545.00	68,882.00	223,427.00	2.7%
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	72,642.00	2,000.00	74,642.00	73,427.00	1,749.00	75,176.00	0.7%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			226,281.00	65,934.00	292,215.00	227,972.00	70,631.00	298,603.00	2.2%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	21,147.00	39,842.00	60,989.00	18,968.00	50,852.00	69,820.00	14.5%
Classified Support Salaries		2200	38,572.00	0.00	38,572.00	35,871.00	0.00	35,871.00	-7.0%
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	75,364.00	0.00	75,364.00	76,393.00	0.00	76,393.00	1.4%
Other Classified Salaries		2900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			135,083.00	39,842.00	174,925.00	131,232.00	50,852.00	182,084.00	4.1%
EMPLOYEE BENEFITS									
STRS		3101-3102	36,353.00	45,058.00	81,411.00	36,055.00	48,066.00	84,121.00	3.3%
PERS		3201-3202	22,180.00	3,833.00	26,013.00	24,692.00	1,522.00	26,214.00	0.8%
OASDI/Medicare/Alternative		3301-3302	14,186.00	3,754.00	17,940.00	14,996.00	4,621.00	19,617.00	9.3%
Health and Welfare Benefits		3401-3402	27,070.00	0.00	27,070.00	38,060.00	0.00	38,060.00	40.6%
Unemployment Insurance		3501-3502	185.00	85.00	270.00	4,431.00	1,349.00	5,780.00	2040.7%
Workers' Compensation		3601-3602	5,611.00	1,634.00	7,245.00	4,107.00	1,440.00	5,547.00	-23.4%
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		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			105,585.00	54,364.00	159,949.00	122,341.00	56,998.00	179,339.00	12.1%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	3,000.00	8,483.00	11,483.00	3,000.00	15,000.00	18,000.00	56.8%
Books and Other Reference Materials		4200	685.00	1,675.00	2,360.00	0.00	1,575.00	1,575.00	-33.3%
Materials and Supplies		4300	32,395.00	11,726.00	44,121.00	30,075.00	12,971.00	43,046.00	-2.4%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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)	
Noncapitalized Equipment		4400	4,220.00	14,994.00	19,214.00	2,088.00	6,519.00	8,607.00	-55.2%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			40,300.00	36,878.00	77,178.00	35,163.00	36,065.00	71,228.00	-7.7%
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	478.00	241.00	719.00	600.00	1,095.00	1,695.00	135.7%
Dues and Memberships		5300	1,716.00	0.00	1,716.00	1,750.00	0.00	1,750.00	2.0%
Insurance		5400 - 5450	7,013.00	0.00	7,013.00	7,094.00	0.00	7,094.00	1.2%
Operations and Housekeeping Services		5500	40,150.00	0.00	40,150.00	39,500.00	0.00	39,500.00	-1.6%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	13,430.00	0.00	13,430.00	7,960.00	0.00	7,960.00	-40.7%
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	124,942.00	75,413.00	200,355.00	109,737.00	94,620.00	204,357.00	2.0%
Communications		5900	4,850.00	6,000.00	10,850.00	4,750.00	6,000.00	10,750.00	-0.9%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			192,579.00	81,654.00	274,233.00	171,391.00	101,715.00	273,106.00	-0.4%

			2020-21 Estimated Actuals			2021-22 Budget			
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	% Diff Column C & F
Description	Resource Codes	Object Codes							
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
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	0.00	0.00	0.00	0.00	0.00	0.0%
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%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
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	95,272.00	95,272.00	0.00	100,224.00	100,224.00	5.2%
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%
ROC/P Transfers of Apportionments									
To Districts or Charter Schools	6360	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6360	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6360	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%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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 Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	2,637.00	0.00	2,637.00	2,637.00	0.00	2,637.00	0.0%
Other Debt Service - Principal		7439	4,893.00	0.00	4,893.00	4,893.00	0.00	4,893.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			7,530.00	95,272.00	102,802.00	7,530.00	100,224.00	107,754.00	4.8%
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			707,358.00	373,944.00	1,081,302.00	695,629.00	416,485.00	1,112,114.00	2.8%

			2020-21 Estimated Actuals			2021-22 Budget			
			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							
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%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals			2021-22 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	(126,905.00)	126,905.00	0.00	(136,702.00)	136,702.00	0.00	0.0%
Contributions from Restricted Revenues		8990	75,000.00	(75,000.00)	0.00	80,000.00	(80,000.00)	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(51,905.00)	51,905.00	0.00	(56,702.00)	56,702.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES									
(a - b + c - d + e)			(51,905.00)	51,905.00	0.00	(56,702.00)	56,702.00	0.00	0.0%

Nicasio Elementary
Marin County

July 1 Budget
Deferred Maintenance Fund
Expenditures by Object

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Form 14

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 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	500.00	500.00	0.0%
5) TOTAL, REVENUES			10,500.00	10,500.00	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	7,500.00	10,000.00	33.3%
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			7,500.00	10,000.00	33.3%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			3,000.00	500.00	-83.3%
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%

Nicasio Elementary
Marin County

July 1 Budget
Deferred Maintenance Fund
Expenditures by Object

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Form 14

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			3,000.00	500.00	-83.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	45,521.06	48,521.06	6.6%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			45,521.06	48,521.06	6.6%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			45,521.06	48,521.06	6.6%
2) Ending Balance, June 30 (E + F1e)			48,521.06	49,021.06	1.0%
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	48,521.06	49,021.06	1.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Nicasio Elementary
Marin County

July 1 Budget
Deferred Maintenance Fund
Expenditures by Object

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Form 14

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	45,835.47		
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		
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) TOTAL, ASSETS			45,835.47		
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					
Ending Fund Balance, June 30					
(G9 + H2) - (I6 + J2)			45,785.73		

Nicasio Elementary
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July 1 Budget
Deferred Maintenance Fund
Expenditures by Object

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Form 14

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	10,000.00	10,000.00	0.0%
LCFF/Revenue Limit 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	500.00	500.00	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			500.00	500.00	0.0%
TOTAL, REVENUES			10,500.00	10,500.00	0.0%

Nicasio Elementary
Marin County

July 1 Budget
Deferred Maintenance Fund
Expenditures by Object

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Form 14

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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%
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%

Nicasio Elementary
Marin County

July 1 Budget
Deferred Maintenance Fund
Expenditures by Object

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Form 14

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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	7,500.00	10,000.00	33.3%
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			7,500.00	10,000.00	33.3%
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%
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			7,500.00	10,000.00	33.3%

Nicasio Elementary
Marin County

July 1 Budget
Deferred Maintenance Fund
Expenditures by Object

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Form 14

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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%
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%

Nicasio Elementary
Marin County

July 1 Budget
Bond Interest and Redemption Fund
Expenditures by Object

21 65409 0000000
Form 51

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 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%

Nicasio Elementary
Marin County

July 1 Budget
Bond Interest and Redemption Fund
Expenditures by Object

21 65409 0000000
Form 51

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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	260,958.23	260,958.23	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			260,958.23	260,958.23	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			260,958.23	260,958.23	0.0%
2) Ending Balance, June 30 (E + F1e)			260,958.23	260,958.23	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	260,958.23	260,958.23	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%

Nicasio Elementary
Marin County

July 1 Budget
Bond Interest and Redemption Fund
Expenditures by Object

21 65409 0000000
Form 51

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	260,958.23		
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		
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) TOTAL ASSETS			260,958.23		
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 (G9 + H2) - (I6 + J2)			260,958.23		

Nicasio Elementary
Marin County

July 1 Budget
Bond Interest and Redemption Fund
Expenditures by Object

21 65409 0000000
Form 51

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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%

Nicasio Elementary
Marin County

July 1 Budget
Bond Interest and Redemption Fund
Expenditures by Object

21 65409 0000000
Form 51

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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%

Nicasio Elementary
Marin County

July 1 Budget
Bond Interest and Redemption Fund
Expenditures by Object

21 65409 0000000
Form 51

Description	Resource Codes	Object Codes	2020-21 Estimated Actuals	2021-22 Budget	Percent Difference
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					
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%

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	292,215.00	301	0.00	303	292,215.00	305	0.00		307	292,215.00	309
2000 - Classified Salaries	174,925.00	311	0.00	313	174,925.00	315	0.00		317	174,925.00	319
3000 - Employee Benefits	159,949.00	321	0.00	323	159,949.00	325	0.00		327	159,949.00	329
4000 - Books, Supplies Equip Replace. (6500)	77,178.00	331	20,000.00	333	57,178.00	335	6,970.00		337	50,208.00	339
5000 - Services . . . & 7300 - Indirect Costs	274,233.00	341	0.00	343	274,233.00	345	34,302.00		347	239,931.00	349
TOTAL					958,500.00	365			TOTAL	917,228.00	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	215,073.00	375
2. Salaries of Instructional Aides Per EC 41011.	2100	60,989.00	380
3. STRS.	3101 & 3102	69,033.00	382
4. PERS.	3201 & 3202	3,833.00	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	7,715.00	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	25,250.00	385
7. Unemployment Insurance.	3501 & 3502	173.00	390
8. Workers' Compensation Insurance.	3601 & 3602	4,333.00	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	0.00	
10. Other Benefits (EC 22310).	3901 & 3902	0.00	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).		386,399.00	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.		386,399.00	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.		42.13%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter '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)	60.00%
2. Percentage spent by this district (Part II, Line 15)	42.13%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	17.87%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	917,228.00
5. Deficiency Amount (Part III, Line 3 times Line 4)	163,908.64

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

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	298,603.00	301	0.00	303	298,603.00	305	0.00		307	298,603.00	309
2000 - Classified Salaries	182,084.00	311	0.00	313	182,084.00	315	0.00		317	182,084.00	319
3000 - Employee Benefits	179,339.00	321	0.00	323	179,339.00	325	0.00		327	179,339.00	329
4000 - Books, Supplies Equip Replace. (6500)	71,228.00	331	20,000.00	333	51,228.00	335	5,000.00		337	46,228.00	339
5000 - Services. . . & 7300 - Indirect Costs	273,106.00	341	0.00	343	273,106.00	345	33,949.00		347	239,157.00	349
TOTAL					984,360.00	365			TOTAL	945,411.00	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	220,927.00	375
2. Salaries of Instructional Aides Per EC 41011.	2100	69,820.00	380
3. STRS.	3101 & 3102	72,431.00	382
4. PERS.	3201 & 3202	1,522.00	383
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	8,330.00	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	34,350.00	385
7. Unemployment Insurance.	3501 & 3502	3,464.00	390
8. Workers' Compensation Insurance.	3601 & 3602	3,426.00	392
9. OPEB, Active Employees (EC 41372).	3751 & 3752	0.00	
10. Other Benefits (EC 22310).	3901 & 3902	0.00	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).		414,270.00	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.		414,270.00	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.		43.82%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter '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)	60.00%
2. Percentage spent by this district (Part II, Line 15)	43.82%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	16.18%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	945,411.00
5. Deficiency Amount (Part III, Line 3 times Line 4)	152,967.50

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

Nicasio Elementary
Marin County

July 1 Budget
2020-21 Estimated Actuals
Schedule of Long-Term Liabilities

21 65409 0000000
Form DEBT

	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	1,390,000.00		1,390,000.00			1,390,000.00	
State School Building Loans Payable			0.00			0.00	
Certificates of Participation Payable			0.00			0.00	
Capital Leases Payable			0.00			0.00	
Lease Revenue Bonds Payable			0.00			0.00	
Other General Long-Term Debt	13,843.33		13,843.33			13,843.33	
Net Pension Liability			0.00			0.00	
Total/Net OPEB Liability			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Governmental activities long-term liabilities	1,403,843.33	0.00	1,403,843.33	0.00	0.00	1,403,843.33	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	
Capital 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	
Business-type activities long-term liabilities	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Nicasio Elementary
Marin County

July 1 Budget
2020-21 Estimated Actuals
Every Student Succeeds Act Maintenance of Effort Expenditures

21 65409 0000000
Form ESMOE

Section I - Expenditures	Funds 01, 09, and 62			2020-21 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	1,081,302.00
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	50,412.00
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	0.00
3. Debt Service	All	9100	5400-5450, 5800, 7430- 7439	7,530.00
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	0.00
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)				7,530.00
D. Plus additional MOE expenditures:			1000-7143, 7300-7439 minus 8000-8699	
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All		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)				1,023,360.00

Nicasio Elementary
Marin County

July 1 Budget
2020-21 Estimated Actuals
Every Student Succeeds Act Maintenance of Effort Expenditures

21 65409 0000000
Form ESMOE

Section II - Expenditures Per ADA		2020-21 Annual ADA/ Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)		37.99
B. Expenditures per ADA (Line I.E divided by Line II.A)		26,937.62
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.)	991,839.22	26,107.90
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)	991,839.22	26,107.90
B. Required effort (Line A.2 times 90%)	892,655.30	23,497.11
C. Current year expenditures (Line I.E and Line II.B)	1,023,360.00	26,937.62
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 2022-23 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) 28,751.00
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) 598,338.00

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) 4.81%

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)	55,114.00
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	5,790.00
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)	6,242.08
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)	67,146.08
9. Carry-Forward Adjustment (Part IV, Line F)	4,824.48
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	71,970.56

B. Base Costs

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	449,290.00
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	223,736.00
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 4700 and 5100)	87,466.00
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)	16,581.00
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000-5999, minus Part III, Line A3)	9,250.00
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)	1,500.00
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)	0.00
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)	123,530.92
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)	911,353.92

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)

7.37%

D. Preliminary Proposed Indirect Cost Rate

(For final approved fixed-with-carry-forward rate for use in 2022-23 see www.cde.ca.gov/fg/ac/ic/)

(Line A10 divided by Line B19)

7.90%

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)	67,146.08
B. Carry-forward adjustment from prior year(s)	
1. Carry-forward adjustment from the second prior year	8,308.33
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 (7.75%) times Part III, Line B19); zero if negative	4,824.48
2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (7.75%) 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)	4,824.48
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)	4,824.48

Nicasio Elementary
Marin County

July 1 Budget
2020-21 Estimated Actuals
LOTTERY REPORT
Revenues, Expenditures and
Ending Balances - All Funds

21 65409 0000000
Form L

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	8,885.84		2,234.77	11,120.61
2. State Lottery Revenue	8560	4,295.00		1,675.00	5,970.00
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. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		13,180.84	0.00	3,909.77	17,090.61
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	0.00			0.00
2. Classified Salaries	2000-2999	0.00			0.00
3. Employee Benefits	3000-3999	0.00			0.00
4. Books and Supplies	4000-4999	5,295.00		1,675.00	6,970.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	1,000.00			1,000.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800				
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800				
6. Capital Outlay	6000-6999	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				
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)		6,295.00	0.00	1,675.00	7,970.00
C. ENDING BALANCE					
(Must equal Line A6 minus Line B12)	979Z	6,885.84	0.00	2,234.77	9,120.61
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.

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 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/Revenue Limit Sources	8010-8099	746,000.00	0.93%	752,911.00	0.93%	759,891.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	5,538.00	0.54%	5,568.00	0.56%	5,599.00
4. Other Local Revenues	8600-8799	22,674.00	-2.21%	22,174.00	-2.03%	21,724.00
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	(56,702.00)	10.85%	(62,854.00)	10.23%	(69,282.00)
6. Total (Sum lines A1 thru A5c)		717,510.00	0.04%	717,799.00	0.02%	717,932.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				227,972.00		235,496.00
b. Step & Column Adjustment				7,524.00		7,777.00
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	227,972.00	3.30%	235,496.00	3.30%	243,273.00
2. Classified Salaries						
a. Base Salaries				131,232.00		132,544.00
b. Step & Column Adjustment				1,312.00		1,326.00
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	131,232.00	1.00%	132,544.00	1.00%	133,870.00
3. Employee Benefits	3000-3999	122,341.00	12.02%	137,042.00	3.09%	141,278.00
4. Books and Supplies	4000-4999	35,163.00	1.69%	35,758.00	1.69%	36,364.00
5. Services and Other Operating Expenditures	5000-5999	171,391.00	2.91%	176,372.00	2.91%	181,503.00
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	7,530.00	-5.39%	7,124.00	-5.70%	6,718.00
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)				0.00		0.00
11. Total (Sum lines B1 thru B10)		695,629.00	4.13%	724,336.00	2.58%	743,006.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		21,881.00		(6,537.00)		(25,074.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		541,490.64		563,371.64		556,834.64
2. Ending Fund Balance (Sum lines C and D1)		563,371.64		556,834.64		531,760.64
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		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	186,325.00		186,325.30		186,325.30
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	81,309.23		71,000.00		71,000.00
2. Unassigned/Unappropriated	9790	294,737.41		298,509.34		273,435.34
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		563,371.64		556,834.64		531,760.64

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	81,309.23		71,000.00		71,000.00
c. Unassigned/Unappropriated	9790	294,737.41		298,509.34		273,435.34
(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)		376,046.64		369,509.34		344,435.34
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	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 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/Revenue Limit Sources	8010-8099	0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	8100-8299	28,991.00	0.00%	28,991.00	0.00%	28,991.00
3. Other State Revenues	8300-8599	41,154.00	5.08%	43,245.00	-7.49%	40,006.00
4. Other Local Revenues	8600-8799	278,819.00	2.31%	285,249.00	2.32%	291,871.00
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	56,702.00	10.85%	62,854.00	10.23%	69,282.00
6. Total (Sum lines A1 thru A5c)		405,666.00	3.62%	420,339.00	2.33%	430,150.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				70,631.00		66,731.00
b. Step & Column Adjustment				1,308.00		1,335.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(5,208.00)		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	70,631.00	-5.52%	66,731.00	2.00%	68,066.00
2. Classified Salaries						
a. Base Salaries				50,852.00		53,140.00
b. Step & Column Adjustment				2,288.00		2,391.00
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	50,852.00	4.50%	53,140.00	4.50%	55,531.00
3. Employee Benefits	3000-3999	56,998.00	5.19%	59,955.00	-0.20%	59,838.00
4. Books and Supplies	4000-4999	36,065.00	1.08%	36,455.00	1.09%	36,852.00
5. Services and Other Operating Expenditures	5000-5999	101,715.00	2.79%	104,554.00	2.80%	107,477.00
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	100,224.00	5.00%	105,235.00	5.00%	110,497.00
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)				0.00		0.00
11. Total (Sum lines B1 thru B10)		416,485.00	2.30%	426,070.00	2.86%	438,261.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		(10,819.00)		(5,731.00)		(8,111.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		113,874.56		103,055.56		97,324.56
2. Ending Fund Balance (Sum lines C and D1)		103,055.56		97,324.56		89,213.56
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	103,055.56		107,650.56		105,002.56
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	0.00		(10,326.00)		(15,789.00)
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		103,055.56		97,324.56		89,213.56

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
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.						
Removed COVID relief fund salaries						

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 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/Revenue Limit Sources	8010-8099	746,000.00	0.93%	752,911.00	0.93%	759,891.00
2. Federal Revenues	8100-8299	28,991.00	0.00%	28,991.00	0.00%	28,991.00
3. Other State Revenues	8300-8599	46,692.00	4.54%	48,813.00	-6.57%	45,605.00
4. Other Local Revenues	8600-8799	301,493.00	1.97%	307,423.00	2.01%	313,595.00
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)		1,123,176.00	1.33%	1,138,138.00	0.87%	1,148,082.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				298,603.00		302,227.00
b. Step & Column Adjustment				8,832.00		9,112.00
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(5,208.00)		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	298,603.00	1.21%	302,227.00	3.01%	311,339.00
2. Classified Salaries						
a. Base Salaries				182,084.00		185,684.00
b. Step & Column Adjustment				3,600.00		3,717.00
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	182,084.00	1.98%	185,684.00	2.00%	189,401.00
3. Employee Benefits	3000-3999	179,339.00	9.85%	196,997.00	2.09%	201,116.00
4. Books and Supplies	4000-4999	71,228.00	1.38%	72,213.00	1.39%	73,216.00
5. Services and Other Operating Expenditures	5000-5999	273,106.00	2.86%	280,926.00	2.87%	288,980.00
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	107,754.00	4.27%	112,359.00	4.32%	117,215.00
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)		1,112,114.00	3.44%	1,150,406.00	2.68%	1,181,267.00
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)		11,062.00		(12,268.00)		(33,185.00)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		655,365.20		666,427.20		654,159.20
2. Ending Fund Balance (Sum lines C and D1)		666,427.20		654,159.20		620,974.20
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	1,000.00		1,000.00		1,000.00
b. Restricted	9740	103,055.56		107,650.56		105,002.56
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	186,325.00		186,325.30		186,325.30
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	81,309.23		71,000.00		71,000.00
2. Unassigned/Unappropriated	9790	294,737.41		288,183.34		257,646.34
f. Total Components of Ending Fund Balance		666,427.20		654,159.20		620,974.20
(Line D3f must agree with line D2)						

Description	Object Codes	2021-22 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2022-23 Projection (C)	% Change (Cols. E-C/C) (D)	2023-24 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	81,309.23		71,000.00		71,000.00
c. Unassigned/Unappropriated	9790	294,737.41		298,509.34		273,435.34
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			(10,326.00)		(15,789.00)
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)		376,046.64		359,183.34		328,646.34
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		33.81%		31.22%		27.82%
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					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
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		0.00		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)		36.89		36.89		36.89
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		1,112,114.00		1,150,406.00		1,181,267.00
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)		1,112,114.00		1,150,406.00		1,181,267.00
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		5%		5%		5%
e. Reserve Standard - By Percent (Line F3c times F3d)		55,605.70		57,520.30		59,063.35
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		71,000.00		71,000.00		71,000.00
g. Reserve Standard (Greater of Line F3e or F3f)		71,000.00		71,000.00		71,000.00
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Current LEA: 21-65409-0000000 Nicasio Elementary		
Selected SELPA: AT		(Enter a SELPA ID from the list below then save and close)
POTENTIAL SELPAS FOR THIS LEA		
ID	SELPA-TITLE	DATE APPROVED (from Form SEA)
AT	Marin County	

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: 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):

District's ADA Standard Percentage Level:

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 (2018-19)				
District Regular	35	40		
Charter School				
Total ADA	35	40	N/A	Met
Second Prior Year (2019-20)				
District Regular	38	38		
Charter School				
Total ADA	38	38	0.0%	Met
First Prior Year (2020-21)				
District Regular	37	37		
Charter School		0		
Total ADA	37	37	0.0%	Met
Budget Year (2021-22)				
District Regular	37			
Charter School	0			
Total ADA	37			

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, CBEDS Actual column for the First Prior Year; all other data are extracted or calculated. CBEDS 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 CBEDS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2018-19)				
District Regular	37	39		
Charter School				
Total Enrollment	37	39	N/A	Met
Second Prior Year (2019-20)				
District Regular	40	38		
Charter School				
Total Enrollment	40	38	5.0%	Not Met
First Prior Year (2020-21)				
District Regular	40	37		
Charter School				
Total Enrollment	40	37	7.5%	Not Met
Budget Year (2021-22)				
District Regular	40			
Charter School				
Total Enrollment	40			

2B. Comparison of District Enrollment to the Standard

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

- 1a. **STANDARD NOT MET** - Enrollment was estimated above the standard for the first prior year. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

Explanation:
(required if NOT met)

Nicasio Elementary is a small school district, swings in enrollment are unpredictable and always statistically significant.

- 1b. **STANDARD NOT MET** - Enrollment was estimated above the standard for two or more of the previous three years. Provide reasons for the overestimate, a description of the methods and assumptions used in projecting enrollment, and what changes will be made to improve the accuracy of projections in this area.

Explanation:
(required if NOT met)

Nicasio Elementary is a small school district, swings in enrollment are unpredictable and always statistically significant.

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 CBEDS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2018-19)			
District Regular	38	39	
Charter School		0	
Total ADA/Enrollment	38	39	97.4%
Second Prior Year (2019-20)			
District Regular	37	38	
Charter School			
Total ADA/Enrollment	37	38	97.4%
First Prior Year (2020-21)			
District Regular	37	37	
Charter School	0		
Total ADA/Enrollment	37	37	100.0%
Historical Average Ratio:			98.3%
District's ADA to Enrollment Standard (historical average ratio plus 0.5%):			98.8%

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 (2021-22)				
District Regular	37	40		
Charter School	0			
Total ADA/Enrollment	37	40	92.5%	Met
1st Subsequent Year (2022-23)				
District Regular	37	40		
Charter School				
Total ADA/Enrollment	37	40	92.5%	Met
2nd Subsequent Year (2023-24)				
District Regular	37	40		
Charter School				
Total ADA/Enrollment	37	40	92.5%	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 MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

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 gap funding or cost-of-living adjustment (COLA)¹ and its economic recovery target payment, 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 gap funding or COLA¹ and its economic recovery target payment, plus or minus one percent.

¹ Districts that are already at or above their LCFF target funding as described in Education Code Section 42238.03(d) receive no gap funding. These districts have a COLA applied to their LCFF target, but their year-over-year revenue increase might be less than the statutory COLA due to certain local factors and components of the funding formula.

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.

Note: Due to the full implementation of LCFF, gap funding and the economic recovery target increment payment amounts are no longer applicable.

Projected LCFF Revenue

	Prior Year (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Step 1 - Change in Population				
a. ADA (Funded) (Form A, lines A6 and C4)	37.99	37.99	37.99	37.99
b. Prior Year ADA (Funded)		37.99	37.99	37.99
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		730,578.00	730,566.00	730,566.00
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 (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	701,981.00	708,823.00	715,734.00	722,714.00
Percent Change from Previous Year		0.97%	0.97%	0.98%
Basic Aid Standard (percent change from previous year, plus/minus 1%):		-.03% to 1.97%	-.03% to 1.97%	-.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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
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 (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	749,168.00	756,000.00	762,911.00	769,891.00
District's Projected Change in LCFF Revenue:		0.91%	0.91%	0.91%
Basic Aid Standard:		-.03% to 1.97%	-.03% to 1.97%	-.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)

District falls within acceptable ranges in all years.

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 (Form 01, Objects 1000-3999)	Total Expenditures (Form 01, Objects 1000-7499)	
Third Prior Year (2018-19)	415,292.72	633,896.01	65.5%
Second Prior Year (2019-20)	452,628.35	622,868.25	72.7%
First Prior Year (2020-21)	466,949.00	707,358.00	66.0%
	Historical Average Ratio:		68.1%

District's Reserve Standard Percentage (Criterion 10B, Line 4): District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
	5.0%	5.0%	5.0%
	63.1% to 73.1%	63.1% to 73.1%	63.1% to 73.1%

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 (Form 01, Objects 1000-3999) (Form MYP, Lines B1-B3)	Total Expenditures (Form 01, Objects 1000-7499) (Form MYP, Lines B1-B8, B10)		
Budget Year (2021-22)	481,545.00	695,629.00	69.2%	Met
1st Subsequent Year (2022-23)	505,082.00	724,336.00	69.7%	Met
2nd Subsequent Year (2023-24)	518,421.00	743,006.00	69.8%	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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
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 (2020-21)	50,412.00		
Budget Year (2021-22)	28,991.00	-42.49%	Yes
1st Subsequent Year (2022-23)	28,991.00	0.00%	No
2nd Subsequent Year (2023-24)	28,991.00	0.00%	No

Explanation:
(required if Yes)

Removed 1x COVID-19 funds

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)			
First Prior Year (2020-21)	88,865.00		
Budget Year (2021-22)	46,692.00	-47.46%	Yes
1st Subsequent Year (2022-23)	48,813.00	4.54%	No
2nd Subsequent Year (2023-24)	45,605.00	-6.57%	Yes

Explanation:
(required if Yes)

Removed 1x COVID-19 funds

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)			
First Prior Year (2020-21)	298,701.00		
Budget Year (2021-22)	301,493.00	0.93%	No
1st Subsequent Year (2022-23)	307,423.00	1.97%	No
2nd Subsequent Year (2023-24)	313,595.00	2.01%	No

Explanation:
(required if Yes)

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)			
First Prior Year (2020-21)	77,178.00		
Budget Year (2021-22)	71,228.00	-7.71%	Yes
1st Subsequent Year (2022-23)	72,213.00	1.38%	No
2nd Subsequent Year (2023-24)	73,216.00	1.39%	No

Explanation:
(required if Yes)

Removed 1x COVID-19 expenditures

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

First Prior Year (2020-21)	274,233.00		
Budget Year (2021-22)	273,106.00	-0.41%	No
1st Subsequent Year (2022-23)	280,926.00	2.86%	No
2nd Subsequent Year (2023-24)	288,980.00	2.87%	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 (2020-21)	437,978.00		
Budget Year (2021-22)	377,176.00	-13.88%	Not Met
1st Subsequent Year (2022-23)	385,227.00	2.13%	Met
2nd Subsequent Year (2023-24)	388,191.00	0.77%	Met
Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)			
First Prior Year (2020-21)	351,411.00		
Budget Year (2021-22)	344,334.00	-2.01%	Met
1st Subsequent Year (2022-23)	353,139.00	2.56%	Met
2nd Subsequent Year (2023-24)	362,196.00	2.56%	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)

Removed 1x COVID-19 funds

Explanation:
Other State Revenue
(linked from 6B
if NOT met)

Removed 1x COVID-19 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. Per SB 98 and SB 820 of 2020, resources 3210, 3215, 3220, 5316, 7027, 7420, and 7690 are excluded from the total general fund expenditures calculation.

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 3210, 3215, 3220, 5316, 7027, 7420, and 7690)

1,075,774.00

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

0.00

- c. Net Budgeted Expenditures and Other Financing Uses

1,075,774.00

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

32,273.22

Budgeted Contribution¹
to the Ongoing and Major
Maintenance Account

0.00

Status

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:

X

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 (2018-19)	Second Prior Year (2019-20)	First Prior Year (2020-21)
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)	0.00	69,000.00	71,000.00
c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	253,833.67	267,493.41	272,856.41
d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	0.00
e. Available Reserves (Lines 1a through 1d)	253,833.67	336,493.41	343,856.41
2. Expenditures and Other Financing Uses			
a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	1,063,486.12	1,023,070.08	1,081,302.00
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)	1,063,486.12	1,023,070.08	1,081,302.00
3. District's Available Reserve Percentage (Line 1e divided by Line 2c)	23.9%	32.9%	31.8%
District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	8.0%	11.0%	10.6%

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 Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2018-19)	58,248.70	633,896.01	N/A	Met
Second Prior Year (2019-20)	86,313.97	622,868.25	N/A	Met
First Prior Year (2020-21)	9,469.00	707,358.00	N/A	Met
Budget Year (2021-22) (Information only)	21,881.00	695,629.00		

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 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 400,000
0.3%	400,001 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. 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 (2018-19)	327,888.76	387,458.97	N/A		Met
Second Prior Year (2019-20)	427,995.97	445,707.67	N/A		Met
First Prior Year (2020-21)	460,226.67	532,021.64	N/A		Met
Budget Year (2021-22) (Information only)	541,490.64				

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

9B. 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)

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 \$71,000 (greater of)	0	to 300
4% or \$71,000 (greater of)	301	to 1,000
3%	1,001	to 30,000
2%	30,001	to 400,000
1%	400,001	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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4, Subsequent Years, Form MYP, Line F2, if available.)	37	37	37
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 and, if Yes, enter data for item 2a and 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):

Yes

	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	0.00	0.00	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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
1. Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	1,112,114.00	1,150,406.00	1,181,267.00
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)	1,112,114.00	1,150,406.00	1,181,267.00
4. Reserve Standard Percentage Level	5%	5%	5%
5. Reserve Standard - by Percent (Line B3 times Line B4)	55,605.70	57,520.30	59,063.35
6. Reserve Standard - by Amount (\$71,000 for districts with 0 to 1,000 ADA, else 0)	71,000.00	71,000.00	71,000.00
7. District's Reserve Standard (Greater of Line B5 or Line B6)	71,000.00	71,000.00	71,000.00

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.

Reserve Amounts

(Unrestricted resources 0000-1999 except Line 4):

1. General Fund - Stabilization Arrangements
(Fund 01, Object 9750) (Form MYP, Line E1a)
2. General Fund - Reserve for Economic Uncertainties
(Fund 01, Object 9789) (Form MYP, Line E1b)
3. General Fund - Unassigned/Unappropriated Amount
(Fund 01, Object 9790) (Form MYP, Line E1c)
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)
5. Special Reserve Fund - Stabilization Arrangements
(Fund 17, Object 9750) (Form MYP, Line E2a)
6. Special Reserve Fund - Reserve for Economic Uncertainties
(Fund 17, Object 9789) (Form MYP, Line E2b)
7. Special Reserve Fund - Unassigned/Unappropriated Amount
(Fund 17, Object 9790) (Form MYP, Line E2c)
8. District's Budgeted Reserve Amount
(Lines C1 thru C7)
9. District's Budgeted Reserve Percentage (Information only)
(Line 8 divided by Section 10B, Line 3)

**District's Reserve Standard
(Section 10B, Line 7):**

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
0.00	0.00	0.00
81,309.23	71,000.00	71,000.00
294,737.41	298,509.34	273,435.34
0.00	(10,326.00)	(15,789.00)
0.00		
0.00		
0.00		
376,046.64	359,183.34	328,646.34
33.81%	31.22%	27.82%
71,000.00	71,000.00	71,000.00
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 (2020-21)	(126,905.00)			
Budget Year (2021-22)	(136,702.00)	9,797.00	7.7%	Met
1st Subsequent Year (2022-23)	(133,210.00)	(3,492.00)	-2.6%	Met
2nd Subsequent Year (2023-24)	(139,205.00)	5,995.00	4.5%	Met
1b. Transfers In, General Fund *				
First Prior Year (2020-21)	0.00			
Budget Year (2021-22)	0.00	0.00	0.0%	Met
1st Subsequent Year (2022-23)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2023-24)	0.00	0.00	0.0%	Met
1c. Transfers Out, General Fund *				
First Prior Year (2020-21)	0.00			
Budget Year (2021-22)	0.00	0.00	0.0%	Met
1st Subsequent Year (2022-23)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2023-24)	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. MET - Projected contributions have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

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)

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

DATA ENTRY: Enter an explanation if Yes.

- 1a. Yes - Annual payments for long-term commitments have increased in one or more of the budget or two subsequent fiscal years. Explain how the increase in annual payments will be funded.

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

General obligation Bonds are collected and paid by the Marin County Treasurer from Parcel Tax. Early retirement incentive payment is paid with unrestricted general fund revenues.

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?

No

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)
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

0.00

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

Budget Year
(2021-22)

1st Subsequent Year
(2022-23)

2nd Subsequent Year
(2023-24)

0.00

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

Budget Year
(2021-22)

1st Subsequent Year
(2022-23)

2nd Subsequent Year
(2023-24)

4. Self-Insurance Contributions

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

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) (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of certificated (non-management) full-time-equivalent (FTE) positions	3.0	3.0	3.0	3.0

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
(2021-22)

1st Subsequent Year
(2022-23)

2nd Subsequent Year
(2023-24)

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

3,939

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
0	0	0

7. Amount included for any tentative salary schedule increases

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

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes
26,875	28,891	31,057
100.0%	100.0%	100.0%
7.5%	7.5%	7.5%

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		
----	--	--

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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

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes
8,634	8,833	9,111
3.0%	3.0%	3.0%

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?

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes
Yes	Yes	Yes

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) (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of classified (non-management) FTE positions	2.5	2.5	2.5	2.5

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
(2021-22)

1st Subsequent Year
(2022-23)

2nd Subsequent Year
(2023-24)

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

2,280

Budget Year
(2021-22)

1st Subsequent Year
(2022-23)

2nd Subsequent Year
(2023-24)

7. Amount included for any tentative salary schedule increases

Classified (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

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes
11,185	12,024	12,926
100.0%	100.0%	100.0%
7.5%	7.5%	7.5%

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		
----	--	--

--

Classified (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

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Yes	Yes	Yes
3,500	3,601	3,717
3.5%	3.5%	3.5%

Classified (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?

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
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) (2020-21)	Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)
Number of management, supervisor, and confidential FTE positions	0.0	0.0	0.0	0.0

**Management/Supervisor/Confidential
Salary and Benefit Negotiations**

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

n/a

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 (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)

Negotiations Not Settled

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

4. Amount included for any tentative salary schedule increases

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)

**Management/Supervisor/Confidential
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

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)

**Management/Supervisor/Confidential
Step and Column Adjustments**

- Are step & column adjustments included in the budget and MYPs?
- Cost of step and column adjustments
- Percent change in step & column over prior year

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)

**Management/Supervisor/Confidential
Other Benefits (mileage, bonuses, etc.)**

- Are costs of other benefits included in the budget and MYPs?
- Total cost of other benefits
- Percent change in cost of other benefits over prior year

Budget Year (2021-22)	1st Subsequent Year (2022-23)	2nd Subsequent Year (2023-24)

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.

Not Applicable

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?

No

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? | <input type="button" value="No"/> |
| A2. Is the system of personnel position control independent from the payroll system? | <input type="button" value="Yes"/> |
| 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) | <input type="button" value="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? | <input type="button" value="No"/> |
| 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? | <input type="button" value="No"/> |
| A6. Does the district provide uncapped (100% employer paid) health benefits for current or retired employees? | <input type="button" value="No"/> |
| A7. Is the district's financial system independent of the county office system? | <input type="button" value="No"/> |
| 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) | <input type="button" value="No"/> |
| A9. Have there been personnel changes in the superintendent or chief business official positions within the last 12 months? | <input type="button" value="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

Nicasio School District

Since 1862

Board of Trustees

Elaine Doss, *Board President* ~ Daniel Ager, *Trustee* ~ Mark Burton, *Trustee*

To: Nicasio School District Board of Trustees
From: Margie Bonardi, CBO
Date: June 17, 2021
Re: Approve Budget Transfer Authority Resolution 2020-21 (Year End)

Background: Each year, it is necessary to transfer budgets from one account to another in order to properly close the books for the fiscal year and to comply with the statutory requirement that no major budget category can be overspent when bills are paid. This activity takes place in the summer within a short timeline. Routinely, the Board of Trustees, like other boards in the State, adopts a resolution that delegates the authority to the Chief Business Official to make such transfers.

Funding Source: To be determined at closing

Recommendation: Staff recommends approval of the Resolution to approve Budget Transfers at year end, in accordance with the California Education Code.

NICASIO SCHOOL DISTRICT

RESOLUTION 2020-21 #3

2020-21 YEAR END BUDGET TRANSFER AUTHORIZATION

WHEREAS, it is anticipated that expenditures during the month of June 2021 may exceed the remaining balances in certain budget classifications; and

WHEREAS, it is the desire of this Board to avoid delays in payment of liabilities of the district which may result if the governing board is required to adopt resolutions for budget transfers at the close of the school year; and

WHEREAS, Section 42600 of the Education Code provides for the eventuality of budget transfers required at the close of the fiscal year by authorizing the Chief Business Official the power to make such transfers as may be necessary to permit the payment of obligations incurred during the current fiscal year;

NOW, THEREFORE, BE IT RESOLVED that the Chief Business Official is hereby authorized and directed to make such necessary budget transfers between and/or among the undistributed reserve, the reserve for contingencies, and the various expenditure classifications, to permit the payment of obligations of the district incurred in fiscal year 2020-21.

PASSED AND ADOPTED this 17th day of June, 2021, by the following vote:

AYES:

NAYS:

ABSTAIN:

ABSENT:

President
Board of Trustees

Clerk
Board of Trustees

I, _____ Secretary to the Board of Trustees, do hereby certify that the foregoing is a true and correct copy of the Resolution adopted by the Board of Trustees of the NICASIO SCHOOL DISTRICT at its Meeting of June 17, 2021, which Resolution is on file in the office of this school district.

Date

Secretary to the Board of Trustees

RESOLUTION 2020-21 #4
of the Governing Board of the

NICASIO School/College District
County of Marin, State of California

AUTHORIZATION TO SIGN ON BEHALF OF THE GOVERNING BOARD

NICASIO, California

June 17, 2021

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, 2021 - June 30, 2022 (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.

Nancy Neu

IS AUTHORIZED TO SIGN THE FOLLOWING ON BEHALF OF THE BOARD:

Name (Typed)

Interim Superintendent

Title

Signature

Please Indicate
"Yes" or "No"

Payroll & Retirement

Overpayment / Adjustment	Yes	<input type="checkbox"/>
Retirement Election Forms	Yes	<input type="checkbox"/>
Sick Leave Transfers	Yes	<input type="checkbox"/>
Sick Leave Service Credit Calculations	Yes	<input type="checkbox"/>

Cash Receipt / Disbursement Authorization

Endorsement Checks	Yes	<input type="checkbox"/>
Journal Vouchers Requests	Yes	<input type="checkbox"/>
Loan Request - Tax Anticipation Note (TAN)	Yes	<input type="checkbox"/>
Payroll Order Certification	Yes	<input type="checkbox"/>
Vendor Payment Certification	Yes	<input type="checkbox"/>
Deposit Transmittal	Yes	<input type="checkbox"/>

Attendance Reporting

Attendance Certifications	Yes	<input type="checkbox"/>
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State and Federal Reporting

Audit Findings-Certification of Corrective Action	Yes	<input type="checkbox"/>
Certification of Federal Funds	Yes	<input type="checkbox"/>
Independent Auditor Selection Form	Yes	<input type="checkbox"/>
Salary and Benefit Schedule (J90)	Yes	<input type="checkbox"/>

Other (Please Specify)

Signed by a majority of trustees (Original signatures required on all copies):

RESOLUTION 2020-21 #4
of the Governing Board of the

NICASIO School/College District
County of Marin, State of California

AUTHORIZATION TO SIGN ON BEHALF OF THE GOVERNING BOARD

NICASIO, California

June 17, 2021

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, 2021 - June 30, 2022 (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.

Margie Bonardi

IS AUTHORIZED TO SIGN THE FOLLOWING ON BEHALF OF THE BOARD:

Name (Typed)

Chief Business Official

Title

Signature

Please Indicate
"Yes" or "No"

Payroll & Retirement

Overpayment / Adjustment	Yes	<input checked="" type="checkbox"/>
Retirement Election Forms	Yes	<input checked="" type="checkbox"/>
Sick Leave Transfers	Yes	<input checked="" type="checkbox"/>
Sick Leave Service Credit Calculations	Yes	<input checked="" type="checkbox"/>

Cash Receipt / Disbursement Authorization

Endorsement Checks	Yes	<input checked="" type="checkbox"/>
Journal Vouchers Requests	Yes	<input checked="" type="checkbox"/>
Loan Request -Tax Anticipation Note (TAN)	Yes	<input checked="" type="checkbox"/>
Payroll Order Certification	Yes	<input checked="" type="checkbox"/>
Vendor Payment Certification	Yes	<input checked="" type="checkbox"/>
Deposit Transmittal	Yes	<input checked="" type="checkbox"/>

Attendance Reporting

Attendance Certifications	Yes	<input checked="" type="checkbox"/>
---------------------------------	-----	-------------------------------------

State and Federal Reporting

Audit Findings-Certification of Corrective Action	Yes	<input checked="" type="checkbox"/>
Certification of Federal Funds	Yes	<input checked="" type="checkbox"/>
Independent Auditor Selection Form	Yes	<input checked="" type="checkbox"/>
Salary and Benefit Schedule (J90).....	Yes	<input checked="" type="checkbox"/>

Other (Please Specify).....

Signed by a majority of trustees (Original signatures required on all copies):

_____	_____	_____
_____	_____	_____
_____	_____	_____

RESOLUTION 2020-21 #4
of the Governing Board of the

NICASIO School/College District
County of Marin, State of California

AUTHORIZATION TO SIGN ON BEHALF OF THE GOVERNING BOARD

NICASIO, California

June 17, 2021

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, 2021 - June 30, 2022 (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)

Principal

Title

Signature

Please Indicate
"Yes" or "No"

Payroll & Retirement

Overpayment / Adjustment	Yes	<input type="checkbox"/>
Retirement Election Forms	Yes	<input type="checkbox"/>
Sick Leave Transfers	Yes	<input type="checkbox"/>
Sick Leave Service Credit Calculations	Yes	<input type="checkbox"/>

Cash Receipt / Disbursement Authorization

Endorsement Checks.....	Yes	<input type="checkbox"/>
Journal Vouchers Requests	Yes	<input type="checkbox"/>
Loan Request –Tax Anticipation Note (TAN)	Yes	<input type="checkbox"/>
Payroll Order Certification	Yes	<input type="checkbox"/>
Vendor Payment Certification	Yes	<input type="checkbox"/>
Deposit Transmittal	Yes	<input type="checkbox"/>

Attendance Reporting

Attendance Certifications	Yes	<input type="checkbox"/>
---------------------------------	-----	--------------------------

State and Federal Reporting

Audit Findings-Certification of Corrective Action	Yes	<input type="checkbox"/>
Certification of Federal Funds	Yes	<input type="checkbox"/>
Independent Auditor Selection Form	Yes	<input type="checkbox"/>
Salary and Benefit Schedule (J90).....	Yes	<input type="checkbox"/>

Other (Please Specify).....

Signed by a majority of trustees (Original signatures required on all copies):

_____	_____	_____
_____	_____	_____
_____	_____	_____

RESOLUTION 2020-21 #4
of the Governing Board of the

NICASIO School/College District
 County of Marin, State of California

AUTHORIZATION TO SIGN ON BEHALF OF THE GOVERNING BOARD

NICASIO, California

June 17, 2021

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, 2021 - June 30, 2022 (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.

Mikki McIntyre

IS AUTHORIZED TO SIGN THE FOLLOWING ON BEHALF OF THE BOARD:

Name (Typed)

Office Manager/District Secretary

Title

Signature

Please Indicate
 "Yes" or "No"

Payroll & Retirement

Overpayment / Adjustment	No
Retirement Election Forms	No
Sick Leave Transfers	No
Sick Leave Service Credit Calculations	No

Cash Receipt / Disbursement Authorization

Endorsement Checks	Yes
Journal Vouchers Requests	No
Loan Request –Tax Anticipation Note (TAN)	No
Payroll Order Certification	No
Vendor Payment Certification	Yes <input checked="" type="checkbox"/>
Deposit Transmittal	No

Attendance Reporting

Attendance Certifications	No
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State and Federal Reporting

Audit Findings-Certification of Corrective Action	No
Certification of Federal Funds	No
Independent Auditor Selection Form	No
Salary and Benefit Schedule (J90).....	No

Other (Please Specify).....

Signed by a majority of trustees (Original signatures required on all copies):

_____	_____	_____
_____	_____	_____
_____	_____	_____

**NICASIO SCHOOL DISTRICT
Nicasio, California**

Agenda Item # 8f

Resolution 2020-21 #5

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 \$518,322.75 be borrowed for such purpose during its fiscal year ending June 30, 2022, by the issuance of its 2021-22 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 2021-22;

NOW, THEREFORE, BE IT RESOLVED, that the Governing Board of Nicasio School District does hereby resolve this Note to be executed by a duly authorized officer of the district:

This Resolution is adopted this 17th day of June, 2021, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Name and Title

Date



MARIN COUNTY OFFICE OF EDUCATION

Mary Jane Burke
Marin County Superintendent of Schools
1111 Las Gallinas Avenue / P O 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 Five hundred eighteen thousand, three hundred twenty-two dollars, seventy five cents (\$518,322.75) 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 _____ (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).	\$ 1,102,886.00
2. Less: Capital Outlay (Objects 6000).	0.00
3. Less: Total Other Outgo (Objects 7000).	98,526.00
4. Total Items 2 & 3.	\$ 98,526.00
5. Current Operating Expenditures (Item 1, less Item 4).	\$ 1,004,360.00

PART B - Maximum Amount Which Can Be Borrowed

1. School District Maximum Secured Tax Limitation (Adopted Budget SACS Form 01, Page 4, Column F, Object 8041)..	\$ 691,097.00
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.	\$ 518,322.75
3. Pursuant to the attached Addendum.	\$ 587,432.45

DISTRICT NICASIO

6/16/21

Date

Clerk or Authorized Agent

MARY JANE BURKE

Marin County Superintendent of Schools

Date

Assistant or Deputy

APPROVED:

ROY GIVEN

Director of Finance

Date

Director of Finance

LOAN REQUEST - TAX ANTICIPATION ADDENDUM

This addendum serves to amend the underlying contract for the 2021-22 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>6/16/21</u>	
	Date	Clerk or Authorized Agent
MARY JANE BURKE		
Marin County Superintendent of Schools	<u> </u>	<u> </u>
	Date	Assistant or Deputy
 APPROVED:		
ROY GIVEN		
Director of Finance	<u> </u>	<u> </u>
	Date	Director of Finance



Nicasio School District

Since 1862

Board of Trustees

Elaine Doss, Board President ~ Daniel Ager, Trustee ~ Mark Burton, Trustee

To: Nicasio School District Board of Trustees
From: Margie Bonardi, CBO
Date: June 17, 2021
Re: Approve Education Protection Account (EPA) Expenditure Plan and Resolution 2021-22

Background: Proposition 30 was approved by the voters in November 2012. This initiative temporarily increased the state's sales tax rate for all taxpayers and personal income tax rates for upper-income taxpayers. These new revenues are deposited in a newly created account call the Education Protection Account (EPA) to receive and disburse the State General Fund revenues derived from the incremental increases in taxes. The initiative provides districts, county offices, etc. the sole authority to determine how the monies received from the EPA are spent. The governing board of the district shall make the spending determinations with respect to these monies in open session of a public meeting. The only restriction is that the EPA monies received cannot be used for salaries or benefits for administrators or any other administrative cost. The attached schedule reflects the District's recommendation that the estimated entitlement is applied to the current use; instructional supplies, staff development and the maintenance of student computers.

Funding Source: Nicasio School District share of EPA funds for 2021-22 is estimated at \$ 7,588

Recommendation: Staff recommends approval of the Education Protection Account Expenditure plan for the 2021-22 as presented.

Nicasio School District
2021-22 Education Protection Account Budget
Program by Resource Report
Expenditures by Function - Detail

226

Budgeted Expenditures through: June 30, 2021
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
Revenue Limit Sources	8010-8099	7,588.00
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		7,588.00
EXPENDITURES AND OTHER FINANCING USES		
(Objects 1000-7999)		
Instruction	1000-1999	7,588.00
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		7,588.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

**NICASIO SCHOOL DISTRICT
Nicasio, California**

Resolution 2020-21 #6

Regarding the 2021-22 Education Protection Account

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

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);

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.

DATED: June 17, 2021

Board Member

Board Member

Nicasio School District

Since 1862

Board of Trustees

Elaine Doss, Board President, Daniel Ager, Trustee ~ Mark Burton, Trustee

To: Nicasio School District Board of Trustees
From: Margie Bonardi, Interim CBO
Date: June 17, 2021
Re: Public Disclosure (AB1200) of Proposed Nicasio Teachers Association Collective Bargaining Agreement for 2020-21 and all other District Unrepresented Staff

Objective: To approve the Proposed Collective Bargaining agreement between the Nicasio Teachers Association, all other unrepresented certificated and classified staff members, and Nicasio School District.

Background: This proposal was negotiated during the latter part of the 2020-21 school year and settles negotiations for 2020-21, the term of the Nicasio Teachers Association Contract. The proposal includes: 2% salary increase for the 2020-21 school year. Salary and benefit increases included for all District personnel; classified management and classified staff.

Funding Source/Cost: 20120-21 2% salary increase - \$ 8,371
 Costs will be charged against current revenue and reserve

Recommendation:

Staff recommends approval of the proposed Collective Bargaining Agreement for the Nicasio Teachers Association and all other unrepresented district staff.

PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT

For submission to the governing board and the county superintendent of schools,
and in accordance with the public disclosure requirements of AB-1200 (Statutes 1991, Chapter 1213)
as revised by AB 2756 (Statutes of 2004), and G.C. 3547.5 (Statutes of 2004, Chapter 25).

Agenda Item # 21

NICASIO

School District

BARGAINING UNIT:

NICASIO TEACHERS ASSOCIATION AND UNRESPRENTED CLASSIFIED

☒ Certificated

☒ Classified

PERIOD OF AGREEMENT

The proposed agreement covers the period beginning on:
and ending on:

7/1/2020

6/30/2021

If this agreement is part of a multi-year contract, indicate ALL fiscal years covered:

Fiscal Years:

Reopeners: Yes or NO ?

if Yes, What Areas?

To be acted upon by the Governing Board at its meeting on:

6/16/2021

Date of governing board approval of budget revisions

6/16/2021

Budget Revisions to be submitted no later than 45 days after approval:

8/18/2021

Provide a copy of the board-approved budget revisions and board minutes within 45 days.

If the board-approved revisions are different from the proposed budget adjustments
provide a detailed report upon approval of the district governing board.

GENERAL

STATUS OF ALL BARGAINING UNIT AGREEMENTS

	Unit	Status	# FTE Represented
Certificated:	NICASIO TEACHERS ASSOCIATION	Tentative Agreement	3
Classified:	UNREPRESENTED	Tentative Agreement	2.56
Other:			

NARRATIVE OF AGREEMENT:

Provide a brief narrative of the proposed changes in compensation and attach a copy of the Tentative Agreement.

The Nicasio Board of Trustees proposes a tentative 2% increase on the salary schedule for the 2020-21 fiscal year for both the Nicasio Teachers Association members and unrepresented Classified Staff

PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT

For submission to the governing board and the county superintendent of schools,
and in accordance with the public disclosure requirements of AB-1200 (Statutes 1991, Chapter 1213)
as revised by AB 2756 (Statutes of 2004), and G.C. 3547.5 (Statutes of 2004, Chapter 25).

NICASIO

School District

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SALARIES: PERCENTAGE INCREASE/DECREASE IN SALARIES IN PROPOSED AGREEMENT:

COMPENSATION		Fiscal Impact of Proposed Agreement		
		Current Year	Year 2	Year 3
		2020-2021	2021-2022	2022-2023
1a.	Salary cost before agreement (latest board approved budget and multi-year projection)	\$ 463,390	\$ 474,187	\$ 482,534
1b.	Step & Column Increase (Decrease) included in total salary cost	2.50%	2.50%	2.50%
1c.	Statutory benefits cost before agreement (latest board approved budget)	\$154,497	\$161,841	\$175,457
1d.	CY Health & Welfare Benefits cost before agreement			
2.	Step & Column - Increase (Decrease) due to settlement	Cost (=/-)	\$ -	\$ -
		Percent	0.00%	0.00%
3.	Salary Schedule - Increase (Decrease) due to settlement	Cost (=/-)	\$ 7,154	\$ 7,154
		Percent	1.54%	1.48%
4.	Other Compensation - Increase (Decrease) (Stipends, bonuses, retro pay. Etc.)	Cost (=/-)		
		Percent	0.00%	0.00%
		Description		
5.	Other Salary changes - increase (decrease) FTE	Cost (=/-)	\$ -	\$ -
		FTE		
6.	Statutory Benefits - Increase (Decrease) in STRS, PERS, FICA, WC, UI, OASDI, Medicare etc.	Cost (=/-)	\$ 1,217	\$ 1,217
		Percent	0.00%	0.00%
		Description		
7.	Health & Welfare Benefits - Increase (Decrease) (Medical, Dental, Vision, Life Insurance, etc.	Cost (=/-)	\$ -	\$ -
		Percent	0.00%	0.00%
		Description		
8a.	Total Salary - Increase (Decrease) (total Lines 2 - 5)	Cost (=/-)	\$ 7,154	\$ 7,154
		Percent	1.54%	1.48%
8b.	Total Salary Increase including step (lines 1b + 8	4.04%	4.01%	3.98%
8c.	Total Salary after settlement	\$ 470,544	\$ 481,341	\$ 489,688
9a.	Total Compensation - Increase (Decrease) (total Lines 2 - 6)	Cost (=/-)	\$ 8,371	\$ 8,371
		Percent	1.81%	1.73%
9b.	Total compensation after settlement	\$ 471,761	\$ 482,558	\$ 490,905
10.	Total Compensation Cost for AVERAGE Represented Employee - Increase (Decrease)	FTE	-	-
		Pre-Settlement	\$ -	\$ -
		Post Settlement	\$ -	\$ -
		Percent	0.00%	0.00%
11.	Cost of 1% after above compensation (salary and statutory benefits)	\$ 4,718	\$ 4,826	\$ 4,909
12.	Please indicate if Health/Welfare Benefit Capped : (Indicate details such as different caps per health plans or any super composite rates)			
	Yes, benefits are capped. No change to employee benefits was negotiated			
	Current Cap:			
	Proposed Cap:			
	Average Capped Amount increase per employee		\$ -	0%

PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT

For submission to the governing board and the county superintendent of schools,
and in accordance with the public disclosure requirements of AB-1200 (Statutes 1991, Chapter 1213)
as revised by AB 2756 (Statutes of 2004), and G.C. 3547.5 (Statutes of 2004, Chapter 25).

NICASIO

School District

OTHER PROVISIONS (COMPENSATION AND NON-COMPENSATION)

The following are additional compensation and non-compensation provisions contained in the proposed agreement:
(Please indicate, in detail, the terms of the agreement covered in each section)

13.	OTHER COMPENSATION: Off-Schedule Stipends, Bonuses, etc. (amounts, staff affected, total cost) NA
14.	CONCESSIONS: Furlough Days, Salary Reductions, etc. (staff affected, total savings) NA
15.	NON-COMPENSATION: Class Size Adjustments, Staff Development Days, Teacher Prep Time, etc. Be specific. NA
16.	Please include any additional comments and explanations as necessary to explain the settlement, including. If there will be composite rates, or any other specifics on any compensation changes, include specifics such as amount saved, staff affected, and total cost:
17.	What are the specific impacts on instructional and support programs to accommodate the settlement? Include the impact of non-negotiated changes such as staff reductions and program reductions/eliminations None
18.	CONTINGENCY AND/OR RESTORATION LANGUAGE: Include specific areas identified for reopeners and specific contingency and/or restoration language. NA

PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT

NICASIOSchool District

For submission to the governing board and the county superintendent of schools,
and in accordance with the public disclosure requirements of AB-1200 (Statutes 1991, Chapter 1213)
as revised by AB 2756 (Statutes of 2004), and G.C. 3547.5 (Statutes of 2004, Chapter 25).

SOURCE OF FUNDING FOR PROPOSED AGREEMENT

19.	Provide a brief narrative of the funds available in the current year to provide for the costs of this agreement: <input checked="" type="checkbox"/> General Fund Revenues <input type="checkbox"/> Reduction in <input type="checkbox"/> Special Reserve <input checked="" type="checkbox"/> Other (please explain) Explanation: <div style="height: 40px; border: 1px solid black;"></div>																	
20.	How will the ongoing cost of the proposed agreement be funded in future years? <input checked="" type="checkbox"/> General Fund Revenues <input checked="" type="checkbox"/> Reduction in Expenditures <input type="checkbox"/> Special Reserve <input type="checkbox"/> Other (please explain) Explanation: Estimated 1% increase in property taxes plus decreases for one time expenses.																	
21.	If multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in future years? Please identify which years this agreement will cover: <u>NA</u> (Remember to include compounding effects in meeting obligations) <input type="checkbox"/> General Fund Revenues <input type="checkbox"/> Reduction in <input type="checkbox"/> Special Reserve <input type="checkbox"/> Other (please explain) Assumptions: <div style="height: 40px; border: 1px solid black;"></div>																	
22.	What is the impact of the agreement on deficit spending in the current or future year(s)? Explanation: Based on the Second Interim Report Multi Year Projections, this agrrement will not cause deficit spending in the current or two out years.																	
23.	State Minimum Reserve Calculation (inclusive of cost of settlement): <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 60%;">Total Expenditures and Other Uses:</td> <td style="width: 10%; text-align: right;">\$</td> <td style="width: 30%; text-align: right;">1,059,761.00</td> </tr> <tr> <td>Minimum State Reserve Percentage</td> <td></td> <td style="text-align: right;">4%</td> </tr> <tr> <td>Minimum State Reserve Requirement (\$64,000 minimum)</td> <td style="text-align: right;">\$</td> <td style="text-align: right;">64,000.00</td> </tr> </table>			Total Expenditures and Other Uses:	\$	1,059,761.00	Minimum State Reserve Percentage		4%	Minimum State Reserve Requirement (\$64,000 minimum)	\$	64,000.00						
Total Expenditures and Other Uses:	\$	1,059,761.00																
Minimum State Reserve Percentage		4%																
Minimum State Reserve Requirement (\$64,000 minimum)	\$	64,000.00																
24.	Budgeted Unrestricted Reserve (After Impact of Proposed Agreement in Year 3 of the MYP) <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;">General Fund - Budgeted Unrestricted Reserve for Economic Uncertainties</td> <td style="width: 10%; text-align: right;">\$</td> <td style="width: 20%; text-align: right;">71,000</td> </tr> <tr> <td>General Fund - Budgeted Unrestricted Unappropriated Amount</td> <td style="text-align: right;">\$</td> <td style="text-align: right;">266,237</td> </tr> <tr> <td>Special Reserve Fund (17) - Reserve for Economic Uncertainties, Unassigned & Unappropriated</td> <td style="text-align: right;">\$</td> <td style="text-align: right;">-</td> </tr> <tr> <td>Total District Budgeted Unrestricted Reserves</td> <td style="text-align: right;">\$</td> <td style="text-align: right;">337,237</td> </tr> <tr> <td colspan="2">Meets reserve requirement</td> <td style="text-align: right;">Met</td> </tr> </table>			General Fund - Budgeted Unrestricted Reserve for Economic Uncertainties	\$	71,000	General Fund - Budgeted Unrestricted Unappropriated Amount	\$	266,237	Special Reserve Fund (17) - Reserve for Economic Uncertainties, Unassigned & Unappropriated	\$	-	Total District Budgeted Unrestricted Reserves	\$	337,237	Meets reserve requirement		Met
General Fund - Budgeted Unrestricted Reserve for Economic Uncertainties	\$	71,000																
General Fund - Budgeted Unrestricted Unappropriated Amount	\$	266,237																
Special Reserve Fund (17) - Reserve for Economic Uncertainties, Unassigned & Unappropriated	\$	-																
Total District Budgeted Unrestricted Reserves	\$	337,237																
Meets reserve requirement		Met																

PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT

FISCAL IMPACT IN CURRENT YEAR AND TWO SUBSEQUENT YEARS

NICASIO School District
General Fund Combined

		Current Fiscal Year 2020-2021			
		(Col. 1)	(Col. 2)	(Col. 3)	(Col. 4)
		Latest Board- Approved Budget Before Settlement as of: 3/15/2015	Adjustments as a Direct Result of this Proposed Settlement	Other Revisions (Including Other Proposed Bargaining Agreements)	Projected District Budget After Settlement of Agreement (Cols. 1 + 2 + 3)
		P2 ADA= 487			P2 ADA= 487
		LCFF ADA=			LCFF ADA=
A. Revenues and Other Financing Sources					
1. LCFF/Revenue Limit Sources	8010-8099	\$ 739,168			\$ 739,168
2. Federal Revenue	8100-8299	50,412			50,412
3. Other State Revenues	8300-8599	45,624			45,624
4. Other Local Revenues	8600-8799	298,480			298,480
5. Other Financing Sources	8900-8999				-
6. Total (sum lines A1 thru A5)		1,133,684	-	-	1,133,684
B. Expenditures and Other Financing Uses					
1. Certificated Salaries	1000-1999	\$ 290,715	\$ 4,238		\$ 294,953
2. Classified Salaries	2000-2999	172,675	2,916		175,591
3. Employee Benefits	3000-3999	154,497	1,217		155,714
4. Books and Supplies	4000-4999	76,078			76,078
5. Services & Other Operating Expd.	5000-5999	254,623			254,623
6. Capital Outlay	6000-6999	-			-
7. Other Outgo (no Indirect)	7100-7299, 7400-7499	102,802			102,802
8. Other Outgo - Indirect	7300-7399	-			-
9. Other Financing Uses	7600-7699				-
10. Other Adjustments					
11. Total (sum lines B1 thru B10)		1,051,390	8,371	-	1,059,761
C. NET INCREASE (DECREASE) IN FUND					
BALANCE (line A6 minus line B11)		\$ 82,294	\$ (8,371)	\$ -	\$ 73,923
D. FUND BALANCE					
1. Net Beginning Fund Balance	9791-9795	\$ 559,521			\$ 559,521
2. Ending Fund Balance		\$ 641,815	\$ (8,371)	\$ -	\$ 633,444
3. Components of Ending Fund Balance					
a. Nonspendable	9711-9719	\$ 1,000			\$ 1,000
b. Restricted	9740	75,845			75,845
c. Committed	9750,9760	-			-
d. Assigned	9780	191,928			191,928
e. Unassigned/Unappropriated					
1. Reserve for Economic Uncert.	9789	71,000			71,000
2. Unassigned/Unappropriated	9790	302,042	(8,371)	-	293,671
FUND 17 RESERVES	9789,9790				
% of State Required Reserves		35.48%		Meets	34.41%

If the total amount of the adjustment in Column 2 does not agree with the amount of the total cost shown in DISCLOSURE tab, #9a, Total Compensation Increase, please explain. Also list any other assumptions used or included in Col. 3:

Column 2	8,371	Disclosure Tab #9a	8,371	Variance	-
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PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT	
FISCAL IMPACT IN CURRENT YEAR AND TWO SUBSEQUENT YEARS	
NICASIO School District	General Fund Combined

PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT

FISCAL IMPACT IN CURRENT YEAR AND TWO SUBSEQUENT YEARS

NICASIO School District
General Fund Combined

		First Subsequent Year 2021-2022			
		(Col. 1)	(Col. 2)	(Col. 3)	(Col. 4)
		Latest Board- Approved MYP Before Settlement - as of: 3/15/2015	Adjustments as a Direct Result of this Proposed Settlement	Other Revisions (Include all adjustments needed to support ongoing costs of agreement)	Projected District MYP After Settlement of Agreement (Cols. 1 + 2 + 3)
		P2 ADA= 487			P2 ADA= 487
		LCFF ADA=			LCFF ADA=
A. Revenues and Other Financing Sources					
1. LCFF/Revenue Limit Sources	8010-8099	\$ 739,168			\$ 739,168
2. Federal Revenue	8100-8299	31,702			31,702
3. Other State Revenues	8300-8599	42,198			42,198
4. Other Local Revenues	8600-8799	293,944			293,944
5. Other Financing Sources	8900-8999	-			-
6. Total (sum lines A1 thru A5)		1,107,012	-	-	1,107,012
B. Expenditures and Other Financing Uses					
1. Certificated Salaries	1000-1999	\$ 298,328	\$ 4,238		\$ 302,566
2. Classified Salaries	2000-2999	175,859	2,916		178,775
3. Employee Benefits	3000-3999	161,841	1,217		163,058
4. Books and Supplies	4000-4999	59,625			59,625
5. Services & Other Operating Expd.	5000-5999	258,046			258,046
6. Capital Outlay	6000-6999	-			-
7. Other Outgo (no Indirect)	7100-7299, 7400-7499	107,160			107,160
8. Other Outgo - Indirect	7300-7399	-			-
9. Other Financing Uses	7600-7699				-
10. Other Adjustments					-
11. Total (sum lines B1 thru B10)		1,060,859	8,371	-	1,069,230
C. NET INCREASE (DECREASE) IN FUND					
BALANCE (line A6 minus line B11)		\$ 46,153	\$ (8,371)	\$ -	\$ 37,782
D. FUND BALANCE					
1. Net Beginning Fund Balance	9791-9795	\$ 641,815			\$ 633,444
2. Ending Fund Balance		\$ 687,968	\$ (8,371)	\$ -	\$ 671,226
3. Components of Ending Fund Balance					
a. Nonspendable	9711-9719	\$ 1,000			\$ 1,000
b. Restricted	9740	112,895			112,895
c. Committed	9750,9760				-
d. Assigned	9780	191,928			191,928
e. Unassigned/Unappropriated					
1. Reserve for Economic Uncert.	9789	71,000			71,000
2. Unassigned/Unappropriated	9790	311,145	(16,742)	-	294,403
FUND 17 RESERVES	9789,9790				
% of State Required Reserves		36.02%		Meets	34.17%

If the total amount of the adjustment in Column 2 does not agree with the amount of the total cost shown in DISCLOSURE tab, #9a, Total Compensation Increase, please explain. Also list any other assumptions used or included in Col. 3:

Column 2	8,371	Disclosure Tab #9a	8,371	Variance	-
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Assumptions used (LCFF Gap funding, COLA, Other Revenue COLAs, Addl/Reduced staffing, etc):

PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT	
FISCAL IMPACT IN CURRENT YEAR AND TWO SUBSEQUENT YEARS	
NICASIO School District	General Fund Combined

PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT

FISCAL IMPACT IN CURRENT YEAR AND TWO SUBSEQUENT YEARS

NICASIOSchool District

General Fund Combined

Second Subsequent Year 2022-2023

		(Col. 1)	(Col. 2)	(Col. 3)	(Col. 4)
		Latest Board- Approved MYP Before Settlement - as of: 3/15/2015	Adjustments as a Direct Result of this Proposed Settlement	Other Revisions (Include all adjustments needed to support ongoing costs of agreement)	Projected District MYP After Settlement of Agreement (Cols. 1 + 2 + 3)
		P2 ADA= 487			P2 ADA= 487
		LCFF ADA=			LCFF ADA=
A. Revenues and Other Financing Sources					
1. LCFF/Revenue Limit Sources	8010-8099	\$ 738,948			\$ 738,948
2. Federal Revenue	8100-8299	31,702			31,702
3. Other State Revenues	8300-8599	42,235			42,235
4. Other Local Revenues	8600-8799	310,865			310,865
5. Other Financing Sources	8900-8999				-
6. Total (sum lines A1 thru A5)		1,123,750	-	-	1,123,750
B. Expenditures and Other Financing Uses					
1. Certificated Salaries	1000-1999	\$ 304,325	\$ 4,238		\$ 308,563
2. Classified Salaries	2000-2999	178,209	2,916		181,125
3. Employee Benefits	3000-3999	175,457	1,217		176,674
4. Books and Supplies	4000-4999	61,061			61,061
5. Services & Other Operating Expd.	5000-5999	266,284			266,284
6. Capital Outlay	6000-6999	-			-
7. Other Outgo (no Indirect)	7100-7299, 7400-7499	111,755			111,755
8. Other Outgo - Indirect	7300-7399				-
9. Other Financing Uses	7600-7699				-
10. Other Adjustments		-			-
11. Total (sum lines B1 thru B10)		1,097,091	8,371	-	1,105,462
C. NET INCREASE (DECREASE) IN FUND BALANCE (line A6 minus line B11)					
		\$ 26,659	\$ (8,371)	\$ -	\$ 18,288
D. FUND BALANCE					
1. Net Beginning Fund Balance	9791-9795	\$ 687,968			\$ 671,226
2. Ending Fund Balance		\$ 714,627	\$ (8,371)	\$ -	\$ 689,514
3. Components of Ending Fund Balance					
a. Nonspendable	9711-9719	\$ 1,000			\$ 1,000
b. Restricted	9740	159,349			159,349
c. Committed	9750,9760				-
d. Assigned	9780	191,928			191,928
e. Unassigned/Unappropriated					
1. Reserve for Economic Uncert.	9789	71,000			71,000
2. Unassigned/Unappropriated	9790	291,350	(25,113)	-	266,237
FUND 17 RESERVES	9789,9790				
% of State Required Reserves		33.03%		Meets	30.51%

If the total amount of the adjustment in Column 2 does not agree with the amount of the total cost shown in DISCLOSURE tab, #9a, Total Compensation Increase, please explain. Also list any other assumptions used or included in Col. 3:

Column 2	8,371	Disclosure Tab #9a	8,371	Variance	-
----------	-------	--------------------	-------	----------	---

Assumptions used (LCFF Gap Funding, COLA, Other Revenue COLAs, Addl/Reduced staffing, etc):

PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT	
FISCAL IMPACT IN CURRENT YEAR AND TWO SUBSEQUENT YEARS	
NICASIO School District	General Fund Combined

PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT

CERTIFICATION

NICASIO School District

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB-1200, AB-2756 and GC 3547.5.

To be signed by the District Superintendent AND Chief Business Official upon submission to the Governing Board and by the Board President upon formal Board action on the proposed agreement.

Signatures of District Superintendent and Chief Business Official must accompany copy of disclosure sent to the County Superintendent for Review 10 days prior to board meeting ratifying agreement.

We hereby certify that the costs incurred by the school district under this agreement can be met by the district during the term of the agreement.

*District Superintendent
 (signature)*

Wednesday, June 16, 2021

Date

*Chief Business Official
 (signature)*

Wednesday, June 16, 2021

Date

*After public disclosure of the major provisions contained in this document, the Governing Board, at its meeting on Jun 16, 2021, took action to approve the proposed Agreement with the
 NICASIO TEACHERS ASSOCIATION AND UNRESPRESENTEED CLASSIFIED Bargaining Unit.*

*President, Governing Board
 (signature)*

Wednesday, June 16, 2021

Date

Nicasio School District
Certificated Salary Schedule

Effective 7-1-2020

DRAFT

Step	BA + 30 III	BA + 45 IV	BA + 60 V	BA + 75 VI
1	57,474	59,098	61,044	63,175
2	59,312	61,284	63,487	65,701
3	61,151	63,491	65,963	68,265
4	62,987	65,711	68,469	70,857
5	64,814	67,946	71,002	73,481
6	66,628	70,187	73,556	76,126
7	68,427	72,433	76,134	78,791
8	70,205	74,679	78,722	81,468
9	71,960	76,920	81,321	84,156
10	73,690	79,151	83,923	86,852
11	-	81,366	85,601	88,588
12	-	82,180	85,6109	90,268
13	-	83,004	87,227	91,896
14	-	83,834	88,797	93,456
15	-	84,671	90,307	94,953
16	-	-	91,751	95,901
17	-	-	92,668	96,862
18	-	-	93,595	97,831
19	-	-	94,532	98,809
20	-	-	95,476	99,797
21	-	-	97,377	100,295
22	-	-	-	100,796
23	-	-	-	101,299
24	-	-	-	101,807
25	-	-	-	102,314

Masters Stipend 500

Board Approved:

Approved increase:

Substitute schedule revised;

2.00%

Dec. 07, 2017

Sub Rate: \$ 150 per day

Long term sub rate: (10 consecutive days) \$ 170 per day

CELDT Te: \$34.12

NICASIO SCHOOL DISTRICT CLASSIFIED MANAGEMENT SALARY SCHEDULE

Effective 7-1-2020

DRAFT

POSITION		STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8	STEP 9	STEP 10
Chief Business Official	Annual	100,341	102,348	104,395	106,483	108,613	110,785	113,001	115,261	117,566	119,917
	Daily	409.56	417.75	426.10	434.62	443.32	452.18	461.23	470.45	479.86	489.46
	Hourly	51.20	52.22	53.26	54.33	55.42	56.52	57.65	58.81	59.98	61.18
Office Manager	Annual	76,473	78,011	79,571	81,153	82,781	84,431	86,114	87,840	89,601	91,383
	Daily	312.13	318.41	324.78	331.24	337.88	344.62	351.49	358.53	365.72	372.99
	Hourly	39.02	39.80	40.60	41.41	42.24	43.08	43.94	44.82	45.72	46.62

245 day year including holidays and vacation

NICASIO SCHOOL DISTRICT CLASSIFIED / OTHER SALARY SCHEDULE

Effective 7-1-2020

POSITION	Hourly Rate							<u>DRAFT</u>	STEP 9	STEP 10
	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8		
Custodian	43.05	43.05	43.90	44.79	45.68	46.59	47.53	48.47	49.44	50.44
Business Office Assistant	28.52	29.35	30.81	32.35	33.98	35.68	37.46	39.33	41.30	43.36
Classroom Aide/ Yard Duty	18.20	18.20	18.56	18.93	19.31	19.70	20.09	20.49	20.90	21.32
Spanish Language Expert	41.41	41.41	42.24	43.08	43.93	44.82	45.71	46.62	47.56	48.51
Subject Area Specialist	34.12	35.15	36.92	38.79	40.75	42.81	44.97	45.87	46.79	47.73

Substitute rates:

Subject Area Specialist	34.12
Classroom Aide/ Yard Duty	18.20
Custodial	22.28
School Secretary	28.52

Board Approved:

Approved increase: 2.00%



Capitol | PFG

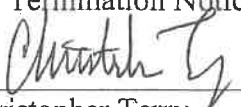
Crafting Optimal Financial Solutions

Agenda Item # 8g

CONSULTING SERVICES AGREEMENT

This Consulting Services Agreement (this "Agreement") is hereby made between the Nicasio School District ("Client") and Capitol Public Finance Group, LLC ("Capitol PFG"). Capitol PFG agrees to provide the "Services," as more fully defined below, to Client and Client agrees to pay to Capitol PFG based on the terms of the Consultant Services Order, as more fully defined below.

1. Definitions. The following definitions shall apply to this Agreement.
 - a. The "Commencement Date" shall be July 1, 2021.
 - b. The "Termination Date" shall be the June 30, 2022.
 - c. The "Agreement Term" shall begin with the Commencement Date and shall end with the Termination Date.
 - d. The "Consulting Services Order" shall include the Services and the Consultant Services Fee.
2. Services. The duties and tasks to be performed by Capitol PFG (the "Services") shall be outlined in the attached Consulting Services Order(s). During the performance of such Services by Capitol PFG, the Client will retain and exercise decision-making authority over the Services performed by Capitol PFG. The Services may include a development schedule and milestones. Under the terms of this Agreement, Capitol PFG and Client may add additional Services as agreed upon. These additional Services shall be put in writing in a Consulting Services Order and attached to this Agreement.
3. Payment. Client shall pay Capitol PFG based on the terms of the attached Consulting Services Order(s). The attached Consulting Services Order(s) includes a "Payment Schedule" that shall include invoicing terms of the Consulting Services.
4. Termination. Either party may without cause terminate this Agreement by delivering to the other party written notice via U.S. Mail, facsimile, or personal delivery (but not by electronic mail transmission) expressing a desire to terminate this Agreement (a "Termination Notice"). Termination shall be effective immediately upon receipt of a Termination Notice.


 Christopher Terry
 Capitol Public Finance Group, LLC

 Nancy Neu
 Superintendent
 Nicasio School District

Date: 5/5/2021

Date _____

CSO No. 2021-1

CONSULTING SERVICES ORDER

This Consulting Services Order ("CSO") is an attachment to the Consulting Services Agreement made between the Client and Capitol PFG.

Continuing Disclosure Services:

Provide Dissemination Agent services as described in the Continuing Disclosure Certificates (CDCs) related to all outstanding debt of Client and Certificate of Acceptance of Dissemination Agent (attached).

Consulting Service Fee:Annual Report Filing

Capitol PFG will receive a fee of \$1,000 plus expenses. Expenses related to this service involve statistical data reports provided by outside vendors.

Material Event Filing

Capitol PFG will receive a fee of \$500 per filing.

Payment Schedule:

The Consulting Service Fee will be invoiced upon completion and submittal of the Annual Report and Material Event filings.

Certificate of Acceptance of

Capitol Public Finance Group, LLC as Dissemination Agent

The purpose of this Certificate of Acceptance (“Certificate”) is to assist the Client with meeting its continuing disclosure responsibilities under S.E.C Rule 15c2-12(b)(5). Upon acceptance of this Certificate, Capitol PFG will perform the following services as a third party Dissemination Agent:

- Annually request financial information and operating data from the Client. Such request will be made at least 30 days prior to the Annual Report filing due date. The information request will include a review of a material event checklist.
- Monthly request update on issuance of any Financial Obligations or events reflecting financial difficulties, interactions with rating agencies, or change in Client contacts.
- Seek methods to improve the Client’s continuing disclosure filings, including making it easier for investors to locate filings.
- Annually file and appropriately cross reference the Client’s Comprehensive Continuing Disclosure for all outstanding debt governed by a continuing disclosure certificate. Capitol PFG will provide the Client with the Annual Report prior to its filing.
- Prepare continuing disclosure log of outstanding debt and review, amend and/or file any late or incomplete continuing disclosure filings.
- File material and significant event notices within 5 days of receipt.
- Annually provide the Client with its fee proposal for Dissemination Agent Services.
- Capitol PFG is obligated to provide Dissemination Agent services only upon written direction by the Client.

The Client agrees to assist Capitol PFG as Dissemination Agent by doing the following:

- Timely provide financial information, operating data and the material event checklist as requested by Capitol PFG.
- Notify Capitol PFG of any events that are listed as a material or significant events within 5 days of having knowledge of such event.
- Review and acknowledge the Annual Report prior to its filing.
- Compensate Capitol PFG for its services in accordance with its fee schedule, and reimburse Capitol PFG for all expenses incurred in the performance of its duties as Dissemination Agent.
- Annually provide written acceptance of Capitol PFG’s fee proposal to take effect.
- The District may terminate Capitol PFG as Dissemination Agent at any time with written notice.



MARIN COUNTY

Agenda Item # 8k.

OFFICE OF EDUCATION

1111 Las Gallinas Avenue/P.O. Box 4925
San Rafael, CA 94913-4925

MARY JANE BURKE
MARIN COUNTY
SUPERINTENDENT OF SCHOOLS

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MEMORANDUM OF UNDERSTANDING DATA PROCESSING CONSORTIUM FINANCIAL SYSTEM RESERVE FUND

The following is a Memorandum of Understanding (MOU) between the members of the Data Processing Consortium (hereinafter referred to as "DPC") for the establishment of a Financial System Reserve Fund to be administered by the Marin County Office of Education (hereinafter referred to as "MCOE").

INTRODUCTION

The Data Processing Consortium (DPC) is comprised of the business officials from MCOE and all Marin County Districts. The DPC exists to identify and implement business system tools that increase efficiency using shared resources and collaboration, with a focus on integration between various systems and external reporting requirements. A major focus of the DPC is the software providing payroll, personnel, budget and financial management hosted by MCOE to serve the MCOE and all Marin County school districts except Novato Unified.

Novato Unified is a fiscally independent school district and under this authority hosts their own financial software platform separate from the remaining consortium members. Novato Unified does, nonetheless, use the same software provider as the remaining consortium members, but given their distinction are identified an associate member of the DPC.

BACKGROUND

In the past decade, the DPC have held numerous discussions regarding the current financial software and its fit for the consortium's collective needs. During this time, the DPC have voiced particular concerns about the future viability of the system in place, responsiveness to changes in reporting requirements, as well as the software provider's customer service. The DPC's concerns were somewhat mitigated with the purchase of the software provider (Quintessential School Services or QSS) by a larger national company (Harris) specializing in business solutions for schools. Nonetheless, concerns about responsiveness and customer service persist.

On a state-wide level, County Offices of Education (COEs), many of which host the financial software used by the districts in their counties, have discussed the few software options available to California schools, and the common concerns, which include those identified by the DPC, as well as increases in the annual cost charged by software providers. A sub-committee of the Business and Administration Services (BASC) committee of the California County Superintendents Educational Services Association (CCSESA) has been formed to investigate the possibility of forming a consortium to develop and maintain financial software for use by California COEs and School Districts.

RATIONALE FOR RESERVE FUND

Discussions regarding the options for financial software systems are accompanied by a discussion of the cost of any change in systems and, while a precise cost cannot be determined, it is clear that the cost of a financial software migration is significant. We estimate a change would exceed one million dollars to cover the selection and implementation process including software licensing purchases, configuration and system setup, user setup, migration of data, migration management and training costs. While the DPC has historically maintained an equipment reserve to ensure sufficient funds for replacement of the hardware components of the financial system, no similar reserve exists for the eventual replacement or upgrade of the software component of the system.

In this context, the DPC recognized that consideration of any change in the software is cost prohibitive unless planned for over a multi-year period, and that, absent such advance planning, any consideration of alternatives is hampered by the financial implications.

ESTABLISHMENT OF A RESERVE FUND

In consideration of the DPC's purpose, the background information, and the rationale cited above, the DPC unanimously agreed to the establishment of a Financial System Software Replacement Reserve Fund with a goal of setting aside \$200,000 per year beginning in 2018-19 to raise a \$1 million reserve over five (5) years. The DPC requested MCOE house the reserve on behalf of the consortium.

ACCOUNTING AND REPORTING

Contributions to the fund will be tracked in a unique account (resource code). Additionally, MCOE will maintain a subsidiary ledger identifying contributions by consortium member by year to ensure equal participation in the cost of the eventual benefits. Any benefiting district that does not participate in any given year will have the opportunity to make up their contribution in the future. Nevertheless, the purpose of the reserve will be solely for the purpose of funding countywide costs to purchase and transition to a new financial software system.

Consortium members further agreed the annual reserve contribution will be collected electronically by MCOE in December of each year by E-Bulletin with the contribution for 2021-22 to be collected once the MOU has been formally executed.

An annual accounting of the reserve fund will be presented to the DPC Consortium in February of each year.

EFFECTIVE PERIOD AND ASSOCIATED TERMS

This Memorandum of Understanding (MOU) is intended to be in effect for a five-year period beginning with fiscal year 2018-19 through fiscal year 2022-23, however, a new MOU will be generated annually to ensure each consortium member makes an annual decision regarding their participation in that fiscal year.

This agreement is effective for fiscal year 2021-22

Changes to this memorandum of understanding should be considered and decided upon no later than April of each year prior to the upcoming fiscal year for budget planning purposes. Future MOUs will be distributed with the DPC agreement for that fiscal year.

RESERVE CONTRIBUTION

The Marin County Office of Education has agreed to contribute 13.70% of the contribution goal for an annual contribution of \$27,400. This base contribution percentage is derived from the DPC annual operating

agreement cost allocation plan. Consortium members decided each of the 17 districts in the County will contribute a base amount of \$2,000 with the remaining \$136,500 allocated by enrollment counts as reported at CBEDS (October 2) for the *prior year*. The rationale to include the one associate member in this calculation is to provide the associate member with the opportunity to participate in any system migration and once again join the DPC as a full member.

Consortium member contributions for 2021-22 are based on the following table:

	2020-21		Per Student	2021-22
	Enrollment	Base	\$ 4.45	Contribution
Bolinas Stinson	84	2,000	374	2,374
Kentfield	1,097	2,000	4,880	6,880
Laguna*	21	2,000	93	2,093
Lagunitas	229	2,000	1,019	3,019
Larkspur Corte Madera	1,434	2,000	6,380	8,380
Mill Valley	2,640	2,000	11,745	13,745
Miller Creek	1,860	2,000	8,275	10,275
Nicasio	34	2,000	151	2,151
Novato Unified	7,206	2,000	32,059	34,059
Reed	1,205	2,000	5,361	7,361
Ross	376	2,000	1,673	3,673
Ross Valley	1,764	2,000	7,848	9,848
San Rafael Elem	4,415	2,000	19,642	21,642
San Rafael High	2,666	2,000	11,861	13,861
Sausalito Marin City**	457	2,000	2,033	4,033
Shoreline	500	2,000	2,224	4,224
Tamalpais	5,166	2,000	22,983	24,983
MCOE		27,400		27,400
Total	31,154	61,400	138,601	200,001

* Laguna includes enrollment from Lincoln Union

** Sausalito Marin City includes enrollment from Willow Creek Academy

Superintendent

Marin County Superintendent of Schools or Designee

District

Marin County Office of Education

Date

Date



MARIN COUNTY

Agenda Item # 81.

OFFICE OF EDUCATION

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MARY JANE BURKE
 MARIN COUNTY
 SUPERINTENDENT OF SCHOOLS

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 FAX (415) 491-6625
 TDD (415) 491-6611

May 18, 2021

To: Nancy Neu, Interim Superintendent
 Nicasio School District

From: Nick Mitchell, Director Information Services
 Marin County Office of Education

Subject: **Marin County Aeries Student Information System Consortium
 2021-22 Contract Services for Basic Aeries Hosting Services**

The Marin County Office of Education is providing Aeries Student Information Systems server hardware, software, data base administration and ongoing system administration services for your district in 2021-22

Basic hosting services include:

- Setup and maintenance of Aeries user security
- Server hardware repair and replacement
- Server software troubleshooting and updating
- Disaster recovery
- Backup and restore
- Regular database maintenance, database updates
- Year-end rollover and setup of new school year
- Aeries Browser Interface(ABI) installation for attendance and grades
 Includes configuration, updates, and backups for ABI software
- Migration to Aeries.net
- Aeries Analytics Setup
- Network troubleshooting for connections to Aeries and ABI
- Consulting regarding the preparation, uploading and downloading of data (CSIS, SBAC)
- Assistance with the development of customized queries, reports
- Coordination of the Marin Aeries users group
- Creation of test/development databases

In order to help districts conserve training costs the Marin County Office of Education will schedule Aeries trainings throughout the year with costs shared by districts attending the training.

See the table below for the estimated charges to your district for basic Aeries service in 2021-22

Districts	Total Enrollment	Annual Base Cost	Enrollment Base Cost	Total Cost
Lagunitas/Nicasio	276	4,000	480	2,480
Marin COE	330	4,000	665	4,665
Mill Valley Elementary	2,839	4,000	5,725	9,725
Ross Elementary	383	4,000	772	4,772
Ross Valley SD	2,038	4,000	4,110	8,110
Sausalito Marin City School	415	4,000	970	4,970
Shoreline Unified	504	4,000	1,016	5,016
Bolinas	90	2,000	181	2,181
Total	6944	30,000	13,919	41,919

Source: Enrollment Data – CDE Educational Demographics Unit 2020-21

This agreement shall commence on July 1, 2021 and continue through June 30, 2022.

The costs listed may increase as a result of changes in district enrollment or by any salary and/or benefit changes granted by the Superintendent/Governing Board.

2021-22 Contract for Basic Aeries Hosting Services **\$ 1,240.00**

<hr/> Superintendent	<hr/> Assistant Superintendent
<hr/> Nicasio School District District	<hr/> Marin County Office of Education
<hr/> Date	<hr/> Date

If you have any questions about Marin County Office of Education Basic Aeries support services, please contact Nick Mitchell at 499 5847 or support@marinschools.org
 Please sign and return via mail or email by **July 1, 2021**

Cc: Margie Bonardi
 Business Office



MARIN COUNTY

Agenda Item # 8m.

OFFICE OF EDUCATION

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TDD (415) 491-6611

May 18, 2021

To: Nancy Neu, Interim Superintendent
Nicasio School District

From: Nick Mitchell, Senior Director Information Technology
Marin County Office of Education

Subject: Marin County Data Processing Consortium
2021-22 QSS Business and Financial Data Processing Services

The Marin County Schools Data Processing Consortium provides data processing and network services to Marin County Public Schools for QSS business and financial systems. This agreement shall commence on July 1, 2021 and continue through June 30, 2022. ***The costs listed may change according to salary and/or benefit adjustments granted by the Superintendent/Governing Board.***

The 2021-22 estimated Data Processing Consortium operating expenses include member district contribution to fund the .5 FTE QSS support position recommended by the Data Processing Consortium Committee and approved by the District Business Officials.

Business Data Processing Services Costs and Distribution - QSS

Data Processing Operations actual expenses will be pro-rated by P2 ADA and distributed as show on page 2. *P2 ADA will be based on 2019-20 data given. ADA was not collected and reported to CDE in 2020-21.*

ESTIMATED 2021-22 DATA PROCESSING SERVICES CHARGES.

Actual expenses include portions of salaries and benefits of Marin County Office of Education Information Services data processing staff, data processing supplies, equipment repairs, replacement and maintenance, hardware and software support contracts, data backup and security, training, and consultants.

District	19-20 P2 ADA (*No ADA collected for 20- 21)	% Total P2 ADA	21-22 Estimated Consortium Operating Expenses	DPC Equipment Reserve Contribution (Total District Contribution \$15k)	Due 10/01/21
Bolinas Stinson	N/A	NA	1,517	45	1,562
Miller Creek Elementary	1,948	8.10%	34,722	1,215	35,937
Kentfield Elementary	1,147	4.77%	20,444	715	21,160
Laguna Joint Elementary	N/A	NA	1,517	45	1,562
Lagunitas Elementary	227	0.94%	4,046	142	4,188
Larkspur-Corte Madera	1,483	6.17%	26,433	925	27,358
Lincoln Elementary	N/A	NA	0	0	-
Marin COE	N/A	NA	69,261	15,000	84,261
Mill Valley Elementary	2,748	11.43%	48,981	1,714	50,695
Nicasio	N/A	NA	1,517	45	1,562
Novato Unified	N/A	NA	1,517	0	1,517
Reed Union Elementary	1,259	5.23%	22,441	785	23,226
Ross Elementary	366	1.52%	6,524	228	6,752
Ross Valley Elementary	1,968	8.18%	35,078	1,227	36,306
San Rafael City Elementary	4,429	18.41%	78,944	2,762	81,706
San Rafael City High	2,663	11.07%	47,466	1,661	49,127
Sausalito Marin City	415	1.73%	7,397	259	7,656
Shoreline Unified	478	1.99%	8,520	298	8,818
Tamalpais Union High	4,921	20.46%	87,713	3,069	90,782
Total P2 ADA	24,052		504,040	30,135	534,175

 Superintendent

 Assistant Superintendent

 Nicasio

 Marin County Office of Education

 District

 Date

 Date

Please sign and return the contract by **July 1, 2021**.

If you have any questions about the Data Processing Consortium,
please contact Nick Mitchell at 499 5847 or support@marinschools.org

Cc: Margie Bonardi
Business Office

MEMORANDUM OF UNDERSTANDING

Agenda Item # 8.n.

Between

NICASIO SCHOOL DISTRICT

and

BAY AREA COMMUNITY RESOURCES

INTENT

It is the purpose of this MOU to specify the agreement between Bay Area Community Resources (BACR) and the Nicasio School District for the purpose of providing school based counseling services at Nicasio School for the 2021-22 school year.

SCOPE OF WORK

1. BACR will provide a .4 FTE (16 hrs) school based pre-licensed clinician to provide counseling, case management, crisis intervention, and consultation to students, school staff and parents for two days per week at Nicasio School. Services will be available the week of August 23, 2021 and end on June 15, 2022. BACR staff will work closely with the Nicasio School Principal to identify and determine proper counseling plan for selected students consistent with the student's IEP or other school determined plan.
2. In event of a school closure due to Covid-19 or any other crisis events, BACR counselors will work in partnership with school administrators and continue to serve students on their caseload and other Nicasio students/families in need up to their allotted time. Work will be done virtually through Zoom and through phone contact with proper Tele-health consents. There will be no interruption in the contract in this event.
3. All BACR school-based counselors, coordinators, enrichment and tutoring staff will spend between 20% and 30% of their time towards activities that build stronger relationships with the school and increase their ability to affect change. These activities include, but are not limited to, attending SST and IEP meetings, crisis intervention, working short-term with disruptive kids, membership in planning, screening and development groups, offering supervision, training and support to school and community persons and classroom outreach/presentations.

PROVISIONS:

- BACR will be the sole employer of the individuals selected for program participation in the Nicasio School District. BACR will be solely responsible for paying staff salaries, salary related costs and benefits, if any. BACR will maintain worker's compensation insurance for each of its employees as required by law.
- BACR shall provide written assurance upon request to the Nicasio School District 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.
- The Nicasio School DISTRICT shall indemnify, defend, and hold harmless BACR against and from any and all claims or suits for damages or injury arising from DISTRICT's performance of this Agreement or from any activity, work, or thing done, permitted, or suffered by the BACR in conjunction with the performance of this Agreement, and shall further indemnify, defend, and hold harmless BACR against and from all claims or suits arising from any breach or default of

any performance of any obligation of DISTRICT 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.

- The BACR shall indemnify, defend, and hold harmless the Nicasio DISTRICT against and from any and all claims or suits for damages or injury arising from BACR's performance of this Agreement or from any activity, work, or thing done, permitted, or suffered by the DISTRICT in conjunction with the performance of this Agreement, and shall further indemnify, defend, and hold harmless DISTRICT against and from all claims or suits arising from any breach or default of any performance of any obligation of BACR 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.

PAYMENT for SERVICES:

The total amount due BACR for the above services is \$29,664.

The undersigned agree to the terms and conditions of this agreement.

Payable is due in one payment. Total amount is due October 22, 2021.

Please send a signed copy of this MOU with a purchase order to Don Blasky (dblasky@bacr.org) at BACR at your earliest convenience.

BACR 171 Carlos Drive, San Rafael, CA. 94903



Barbara Snekkevik
Nicasio School District

6.11.2021

Date



Don Blasky, CPO,
Bay Area Community Resources

6.10.2021

Date



MARIN COUNTY

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SUPERINTENDENT OF SCHOOLS

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RECEIVED

MAY - 6 2021

May 4, 2021

by Nicasio School/District

To the Nicasio School Board of Trustees,

The Marin County Committee on School District Organization (CCSDO) will be conducting a public hearing on Monday, May 17, 2021 on the lapsation and annexation of Lincoln Union School District.

The attached notice serves to inform you of the public hearing to be held on May 17, 2021 via zoom webinar.

Please let me know if you have any questions.

Sincerely,

TERENA MARES
Deputy Superintendent
Marin County Office of Education
415.499.5805
tmares@marinschools.org

NOTICE OF PUBLIC HEARING

A NOTICE OF LAPSATION AND ANNEXATION OF LINCOLN UNION SCHOOL DISTRICT

(Pursuant to Education Code Section 35780)

258
RECEIVED

MAY - 6 2021

by Nicasio School/District

Marin County Committee on School District Organization (Marin County Committee) will conduct a Public Hearing on May 17, 2021, to solicit public response on the lapsation of Lincoln Union School District.

The Lincoln Union School District is a one-room school, located in West Marin, serving kindergarten through sixth grade students.

The School District has been operating on a State Board of Education waiver to allow continued operation with low student enrollment. The waiver expires on June 30, 2021, whereafter the School District is subject to automatic lapsation. Education Code Section 35783 requires the Marin County Committee to order a lapsed school district annexed to one or more adjoining districts as "seems to" the Marin County Committee to be in the best interest of the adjoining districts and the residents of the lapsed district.

Pursuant to Education Code Section 35782, this serves as notice to the public and to the governing boards of the following school districts adjoining Lincoln Union School District: Laguna Joint School District, Novato Unified School District, Nicasio School District, Wilmar Union School District, and Petaluma City Schools District.

Public Hearing Details

Monday, May 17, 2021 | 6:00 p.m.

Virtual Meeting via Zoom Webinar

<https://zoom.us/join>

Webinar ID: 823 2097 7389

Passcode: 873291

Dial In: (669) 900-6833

Zoom details are also available on the Marin County Office of Education website at

<https://www.marinschools.org/Page/6693>

For more information regarding the above item, contact Marin County Committee Secretary Terena Mares at tmares@marinschools.org or at (415) 499-5835.