

**NICASIO SCHOOL DISTRICT
BOARD OF TRUSTEES**

AGENDA

~ Regular Meeting ~

Thursday, September 7, 2017 5:00 PM

Nicasio School Library 5555 Nicasio Valley Road, Nicasio CA

1. Call to Order
 - a. Patriotic Moment
 - b. Roll Call
2. Approval and Adoption of Agenda *Action*
3. Public Comment *Information*
 - Board members or district staff may, but are not obligated to, briefly respond to statements made or questions posed by the public.
 - No formal action will be taken.
 - 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.
4. Reports & Announcements *Information*
 - a. Emergency Generator Update
 - b. Water System Upgrade Update
 - i. Proposition 1 Technical Assistance Work Plan No. 5396-A
 - c. Principal's Report
 - d. Superintendent's Report
 - e. Trustees' Report
5. Consent Agenda *Mass Action*
 - a. Approval of Minutes: June 1, 2017 Regular Meeting, and June 22, 2017 Special Meeting of Board of Trustees
 - b. Ratify Warrants Paid: 5/25/17-8/30/17
 - c. Approve IDT Request Out of NSD for 2017-18
 - i. IDTX 17-18-05
 - ii. IDTX 17-18-06
6. PUBLIC HEARING on Pupil Textbooks and Instructional Materials – Education code 60019 establishes steps and procedures to ensure the availability of textbooks and instructional materials. The procedures require that the District offices take appropriate action to ensure the availability of textbooks and instructional materials on a yearly basis.
7. Business Services
 - a. Approve Unaudited Actuals for Fiscal Year Ending June 30, 2017 *Action*
 - b. Consideration to Approve Resolution 2017-18 #1 for Gann Limit *Action*
 - c. Approve Education Protection Account Expenditures for 2016-17 *Action*

- d. Approve Annual Parcel Tax Expenditures Report *Action*
 - e. Consideration to Approve Resolution 2017-18 #2 Regarding Sufficiency or Insufficiency of Instructional Materials *Action*
 - f. Approve 2017-18 Certificate of Signatures *Action*
 - g. Approve 2017-18 Marin County Data Processing Consortium Contract *Action*
8. Curriculum/Instruction
- a. Approve Adoption of English Language Arts Curriculum (Grades TK-5) *Reading Wonders*, published by McGraw-Hill School Education (c) 2017 Discussion/*Action*
9. Facilities
- a. 2016 California State Water Board Consumer Confidence Report for Nicasio School (Water System #2100582) *Information*
 - b. 2017 Hazardous Materials Inventory Report (Keenan & Associates) *Information*
10. Personnel
- a. Approve Hiring of .2 FTE Classified Physical Education Specialist for 2017-18 *Action*
11. Administrative/Governance
- a. 2017-20 Local Control and Accountability Plan (LCAP) Revisions *Discussion/Action*
 - b. Response to Marin County Civil Grand Jury Report April 6, 2017: Overcoming Barriers to Housing Affordability *Discussion/Action*
12. Correspondence *Information*
- a. Approval of Request for Allowance of Attendance Because of Emergency Conditions FY 2016-17, Form J-13A, Peter Foggiato, Director, School Fiscal Services Division, CDE, July 11, 2017
 - b. Approval of Long Term 2 Enhanced Surface Water Treatment Rule (LT2) E. Coli Monitoring Plan, Janice M. Thomas, Sonoma District Engineer, Division of Drinking Water, State Water Resources Control Board, August 23, 2017
13. Conclusion
- a. Agenda Planning *Discussion*
 - b. Adjournment *Action*

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.

Agenda Item # 46j

PROPOSITION 1 TECHNICAL ASSISTANCE WORK PLAN

UNIVERSITY ENTERPRISES, INC.
AND
CALIFORNIA STATE WATER RESOURCES CONTROL BOARD
DRINKING WATER AND WASTEWATER TECHNICAL ASSISTANCE AND OUTREACH

AGREEMENT NO. D16-12806

TA WORK PLAN NO. 5396-A
DATED AS OF MAY 12, 2017

AMOUNT (DIRECT COSTS): \$33,442

Whereas through the passage of various bond acts, including Proposition 1 in November 2014, the State Water Resources Control Board (State Water Board) is authorized to make available certain general obligation bond proceeds (GO Bond Proceeds) for projects meeting certain criteria; and

Whereas the State Water Board has determined that this Project is eligible for certain GO Bond Proceeds;

Therefore, the parties mutually agree to amend the Agreement, originally executed on October 26, 2016, and incorporated herein, to add:

TA WORK PLAN NO. 5396-A (6 pages attached)**

**Entire Exhibit added

All other terms and conditions shall remain the same.

RECIPIENT:

By: [Signature]
Name: Monica F. Kauppinen
Title: Director, Sponsored Programs

Date: 8/22/2017

STATE WATER RESOURCES CONTROL BOARD:

By: [Signature]
Name: Leslie Laudon
Title: Deputy Director, Division of Financial Assistance

Date: 8/29/17

Proposition 1 Technical Assistance (TA) Work Plan

TA Type: ☒ Drinking Water ☐ Wastewater ☐ Storm Water ☐ Groundwater

Grant Agreement No.: D16-12806

TA Start Date: May 12, 2017

TA Recipient(s): Nicasio School

Community/System Contact: Holly McArthur
(415) 259-9481
hollymcarthur@yahoo.com

Work Plan No.: 5396-A

Work Plan Title: Nicasio School Drinking Water System Project

Work Plan Submittal Date: July 21, 2017

Scope of Technical Assistance

The school has submitted a drinking water construction application, but cannot fund the environmental documents needed to complete the environmental package. Prop 1 TA to complete the Environmental package, Biological Report, Cultural Report, and have the NOE stamped by the County clerk.

A. Summary of Proposed Deliverables and Activities

Task	Deliverable	Notes and Details Regarding Related Activities	Lead TA Provider staff (also list consultants, if applicable)	Due Date
1	Work Plan	A. Identify CEQA related tasks B. Identify scope of biological resources report C. Determine deliverables D. Develop schedule and budget	CSUS: Mahmood, Stevens NGEM: Hendrickson	Complete

Work Plan No.5396-A

Task	Deliverable	Notes and Details Regarding Related Activities	Lead TA Provider staff (also list consultants, if applicable)	Due Date
2	Environmental Clearance		NGEM: Hendrickson	
2a	File NOE with County Clerk	<p>A. NOE has been prepared for the Nicasio School Water System, this task involves reviewing and supporting the filing of this exemption.</p> <p>B. Assumption is that no further work or supporting documents will be required.</p>		12/31/2017 Submit existing NOE to County Clerk (if not already filed)
2b	Draft and Final Biological Resources Assessment (BA - electronic file only)	<p>A. Database and Information Review: Available project information will be reviewed. At a minimum, this will include:</p> <ul style="list-style-type: none"> i. Project design documents ii. Commercially available aerial photography of the project study area iii. The California Natural Diversity Database (CNDDDB) iv. CNPS Online Inventory of Rare and Endangered Plants v. U.S. Fish and Wildlife Service (USFWS) Official Species List vi. GIS stream and wetland data vii. Critical habitat maps <p>B. Field Visit: A biologist will conduct a reconnaissance-level survey of the project site to identify and characterize the onsite and surrounding habitat types. The potential occurrence of special-status plant and wildlife species will be evaluated based on an analysis of onsite habitats, known home ranges and/or distribution of target species, and other biological characteristics. The habitat types present on and bordering the property will be generally mapped. Any potentially jurisdictional resources (e.g., wetlands, drainages) or sensitive plant communities will</p>		<p>11/01/2017 Draft report submitted for Water Board Review</p> <p>11/30/2017 Receive Water Board Comments Board Review of BA</p> <p>12/15/2017 Address Water Board Comments</p>

Task	Deliverable	Notes and Details Regarding Related Activities	Lead TA Provider staff (also list consultants, if applicable)	Due Date
		<p>also be identified, characterized, and generally mapped. All wildlife species observed and the dominant plant species present will be documented.</p> <p>C. Biological Resources Assessment: A Biological Assessment (BA) will be prepared to support a Section 7 Consultation with the USFWS. As required, the BA will evaluate the proposed action in sufficient detail to determine to what extent the proposed action may affect any federally listed Threatened or Endangered species or their designated critical habitat, or species proposed to be federally listed. The BA will be prepared in accordance with the accepted USFWS template and will describe the proposed action, describe the physical and biological attributes of the action area, identify all federally listed species that could occur in the action area, identify all designated critical habitat units in the action area, describe how the action may affect federally listed species and designated critical habitat, and provide a Section 7 finding for each federally listed species and designated critical habitat unit.</p> <p>D. Construction Application: Responses to portions of the Environmental Package (Construction) Application related to biological resources will be provided. This will involve expanding the analysis to address non-federally listed biological resources, such as active bird nests and jurisdictional wetlands.</p> <p>E. Meetings: Conduct one field visit with the USFWS and to participate in in-person or phone meetings with the project team.</p>		

Task	Deliverable	Notes and Details Regarding Related Activities	Lead TA Provider staff (also list consultants, if applicable)	Due Date
2c	<i>Environmental Package (Construction - electronic file)</i>	Based on information developed in the BA and Cultural Resources Report, complete all items in the SWRCB, Financial Assistance Application Environmental Package, and (Construction) prepare one draft and one final document.		12/15/2017 Submit draft to Water Board 12/31/2017 Receive comments from Water Board 1/31/2018 Address comments from Water Board
3	Cultural Resources Assessment		CSUS: Stevens	
3a	<i>Area of Potential Effects (APE)</i>	Define project Area of Potential Effects (APE) based on project maps/plans and clarification, as necessary, from knowledgeable construction or engineering personnel working on the project. According to the State Water Resources Control Board (SWRCB) Financial Assistance application, the APE must include all areas of the project where ground disturbance may occur (e.g., construction, coring, grading, trenching, staging areas), and it must be defined in three dimensions (i.e., it must include depth of disturbance at each location).		Complete by 9/15/17
3b	<i>California Historical Resources Information System (CHRIS)</i>	Perform a records search at the appropriate California Historical Resources Information System (CHRIS) center. According to the SWRCB Financial Assistance application, the records search will extend for 1/2 mile beyond the project APE. The records search will be requested at the Northwest Information Center at Sonoma State, which charges a fee for the service. ARC staff and students will use the resulting information to produce GIS maps of all resources and surveys in relation to the project area and obtain		Complete by 9/30/17

Task	Deliverable	Notes and Details Regarding Related Activities	Lead TA Provider staff (also list consultants, if applicable)	Due Date
		copies of all relevant site records and reports. This information will be used to formulate recommendations about the cultural sensitivity of the project area.		
3c	<i>Native American consultation (under both Section 106 of NHPA and CEQA [per A.B. 52])</i>	ARC staff and students will produce and send letters and emailed packets describing the proposed project and soliciting comments or concerns. As needed, we will follow-up phone calls and/or emails to Native American groups with an interest in the project. We will document all contacts and specify concerns of the various tribal groups.		Start by 8/31/17
3d	<i>Perform field survey</i>	For this project, a standard pedestrian survey of the project APE is likely sufficient. We assume that the project APE will be very small – essentially confined to the area of the proposed shed (12 x 14 feet). We further assume there will be no significant land access or ground visibility issues.		Complete by 10/20/17
3e	<i>Cultural Resources Report</i>	Produce Cultural Resources Report to attach to Financial Assistance application. The report will follow the format indicated by the California Office of Historic Preservation "Section 106 Consultation Submittal Checklist." One draft report in electronic format will be produced for SWRCB review. One final report will be produced consisting of one electronic file and five printed copies.		Complete by 10/15/17 Final: complete by 10/31/17
4	Project Management	Perform project management activities (coordination, review, scope/schedule/budget tracking)	CSUS: Mahmood	Project completion: 1/31/18

Assumptions

This work plan and budget covers the initial study only which includes records search, Native American consultation, field survey, and report. If significant cultural materials are encountered and the project cannot be changed to avoid them, additional archaeological testing, monitoring, or mitigation work may be required that would not be covered by this current budget.

Work Plan No.5396-A

E. Estimated Budget (Direct costs, including fringe) per State Fiscal Year (SFY) *

Budget Category	SFY 2016/17	SFY 2017/18	SFY 2018/19	Total Amount Requested
A. Personnel	\$ 0	\$ 17,650	\$ 0	\$ 17,650
B. Expenses and Supplies	\$ 0	\$ 695	\$ 0	\$ 695
C. Equipment (>\$5,000)	\$ 0	\$ 0	\$ 0	\$ 0
D. Travel	\$ 0	\$ 137	\$ 0	\$ 137
E. Professional and Consultant Services	\$ 0	\$ 14,960	\$ 0	\$ 14,960
Total DIRECT Costs	\$ 0	\$ 33,442	\$ 0	\$ 33,442

*Costs may be shifted between SFYs, but costs within each budget category may not exceed the total amount requested. Any costs exceeding the total amount requested in each budget category will not be permitted unless the Division approves an amendment to this TA Work Plan.

California Environmental Quality Act (CEQA) Certification

Please indicate if all the work you will implement in connection with this work plan is consistent with one of the following CEQA exemptions:

- ☒ Feasibility and planning studies with no ground disturbing activities (CCR, Title 14, Article 18, Section 15262)
- ☐ Also includes information collection via pilot studies, test wells, boreholes, etc. (CCR, Title 14, Article 19, Section 15306)

If proposed work includes ground disturbing activities in an area(s) with a potential for environmental impacts, including riparian habitat, wetland, endangered species habitat or sensitive cultural resources areas, you must notify your GM of the nature and scope of such work and receive approval prior to commencing ground disturbing activities.



Agenda Item # d/c

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

Date: 9/7/2017
To: Nicasio Board of Trustees
From: Barbara Snekkevik
Subject: Principal's Report

Events & Activities

- Parent Clean-Up Day, Sunday August 20th
- First Day of School Welcome Coffee and Tea, Wednesday August 23rd
- All School Assembly, Tuesday August 29th
- Back to School Night, Thursday September 14th
- Winter Program: Peter Pan (December 14th)

Student Updates

- CAASPP score reports (grades 3-5)
 - Initial reporting of overall scores:
 - English-Language Arts: 70% of students met or exceeded standard
 - Mathematics: 50% of students met or exceeded standard
 - Score reports have been shared with teachers and will be reviewed during PLC meeting to discuss strengths/areas of need and plan supports and interventions as appropriate.

Staff Updates

- New instructional specialists:
 - Jamie Vattuone, PE Specialist
 - Alice Ballery, Spanish Specialist

- Professional Development
 - August 21st: Restorative Practices (all staff), Don Carney of the Marin YMCA
 - August 22nd: Reading Wonders training (TK-5), Dixie School District
Study Sync webinar training (6-8, principal)
Middle School Program Review based on CDE's "12 Recommendations
for Middle Grades Success" (6-8, principal)
 - August 29th: Aeries Gradebook training (classroom teachers), Connie Benz

Site Updates

- Seven owlets monitored and tagged

NICASIO SCHOOL DISTRICT BOARD OF TRUSTEES

MINUTES

~ Regular Meeting ~

Thursday, June 1, 2017 5:00 PM

Nicasio School Library 5555 Nicasio Valley Road, Nicasio CA

and

Jason Snell *via Skype*:

Bad Robot 1221 Olympic Blvd. Santa Monica, CA 90404 Room 118

Initial Matters

- a. **Call to Order** at 5:06pm
- a. **Roll Call** In attendance: **Trustees Madeleine Sloane, Michelle Rutledge** and *(via phone)* **Jason Snell**. Also in attendance: **Superintendent Tom Lohwasser, Principal Barbara Snekkevik, MCOE Senior Business Director Kate Lane and Office Manager Mikki McIntyre**
2. Open Session Agenda
 - a. Patriotic Moment in deep gratitude to all the men and women who have served this country and those who have given their lives for our country.
 - b. Approval and Adoption of Open Session Agenda
Action: **M/S: Rutledge/Snell** to approve and adopt Open Session Agenda **Vote: 3/0**
 Ayes: Rutledge, Sloane, Snell; Noes: None
3. Public Comment
 - a. A parent inquired about the status of the Spanish program for 2017-18. Principal Snekkevik responded that applications are still being accepted for both the Spanish and PE specialist positions, and that interviews are scheduled for the upcoming week.
4. Consent Agenda
 - a. Approval of Minutes: May 4, 2017 Regular Meeting of Board of Trustees
 - b. Ratify Warrants Paid: April 29-May 24, 2017
 - c. Approve IDT Request Out of Nicasio School District (NSD) for 2017-18
 - i. IDTX 17-18-03

Action: **M/S: Rutledge/Snell** to approve Consent Agenda **Vote: 3/0** Ayes: Rutledge, Sloane, Snell; Noes: None
5. Facilities
 - a. Broadband Fiber Optic Network Proposal for Nicasio School (*This item was heard out of agenda order.*)
Action: **M/S: Rutledge/Snell** to approve moving agenda item #9a forward on the agenda

Vote: 3/0 Ayes: Rutledge, Sloane, Snell; Noes: None)

Discussion: Community member Eric Blantz and INYO Networks project manager Ron Volker provided the Board with an overview on the community-wide campaign to bring a fiber-optic broadband Internet project to Nicasio. Eric said the vision is to involve the community in a program to support world-class connectivity to the school (with better service) without costing the district anything. He said that in working with INYO, the community secured a grant to tap into existing fiber-optic capacity and extend it directly into a large percentage of the homes as well as to Nicasio School. An additional \$1 million was needed to fund the project and the community quickly stepped up to donate those funds, according to Eric. He said the proposed project, in partnership with INYO, would bring to the school an alternative to the AT&T Internet service it currently receives via the Marin County Office of Education (MCOE). Eric noted that when the district's contract with MCOE comes up for renewal next year, INYO hopes to have a better plan available. There was discussion about technical considerations and a proposed rebate structure. Ron Volker described the forms of subsidies the school could pursue, citing INYO's experience in developing successful programs for bringing Gbps connectivity to schools. Supt. Lohwasser cautioned that the protection of student privacy should be a prime consideration of any effort to provide Internet connectivity to all students. Mark Tong will confer with Dane Lancaster regarding the technical issues. Eric said there are several hurdles yet to be overcome before actual funds are collected i.e. securing of bonds, permits, etc. Trustee Sloane thanked Eric and Ron for their presentation.

6. Reports & Announcements

a. Water System Update

Holly McArthur said that although she had previously reported the completion of the application to the state for funding of the water project, she later learned that a few additional environmental reports are required. Those reports are now underway, she said, adding that the District's portion of the application is now finished.

b. Nicasio School Foundation Update

NS Foundation President Mark Burton reported year-to-date fundraising results of \$53,826, which is 98% of NSF's goal for 2016-17. He said NSF would be able to fulfill the school's request for funding of programs in 2017-18, adding that there might also be funds available to support the Internet phone project if needed. Mark said new members are needed for the Foundation Board, citing the imminent departure of at least two board directors. Mark reported a substantial increase in the donation participation rate by school households in recent years. He said when he came onto the Board, the rate was 17% compared to a 95% participation rate by families in 2016-17. He added that NSF is also trying to raise \$60,000 for five years for the broadband project, which would result in a 50% rebate to the District.

c. Principal's Report Principal Snekkevik provided her report.

Regarding the effectiveness of the school's Spanish program, an alumni parent said that her children went into Spanish 2 as 9th graders. She said Nicasio School's Spanish

program effectively get students where they need to be in high school. Trustee Rutledge noted that Cascade School uses an online Spanish Program, “Viva en Espanol.”

- d. Superintendent’s Report
 - i. Supt. Lohwasser said he appreciates Principal Snekkevik’s enthusiasm for her new role as principal.
 - ii. He said the governor’s May budget revision would not yield much for Nicasio School in the current school year, but some extra funds are expected for 2017-18.
- e. Trustees’ Report
 - i. With regard to the parent survey results indicating 19% of parents who felt the Board does not communicate with parents sufficiently, Trustee Rutledge said she would like to figure out a way to improve that. A parent in attendance requested that the monthly Board minutes be “pushed” in E-Blast communications to parents.
7. Public Hearing on the Nicasio School District 2017-18 Local Control Accountability Plan: The Board will hold a public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in Nicasio School District’s 2017-18 Local Control and Accountability Plan.
 - a. The public hearing opened at 5:51pm. Principal Snekkevik provided a summary of the topics that were covered with parents. Comparing the current year LCAP draft with last year’s document, she said there are now two fewer goals – one was removed, and one was ‘absorbed’ into another goal. Two additional action items on the plan are 1) the creation of student study teams; and 2) implementation of a school-wide social emotional program for grades K-8 that is focused on community building. There was no public comment. The hearing closed at 5:54pm.
8. Public Hearing on the Nicasio School District 2017-18 Proposed Budget: The Board will hold a public hearing regarding the Nicasio School District 2017-18 Proposed Budget, including disclosure of the District’s ending fund balance reserves and the District’s statement of reasons to substantiate the need for reserves that are higher than the minimum recommended reserve.
 - a. The public hearing opened at 5:54pm. Kate Lane provided a budget overview, explaining the she and Interim CBO Margie Bonardi worked closely together on the multiyear projections (MYP). Kate reported the following:
 - o A 2% property tax growth rate was used as a conservative projection.
 - o The District runs on a \$1 million budget, of which nearly \$200,000 is funded by parcel taxes, approximately \$50,000 comes from NSF, and special education funds from MCOE are counted as “local money.” There is not a lot of growth across the MYP in those revenues.
 - o Employee benefits are increasing due to pension increases, and that will be an ongoing struggle for all districts.
 - o A textbook adoption is budgeted for 2017-18.
 - o Costs for special education services are projected at \$120,000-\$130,000 in each

of the next three years, and excess costs for those services will continue to increase by 10% per year. The resulting MYP deficit spending ranges from \$47,000 up to \$83,000.

- o The District maintains an excess reserve as a cushion due to its “basic aid” funding status and in case the need arises for special education services at a non-public school for a year.

Kate summarized this preliminary look at the proposed budget as being “as conservative as it gets.” There was no public comment. The hearing closed at 6:11pm.

9. Finance/Business Services

- a. Approve 2017-18 Technology Services Contract between NSD and Silyco
Action: **M/S: Rutledge/Snell** to approve 2017-18 Technology Services Contract between NSD and Silyco **Vote: 3/0** Ayes: Rutledge, Sloane, Snell; Noes: None
- b. Approve 2017-18 MOU for School-Based DIS Counseling (SELPA Collaborative) between NSD and Bay Area Community Resources (BACR)
Action: **M/S: Rutledge/Snell** to approve 2017-18 MOU for School-Based DIS Counseling (SELPA Collaborative) between NSD and BACR **Vote: 3/0** Ayes: Rutledge, Sloane, Snell; Noes: None
- c. Approve 2017-18 Certificate of Signatures
Action: **M/S: Rutledge/Snell** to approve 2017-18 Certificate of Signatures **Vote: 3/0** Ayes: Rutledge, Sloane, Snell; Noes: None
- d. Consider Resolution 2016-17 #7 Authorization to Sign on Behalf of the Governing Board
Action: **M/S: Rutledge/Snell** to approve Resolution 2016-17 #7 Authorization to Sign on Behalf of the Governing Board **ROLL CALL Vote: 3/0** Ayes: Rutledge, Sloane, Snell; Noes: None

10. Facilities

- a. Broadband Fiber Optic Network Proposal for Nicasio School (*This item was re-ordered on the agenda and addressed earlier in the meeting.*)
- b. Approve Parking Lot Grading Proposal from Lunny Grading & Paving Inc.
Action: **M/S: Rutledge/Snell** to approve Parking Lot Grading Proposal from Lunny Grading & Paving Inc. **Vote: 3/0** Ayes: Rutledge, Sloane, Snell; Noes: None

11. Personnel

- a. Approve 2016-17 Contract Services Agreement with Marin County Office of Education for Support of Superintendent for Business Services (Apr 1-Jun 30, 2017)
Action: **M/S: Rutledge/Snell** to approve 2016-17 Contract Services Agreement with MCOE for Support of Superintendent for Business Services (Apr 1-Jun 30, 2017) **Vote: 3/0** Ayes: Rutledge, Sloane, Snell; Noes: None

12. Administrative/Governance

- a. Results of 2016-17 Annual School Survey *Information*: Principal Snekkevik reported that the summarized survey results were shared with the school community through Cougar Tracks and in a report to the NS Foundation.
 - b. Student Dress Code *Discussion*: Trustee Rutledge said she wanted to propose a change in the dress code, which she felt is outdated and enforced inconsistently. With specific reference to the length of dresses and shorts, she said that if the rules are not enforced with consistency, they should be discarded. Principal Snekkevik reported that the staff discussed the dress code, and while agreeing that it is challenging for parents to find appropriate clothing, they concurred that student attire not interfere with learning and become a distraction. Supt. Lohwasser advised either enforcing the dress code or getting rid of it. He suggested that the policies of other middle schools be researched. A parent in attendance added that the dress code should be uniformly applied across all grades, not just the middle school.
 - c. Second Reading BP6173 Education for Homeless Children *Discussion*: Supt. Lohwasser said the revised draft of the policy is almost the same as Dixie School District's policy and that it meets the requirements of the law.
Action: **M/S: Rutledge/Snell** to approve BP6173 Education for Homeless Children **Vote: 3/0** Ayes: Rutledge, Sloane, Snell; Noes: None
 - d. Approve Agreement Between NSD and Petaluma City Schools Regarding Interdistrict Attendance Agreement
Action: **M/S: Rutledge/Snell** to approve Agreement Between NSD and Petaluma City Schools Regarding Interdistrict Attendance Agreement **Vote: 3/0** Ayes: Rutledge, Sloane, Snell; Noes: None
 - e. Consideration of New IDT Requests into NSD for 2017-18:
 - i. IDT 17-18-15
 - ii. IDT 17-18-18

Discussion: Principal Snekkevik recommended approval of IDT #17-18-15 because there is capacity in the classroom based on Board policy, and there is now an IDT agreement in place between both districts. She recommended denial of IDT #17-18-18 based on the facts that 1) it would exceed program capacity in speech & language and resource, and 2) there is false or misleading information on the application (parent state it is a "renewal" when in fact it is a new request).

Action #1: **M/S: Rutledge/Snell** to approve IDT #17-18-15 into NSD for 2107-18. **Vote: 3/0** Ayes: Rutledge, Sloane, Snell; Noes: None

Action #2: **M/S: Rutledge/Snell** to deny IDT #17-18-18 into NSD for 2017-18 **Vote: 3/0** Ayes: Rutledge, Sloane, Snell; Noes: None
2. Conclusion
 - a. Agenda Planning
 - i. Approve LCAP

- ii. Adopt 2017-18 Budget
- iii. EPA Plan Approval
- iv. TAN Resolution
- v. Approve Superintendent Contract
- vi. Approval to Hire Spanish and/or PE Specialist

b. Adjournment

Action: **M/S: Rutledge/Snell** to adjourn meeting at 6:32pm **Vote: 3/0** Ayes: Rutledge, Sloane, Snell; Noes: None

Respectfully Submitted,

Mikki McIntyre

☐ Unadopted ☐ Adopted

Madeleine Sloane, Clerk

**NICASIO SCHOOL DISTRICT
BOARD OF TRUSTEES**

MINUTES

~ **SPECIAL MEETING** ~

Tuesday, June 22, 2017 4pm

Nicasio School Library 5555 Nicasio Valley Road, Nicasio CA

and

Michelle Rutledge via Skype/Phone:

34-4725 Spearhead Drive Whistler, BC Canada

1. Initial Matters
 - a. Roll Call
 - b. Call to Order at 4:05pm
 - c. **Roll Call** In attendance: **Trustees Madeleine Sloane, Jason Snell and (via teleconference) Michelle Rutledge.** Also in attendance: **Interim Superintendent Nancy Neu, Principal Barbara Snekkevik, Interim Chief Business Official Margie Bonardi and Office Manager Mikki McIntyre**
2. Open Session Agenda
 - a. Patriotic Moment honoring the 4th of July in celebration of our nation's independence and hoping for the future well being of this country
 - b. Approval and Adoption of Open Session Agenda
Action: **M/S: Sloane/Rutledge** to approve and adopt Open Session Agenda **Vote: 3/0**
 Ayes: Rutledge, Sloane, Snell; Noes: None
3. Public Comment
 - a. Holly McArthur expressed her appreciation to Supt. Lohwasser for all of his service to Nicasio School and said all will miss him. Everyone in attendance seconded Holly's comments.
4. Business Services
 - a. Approve 2017-18 Local Control Accountability Plan (LCAP) *Discussion:* Principal Snekkevik said minor corrections were made to typographical errors, but there were no substantive changes since the public hearing. She said the document has been submitted to MCOE with the budget. Margie Bonardi clarified that not all expenditures are in the LCAP, as not all funds are included in the document.
Action: **M/S: Sloane/Rutledge** to approve 2017-18 LCAP **Vote: 3/0** Ayes: Rutledge, Sloane, Snell; Noes: None

- b. Approve Adoption of 2017-18 Budget *Discussion:* Margie said the budget was developed with the best assumptions available at the time and there are no anticipated revisions until later in the summer. She added that the 2% increase in property taxes is a conservative assumption, but the rolls could possibly go higher this year.
Action: **M/S: Sloane/Rutledge** to approve Adoption of 2017-18 Budget **Vote: 3/0** Ayes: Rutledge, Sloane, Snell; Noes: None
- c. Approve 2017-18 Consolidated Application
Action: **M/S: Sloane/Rutledge** to approve 2017-18 Consolidated Application **Vote: 3/0** Ayes: Rutledge, Sloane, Snell; Noes: None
- d. Consider Approval of Resolution 2016-17 #8 Tax Anticipation Note (TAN) *Discussion:* Supt. Lohwasser explained that most districts, especially those which are basic aid, pass this resolution so they can continue to meet their cash flow obligations until their tax revenues are received.
Action: **M/S: Sloane/Rutledge** to approve Resolution 2016-17 #8 TAN **ROLL CALL Vote: 3/0** Ayes: Rutledge, Sloane, Snell; Noes: None
- e. Consider Approval of Resolution 2016-17 #9 Regarding the Education Protection Account (EPA) for 2017-18 *Discussion:* Margie explained that each year the district must report how much Prop. 30 funding it received and how those funds will be used. The District will be spending the funds on the general category of education and not on administrative salaries, she noted.
Action: **M/S: Sloane/Rutledge** to approve Resolution 2016-17 17 #9 Regarding the EPA for 2017-18 **ROLL CALL Vote: 3/0** Ayes: Rutledge, Sloane, Snell; Noes: None
- f. Consider Approval of Resolution 2016-17 #10 Regarding Budget Transfer of Funds for Year End Closing
Action: **M/S: Sloane/Rutledge** to approve Resolution 2016-17 #10 Regarding Budget Transfer of Funds for Year End Closing **ROLL CALL Vote: 3/0** Ayes: Rutledge, Sloane, Snell; Noes: None
- g. Approve Marin County Aeries SIS Consortium 2017-18 Contract for Basic Aeries Hosting Services
Action: **M/S: Sloane/Rutledge** to approve Marin County Aeries SIS Consortium 2017-18 Contract for Basic Aeries Hosting Services **Vote: 3/0** Ayes: Rutledge, Sloane, Snell; Noes: None
- h. Approve Con E Solutions 2017-18 Statement of Work
Action: **M/S: Sloane/Rutledge** to approve Con E Solutions 2017-18 Statement of Work **Vote: 3/0** Ayes: Rutledge, Sloane, Snell; Noes: None

- i. Approve Lozano Smith 2017-18 Agreement for Legal Services *Discussion:* Supt Lohwasser advised approval of the contract in case the need arises for an attorney specializing in personnel issues.
Action: **M/S: Sloane/Rutledge** to approve Lozano Smith 2017-18 Agreement for Legal Services **Vote: 3/0** Ayes: Rutledge, Sloane, Snell; Noes: None
 - j. Approve Jerry and Don's Pump & Well Service Agreement 2017-2018
Action: **M/S: Sloane/Rutledge** to approve Jerry and Don's Pump & Well Service Agreement 2017-2018 **Vote: 3/0** Ayes: Rutledge, Sloane, Snell; Noes: None
 - k. Quarterly Report on Williams Uniform Complaints
 - i. Oct-Dec 2016
 - ii. Apr-Jun 2017*Action:* **M/S: Sloane/Rutledge** to approve Quarterly Reports on Williams Uniform Complaints for Oct-Dec 2016 and Apr-Jun 2017 **Vote: 3/0** Ayes: Rutledge, Sloane, Snell; Noes: None
5. Administrative/Organizational
- a. Approve 2017-18 Nicasio School Board Schedule
Action: **M/S: Sloane/Rutledge** to approve 2017-18 Nicasio School Board Schedule with the modification of changing the proposed Feb. 1, 2018 meeting date to Wednesday, January 31, 2018. Meeting time at 5pm. **Vote: 3/0** Ayes: Rutledge, Sloane, Snell; Noes: None
6. Personnel
- a. Approve Contract Services Agreement with Marin County Office of Education for 2017-18 Support of Superintendent for Business Services
Action: **M/S: Sloane/Rutledge** to approve Contract Services Agreement with MCOE for 2017-18 Support of Superintendent for Business Services **Vote: 3/0** Ayes: Rutledge, Sloane, Snell; Noes: None
 - b. Approve Principal Contract for 2017-18
Action: **M/S: Sloane/Rutledge** to approve Principal Contract for 2017-18 **Vote: 3/0** Ayes: Rutledge, Sloane, Snell; Noes: None
 - c. Approve Revised 2016-17 Classified Salary Schedule to Include Classification for Business Office Assistant Position *Discussion:* Margie explained that Angelique Borges has resigned from the contract position with NSD because Bolinas-Stinson SD is hiring her fulltime. She said Angelique has offered to continue working for NSD as a special assignment until the position is filled. Margie noted that there is not currently anything on the salary schedule for that position. Trustee Snell expressed concerns about someone filling that position in a "moonlighting" capacity. Supt.; Lohwasser advised monitoring of the arrangement while keeping options open for other solutions. Margie

said this is considered an open position and that the ideal would be to find someone dedicated to the position.

Action: **M/S: Rutledge/Sloane** to approve Revised 2016-17 Classified Salary Schedule to Include Classification for Business Office Assistant Position **Vote: 3/0** Ayes: Rutledge, Sloane, Snell; Noes: None

- d. Consider Approval for the Employment of an Extra Hire in the Business Office Assistant Position *Discussion:* See related discussion above (item 6c.).

Action: **M/S: Sloane/Rutledge** to approve Approval for the Employment of an Extra Hire in the Business Office Assistant Position **Vote: 3/0** Ayes: Rutledge, Sloane, Snell; Noes: None

7. Facility

- a. Approve Jerry and Don's Pump & Well Service Quote #5546 for Replacement of Drinking Water System Filter

Action: **M/S: Sloane/Rutledge** to approve Jerry and Don's Pump & Well Service Quote #5546 for Replacement of Drinking Water System Filter **Vote: 3/0** Ayes: Rutledge, Sloane, Snell; Noes: None

8. Other Business

- a. Supt. Lohwasser provided the following statement at the conclusion of his final NSD Board meeting prior to retirement:

"I serve another school board and have served the Dixie School District for 27 years, and I'd like to think I've made a positive mark there. I stepped into the position at Nicasio as a favor to (former) Superintendent Stephen Rosenthal. It has always been important to me that the school thrives, and I always look forward to coming out here. I am proud of the work we've done. There have been some serious personnel, community and budget issues we had to address, and it was a difficult transition losing (former principal) Christy (Stocker) – but we've gotten through it all, and I think we're in pretty good shape. We have a great young principal who has a ton of potential and connections to ensure her success. She likes being here, and you can't pay for that."

"Nancy Neu (interim superintendent) is well known in Marin, especially for her roles with Novato, Tam and Shoreline school districts. She has a close relationship with (MCOE Superintendent) Mary Jane Burke, which is vital for this District. I think you will be in good hands."

- b. Supt. Lohwasser also explained that technology specialist Kevin Ngyuen is helping to incorporate NSD into Dixie School District's emergency call-out system, School Messenger. He said the system, at no cost to the District, will enable the school to notify families instantly and easily via phone, text or email in the event of an emergency.

9. Correspondence

- a. Re: 2017-18 Interim Superintendent Services, Mary Jane Burke, Marin County Superintendent of Schools, June 14, 2017
- b. Re: Fee Schedule for 2017-18 Fiscal Year, Carl Corbin, General Counsel, School & College Legal Services of CA, June 7, 2017

10. Adjournment

Action: **M/S: Sloane/Snell** to adjourn meeting. **Vote: 3/0** Ayes: Rutledge, Sloane, Snell;
Noes: None

Respectfully Submitted,

Mikki McIntyre

☐ Unadopted ☐ Adopted

Madeleine Sloane, Clerk

APY250 L.00.05

Marin County Office of Education
COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 06/02/2017

06/02/17 PAGE 1

DISTRICT: 031 NICASIO SCHOOL DISTRICT
BATCH: 0034 NICASIO A/P BATCH 34
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			
20163847	001409/	EMERALD BEHAVIOR				
	PO-170014	2. 01-6500-0-5840.00-5752-1100-000-000-000	2422		899.00	
		WARRANT TOTAL			\$899.00	
20163848	000276/	MARIN SCHOOLS INSURANCE				
	PV-170037	01-0000-0-9528.00-0000-0000-000-000-000	ACTIVE EMPLOYEES		495.85	
		WARRANT TOTAL			\$495.85	
20163849	000007/	OFFICE DEPOT				
	PO-170201	1. 01-1100-0-4300.00-1110-1010-000-012-000	928775109001		159.37	
		1. 01-1100-0-4300.00-1110-1010-000-012-000	928775864001		24.56	
		1. 01-1100-0-4300.00-1110-1010-000-012-000	928775865001		96.22	
		WARRANT TOTAL			\$280.15	
20163850	000012/	P G & E				
	PO-170033	1. 01-0000-0-5510.00-0000-8200-000-000-000	4964672870-6		24.22	
		WARRANT TOTAL			\$24.22	
20163851	001354/	DAMENA WARE				
	PO-170212	1. 01-1100-0-4300.00-1110-1010-000-345-000	REIMBURSEMENT-AMAZON		423.66	
		WARRANT TOTAL			\$423.66	
*** FUND	TOTALS ***	TOTAL NUMBER OF CHECKS:	5	TOTAL AMOUNT OF CHECKS:	\$2,122.88*	
		TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*	
		TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*	
		TOTAL PAYMENTS:	5	TOTAL AMOUNT:	\$2,122.88*	
*** BATCH TOTALS ***		TOTAL NUMBER OF CHECKS:	5	TOTAL AMOUNT OF CHECKS:	\$2,122.88*	
		TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*	
		TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*	
		TOTAL PAYMENTS:	5	TOTAL AMOUNT:	\$2,122.88*	
*** DISTRICT TOTALS ***		TOTAL NUMBER OF CHECKS:	5	TOTAL AMOUNT OF CHECKS:	\$2,122.88*	
		TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*	
		TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*	
		TOTAL PAYMENTS:	5	TOTAL AMOUNT:	\$2,122.88*	

APY250 L.00.05

Marin County Office of Education
 COMMERCIAL WARRANT REGISTER
 FOR WARRANTS DATED 06/07/2017

06/09/17 PAGE 2

DISTRICT: 031 NICASIO SCHOOL DISTRICT
 BATCH: 0035 NICASIO A/P BATCH 35
 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		
20164177	001272/	RAUL SALDANA				
		PO-170040	1. 01-6500-0-5840.00-5770-3600-000-706-000	APRIL TRANSPORTATION		600.00
			1. 01-6500-0-5840.00-5770-3600-000-706-000	MAY TRANSPORTATION		880.00
			WARRANT TOTAL			\$1,480.00
20164178	000600/	SONOMA COUNTY OFFICE OF ED				
		PO-170048	1. 01-0000-0-5829.00-0000-7100-000-000-000	IN17-03072		98.00
			WARRANT TOTAL			\$98.00
20164179	001004/	COLIN WILLIAMS				
		PO-170209	1. 01-9315-0-5819.00-1110-1010-000-678-000	REIMBURSEMENT		1,040.65
		PO-170210	1. 01-9315-0-5819.00-1110-1010-000-678-000	REIMBURSEMENT - FT		1,102.50
			WARRANT TOTAL			\$2,143.15
*** FUND	TOTALS ***		TOTAL NUMBER OF CHECKS:	11	TOTAL AMOUNT OF CHECKS:	\$10,276.93*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	11	TOTAL AMOUNT:	\$10,276.93*
*** BATCH TOTALS ***			TOTAL NUMBER OF CHECKS:	11	TOTAL AMOUNT OF CHECKS:	\$10,276.93*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	11	TOTAL AMOUNT:	\$10,276.93*
*** DISTRICT TOTALS ***			TOTAL NUMBER OF CHECKS:	11	TOTAL AMOUNT OF CHECKS:	\$10,276.93*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	11	TOTAL AMOUNT:	\$10,276.93*

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Marin County Office of Education
COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 06/07/2017

06/09/17 PAGE 1

DISTRICT: 031 NICASIO SCHOOL DISTRICT
BATCH: 0035 NICASIO A/P BATCH 35
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		
20164169	001410/	JENNA D'ANNA				
	PO-170207	1.	01-9320-0-4300.00-1110-1010-000-000-000	REIMB - MICHAELS		77.09
	PO-170208	1.	01-9320-0-4300.00-1110-1010-000-000-000	REIMBURSEMENT DOUGLAS&STURGESS		244.50
			WARRANT TOTAL			\$321.59
20164170	001409/	EMERALD BEHAVIOR				
	PO-170014	2.	01-6500-0-5840.00-5752-1100-000-000-000	2460		1,860.00
			WARRANT TOTAL			\$1,860.00
20164171	000807/	JERRY & DON'S PUMP & WELL				
	PO-170017	2.	01-0000-0-5535.00-0000-8200-000-000-000	0121937-IN		1,169.12
			WARRANT TOTAL			\$1,169.12
20164172	001149/	MARIN COUNTY OFFICE OF ED				
	PV-170038		01-0000-0-3701.00-1110-1010-000-000-000	DISTRICT PORTION OF ROGERS		735.69
			01-0000-0-9210.00-0000-0000-000-000-000	ROGERS PORTION		196.40
			01-0000-0-9526.00-0000-0000-000-000-000	KAISER ACTIVE		1,841.46
			01-0000-0-9529.00-0000-0000-000-000-000	VISION		93.64
			WARRANT TOTAL			\$2,867.19
20164173	001180/	MICHELLE MCINTYRE				
	PO-170206	1.	01-0000-0-4300.00-0000-2700-000-000-000	REIMBURSEMENT - FOOD		31.07
			WARRANT TOTAL			\$31.07
20164174	000050/	POINT REYES LIGHT INC.				
	PO-170205	1.	01-0000-0-5803.00-0000-7100-000-000-000	39737		33.00
			WARRANT TOTAL			\$33.00
20164175	001204/	PROTECTION ONE ALARM MONITORIN				
	PO-170035	1.	01-0000-0-5620.00-0000-8300-000-000-000	116465149		89.86
			WARRANT TOTAL			\$89.86
20164176	001245/	REX ACE HARDWARE COUNTRY STORE				
	PO-170211	1.	01-0000-0-4300.00-0000-8100-000-000-000	218008		183.95
			WARRANT TOTAL			\$183.95

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Marin County Office of Education
COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 06/16/2017

06/16/17 PAGE 2

DISTRICT: 031 NICASIO SCHOOL DISTRICT
BATCH: 0036 NICASIO A/P BATCH 35
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		
		1.	01-6500-0-5840.00-5770-3600-000-706-000	MARCH TRANSPORTATION		158.90
		1.	01-6500-0-5840.00-5770-3600-000-706-000	FEBRUARY		122.78
		1.	01-6500-0-5840.00-5770-3600-000-706-000	PARTIAL APRIL TRANSPORTATION		35.02
		1.	01-6500-0-5840.00-5770-3600-000-706-000	DECEMBER TRANSPORTATION		115.56
			WARRANT TOTAL			\$758.37
20165388	000038/	SCOE				
		PV-170039	01-0000-0-5829.00-0000-7100-000-000-000	IN17-03177		1,078.00
			01-6500-0-5829.00-5001-7100-000-000-000	IN17-03177		147.00
			WARRANT TOTAL			\$1,225.00
20165389	001260/	SILYCO				
		PO-170043	2. 01-0000-0-5840.00-0000-2700-000-000-000	MAY2017		325.00
			2. 01-0000-0-5840.00-0000-2700-000-000-000	DEC2016		325.00
			1. 01-0000-0-5840.00-1110-1010-000-000-000	DEC2016		325.00
			1. 01-0000-0-5840.00-1110-1010-000-000-000	MAY2017		325.00
			WARRANT TOTAL			\$1,300.00
20165390	001418/	BARBARA SNEKKEVIK				
		PO-170215	1. 01-0000-0-4300.00-0000-2700-000-000-000	REIMBURSEMENT FEDEX-KINKOS		89.51
			WARRANT TOTAL			\$89.51
20165391	000093/	US BANK EQUIPMENT FINANCE				
		PO-170046	2. 01-0000-0-5605.00-0000-2700-000-000-000	332027366		46.94
			1. 01-0000-0-5605.00-1110-1010-000-000-000	332027366		109.53
			WARRANT TOTAL			\$156.47
*** FUND	TOTALS ***		TOTAL NUMBER OF CHECKS:	12	TOTAL AMOUNT OF CHECKS:	\$7,117.87*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	12	TOTAL AMOUNT:	\$7,117.87*
*** BATCH TOTALS ***			TOTAL NUMBER OF CHECKS:	12	TOTAL AMOUNT OF CHECKS:	\$7,117.87*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	12	TOTAL AMOUNT:	\$7,117.87*
*** DISTRICT TOTALS ***			TOTAL NUMBER OF CHECKS:	12	TOTAL AMOUNT OF CHECKS:	\$7,117.87*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	12	TOTAL AMOUNT:	\$7,117.87*

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Marin County Office of Education
 COMMERCIAL WARRANT REGISTER
 FOR WARRANTS DATED 06/16/2017

06/16/17 PAGE 1

DISTRICT: 031 NICASIO SCHOOL DISTRICT
 BATCH: 0036 NICASIO A/P BATCH 35
 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		
20165380	000922/	AMERIGAS				
		PO-170051	3. 01-0000-0-5505.00-0000-8200-000-000-000	3065707431		534.53
			WARRANT TOTAL			\$534.53
20165381	000568/	AT&T				
		PO-170002	1. 01-1400-0-5940.00-1110-1010-000-000-000	43695118589544		385.13
			WARRANT TOTAL			\$385.13
20165382	001404/	ANNADEL DONG				
		PO-170218	1. 01-9315-0-5819.00-1110-1010-000-012-000	REIMBURSEMENT		222.59
			WARRANT TOTAL			\$222.59
20165383	001409/	EMERALD BEHAVIOR				
		PO-170014	2. 01-6500-0-5840.00-5752-1100-000-000-000	2496		1,860.00
			WARRANT TOTAL			\$1,860.00
20165384	001149/	MARIN COUNTY OFFICE OF ED				
		PO-170166	2. 01-0000-0-5200.00-1110-1010-000-000-000	170913		265.00
		PO-170213	1. 01-4035-0-5240.00-1110-1010-000-000-000	170904		25.00
		PO-170219	1. 01-0000-0-5200.00-0000-7100-000-000-000	170924		61.78
			WARRANT TOTAL			\$351.78
20165385	000009/	MARIN COUNTY SCHOOL BOARD ASSN				
		PO-170217	1. 01-0000-0-5840.00-0000-7100-000-000-000	MCSBA TRESTEE AND SUP DINNER		70.00
			WARRANT TOTAL			\$70.00
20165386	000007/	OFFICE DEPOT				
		PO-170204	1. 01-0000-0-4300.00-0000-2700-000-000-000	932467050001		67.11
			2. 01-1100-0-4300.00-1110-1010-000-000-000	932467050001		97.38
			WARRANT TOTAL			\$164.49
20165387	001362/	SERGIO SALDANA				
		PO-170042	2. 01-6500-0-5840.00-5770-3600-000-706-000	APRIL TRANSPORTATION		73.32
			2. 01-6500-0-5840.00-5770-3600-000-706-000	MAY TRANSPORTATION		158.90
			1. 01-6500-0-5840.00-5770-3600-000-706-000	JANUARY TRANSPORTATION		93.89

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Marin County Office of Education
 COMMERCIAL WARRANT REGISTER
 FOR WARRANTS DATED 06/28/2017

06/28/17 PAGE 2

DISTRICT: 031 NICASIO SCHOOL DISTRICT

BATCH: 0037 NICASIO A/P BATCH 36

FUND : 14 DEFERRED MAINTENANCE 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		
20166519	000813/	LUNNY GRADING & PAVING INC				
	PV-170040	14-0000-0-5827.00-0000-8100-000-000-000	5218C			2,900.00
		WARRANT TOTAL				\$2,900.00
*** FUND	TOTALS ***	TOTAL NUMBER OF CHECKS:	1	TOTAL AMOUNT OF CHECKS:		\$2,900.00*
		TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:		\$.00*
		TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:		\$.00*
		TOTAL PAYMENTS:	1	TOTAL AMOUNT:		\$2,900.00*
*** BATCH TOTALS ***		TOTAL NUMBER OF CHECKS:	5	TOTAL AMOUNT OF CHECKS:		\$6,181.75*
		TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:		\$.00*
		TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:		\$.00*
		TOTAL PAYMENTS:	5	TOTAL AMOUNT:		\$6,181.75*
*** DISTRICT TOTALS ***		TOTAL NUMBER OF CHECKS:	5	TOTAL AMOUNT OF CHECKS:		\$6,181.75*
		TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:		\$.00*
		TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:		\$.00*
		TOTAL PAYMENTS:	5	TOTAL AMOUNT:		\$6,181.75*

APY250 L.00.05

Marin County Office of Education
 COMMERCIAL WARRANT REGISTER
 FOR WARRANTS DATED 06/28/2017

06/28/17 PAGE 1

DISTRICT: 031 NICASIO SCHOOL DISTRICT
 BATCH: 0037 NICASIO A/P BATCH 36
 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		
20166515	001409/	EMERALD BEHAVIOR				
		PO-170014	2. 01-6500-0-5840.00-5752-1100-000-000-000	2533		1,522.30
			WARRANT TOTAL			\$1,522.30
20166516	000276/	MARIN SCHOOLS INSURANCE				
		PV-170041	01-0000-0-9526.00-0000-0000-000-000-000	ACTIVE SUBSCRIBERS		495.85
			WARRANT TOTAL			\$495.85
20166517	000012/	P G & E				
		PO-170033	1. 01-0000-0-5510.00-0000-8200-000-000-000	4964672870-6		14.79
			1. 01-0000-0-5510.00-0000-8200-000-000-000	8516765363-4		948.81
			WARRANT TOTAL			\$963.60
20166518	001272/	RAUL SALDANA				
		PO-170041	1. 01-0000-0-5840.00-0000-8100-000-000-000	JUNE GROUNDS KEEPING		300.00
			WARRANT TOTAL			\$300.00
*** FUND	TOTALS ***		TOTAL NUMBER OF CHECKS:	4	TOTAL AMOUNT OF CHECKS:	\$3,281.75*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	4	TOTAL AMOUNT:	\$3,281.75*

APY250 L.00.05

Marin County Office of Education
COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 07/12/2017

08/31/17 PAGE 2

DISTRICT: 031 NICASIO SCHOOL DISTRICT
BATCH: 0001 BATCH 1 PAYABLES
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			
	CL-170012	01-0000-0-4300.00-0000-8100-000-000-000	936494337001		14.82	
		01-0000-0-4300.00-0000-8100-000-000-000	936494919001		1.99	
		WARRANT TOTAL			\$519.92	
20168002	000021/	REDWOOD EMPIRE DISPOSAL				
	CL-170013	01-0000-0-5550.00-0000-8200-000-000-000	JUNE - 894351		223.37	
		WARRANT TOTAL			\$223.37	
20168003	000038/	SCOE				
	CL-170019	01-0000-0-5829.00-0000-7100-000-000-000	IN17-03414		2,082.50	
		WARRANT TOTAL			\$2,082.50	
20168004	001260/	SILYCO				
	CL-170014	01-0000-0-5840.00-1110-1010-000-000-000	JUN2017		325.00	
	CL-170015	01-0000-0-5840.00-0000-2700-000-000-000	JUN2017		325.00	
		WARRANT TOTAL			\$650.00	
20168005	001418/	BARBARA SNEKKEVIK				
	CL-170016	01-0000-0-4300.00-0000-2700-000-000-000	REIMBURSEMENT		285.01	
		WARRANT TOTAL			\$285.01	
20168006	001285/	MONICA SNELL				
	CL-170017	01-0000-0-5200.00-1110-1010-000-000-000	REIMBURSEMENT		102.50	
	CL-170018	01-0000-0-5821.00-0000-7100-000-000-000	REIMBURSEMENT		69.00	
		WARRANT TOTAL			\$171.50	
20168007	000093/	US BANK EQUIPMENT FINANCE				
	CL-170020	01-0000-0-5605.00-1110-1010-000-000-000	334278066		156.47	
		WARRANT TOTAL			\$156.47	
*** FUND	TOTALS ***	TOTAL NUMBER OF CHECKS:	15	TOTAL AMOUNT OF CHECKS:	\$12,794.72*	
		TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*	
		TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*	
		TOTAL PAYMENTS:	15	TOTAL AMOUNT:	\$12,794.72*	
*** BATCH TOTALS ***		TOTAL NUMBER OF CHECKS:	15	TOTAL AMOUNT OF CHECKS:	\$12,794.72*	
		TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*	
		TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*	
		TOTAL PAYMENTS:	15	TOTAL AMOUNT:	\$12,794.72*	
*** DISTRICT TOTALS ***		TOTAL NUMBER OF CHECKS:	15	TOTAL AMOUNT OF CHECKS:	\$12,794.72*	
		TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*	
		TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*	
		TOTAL PAYMENTS:	15	TOTAL AMOUNT:	\$12,794.72*	

APY250 L.00.05

Marin County Office of Education
COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 07/12/2017

08/31/17 PAGE 1

DISTRICT: 031 NICASIO SCHOOL DISTRICT
BATCH: 0001 BATCH 1 PAYABLES
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		
20167993	000568/	AT&T				
		CL-170001	01-0000-0-5970.00-0000-2700-000-000-000	9834495		84.31
			WARRANT TOTAL			\$84.31
20167994	001419/	AYS ENGINEERING GROUP				
		CL-170002	01-0000-0-5540.00-0000-8200-000-000-000	5394		620.92
			WARRANT TOTAL			\$620.92
20167995	001335/	CON E SOLUTIONS				
		CL-170003	01-0000-0-5840.00-0000-2700-000-000-000	NICASIO SCHOOL CALPADS		525.00
			WARRANT TOTAL			\$525.00
20167996	001410/	JENNA D'ANNA				
		CL-170004	01-0000-0-5200.00-1110-1010-000-000-000	REIMBURSEMENT		102.50
		CL-170005	01-0000-0-5821.00-0000-7100-000-000-000	REIMBURSEMENT		69.00
			WARRANT TOTAL			\$171.50
20167997	001409/	EMERALD BEHAVIOR				
		CL-170006	01-6500-0-5840.00-5752-1100-000-000-000	2581		1,240.00
			WARRANT TOTAL			\$1,240.00
20167998	000807/	JERRY & DON'S PUMP & WELL				
		CL-170007	01-0000-0-5535.00-0000-8200-000-000-000	0122603-IN		1,394.22
			WARRANT TOTAL			\$1,394.22
20167999	001149/	MARIN COUNTY OFFICE OF ED				
		CL-170008	01-0000-0-5300.00-0000-7100-000-000-000	2 STALE DATED WARRANT REISSUE		145.00
		CL-170009	01-0000-0-5200.00-1110-1010-000-000-000	170954		25.00
			WARRANT TOTAL			\$170.00
20168000	001323/	NORTH BAY TAXI				
		CL-170010	01-6500-0-5840.00-5770-3600-000-707-000	MAY AND JUNE INVOICES		4,500.00
			WARRANT TOTAL			\$4,500.00
20168001	000007/	OFFICE DEPOT				
		CL-170011	01-0000-0-4300.00-0000-2700-000-000-000	935427260001		503.11

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Marin County Office of Education
 COMMERCIAL WARRANT REGISTER
 FOR WARRANTS DATED 07/19/2017

08/31/17 PAGE 2

DISTRICT: 031 NICASIO SCHOOL DISTRICT

BATCH: 0002 BATCH 2

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						\$3,000.00
*** FUND	TOTALS ***		TOTAL NUMBER OF CHECKS:	10	TOTAL AMOUNT OF CHECKS:	\$17,742.19*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	10	TOTAL AMOUNT:	\$17,742.19*
*** BATCH TOTALS ***			TOTAL NUMBER OF CHECKS:	10	TOTAL AMOUNT OF CHECKS:	\$17,742.19*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	10	TOTAL AMOUNT:	\$17,742.19*
*** DISTRICT TOTALS ***			TOTAL NUMBER OF CHECKS:	10	TOTAL AMOUNT OF CHECKS:	\$17,742.19*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	10	TOTAL AMOUNT:	\$17,742.19*

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Marin County Office of Education
 COMMERCIAL WARRANT REGISTER
 FOR WARRANTS DATED 07/19/2017

08/31/17 PAGE 1

DISTRICT: 031 NICASIO SCHOOL DISTRICT

BATCH: 0002 BATCH 2

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		
20168481	000568/	AT&T				
		PO-180003	1. 01-1400-0-5940.00-1110-1010-000-000-000	43695118589544	JULY	385.13
			WARRANT TOTAL			\$385.13
20168482	001399/	BACR				
		PO-180005	1. 01-6500-0-5840.00-5770-3120-000-000-000		HALF OF CONTRACTED AMOUNT	5,552.50
			WARRANT TOTAL			\$5,552.50
20168483	000665/	COUNTY OF MARIN				
		PO-180048	1. 01-0000-0-5540.00-0000-8200-000-000-000	16797		1,443.00
			WARRANT TOTAL			\$1,443.00
20168484	001351/	EDJOIN				
		PO-180012	1. 01-0000-0-5803.00-0000-7100-000-000-000	17180410		450.00
			WARRANT TOTAL			\$450.00
20168485	000276/	MARIN SCHOOLS INSURANCE				
		PO-180029	1. 01-0000-0-5470.00-0000-7200-000-000-000	MSIA-2018PL-011		5,783.00
			WARRANT TOTAL			\$5,783.00
20168486	001180/	MICHELLE MCINTYRE				
		CL-170023	01-0000-0-5200.00-0000-2700-000-000-000		MILEAGE	500.00
			WARRANT TOTAL			\$500.00
20168487	001108/	NICASIO SCHOOL DISTRICT				
		CL-170022	01-0000-0-5960.00-0000-2700-000-000-000		REVOLVING CASH REPLENISH	318.20
			WARRANT TOTAL			\$318.20
20168488	001204/	PROTECTION ONE ALARM MONITORIN				
		PO-180034	1. 01-0000-0-5620.00-0000-8300-000-000-000	117036480	JULY	89.86
			WARRANT TOTAL			\$89.86
20168489	000038/	SCOE				
		CL-170021	01-6500-0-5829.00-5001-7100-000-000-000	IN17-03633		220.50
			WARRANT TOTAL			\$220.50
20168490	001185/	STEPHEN ROATCH ACCOUNTANCY COR				
		PO-180043	1. 01-0000-0-5809.00-0000-7191-000-000-000		PROGRESS BILLING 2	3,000.00

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Marin County Office of Education
 COMMERCIAL WARRANT REGISTER
 FOR WARRANTS DATED 08/04/2017

08/31/17 PAGE 1

DISTRICT: 031 NICASIO SCHOOL DISTRICT
 BATCH: 0003 NICASIO BATCH 3
 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			
20169882	001419/	AYS ENGINEERING GROUP					
	CL-170024		01-0000-0-5540.00-0000-8200-000-000-000	5420		595.00	
	WARRANT TOTAL					\$595.00	
20169883	000807/	JERRY & DON'S PUMP & WELL					
	CL-170025		01-0000-0-5535.00-0000-8200-000-000-000	0122603-IN		1,394.22	
	WARRANT TOTAL					\$1,394.22	
20169884	001149/	MARIN COUNTY OFFICE OF ED					
	CL-170026		01-0000-0-5840.00-0000-7200-000-000-000	171164		17,388.17	
	WARRANT TOTAL					\$17,388.17	
*** FUND TOTALS ***		TOTAL NUMBER OF CHECKS:		3	TOTAL AMOUNT OF CHECKS:	\$19,377.39*	
		TOTAL ACH GENERATED:		0	TOTAL AMOUNT OF ACH:	\$.00*	
		TOTAL EFT GENERATED:		0	TOTAL AMOUNT OF EFT:	\$.00*	
		TOTAL PAYMENTS:		3	TOTAL AMOUNT:	\$19,377.39*	
*** BATCH TOTALS ***		TOTAL NUMBER OF CHECKS:		3	TOTAL AMOUNT OF CHECKS:	\$19,377.39*	
		TOTAL ACH GENERATED:		0	TOTAL AMOUNT OF ACH:	\$.00*	
		TOTAL EFT GENERATED:		0	TOTAL AMOUNT OF EFT:	\$.00*	
		TOTAL PAYMENTS:		3	TOTAL AMOUNT:	\$19,377.39*	
*** DISTRICT TOTALS ***		TOTAL NUMBER OF CHECKS:		3	TOTAL AMOUNT OF CHECKS:	\$19,377.39*	
		TOTAL ACH GENERATED:		0	TOTAL AMOUNT OF ACH:	\$.00*	
		TOTAL EFT GENERATED:		0	TOTAL AMOUNT OF EFT:	\$.00*	
		TOTAL PAYMENTS:		3	TOTAL AMOUNT:	\$19,377.39*	

APY250 L.00.05

Marin County Office of Education
COMMERCIAL WARRANT REGISTER
FOR WARRANTS DATED 08/16/2017

08/17/17 PAGE 1

DISTRICT: 031 NICASIO SCHOOL DISTRICT
BATCH: 0004 NICASIO BATCH 4
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		
20170752	001334/	BOLINAS-STINSON UNION USD				
		CL-170030	01-0000-0-5840.00-0000-7300-000-000-000	4TH QTR BUSINESS SERVICES		11,016.27
			WARRANT TOTAL			\$11,016.27
20170753	000276/	MARIN SCHOOLS INSURANCE				
		PV-180001	01-0000-0-9528.00-0000-0000-000-000-000	AUGUST DENTAL		495.85
			WARRANT TOTAL			\$495.85
20170754	000007/	OFFICE DEPOT				
		PO-180101	1. 01-0000-0-4300.00-0000-7300-000-000-000	942614353001		45.02
			2. 01-0000-0-4300.00-0000-8200-000-000-000	942614566001		24.64
			WARRANT TOTAL			\$69.66
20170755	001035/	RENAISSANCE LEARNING INC.				
		PV-180002	01-6300-0-4200.00-1110-1010-000-000-000	742897		1,295.00
			WARRANT TOTAL			\$1,295.00
20170756	001207/	SAN JOAQUIN CO. OFFICE OF EDUC				
		PV-180003	01-0000-0-5803.00-0000-7100-000-000-000	17180410		450.00
			WARRANT TOTAL			\$450.00
20170757	000024/	STATE OF CALIFORNIA				
		CL-170027	01-0000-0-9515.00-0000-0000-000-000-000	94241106 2ND QTR EDD		62.58
			WARRANT TOTAL			\$62.58
20170758	000150/	STATE TEACHERS' RETIREMENT SYS				
		CL-170028	01-0000-0-7438.00-0000-9100-000-000-000	ROGERS RETIREMENT INCENTIVE		2,686.95
		CL-170029	01-0000-0-7439.00-0000-9100-000-000-000	ROGERS RETIREMENT INCENTIVE		6,312.67
			WARRANT TOTAL			\$8,999.62
*** FUND	TOTALS ***		TOTAL NUMBER OF CHECKS:	7	TOTAL AMOUNT OF CHECKS:	\$22,388.98*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	7	TOTAL AMOUNT:	\$22,388.98*
*** BATCH TOTALS ***			TOTAL NUMBER OF CHECKS:	7	TOTAL AMOUNT OF CHECKS:	\$22,388.98*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	7	TOTAL AMOUNT:	\$22,388.98*
*** DISTRICT TOTALS ***			TOTAL NUMBER OF CHECKS:	7	TOTAL AMOUNT OF CHECKS:	\$22,388.98*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	7	TOTAL AMOUNT:	\$22,388.98*

APY250 L.00.05

Marin County Office of Education
 COMMERCIAL WARRANT REGISTER
 FOR WARRANTS DATED 08/23/2017

08/31/17 PAGE 3

DISTRICT: 031 NICASIO SCHOOL DISTRICT
 BATCH: 0005 NICASIO A/P BATCH 5
 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						\$47.60
*** FUND	TOTALS ***		TOTAL NUMBER OF CHECKS:	15	TOTAL AMOUNT OF CHECKS:	\$41,553.62*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	15	TOTAL AMOUNT:	\$41,553.62*
*** BATCH TOTALS ***			TOTAL NUMBER OF CHECKS:	15	TOTAL AMOUNT OF CHECKS:	\$41,553.62*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	15	TOTAL AMOUNT:	\$41,553.62*
*** DISTRICT TOTALS ***			TOTAL NUMBER OF CHECKS:	15	TOTAL AMOUNT OF CHECKS:	\$41,553.62*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	15	TOTAL AMOUNT:	\$41,553.62*

APY250 L.00.05

Marin County Office of Education
 COMMERCIAL WARRANT REGISTER
 FOR WARRANTS DATED 08/23/2017

08/31/17 PAGE 2

DISTRICT: 031 NICASIO SCHOOL DISTRICT

BATCH: 0005 NICASIO A/P BATCH 5

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						\$1,024.35
20171320	001359/	MCSAA				
	PO-180104	1.	01-0000-0-5300.00-0000-2700-000-000-000	MCSAA MEMBERSHIP DUES		65.00
			WARRANT TOTAL			\$65.00
20171321	001323/	NORTH BAY TAXI				
	PO-180030	1.	01-6500-0-5840.00-5770-3600-000-707-000	JULY TRANSPORTATION		3,295.00
			WARRANT TOTAL			\$3,295.00
20171322	000012/	P G & E				
	CL-170031		01-0000-0-5510.00-0000-8200-000-000-000	8516765363-4 JUNE		653.66
			01-0000-0-5510.00-0000-8200-000-000-000	4964672870-6		13.42
			WARRANT TOTAL			\$667.08
20171323	001204/	PROTECTION ONE ALARM MONITORIN				
	PO-180034	1.	01-0000-0-5620.00-0000-8300-000-000-000	6905392 JULY		89.86
			WARRANT TOTAL			\$89.86
20171324	000021/	REDWOOD EMPIRE DISPOSAL				
	PO-180035	1.	01-0000-0-5550.00-0000-8200-000-000-000	900475		223.37
			WARRANT TOTAL			\$223.37
20171325	001420/	SACRAMENTO COUNTY OFFICE OF ED				
	PV-180005		01-0000-0-5300.00-0000-2700-000-000-000	CAASPP TRAINING FOR SNEKKEVIK		40.00
			WARRANT TOTAL			\$40.00
20171326	001418/	BARBARA SNEKKEVIK				
	PO-180103	1.	01-0000-0-4300.00-0000-2700-000-000-000	REIMBURSEMENT		87.68
		2.	01-0000-0-5829.00-0000-7100-000-000-000	REIMBURSEMENT		15.00
			WARRANT TOTAL			\$102.68
20171327	000093/	US BANK EQUIPMENT FINANCE				
	PO-180047	1.	01-0000-0-5605.00-1110-1010-000-000-000	336411632		156.47
			WARRANT TOTAL			\$156.47
20171328	001240/	WOODBURN PRESS				
	PO-180102	1.	01-1100-0-4300.00-1110-1010-000-000-000	75623		47.60

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Marin County Office of Education
 COMMERCIAL WARRANT REGISTER
 FOR WARRANTS DATED 08/23/2017

08/31/17 PAGE 1

DISTRICT: 031 NICASIO SCHOOL DISTRICT
 BATCH: 0005 NICASIO A/P BATCH 5
 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			
20171314	001386/	ALL STAR RENTS				
		PO-180000 1. 01-0000-0-5610.00-0000-8100-000-000-000	699200-4		61.82	
		WARRANT TOTAL			\$61.82	
20171315	000568/	AT&T				
		PO-180002 1. 01-0000-0-5970.00-0000-2700-000-000-000	9971822		87.79	
		PO-180003 1. 01-1400-0-5940.00-1110-1010-000-000-000	43695118589544 AUGUST		385.13	
		WARRANT TOTAL			\$472.92	
20171316	000807/	JERRY & DON'S PUMP & WELL				
		PO-180016 1. 01-0000-0-5535.00-0000-8200-000-000-000	0122998-IN		1,254.38	
		WARRANT TOTAL			\$1,254.38	
20171317	001149/	MARIN COUNTY OFFICE OF ED				
		CL-170032 01-0000-0-5840.00-1110-3140-000-000-000	171239		1,774.16	
		CL-170033 01-6500-0-5840.00-5770-3120-000-000-000	171239		12,708.80	
		CL-170034 01-0000-0-5840.00-0000-7100-000-300-000	171222		11,101.34	
		CL-170035 01-6500-0-5840.00-5770-3150-000-000-000	171248		2,649.91	
		PV-180004 01-0000-0-3701.00-1110-1010-000-000-000	DISTRICT PORTION ROGERS		1,471.38	
		01-0000-0-9210.00-0000-0000-000-000-000	ROGERS PORTION KAISER		392.80	
		01-0000-0-9526.00-0000-0000-000-000-000	INVOICE #'S 180015-180042		3,682.92	
		01-0000-0-9529.00-0000-0000-000-000-000	VISION		187.28	
		PV-180006 01-0000-0-4300.00-0000-2700-000-000-000	180025		9.50	
		WARRANT TOTAL			\$33,978.09	
20171318	000009/	MARIN COUNTY SCHOOL BOARD ASSN				
		PO-180028 1. 01-0000-0-5300.00-0000-7100-000-000-000	MCSAA BOARD DUES		75.00	
		WARRANT TOTAL			\$75.00	
20171319	000019/	MCGRAW HILL EDUCATION INC				
		PO-180100 1. 01-1400-0-4100.00-1110-1010-000-221-000	98367421001		999.19	
		1. 01-1400-0-4100.00-1110-1010-000-221-000	98317014001		25.16	

APY250 L.00.05

Marin County Office of Education
 COMMERCIAL WARRANT REGISTER
 FOR WARRANTS DATED 08/30/2017

08/31/17 PAGE 1

DISTRICT: 031 NICASIO SCHOOL DISTRICT
 BATCH: 0006 BATCH 6
 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		
20171903	000568/	AT&T				
		PO-180002	1. 01-0000-0-5970.00-0000-2700-000-000-000	9391002462	AUGUST	86.27
			WARRANT TOTAL			\$86.27
20171904	000019/	MCGRAW HILL EDUCATION INC				
		PO-180100	1. 01-1400-0-4100.00-1110-1010-000-221-000	98206213001		786.63
			WARRANT TOTAL			\$786.63
20171905	000012/	P G & E				
		PO-180031	1. 01-0000-0-5510.00-0000-8200-000-000-000	8516765363-4	JULY	630.74
			WARRANT TOTAL			\$630.74
20171906	001285/	MONICA SNELL				
		PO-180105	1. 01-9328-0-4300.00-1110-1010-000-000-000	MUSIC THEATRE REIMB		705.05
			WARRANT TOTAL			\$705.05
*** FUND	TOTALS ***		TOTAL NUMBER OF CHECKS:	4	TOTAL AMOUNT OF CHECKS:	\$2,208.69*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	4	TOTAL AMOUNT:	\$2,208.69*
*** BATCH TOTALS ***			TOTAL NUMBER OF CHECKS:	4	TOTAL AMOUNT OF CHECKS:	\$2,208.69*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	4	TOTAL AMOUNT:	\$2,208.69*
*** DISTRICT TOTALS ***			TOTAL NUMBER OF CHECKS:	4	TOTAL AMOUNT OF CHECKS:	\$2,208.69*
			TOTAL ACH GENERATED:	0	TOTAL AMOUNT OF ACH:	\$.00*
			TOTAL EFT GENERATED:	0	TOTAL AMOUNT OF EFT:	\$.00*
			TOTAL PAYMENTS:	4	TOTAL AMOUNT:	\$2,208.69*

page 1

2016-17 Unaudited Actuals

	Budget 1	Unaudited Actuals 2	3
	2016-17 Estimated Actuals	2016-17 Unaudited Actuals	Difference /Estimated to Unaudited
LCFF Sources	681,125	686,261	5,136
Federal Revenues	21,321	21,345	24
State Revenues	57,453	58,937	1,484
Local Revenues	273,822	261,673	(12,149)
			-
Total Revenues	1,033,721	1,028,216	(5,505)
Certificated	239,994	238,119	(1,875)
Classified	163,362	162,221	(1,141)
Benefits	143,610	136,771	(6,839)
Supplies	43,071	28,075	(14,996)
Services	387,232	370,667	(16,565)
Capital Outlay	10,518	10,518	-
Transfers to Agencies	100,284	94,141	(6,143)
Total Expenditures	1,088,071	1,040,512	(47,559)
Net Change	(54,350)	(12,295)	42,055
Beginning Fund Balance	445,138	445,138	-
Ending Fund Balance	390,787	432,842	42,055
Components of Ending Fund Balance	2016-17 Estimated Actuals	2016-17 Unaudited Actuals	
Restricted	49,336	64,967	
Reserved for Revolving Cash	1,000	1,000	
Economic Uncertainty	66,000	66,000	
Board Reserve for Uncertainty	135,219	135,219	
Board Reserve for Special Education	45,000	45,000	
Undesignated/Unappropriated	94,232	116,199	
	390,787	432,842	
Economic Uncertainty - state required	6%	6%	
Board reserve for uncertainty	12%	13%	*
Board reserve for Special Education	4%	4%	
Undesignated/Unappropriated	9%	11%	
Total reserves available for uncertainty	<u>31%</u>	<u>35%</u>	



Nicasio School District

5555 Nicasio Valley Road, Nicasio, CA 94946

415.662.2184 ☎ / 415.662.2250 📠

TO: Nicasio School District Board of Trustees,
Nancy Neu, Superintendent

FROM: Margie Bonardi, Interim CBO

DATE: September 7, 2017

SUBJECT: 2016-17 Unaudited Actuals

This memo accompanies the SACS report of the unaudited actuals for 2016-17. The audited actuals are finalized after the auditors have completed the annual financial and compliance audit. The audit is in process at this time and will be completed by December and presented to the Board in January.

REVENUE CHANGES

Revenues decreased overall by \$ 5,505 over the Estimated Actuals budget:

- LCFF Sources increased by \$ 5,136 primarily due to an increase in final property tax receipts over budget.
- Federal Revenue increased by \$ 24; Title III EL Grant
- Other State Revenue increased by \$ 1,484 increased unrestricted and restricted Lottery revenue and Mandated Cost grant.
- Other Local revenue decreased overall by \$ 12,149:
Superintendent services provided in-kind by the Marin COE were left as a budget only entry, \$ - 12,000.
Special Ed AB602 county transfer of funds came in under budget by \$ -3,253.
Parcel Tax came in over budget by \$ 2,092
Interest came in over budget \$ 1,784.

Contributions from the unrestricted general fund to support Special Education program decreased from \$158,428 to \$135,339, an overall savings of \$23,089 over the Estimated Actuals budget:

- The budget included \$ 5,000 due to MCOE for LCFF revenue entitlement for pupils educated in MCOE classes, however there was no amount due with the final billing.
- Expenditures for Counseling Services were paid through State and Federal Mental Health funding which wasn't included in budgeted expenses, 1 to 1 aide services (BACR) and MCOE Speech/Autism costs were lower than budgeted; total savings \$ 18,317.

EXPENDITURE CHANGES

Expenditures decreased overall by \$ 47,559 compared to the Estimated Actuals budget:

- Certificated salaries closed \$1,875 under budget primarily due to reduced substitute services. Classified salaries closed \$ 1,141 under budget due primarily to reduced extra office and aide sub time. Benefits closed the year \$ 6,839 under budget distributed among all benefit sources.
- Materials and supplies were approximately \$ 14,996 under budget in the general fund due to a delay in text-book adoption purchases, unspent general supply account activity and restricted account supply resources. These restricted resources will carry over into the new year and will be available for expenditure.
- Services and other operating expenditures decreased \$ 32,565:

decrease/savings on expenses for the In-Kind cost of Superintendent services provided through MCOE of \$ 12,000, decrease in cost for conference and travel \$ 1,706, decrease in Special Ed Service contracts for counseling, MCOE Speech/Autism class, and case management (BACR), Bond fees and assorted maintenance contracts totaling \$ 31,907.

increased expenses for water testing and sewer charges \$3 818, Legal services, \$ 2,634, MCOE services for Principal and Business Office personnel \$ 27,274.
- Other outgo in the unrestricted general fund represents the budget for the STRS Golden Handshake offered three years ago and closed \$1,419 over budget
- Savings were realized at \$ 5,000 under budget which was caused by a decrease in the ADA transfer amount for special education to the County Office; plus MCOE's costs to provide Special Ed Services (Excess Cost) for Nicasio students came in \$ 2,025 under budget.

Carryover to the 2017-18 Budget

At June 30, 2017 the district's restricted programs have carryover amounts to add to the 2017-18 Budget as follows:

▪ Federal REAP grant	\$ 1,109
▪ Prop 39 Energy grant	\$ 1,350
▪ Educator Effectiveness	\$ 5,866
▪ Lottery Instructional materials	\$ 1,566
▪ Special Ed: Mental Health Services	\$ 949
▪ Foundation funds to carry over	\$ 3,489
▪ Student funds	\$ 4,473
▪ Parcel Taxes	\$ 45,192
▪ Garden Grant	\$ 971

SACS REPORTS – REQUIRED REPORTING FORMAT PRESCRIBED BY THE STATE SUPERINTENDENT

There are several reports included in the unaudited actuals. The following information is a summary of each report. The reports reflect both unaudited actuals for 2016-17 and the adopted budget for 2017-18.

- **General Fund (Form 01)**– the District’s operating fund
- **Deferred Maintenance Fund (Form 14)**– is supported with an annual transfer from the General Fund
- **Bond Interest and Redemption Fund (Form 51)** - is maintained by the County auditor to service the District’s general obligation bond debt service
- **Other Forms:**
 - **Average Daily Attendance (Form A)**
The third column, Funded ADA, represents the ADA used for calculating the LCFF.
 - **Schedule of Capital Assets (Form ASSET)**
This form summarizes the assets and depreciation of the district which includes land, buildings, and equipment.
 - **Current Expense Formula/Minimum Classroom Compensation (Form CEA)**
Nicasio School District is exempt from the required classroom compensation because of its small class sizes.
 - **Schedule of Long Term Debt (Form DEBT)**
This form summarizes the district’s long-term liabilities which consist of general obligation bonds and the Golden Handshake Early Retirement Incentive program entered into last fiscal year.
 - **School District Appropriations Limit Calculation (Form GANN)**
The Gann calculation is the result of Prop 4 from 1979. The intent was to limit growth in government spending so that spending could grow no faster than the growth in population and inflation. If an agency exceeds their Gann limit, a resolution is required to increase their limit. The limit is placed on the state as a whole not on each agency (city, county, school district). You will find a resolution to increase the Gann limit on the agenda.
 - **Indirect Cost Rate Worksheet (Form ICR)**
This form calculates the indirect cost rate that the district may apply to certain categorical programs to offset administrative costs.
 - **Lottery Report (Form L)**
This report summarizes the expenditure of Lottery funds both unrestricted and restricted. Funds restricted by Prop 20 may only be spent on instructional materials. The report indicates the Prop 20 funds were expended as required.
 - **No Child Left Behind Maintenance of Effort (Form NCMOE)**
NCLB requires that the district maintain a per capita level of expenditures from year to year. If the maintenance of effort is not met, there are financial consequences. The NCLB maintenance of effort was met.

- **Program Cost Report (Form PCRAF)**
Expenditures include a “goal” that indicates how to distribute the expenditure to the pupils being served – regular education vs special education for example. This form provides the allocation factors used to distribute expenditures that have been coded to an undistributed goal because the cost serves all pupil groups.
- **Program Cost Report (Form PCR)**
This report distributes all expenditures utilizing the goal attached to each expenditure and the information in the PCRAF.
- **Summary of Interfund Activities (Form SIAA)**
This form summarizes interfund activity. The transfer to the Deferred Maintenance Fund is no longer reported in this form as it is recorded as a transfer of LCFF sources.

After the SACS report has been accepted by the Board, it is forwarded to MCOE for additional review and verification before being sent to the State.

Please do not hesitate to contact me at (415) 720-0367 should you have any questions or concerns.

NICASIO SCHOOL DISTRICT
UNAUDITED ACTUALS

	Budget 1	Budget 2	Budget 3	Actuals 4	5	
	2016-17 Adopted	2016-17 1st Interim	2016-17 2nd Interim	2016-17 Unaudited Actuals	Difference 2nd Interim/Actuals	Summary of Changes from 2nd Interim to Year End
LCFF Sources	670,075	681,125	681,125	686,261	5,136	Final Secure Tax
Federal Revenues	30,365	31,895	21,321	21,345	24	
State Revenues	51,504	29,388	57,453	63,679	6,226	Increased Lottery
Local Revenues	273,348	273,342	273,822	261,673	(12,149)	Line item County Tr
					-	Superintendent **
Total Revenues	1,025,292	1,015,750	1,033,721	1,032,958	(763)	
Certificated	337,182	214,937	239,994	238,119	(1,875)	Final Payroll ending balances
Classified	163,383	157,819	163,362	162,221	(1,141)	Final Payroll ending balances
Benefits	123,345	103,769	143,610	141,514	(2,096)	Final Payroll ending balances
Supplies	33,923	44,139	44,538	28,075	(16,463)	Supplies budgets not spent
Services	380,709	389,488	389,838	370,667	(19,171)	County Tr **/Reduced
Capital Outlay		6,500	6,500	10,518	4,018	Sp Ed
Transfers to Agencies	99,648	99,648	100,284	94,141	(6,143)	Engineering Water System
Total Expenditures	1,138,190	1,016,300	1,088,126	1,045,254	(42,872)	Reduced MCOE Transfer
Net Change	(112,898)	(550)	(54,405)	(12,296)	42,109	
Beginning Fund Balance	393,146	445,137	445,137	445,137	-	
Ending Fund Balance	280,249	444,587	390,732	432,842	42,110	Increase in Ending Balance

Components of Ending Fund Balance

	2016-17 Adopted	2016-17 1st Interim	2016-17 2nd Interim	2016-17 Unaudited Actuals
Restricted	5,701	63,123	43,863	64,967
Reserved for Revolving Cash	1,000	1,000	1,000	1,000
Economic Uncertainty	66,000	66,000	66,000	66,000
Board Reserve for Uncertainty	135,219	135,219	135,219	135,219
Board Reserve for Special Education	45,000	45,000	45,000	45,000
Undesignated/Unappropriated	27,329	134,245	99,650	116,199
	280,249	444,587	390,732	432,842

Economic Uncertainty - state required	5%	6%	6%	6%	
Board reserve for uncertainty	12%	13%	12%	13%	*
Board reserve for Special Education	4%	4%	4%	4%	
Undesignated/Unappropriated	2%	13%	9%	11%	
Total reserves available for uncertainty	23%	38%	32%	35%	

Agenda Item 7ai

UNAUDITED ACTUAL FINANCIAL REPORT:

To the County Superintendent of Schools:

2016-17 UNAUDITED ACTUAL FINANCIAL REPORT. This report was prepared in accordance with Education Code Section 41010 and is hereby approved and filed by the governing board of the school district pursuant to Education Code Section 42100.

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

Date of Meeting: Sept 7, 2017

To the Superintendent of Public Instruction:

2016-17 UNAUDITED ACTUAL FINANCIAL REPORT. This report has been verified for accuracy by the County Superintendent of Schools pursuant to Education Code Section 42100.

Signed: _____
County Superintendent/Designee
(Original signature required)

Date: _____

For additional information on the unaudited actual reports, please contact:

For County Office of Education:

Kate Lane
Name
Director of Business Services
Title
415-499-7084
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klane@marinschools.org
E-mail Address

For School District:

Margie Bonardi
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Interim CBO
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Unaudited Actuals
FINANCIAL REPORTS
2016-17 Unaudited Actuals
Summary of Unaudited Actual Data Submission

Following is a summary of the critical data elements contained in your unaudited actual data. Since these data may have fiscal implications for your agency, please verify their accuracy before filing your unaudited actual financial reports.

Form	Description	Value
CEA	Percent of Current Cost of Education Expended for Classroom Compensation Must equal or exceed 60% for elementary, 55% for unified, and 50% for high school districts or future apportionments may be affected. (EC 41372)	42.89%
	CEA Deficiency Amount Applicable to districts not exempt from the requirement and not meeting the minimum classroom compensation percentage - see Form CEA for further details.	exempt
GANN	Adjustments to Appropriations Limit Per Government Code Section 7902.1 If this amount is not zero, it represents an increase to your Appropriations Limit. The Department of Finance must be notified of increases within 45 days of budget adoption.	\$0.00
	Adjusted Appropriations Limit	\$884,225.36
	Appropriations Subject to Limit	\$877,905.89
	These amounts represent the board approved Appropriations Limit and Appropriations Subject to Limit pursuant to Government Code Section 7906 and EC 42132.	
ICR	Preliminary Proposed Indirect Cost Rate Fixed-with-carry-forward indirect cost rate for use in 2018-19, subject to CDE approval.	5.90%
NCMOE	No Child Left Behind (NCLB) Maintenance of Effort (MOE) Determination If MOE Not Met, the 2018-19 apportionment may be reduced by the lesser of the following two percentages:	MOE Met
	MOE Deficiency Percentage - Based on Total Expenditures	
	MOE Deficiency Percentage - Based on Expenditures Per ADA	

G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For:	
		2016-17 Unaudited Actuals	2017-18 Budget
01	General Fund/County School Service Fund	GS	GS
09	Charter Schools Special Revenue Fund		
10	Special Education Pass-Through Fund		
11	Adult Education Fund		
12	Child Development Fund		
13	Cafeteria Special Revenue Fund		
14	Deferred Maintenance Fund	G	G
15	Pupil Transportation Equipment Fund		
17	Special Reserve Fund for Other Than Capital Outlay Projects		
18	School Bus Emissions Reduction Fund		
19	Foundation Special Revenue Fund		
20	Special Reserve Fund for Postemployment Benefits		
21	Building Fund		
25	Capital Facilities Fund		
30	State School Building Lease-Purchase Fund		
35	County School Facilities Fund		
40	Special Reserve Fund for Capital Outlay Projects		
49	Capital Project Fund for Blended Component Units		
51	Bond Interest and Redemption Fund	G	G
52	Debt Service Fund for Blended Component Units		
53	Tax Override Fund		
56	Debt Service Fund		
57	Foundation Permanent Fund		
61	Cafeteria Enterprise Fund		
62	Charter Schools Enterprise Fund		
63	Other Enterprise Fund		
66	Warehouse Revolving Fund		
67	Self-Insurance Fund		
71	Retiree Benefit Fund		
73	Foundation Private-Purpose Trust Fund		
76	Warrant/Pass-Through Fund		
95	Student Body Fund		
76A	Changes in Assets and Liabilities (Warrant/Pass-Through)	S	
95A	Changes in Assets and Liabilities (Student Body)		
A	Average Daily Attendance	S	S
ASSET	Schedule of Capital Assets	S	
CA	Unaudited Actuals Certification	S	
CAT	Schedule for Categoricals		
CEA	Current Expense Formula/Minimum Classroom Comp. - Actuals	GS	
CHG	Change Order Form	S	
DEBT	Schedule of Long-Term Liabilities	S	
GANN	Appropriations Limit Calculations	GS	GS
ICR	Indirect Cost Rate Worksheet	GS	
L	Lottery Report	GS	
NCMOE	No Child Left Behind Maintenance of Effort	GS	
PCRAF	Program Cost Report Schedule of Allocation Factors	GS	

G = General Ledger Data; S = Supplemental Data

Form	Description	Data Supplied For:	
		2016-17 Unaudited Actuals	2017-18 Budget
PCR	Program Cost Report	GS	
SEA	Special Education Revenue Allocations		
SEAS	Special Education Revenue Allocations Setup (SELPA Selection)		
SIAA	Summary of Interfund Activities - Actuals		

			2016-17 Unaudited Actuals			2017-18 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	686,260.89	0.00	686,260.89	700,926.00	0.00	700,926.00	2.1%
2) Federal Revenue		8100-8299	0.00	21,345.00	21,345.00	0.00	18,325.00	18,325.00	-14.1%
3) Other State Revenue		8300-8599	19,224.48	39,712.16	58,936.64	7,856.00	36,284.00	44,140.00	-25.1%
4) Other Local Revenue		8600-8799	9,059.21	252,614.04	261,673.25	16,387.00	255,217.00	271,604.00	3.8%
5) TOTAL, REVENUES			714,544.58	313,671.20	1,028,215.78	725,169.00	309,826.00	1,034,995.00	0.7%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	150,279.77	87,839.00	238,118.77	197,370.00	90,976.00	288,346.00	21.1%
2) Classified Salaries		2000-2999	104,440.71	57,780.51	162,221.22	113,350.00	51,812.00	165,162.00	1.8%
3) Employee Benefits		3000-3999	70,724.80	66,046.21	136,771.01	85,649.00	66,717.00	152,366.00	11.4%
4) Books and Supplies		4000-4999	18,402.57	9,671.96	28,074.53	23,086.00	6,021.00	29,107.00	3.7%
5) Services and Other Operating Expenditures		5000-5999	263,193.61	107,473.86	370,667.47	204,695.00	120,943.00	325,638.00	-12.1%
6) Capital Outlay		6000-6999	10,518.00	0.00	10,518.00	0.00	0.00	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299							
		7400-7499	8,999.62	85,141.00	94,140.62	8,118.00	113,111.00	121,229.00	28.8%
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			626,559.08	413,952.54	1,040,511.62	632,268.00	449,580.00	1,081,848.00	4.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			87,985.50	(100,281.34)	(12,295.84)	92,901.00	(139,754.00)	(46,853.00)	281.0%
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	(135,339.10)	135,339.10	0.00	(137,378.00)	137,378.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(135,339.10)	135,339.10	0.00	(137,378.00)	137,378.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals			2017-18 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)	
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(47,353.60)	35,057.76	(12,295.84)	(44,477.00)	(2,376.00)	(46,853.00)	281.0%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	415,228.38	29,909.27	445,137.65	367,874.78	64,967.03	432,841.81	-2.8%
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)			415,228.38	29,909.27	445,137.65	367,874.78	64,967.03	432,841.81	-2.8%
d) Other Restatements		9795	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			415,228.38	29,909.27	445,137.65	367,874.78	64,967.03	432,841.81	-2.8%
2) Ending Balance, June 30 (E + F1e)			367,874.78	64,967.03	432,841.81	323,397.78	62,591.03	385,988.81	-10.8%
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 Expenditures		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	64,967.03	64,967.03	0.00	62,591.03	62,591.03	-3.7%
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	184,675.92	0.00	184,675.92	184,675.92	0.00	184,675.92	0.0%
Board Reserve for Special Education	0000	9780	45,000.00		45,000.00				
Board Reserve for Uncertainty	0000	9780	135,219.00		135,219.00				
Board Reserve for Special Education	0000	9780				45,000.00		45,000.00	
Board Reserve for Uncertainty	0000	9780				135,219.00		135,219.00	
	0000	9780							
	0000	9780							
e) Unassigned/unappropriated									
Reserve for Economic Uncertainties		9789	66,000.00	0.00	66,000.00	66,000.00	0.00	66,000.00	0.0%
Unassigned/Unappropriated Amount		9790	116,198.86	0.00	116,198.86	71,721.86	0.00	71,721.86	-38.3%

			2016-17 Unaudited Actuals			2017-18 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
G. ASSETS									
1) Cash									
a) in County Treasury		9110	427,225.71	103,766.43	530,992.14				
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 Fund		9130	1,000.00	0.00	1,000.00				
d) with Fiscal Agent		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	2,109.55	24,290.30	26,399.85				
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			430,335.26	128,056.73	558,391.99				
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	62,460.48	63,089.70	125,550.18				
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			62,460.48	63,089.70	125,550.18				
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 (must agree with line F2) (G9 + H2) - (I6 + J2)			367,874.78	64,967.03	432,841.81				

			2016-17 Unaudited Actuals			2017-18 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
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	9,764.00	0.00	9,764.00	8,762.00	0.00	8,762.00	-10.3%
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	3,277.66	0.00	3,277.66	3,278.00	0.00	3,278.00	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	630,853.42	0.00	630,853.42	646,520.00	0.00	646,520.00	2.5%
Unsecured Roll Taxes		8042	12,292.23	0.00	12,292.23	12,292.00	0.00	12,292.00	0.0%
Prior Years' Taxes		8043	484.58	0.00	484.58	485.00	0.00	485.00	0.1%
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			696,260.89	0.00	696,260.89	710,926.00	0.00	710,926.00	2.1%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	(10,000.00)		(10,000.00)	(10,000.00)		(10,000.00)	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Property Taxes Transfers		8097	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
LCFF/Revenue Limit Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals			2017-18 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)	
TOTAL, LCFF SOURCES			686,260.89	0.00	686,260.89	700,926.00	0.00	700,926.00	2.1%
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	1,556.00	1,556.00	0.00	197.00	197.00	-87.3%
Special Education Discretionary Grants		8182	0.00	2,316.00	2,316.00	0.00	2,313.00	2,313.00	-0.1%
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, Educator Quality	4035	8290		1,550.00	1,550.00		0.00	0.00	-100.0%
Title III, Part A, Immigrant Education Program	4201	8290		14.00	14.00		65.00	65.00	364.3%

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals			2017-18 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		1,098.00	1,098.00		939.00	939.00	-14.5%
Title V, Part B, Public Charter Schools Grant Program (PCSGP) (NCLB)	4610	8290		0.00	0.00		0.00	0.00	0.0%
Other NCLB / Every Student Succeeds Act	3199, 4036-4126, 5510	8290		0.00	0.00		0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290		0.00	0.00		0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	14,811.00	14,811.00	0.00	14,811.00	14,811.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	21,345.00	21,345.00	0.00	18,325.00	18,325.00	-14.1%
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	11,862.00	0.00	11,862.00	1,387.00	0.00	1,387.00	-88.3%
Lottery - Unrestricted and Instructional Materials		8560	7,158.55	2,346.16	9,504.71	6,344.00	1,856.00	8,200.00	-13.7%
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%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690	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%

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals			2017-18 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)	
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%
Common Core State Standards Implementation	7405	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	203.93	37,366.00	37,569.93	125.00	34,428.00	34,553.00	-8.0%
TOTAL, OTHER STATE REVENUE			19,224.48	39,712.16	58,936.64	7,856.00	36,284.00	44,140.00	-25.1%

			2016-17 Unaudited Actuals			2017-18 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	185,467.24	185,467.24	0.00	190,000.00	190,000.00	2.4%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds									
Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from									
Delinquent Non-LCFF									
Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.00	150.00	0.00	150.00	New
Interest		8660	2,384.81	0.00	2,384.81	900.00	0.00	900.00	-62.3%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.00	12,000.00	0.00	12,000.00	New
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 (50%) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals			2017-18 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)	
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	4,337.40	47,130.80	51,468.20	1,000.00	44,853.00	45,853.00	-10.9%
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	2,337.00	0.00	2,337.00	2,337.00	0.00	2,337.00	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		20,016.00	20,016.00		20,364.00	20,364.00	1.7%
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			9,059.21	252,614.04	261,673.25	16,387.00	255,217.00	271,604.00	3.8%
TOTAL, REVENUES			714,544.58	313,671.20	1,028,215.78	725,169.00	309,826.00	1,034,995.00	0.7%

			2016-17 Unaudited Actuals			2017-18 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	124,672.89	87,839.00	212,511.89	132,168.00	90,976.00	223,144.00	5.0%
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	25,606.88	0.00	25,606.88	65,202.00	0.00	65,202.00	154.6%
Other Certificated Salaries		1900	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			150,279.77	87,839.00	238,118.77	197,370.00	90,976.00	288,346.00	21.1%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	6,547.52	57,780.51	64,328.03	12,869.00	51,812.00	64,681.00	0.5%
Classified Support Salaries		2200	31,408.38	0.00	31,408.38	32,033.00	0.00	32,033.00	2.0%
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	65,672.31	0.00	65,672.31	67,248.00	0.00	67,248.00	2.4%
Other Classified Salaries		2900	812.50	0.00	812.50	1,200.00	0.00	1,200.00	47.7%
TOTAL, CLASSIFIED SALARIES			104,440.71	57,780.51	162,221.22	113,350.00	51,812.00	165,162.00	1.8%
EMPLOYEE BENEFITS									
STRS		3101-3102	19,247.20	41,453.20	60,700.40	30,830.00	43,926.00	74,756.00	23.2%
PERS		3201-3202	13,434.87	734.15	14,169.02	15,390.00	1,034.00	16,424.00	15.9%
OASDI/Medicare/Alternative		3301-3302	9,889.45	4,592.69	14,482.14	11,906.00	4,531.00	16,437.00	13.5%
Health and Welfare Benefits		3401-3402	13,472.38	15,423.58	28,895.96	18,048.00	13,059.00	31,107.00	7.7%
Unemployment Insurance		3501-3502	127.52	72.77	200.29	170.00	77.00	247.00	23.3%
Workers' Compensation		3601-3602	6,598.79	3,769.82	10,368.61	9,305.00	4,090.00	13,395.00	29.2%
OPEB, Allocated		3701-3702	7,954.59	0.00	7,954.59	0.00	0.00	0.00	-100.0%
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			70,724.80	66,046.21	136,771.01	85,649.00	66,717.00	152,366.00	11.4%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	7,245.92	0.00	7,245.92	10,292.00	2,100.00	12,392.00	71.0%
Books and Other Reference Materials		4200	0.00	0.00	0.00	0.00	1,500.00	1,500.00	New
Materials and Supplies		4300	9,216.95	6,316.97	15,533.92	9,958.00	2,065.00	12,023.00	-22.6%

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals			2017-18 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	1,939.70	3,354.99	5,294.69	2,836.00	356.00	3,192.00	-39.7%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			18,402.57	9,671.96	28,074.53	23,086.00	6,021.00	29,107.00	3.7%
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	2,479.85	1,550.00	4,029.85	3,640.00	3,616.00	7,256.00	80.1%
Dues and Memberships		5300	220.00	0.00	220.00	150.00	0.00	150.00	-31.8%
Insurance		5400 - 5450	6,162.00	0.00	6,162.00	5,792.00	0.00	5,792.00	-6.0%
Operations and Housekeeping Services		5500	42,679.97	0.00	42,679.97	36,793.00	0.00	36,793.00	-13.8%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	7,776.74	0.00	7,776.74	11,153.00	0.00	11,153.00	43.4%
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	196,683.68	105,923.86	302,607.54	138,367.00	117,327.00	255,694.00	-15.5%
Communications		5900	7,191.37	0.00	7,191.37	8,800.00	0.00	8,800.00	22.4%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			263,193.61	107,473.86	370,667.47	204,695.00	120,943.00	325,638.00	-12.1%

			2016-17 Unaudited Actuals			2017-18 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							
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	4,389.00	0.00	4,389.00	0.00	0.00	0.00	-100.0%
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	6,129.00	0.00	6,129.00	0.00	0.00	0.00	-100.0%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			10,518.00	0.00	10,518.00	0.00	0.00	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	85,141.00	85,141.00	0.00	113,111.00	113,111.00	32.9%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
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%
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%

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals			2017-18 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)	
Debt Service									
Debt Service - Interest		7438	2,686.95	0.00	2,686.95	3,225.00	0.00	3,225.00	20.0%
Other Debt Service - Principal		7439	6,312.67	0.00	6,312.67	4,893.00	0.00	4,893.00	-22.5%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			8,999.62	85,141.00	94,140.62	8,118.00	113,111.00	121,229.00	28.8%
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			626,559.08	413,952.54	1,040,511.62	632,268.00	449,580.00	1,081,848.00	4.0%

			2016-17 Unaudited Actuals			2017-18 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
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 Sale/Lease- Purchase of Land/Buildings		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 Capital 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%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%

			2016-17 Unaudited Actuals			2017-18 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							
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	(135,339.10)	135,339.10	0.00	(137,378.00)	137,378.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(135,339.10)	135,339.10	0.00	(137,378.00)	137,378.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(135,339.10)	135,339.10	0.00	(137,378.00)	137,378.00	0.00	0.0%

Nicasio Elementary
Marin County

Unaudited Actuals
General Fund
Exhibit: Restricted Balance Detail

21 65409 0000000
Form 01

Resource	Description	2016-17 Unaudited Actuals	2017-18 Budget
5810	Other Restricted Federal	1,109.09	1,109.09
6230	California Clean Energy Jobs Act	1,349.62	1,349.62
6264	Educator Effectiveness (15-16)	5,866.00	0.00
6300	Lottery: Instructional Materials	1,566.02	1,566.02
6512	Special Ed: Mental Health Services	949.00	949.00
9010	Other Restricted Local	54,127.30	57,617.30
Total, Restricted Balance		64,967.03	62,591.03

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 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	179.25	40.00	-77.7%
5) TOTAL, REVENUES			10,179.25	10,040.00	-1.4%
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	3,300.00	New
5) Services and Other Operating Expenditures		5000-5999	11,251.00	6,700.00	-40.4%
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			11,251.00	10,000.00	-11.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(1,071.75)	40.00	-103.7%
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%

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 Budget	Percent Difference
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(1,071.75)	40.00	-103.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	43,066.98	41,995.23	-2.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			43,066.98	41,995.23	-2.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			43,066.98	41,995.23	-2.5%
2) Ending Balance, June 30 (E + F1e)			41,995.23	42,035.23	0.1%
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 Expenditures		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	41,995.23	42,035.23	0.1%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	42,044.97		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		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			42,044.97		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	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 (must agree with line F2) (G9 + H2) - (I6 + J2)			41,995.23		

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 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	179.25	40.00	-77.7%
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			179.25	40.00	-77.7%
TOTAL, REVENUES			10,179.25	10,040.00	-1.4%

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 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	3,300.00	New
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	3,300.00	New

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 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	8,351.00	6,700.00	-19.8%
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	2,900.00	0.00	-100.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			11,251.00	6,700.00	-40.4%
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%
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			11,251.00	10,000.00	-11.1%

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 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 Capital 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%

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 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%

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 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	200,538.43	200,538.43	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			200,538.43	200,538.43	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			200,538.43	200,538.43	0.0%
2) Ending Balance, June 30 (E + F1e)			200,538.43	200,538.43	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 Expenditures		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	200,538.43	200,538.43	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%

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 Budget	Percent Difference
G. ASSETS					
1) Cash					
a) in County Treasury		9110	200,538.43		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	0.00		
c) in Revolving Fund		9130	0.00		
d) with Fiscal Agent		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			200,538.43		
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 (must agree with line F2) (G9 + H2) - (I6 + J2)			200,538.43		

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 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%

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 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%

Description	Resource Codes	Object Codes	2016-17 Unaudited Actuals	2017-18 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%

Description	2016-17 Unaudited Actuals			2017-18 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	41.72	41.76	48.82	49.00	49.00	49.00
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	41.72	41.76	48.82	49.00	49.00	49.00
5. District Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools, Technical, Agricultural, and Natural Resource Conservation Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	0.00	0.00	0.00	0.00	0.00	0.00
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	41.72	41.76	48.82	49.00	49.00	49.00
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

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	238,118.77	301	0.00	303	238,118.77	305	0.00		307	238,118.77	309
2000 - Classified Salaries	162,221.22	311	0.00	313	162,221.22	315	0.00		317	162,221.22	319
3000 - Employee Benefits	136,771.01	321	7,954.59	323	128,816.42	325	0.00		327	128,816.42	329
4000 - Books, Supplies Equip Replace. (6500)	28,074.53	331	0.00	333	28,074.53	335	8,771.10		337	19,303.43	339
5000 - Services. . . & 7300 - Indirect Costs	370,667.47	341	0.00	343	370,667.47	345	47,678.02		347	322,989.45	349
TOTAL					927,898.41	365	TOTAL			871,449.29	369

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

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

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

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)		Object	EDP No.
1. Teacher Salaries as Per EC 41011.		1100	375
2. Salaries of Instructional Aides Per EC 41011.		2100	380
3. STRS.		3101 & 3102	382
4. PERS.		3201 & 3202	383
5. OASDI - Regular, Medicare and Alternative.		3301 & 3302	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).		3401 & 3402	385
7. Unemployment Insurance.		3501 & 3502	390
8. Workers' Compensation Insurance.		3601 & 3602	392
9. OPEB, Active Employees (EC 41372).		3751 & 3752	0.00
10. Other Benefits (EC 22310).		3901 & 3902	0.00
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).			373,746.14
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
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.			
14. TOTAL SALARIES AND BENEFITS.			373,746.14
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.			42.89%
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')			x

PART III: DEFICIENCY AMOUNT

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

1. Minimum percentage required (60% elementary, 55% unified, 50% high)	exempt
2. Percentage spent by this district (Part II, Line 15)	42.89%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	exempt
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	871,449.29
5. Deficiency Amount (Part III, Line 3 times Line 4)	exempt

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

Unaudited Actuals
2016-17 Unaudited Actuals
Schedule of Capital Assets21 65409 0000000
Form ASSET

	Unaudited Balance July 1	Audit Adjustments/ Restatements	Audited Balance July 1	Increases	Decreases	Ending Balance June 30
Governmental Activities:						
Capital assets not being depreciated:						
Land	53,889.00		53,889.00			53,889.00
Work in Progress	228,847.47	(228,847.47)	0.00			0.00
Total capital assets not being depreciated	282,736.47	(228,847.47)	53,889.00	0.00	0.00	53,889.00
Capital assets being depreciated:						
Land Improvements	264,425.30		264,425.30			264,425.30
Buildings	3,755,624.00		3,755,624.00			3,755,624.00
Equipment	28,648.85		28,648.85			28,648.85
Total capital assets being depreciated	4,048,698.15	0.00	4,048,698.15	0.00	0.00	4,048,698.15
Accumulated Depreciation for:						
Land Improvements	(235,518.47)		(235,518.47)			(235,518.47)
Buildings	(1,053,678.26)		(1,053,678.26)			(1,053,678.26)
Equipment	(24,608.49)		(24,608.49)			(24,608.49)
Total accumulated depreciation	(1,313,805.22)	0.00	(1,313,805.22)	0.00	0.00	(1,313,805.22)
Total capital assets being depreciated, net	2,734,892.93	0.00	2,734,892.93	0.00	0.00	2,734,892.93
Governmental activity capital assets, net	3,017,629.40	(228,847.47)	2,788,781.93	0.00	0.00	2,788,781.93
Business-Type Activities:						
Capital assets not being depreciated:						
Land			0.00			0.00
Work in Progress			0.00			0.00
Total capital assets not being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Capital assets being depreciated:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total capital assets being depreciated	0.00	0.00	0.00	0.00	0.00	0.00
Accumulated Depreciation for:						
Land Improvements			0.00			0.00
Buildings			0.00			0.00
Equipment			0.00			0.00
Total accumulated depreciation	0.00	0.00	0.00	0.00	0.00	0.00
Total capital assets being depreciated, net	0.00	0.00	0.00	0.00	0.00	0.00
Business-type activity capital assets, net	0.00	0.00	0.00	0.00	0.00	0.00

Unaudited Actuals
2016-17 Unaudited 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	1,855,000.00		1,855,000.00		214,387.00	1,640,613.00	223,488.00
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	37,599.33		37,599.33		8,748.00	28,851.33	8,342.00
Net Pension Liability			0.00			0.00	
Net OPEB Obligation			0.00			0.00	
Compensated Absences Payable			0.00			0.00	
Governmental activities long-term liabilities	1,892,599.33	0.00	1,892,599.33	0.00	223,135.00	1,669,464.33	231,830.00
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	
Net OPEB Obligation			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

	2016-17 Calculations			2017-18 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
A. PRIOR YEAR DATA (2015-16 Actual Appropriations Limit and Gann ADA are from district's prior year Gann data reported to the CDE)	2015-16 Actual			2016-17 Actual		
1. FINAL PRIOR YEAR APPROPRIATIONS LIMIT (Preload/Line D11, PY column)	981,935.81		981,935.81			884,225.36
2. PRIOR YEAR GANN ADA (Preload/Line B3, PY column)	48.82		48.82			41.72
ADJUSTMENTS TO PRIOR YEAR LIMIT	Adjustments to 2015-16			Adjustments to 2016-17		
3. District Lapses, Reorganizations and Other Transfers						
4. Temporary Voter Approved Increases						
5. Less: Lapses of Voter Approved Increases						
6. TOTAL ADJUSTMENTS TO PRIOR YEAR LIMIT (Lines A3 plus A4 minus A5)		0.00				0.00
7. ADJUSTMENTS TO PRIOR YEAR ADA (Only for district lapses, reorganizations and other transfers, and only if adjustments to the appropriations limit are entered in Line A3 above)						
B. CURRENT YEAR GANN ADA (2016-17 data should tie to Principal Apportionment Software Attendance reports and include ADA for charter schools reporting with the district)	2016-17 P2 Report			2017-18 P2 Estimate		
1. Total K-12 ADA (Form A, Line A6)	41.72		41.72	49.00		49.00
2. Total Charter Schools ADA (Form A, Line C9)	0.00		0.00	0.00		0.00
3. TOTAL CURRENT YEAR P2 ADA (Line B1 plus B2)			41.72			49.00
C. LOCAL PROCEEDS OF TAXES/STATE AID RECEIVED	2016-17 Actual			2017-18 Budget		
TAXES AND SUBVENTIONS (Funds 01, 09, and 62)						
1. Homeowners' Exemption (Object 8021)	3,277.66		3,277.66	3,278.00		3,278.00
2. Timber Yield Tax (Object 8022)	0.00		0.00	0.00		0.00
3. Other Subventions/In-Lieu Taxes (Object 8029)	0.00		0.00	0.00		0.00
4. Secured Roll Taxes (Object 8041)	630,853.42		630,853.42	646,520.00		646,520.00
5. Unsecured Roll Taxes (Object 8042)	12,292.23		12,292.23	12,292.00		12,292.00
6. Prior Years' Taxes (Object 8043)	484.58		484.58	485.00		485.00
7. Supplemental Taxes (Object 8044)	0.00		0.00	0.00		0.00
8. Ed. Rev. Augmentation Fund (ERAF) (Object 8045)	0.00		0.00	0.00		0.00
9. Penalties and Int. from Delinquent Taxes (Object 8048)	0.00		0.00	0.00		0.00
10. Other In-Lieu Taxes (Object 8082)	0.00		0.00	0.00		0.00
11. Comm. Redevelopment Funds (objects 8047 & 8625)	0.00		0.00	0.00		0.00
12. Parcel Taxes (Object 8621)	185,467.24		185,467.24	190,000.00		190,000.00
13. Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)	0.00		0.00	0.00		0.00
14. Penalties and Int. from Delinquent Non-LCFF Taxes (Object 8629) (Only those for the above taxes)	0.00		0.00	0.00		0.00
15. Transfers to Charter Schools in Lieu of Property Taxes (Object 8096)						
16. TOTAL TAXES AND SUBVENTIONS (Lines C1 through C15)	832,375.13	0.00	832,375.13	852,575.00	0.00	852,575.00
OTHER LOCAL REVENUES (Funds 01, 09, and 62)						
17. To General Fund from Bond Interest and Redemption Fund (Excess debt service taxes) (Object 8914)	0.00		0.00	0.00		0.00
18. TOTAL LOCAL PROCEEDS OF TAXES (Lines C16 plus C17)	832,375.13	0.00	832,375.13	852,575.00	0.00	852,575.00

	2016-17 Calculations			2017-18 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
EXCLUDED APPROPRIATIONS						
19. Medicare (Enter federally mandated amounts only from objs. 3301 & 3302; do not include negotiated amounts)			5,872.05			6,778.00
OTHER EXCLUSIONS						
20. Americans with Disabilities Act						
21. Unreimbursed Court Mandated Desegregation Costs						
22. Other Unfunded Court-ordered or Federal Mandates						
23. TOTAL EXCLUSIONS (Lines C19 through C22)			5,872.05			6,778.00
STATE AID RECEIVED (Funds 01, 09, and 62)						
24. LCFF - CY (objects 8011 and 8012)	49,353.00		49,353.00	48,351.00		48,351.00
25. LCFF/Revenue Limit State Aid - Prior Years (Object 8019)	0.00		0.00	0.00		0.00
26. TOTAL STATE AID RECEIVED (Lines C24 plus C25)	49,353.00	0.00	49,353.00	48,351.00	0.00	48,351.00
DATA FOR INTEREST CALCULATION						
27. Total Revenues (Funds 01, 09 & 62; objects 8000-8799)	1,028,215.78		1,028,215.78	1,034,995.00		1,034,995.00
28. Total Interest and Return on Investments (Funds 01, 09, and 62; objects 8660 and 8662)	2,384.81		2,384.81	900.00		900.00
APPROPRIATIONS LIMIT CALCULATIONS						
D. PRELIMINARY APPROPRIATIONS LIMIT						
1. Revised Prior Year Program Limit (Lines A1 plus A6)			981,935.81			884,225.36
2. Inflation Adjustment			1.0537			1.0369
3. Program Population Adjustment (Lines B3 divided by [A2 plus A7]) (Round to four decimal places)			0.8546			1.1745
4. PRELIMINARY APPROPRIATIONS LIMIT (Lines D1 times D2 times D3)			884,225.36			1,076,844.17
APPROPRIATIONS SUBJECT TO THE LIMIT						
5. Local Revenues Excluding Interest (Line C18)			832,375.13			852,575.00
6. Preliminary State Aid Calculation						
a. Minimum State Aid in Local Limit (Greater of \$120 times Line B3 or \$2,400; but not greater than Line C26 or less than zero)			5,006.40			5,880.00
b. Maximum State Aid in Local Limit (Lesser of Line C26 or Lines D4 minus D5 plus C23; but not less than zero)			49,353.00			48,351.00
c. Preliminary State Aid in Local Limit (Greater of Lines D6a or D6b)			49,353.00			48,351.00
7. Local Revenues in Proceeds of Taxes						
a. Interest Counting in Local Limit (Line C28 divided by [Lines C27 minus C28] times [Lines D5 plus D6c])			2,049.81			784.10
b. Total Local Proceeds of Taxes (Lines D5 plus D7a)			834,424.94			853,359.10
8. State Aid in Proceeds of Taxes (Greater of Line D6a, or Lines D4 minus D7b plus C23; but not greater than Line C26 or less than zero)			49,353.00			48,351.00
9. Total Appropriations Subject to the Limit						
a. Local Revenues (Line D7b)			834,424.94			
b. State Subventions (Line D8)			49,353.00			
c. Less: Excluded Appropriations (Line C23)			5,872.05			
d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D9a plus D9b minus D9c)			877,905.89			

* Please provide below an explanation for each entry in the adjustments column.

415-662-2184

Contact Phone Number

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) 24,730.73
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) 504,425.68

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) 4.90%

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)	47,492.16
2. Centralized Data Processing, less portion charged to restricted resources or specific goals (Function 7700, objects 1000-5999, minus Line B10)	0.00
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)	4,627.55
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)	52,119.71
9. Carry-Forward Adjustment (Part IV, Line F)	0.00
10. Total Adjusted Indirect Costs (Line A8 plus Line A9)	52,119.71

B. Base Costs

1. Instruction (Functions 1000-1999, objects 1000-5999 except 5100)	457,086.59
2. Instruction-Related Services (Functions 2000-2999, objects 1000-5999 except 5100)	247,841.22
3. Pupil Services (Functions 3000-3999, objects 1000-5999 except 5100)	62,944.69
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 5100)	0.00
7. Board and Superintendent (Functions 7100-7180, objects 1000-5999, minus Part III, Line A4)	16,868.48
8. External Financial Audit - Single Audit and Other (Functions 7190-7191, objects 5000-5999, minus Part III, Line A3)	8,550.00
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)	630.00
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)	89,812.31
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. Adult Education (Fund 11, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
15. Child Development (Fund 12, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
16. Cafeteria (Funds 13 and 61, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
17. Foundation (Funds 19 and 57, functions 1000-6999, 8100-8400, and 8700, objects 1000-5999 except 5100)	0.00
18. Total Base Costs (Lines B1 through B12 and Lines B13b through B17, minus Line B13a)	883,733.29

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 B18)

5.90%

D. Preliminary Proposed Indirect Cost Rate

(For final approved fixed-with-carry-forward rate for use in 2018-19 see www.cde.ca.gov/fg/ac/ic)

(Line A10 divided by Line B18)

5.90%

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) 52,119.71

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

1. Carry-forward adjustment from the second prior year 17,892.04

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 (10.9%) times Part III, Line B18); zero if negative 0.00

2. Over-recovery: Part III, Line A8, plus carry-forward adjustment from prior years, minus the lesser of (approved indirect cost rate (10.9%) times Part III, Line B18) or (the highest rate used to recover costs from any program (0%) times Part III, Line B18); zero if positive 0.00

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

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

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

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

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

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

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

1

F. Carry-forward adjustment used in Part III, Line A9 (Line D minus amount deferred if Option 2 or Option 3 is selected)

0.00

Nicasio Elementary
Marin County

Unaudited Actuals
2016-17 Unaudited Actuals
Exhibit A: Indirect Cost Rates Charged to Programs

21 65409 0000000
Form ICR

Approved indirect cost rate: 10.90%
Highest rate used in any program: 0.00%



Fund	Resource	Eligible Expenditures (Objects 1000-5999 except Object 5100)	Indirect Costs Charged (Objects 7310 and 7350)	Rate Used
-------------	-----------------	---	---	----------------------

Unaudited Actuals
2016-17 Unaudited Actuals
LOTTERY REPORT
Revenues, Expenditures and
Ending Balances - All Funds

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	4,523.68		2,574.85	7,098.53
2. State Lottery Revenue	8560	7,158.55		2,346.16	9,504.71
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)		11,682.23	0.00	4,921.01	16,603.24
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	5,416.11		3,354.99	8,771.10
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	1,809.20			1,809.20
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)		7,225.31	0.00	3,354.99	10,580.30
C. ENDING BALANCE					
(Must equal Line A6 minus Line B12)	979Z	4,456.92	0.00	1,566.02	6,022.94
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.

Nicasio Elementary
Marin County

Unaudited Actuals
2016-17 Unaudited Actuals
No Child Left Behind Maintenance of Effort Expenditures

21 65409 0000000
Form NCMOE

Section I - Expenditures	Funds 01, 09, and 62			2016-17 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	1,040,511.62
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	20,408.03
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	10,518.00
3. Debt Service	All	9100	5400-5450, 5800, 7430- 7439	8,999.62
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 9200	7699 7651	0.00
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.			0.00
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				19,517.62
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	0.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			0.00
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				1,000,585.97

Nicasio Elementary
Marin County

Unaudited Actuals
2016-17 Unaudited Actuals
No Child Left Behind Maintenance of Effort Expenditures

21 65409 0000000
Form NCMOE

Section II - Expenditures Per ADA		2016-17 Annual ADA/ Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)		41.76
B. Expenditures per ADA (Line I.E divided by Line II.A)		23,960.39
Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)		
	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	1,009,483.77	20,447.31
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	1,009,483.77	20,447.31
B. Required effort (Line A.2 times 90%)	908,535.39	18,402.58
C. Current year expenditures (Line I.E and Line II.B)	1,000,585.97	23,960.39
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 NCLB covered programs in FY 2018-19 may be reduced by the lower of the two percentages)	0.00%	0.00%

Nicasio Elementary
Marin County

Unaudited Actuals
2016-17 Unaudited Actuals
No Child Left Behind Maintenance of Effort Expenditures

21 65409 0000000
Form NCMOE

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

Unaudited Actuals
2016-17
General Fund and Charter Schools Funds
Program Cost Report
Schedule of Allocation Factors (AF) for Support Costs

21 65409 0000000
Form PCRAF

	----- Teacher Full-Time Equivalents -----				----- Classroom Units -----		Pupils Transported
	Instructional Supervision and Administration (Functions 2100-2200)	Library, Media, Technology and Other Instructional Resources (Functions 2420-2495)	School Administration (Function 2700)	Pupil Support Services (Functions 3100-3199 & 3900)	Plant Maintenance and Operations (Functions 8100-8400)	Facilities Rents and Leases (Function 8700)	Pupil Transportation (Function 3600)
A. Amount of Undistributed Expenditures, Funds 01, 09, and 62, Goals 0000 and 9000 (will be allocated based on factors input)	0.00	0.00	245,028.90	0.00	94,439.86	0.00	0.00
B. Enter Allocation Factor(s) by Goal: (Note: Allocation factors are only needed for a column if there are undistributed expenditures in line A.)	FTE Factor(s)	FTE Factor(s)	FTE Factor(s)	FTE Factor(s)	CU Factor(s)	CU Factor(s)	PT Factor(s)
Instructional Goals Description							
0001 Pre-Kindergarten							
1110 Regular Education, K-12	3.00	3.00	3.00	3.00	3.00	3.00	0.00
3100 Alternative Schools							
3200 Continuation Schools							
3300 Independent Study Centers							
3400 Opportunity Schools							
3550 Community Day Schools							
3700 Specialized Secondary Programs							
3800 Career Technical Education							
4110 Regular Education, Adult							
4610 Adult Independent Study Centers							
4620 Adult Correctional Education							
4630 Adult Career Technical Education							
4760 Bilingual							
4850 Migrant Education							
5000-5999 Special Education (allocated to 5001)							
6000 ROC/P							
Other Goals Description							
7110 Nonagency - Educational							
7150 Nonagency - Other							
8100 Community Services							
8500 Child Care and Development Services							
Other Funds Description							
-- Adult Education (Fund 11)							
-- Child Development (Fund 12)							
-- Cafeteria (Funds 13 & 61)							
C. Total Allocation Factors	3.00	3.00	3.00	3.00	3.00	3.00	0.00

Nicasio Elementary
Marin County

Unaudited Actuals
2016-17
General Fund and Charter Schools Funds
Program Cost Report

21 65409 0000000
Form PCR

Goal	Program/Activity	----- Direct Costs -----			Central Admin Costs (col. 3 x Sch. CAC line E) Column 4	Other Costs (Schedule OC) Column 5	Total Costs by Program (col. 3 + 4 + 5) Column 6
		Direct Charged (Schedule DCC) Column 1	Allocated (Schedule AC) Column 2	Subtotal (col. 1 + 2) Column 3			
Instructional Goals							
0001	Pre-Kindergarten	0.00	0.00	0.00	0.00		0.00
1110	Regular Education, K-12	429,419.77	339,468.76	768,888.53	71,038.15		839,926.68
3100	Alternative Schools	0.00	0.00	0.00	0.00		0.00
3200	Continuation Schools	0.00	0.00	0.00	0.00		0.00
3300	Independent Study Centers	0.00	0.00	0.00	0.00		0.00
3400	Opportunity Schools	0.00	0.00	0.00	0.00		0.00
3550	Community Day Schools	0.00	0.00	0.00	0.00		0.00
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00		0.00
3800	Career Technical Education	0.00	0.00	0.00	0.00		0.00
4110	Regular Education, Adult	0.00	0.00	0.00	0.00		0.00
4610	Adult Independent Study Centers	0.00	0.00	0.00	0.00		0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00		0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00		0.00
4760	Bilingual	0.00	0.00	0.00	0.00		0.00
4850	Migrant Education	0.00	0.00	0.00	0.00		0.00
5000-5999	Special Education	93,423.83	0.00	93,423.83	8,631.49		102,055.32
6000	Regional Occupational Ctr/Prg (ROC/P)	0.00	0.00	0.00	0.00		0.00
Other Goals							
7110	Nonagency - Educational	0.00	0.00	0.00	0.00		0.00
7150	Nonagency - Other	0.00	0.00	0.00	0.00		0.00
8100	Community Services	0.00	0.00	0.00	0.00		0.00
8500	Child Care and Development Services	0.00	0.00	0.00	0.00		0.00
Other Costs							
----	Food Services					0.00	0.00
----	Enterprise					0.00	0.00
----	Facilities Acquisition & Construction					4,389.00	4,389.00
----	Other Outgo					94,140.62	94,140.62
Other Funds							
----	Adult Education, Child Development, Cafeteria, Foundation ([Column 3 + CAC, line C5] times CAC, line E)		0.00	0.00	0.00		0.00
----	Indirect Cost Transfers to Other Funds (Net of Funds 01, 09, 62, Function 7210, Object 7350)				0.00		0.00
----	Total General Fund and Charter Schools Funds Expenditures	522,843.60	339,468.76	862,312.36	79,669.64	98,529.62	1,040,511.62

Unaudited Actuals
2016-17
General Fund and Charter Schools Funds
Program Cost Report
Schedule of Direct Charged Costs (DCC)

21 65409 0000000
Form PCR

Goal	Type of Program	Instruction (Functions 1000-1999)	Instructional Supervision and Administration (Functions 2100-2200)	Library, Media, Technology and Other Instructional Resources (Functions 2420-2495)	School Administration (Function 2700)	Pupil Support Services (Functions 3110-3160 and 3900)	Pupil Transportation (Function 3600)	Ancillary Services (Functions 4000-4999)	Community Services (Functions 5000-5999)	General Administration (Functions 7000-7999, except 7210)*	Plant Maintenance and Operations (Functions 8100-8400)	Facilities Rents and Leases (Function 8700)	Total
Instructional Goals													
0001	Pre-Kindergarten	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
1110	Regular Education, K-12	426,389.29	957.67	0.00	298.65	1,774.16	0.00	0.00			0.00	0.00	429,419.77
3100	Alternative Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3200	Continuation Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3300	Independent Study Centers	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3400	Opportunity Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3550	Community Day Schools	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
3800	Career Technical Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4110	Regular Education, Adult	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4610	Adult Independent Study Centers	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4760	Bilingual	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
4850	Migrant Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
5000-5999	Special Education	30,697.30	1,556.00	0.00	0.00	25,922.71	35,247.82	0.00			0.00	0.00	93,423.83
6000	ROC/P	0.00	0.00	0.00	0.00	0.00	0.00	0.00			0.00	0.00	0.00
Other Goals													
7110	Nonagency - Educational	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
7150	Nonagency - Other	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8100	Community Services		0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00
8500	Child Care and Development Services	0.00	0.00	0.00	0.00	0.00	0.00		0.00	0.00	0.00	0.00	0.00
Total Direct Charged Costs		457,086.59	2,513.67	0.00	298.65	27,696.87	35,247.82	0.00	0.00	0.00	0.00	0.00	522,843.60

* Functions 7100-7199 for goals 8100 and 8500

Nicasio Elementary
Marin County

Unaudited Actuals
2016-17
General Fund and Charter Schools Funds
Program Cost Report
Schedule of Allocated Support Costs (AC)

21 65409 0000000
Form PCR

Goal	Type of Program	Allocated Support Costs (Based on factors input on Form PCRAF)			Total
		Full-Time Equivalents	Classroom Units	Pupils Transported	
Instructional Goals					
0001	Pre-Kindergarten	0.00	0.00	0.00	0.00
1110	Regular Education, K–12	245,028.90	94,439.86	0.00	339,468.76
3100	Alternative Schools	0.00	0.00	0.00	0.00
3200	Continuation Schools	0.00	0.00	0.00	0.00
3300	Independent Study Centers	0.00	0.00	0.00	0.00
3400	Opportunity Schools	0.00	0.00	0.00	0.00
3550	Community Day Schools	0.00	0.00	0.00	0.00
3700	Specialized Secondary Programs	0.00	0.00	0.00	0.00
3800	Career Technical Education	0.00	0.00	0.00	0.00
4110	Regular Education, Adult	0.00	0.00	0.00	0.00
4610	Adult Independent Study Centers	0.00	0.00	0.00	0.00
4620	Adult Correctional Education	0.00	0.00	0.00	0.00
4630	Adult Career Technical Education	0.00	0.00	0.00	0.00
4760	Bilingual	0.00	0.00	0.00	0.00
4850	Migrant Education	0.00	0.00	0.00	0.00
5000-5999	Special Education (allocated to 5001)	0.00	0.00	0.00	0.00
6000	ROC/P	0.00	0.00	0.00	0.00
Other Goals					
7110	Nonagency - Educational	0.00	0.00	0.00	0.00
7150	Nonagency - Other	0.00	0.00	0.00	0.00
8100	Community Services	0.00	0.00	0.00	0.00
8500	Child Care and Development Svcs.	0.00	0.00	0.00	0.00
Other Funds					
--	Adult Education (Fund 11)		0.00		0.00
--	Child Development (Fund 12)	0.00	0.00	0.00	0.00
--	Cafeteria (Funds 13 and 61)		0.00		0.00
Total Allocated Support Costs		245,028.90	94,439.86	0.00	339,468.76

Unaudited Actuals
2016-17
Program Cost Report
Schedule of Central Administration Costs (CAC)

21 65409 0000000
Form PCR

A. Central Administration Costs in General Fund and Charter Schools Funds		
1	Board and Superintendent (Funds 01, 09, and 62, Functions 7100-7180, Goals 0000-6999 and 9000, Objects 1000-7999)	16,868.48
2	External Financial Audits (Funds 01, 09, and 62, Functions 7190-7191, Goals 0000-6999 and 9000, Objects 1000-7999)	8,550.00
3	Other General Administration (Funds 01, 09, and 62, Functions 7200-7600 except 7210, Goal 0000, Objects 1000-7999)	48,122.16
4	Centralized Data Processing (Funds 01, 09, and 62, Function 7700, Goal 0000, Objects 1000-7999)	6,129.00
5	Total Central Administration Costs in General Fund and Charter Schools Funds	79,669.64
B. Direct Charged and Allocated Costs in General Fund and Charter Schools Funds		
1	Total Direct Charged Costs (from Form PCR, Column 1, Total)	522,843.60
2	Total Allocated Costs (from Form PCR, Column 2, Total)	339,468.76
3	Total Direct Charged and Allocated Costs in General Fund and Charter Schools Funds	862,312.36
C. Direct Charged Costs in Other Funds		
1	Adult Education (Fund 11, Objects 1000-5999, except 5100)	0.00
2	Child Development (Fund 12, Objects 1000-5999, except 5100)	0.00
3	Cafeteria (Funds 13 & 61, Objects 1000-5999, except 5100)	0.00
4	Foundation (Funds 19 & 57, Objects 1000-5999, except 5100)	0.00
5	Total Direct Charged Costs in Other Funds	0.00
D. Total Direct Charged and Allocated Costs (B3 + C5)		862,312.36
E. Ratio of Central Administration Costs to Direct Charged and Allocated Costs (A5/D)		9.24%

Nicasio Elementary
Marin County

Unaudited Actuals
2016-17
General Fund and Charter Schools Funds
Program Cost Report
Schedule of Other Costs (OC)

21 65409 0000000
Form PCR

Type of Activity	Food Services (Function 3700)	Enterprise (Function 6000)	Facilities Acquisition & Construction (Function 8500)	Other Outgo (Functions 9000-9999)	Total
Food Services (Objects 1000-5999, 6400, and 6500)	0.00				0.00
Enterprise (Objects 1000-5999, 6400, and 6500)		0.00			0.00
Facilities Acquisition & Construction (Objects 1000-6500)			4,389.00		4,389.00
Other Outgo (Objects 1000-7999)				94,140.62	94,140.62
Total Other Costs	0.00	0.00	4,389.00	94,140.62	98,529.62

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail							0.00	0.00
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

SACS2017ALL Financial Reporting Software - 2017.2.0
8/30/2017 4:52:27 PM

21-65409-0000000

Unaudited Actuals
2016-17 Unaudited Actuals
Technical Review Checks

Nicasio Elementary

Marin County

Following is a chart of the various types of technical review checks and related requirements:

- F - Fatal (Data must be corrected; an explanation is not allowed)
- W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
- O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

IMPORT CHECKS

GENERAL LEDGER CHECKS

SUPPLEMENTAL CHECKS

EXPORT CHECKS

Checks Completed.



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

Notice of Public Hearing

Nicasio School District
will hold a
Public Hearing
regarding the
Sufficiency or Insufficiency of
Instructional Materials

Thursday, September 7, 2017

5 PM

**Nicasio School Library
5555 Nicasio Valley Road
Nicasio, CA**

NICASIO SCHOOL DISTRICT
Nicasio, California

(Education Code Section 60119)

Resolution 2017-18 #1

RESOLUTION FOR ADOPTING THE "GANN" LIMIT

(Normal, no increase to Limit pursuant to G.C. 7902.1 [nothing on line D10 {COE line D15}])

WHEREAS, in November of 1979, the California electorate did adopt Proposition 4, commonly called the Gann Amendment, which added Article XIII-B to the California Constitution; and,

WHEREAS, the provisions of that Article establish maximum appropriation limitations, commonly called "Gann Limits," for public agencies, including school districts; and,

WHEREAS, the District must establish a revised Gann limit for the 2016-17 fiscal year and a projected Gann Limit for the 2017-18 fiscal year in accordance with the provisions of Article XIII-B and applicable statutory law;

NOW, THEREFORE, BE IT RESOLVED that this Board does provide public notice that the attached calculations and documentation of the Gann limits for the 2016-17 and 2017-18 fiscal years are made in accord with applicable constitutional and statutory law;

AND BE IT FURTHER RESOLVED that this Board does hereby declare that the appropriations in the Budget for the 2016-17 and 2017-18 fiscal years do not exceed the limitations imposed by Proposition 4;

AND BE IT FURTHER RESOLVED that the Superintendent provide copies of this resolution along with the appropriate attachments to interested citizens of this district.

Passed by the following vote:

Ayes:

Nays:

Date:

Signed by the Clerk of the Board: _____

	2016-17 Calculations			2017-18 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
A. PRIOR YEAR DATA (2015-16 Actual Appropriations Limit and Gann ADA are from district's prior year Gann data reported to the CDE)	2015-16 Actual			2016-17 Actual		
1. FINAL PRIOR YEAR APPROPRIATIONS LIMIT (Preload/Line D11, PY column)	981,935.81		981,935.81			884,225.36
2. PRIOR YEAR GANN ADA (Preload/Line B3, PY column)	48.82		48.82			41.72
ADJUSTMENTS TO PRIOR YEAR LIMIT	Adjustments to 2015-16			Adjustments to 2016-17		
3. District Lapses, Reorganizations and Other Transfers						
4. Temporary Voter Approved Increases						
5. Less: Lapses of Voter Approved Increases						
6. TOTAL ADJUSTMENTS TO PRIOR YEAR LIMIT (Lines A3 plus A4 minus A5)		0.00				0.00
7. ADJUSTMENTS TO PRIOR YEAR ADA (Only for district lapses, reorganizations and other transfers, and only if adjustments to the appropriations limit are entered in Line A3 above)						
B. CURRENT YEAR GANN ADA (2016-17 data should tie to Principal Apportionment Software Attendance reports and include ADA for charter schools reporting with the district)	2016-17 P2 Report			2017-18 P2 Estimate		
1. Total K-12 ADA (Form A, Line A6)	41.72		41.72	49.00		49.00
2. Total Charter Schools ADA (Form A, Line C9)	0.00		0.00	0.00		0.00
3. TOTAL CURRENT YEAR P2 ADA (Line B1 plus B2)			41.72			49.00
C. LOCAL PROCEEDS OF TAXES/STATE AID RECEIVED TAXES AND SUBVENTIONS (Funds 01, 09, and 62)	2016-17 Actual			2017-18 Budget		
1. Homeowners' Exemption (Object 8021)	3,277.66		3,277.66	3,278.00		3,278.00
2. Timber Yield Tax (Object 8022)	0.00		0.00	0.00		0.00
3. Other Subventions/In-Lieu Taxes (Object 8029)	0.00		0.00	0.00		0.00
4. Secured Roll Taxes (Object 8041)	630,853.42		630,853.42	646,520.00		646,520.00
5. Unsecured Roll Taxes (Object 8042)	12,292.23		12,292.23	12,292.00		12,292.00
6. Prior Years' Taxes (Object 8043)	484.58		484.58	485.00		485.00
7. Supplemental Taxes (Object 8044)	0.00		0.00	0.00		0.00
8. Ed. Rev. Augmentation Fund (ERAF) (Object 8045)	0.00		0.00	0.00		0.00
9. Penalties and Int. from Delinquent Taxes (Object 8048)	0.00		0.00	0.00		0.00
10. Other In-Lieu Taxes (Object 8082)	0.00		0.00	0.00		0.00
11. Comm. Redevelopment Funds (objects 8047 & 8625)	0.00		0.00	0.00		0.00
12. Parcel Taxes (Object 8621)	185,467.24		185,467.24	190,000.00		190,000.00
13. Other Non-Ad Valorem Taxes (Object 8622) (Taxes only)	0.00		0.00	0.00		0.00
14. Penalties and Int. from Delinquent Non-LCFF Taxes (Object 8629) (Only those for the above taxes)	0.00		0.00	0.00		0.00
15. Transfers to Charter Schools in Lieu of Property Taxes (Object 8096)						
16. TOTAL TAXES AND SUBVENTIONS (Lines C1 through C15)	832,375.13	0.00	832,375.13	852,575.00	0.00	852,575.00
OTHER LOCAL REVENUES (Funds 01, 09, and 62)						
17. To General Fund from Bond Interest and Redemption Fund (Excess debt service taxes) (Object 8914)	0.00		0.00	0.00		0.00
18. TOTAL LOCAL PROCEEDS OF TAXES (Lines C16 plus C17)	832,375.13	0.00	832,375.13	852,575.00	0.00	852,575.00

	2016-17 Calculations			2017-18 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
EXCLUDED APPROPRIATIONS						
19. Medicare (Enter federally mandated amounts only from objs. 3301 & 3302; do not include negotiated amounts)			5,872.05			6,778.00
OTHER EXCLUSIONS						
20. Americans with Disabilities Act						
21. Unreimbursed Court Mandated Desegregation Costs						
22. Other Unfunded Court-ordered or Federal Mandates						
23. TOTAL EXCLUSIONS (Lines C19 through C22)			5,872.05			6,778.00
STATE AID RECEIVED (Funds 01, 09, and 62)						
24. LCFF - CY (objects 8011 and 8012)	49,353.00		49,353.00	48,351.00		48,351.00
25. LCFF/Revenue Limit State Aid - Prior Years (Object 8019)	0.00		0.00	0.00		0.00
26. TOTAL STATE AID RECEIVED (Lines C24 plus C25)	49,353.00	0.00	49,353.00	48,351.00	0.00	48,351.00
DATA FOR INTEREST CALCULATION						
27. Total Revenues (Funds 01, 09 & 62; objects 8000-8799)	1,032,958.49		1,032,958.49	1,034,995.00		1,034,995.00
28. Total Interest and Return on Investments (Funds 01, 09, and 62; objects 8660 and 8662)	2,384.81		2,384.81	900.00		900.00
APPROPRIATIONS LIMIT CALCULATIONS						
D. PRELIMINARY APPROPRIATIONS LIMIT						
1. Revised Prior Year Program Limit (Lines A1 plus A6)			981,935.81			884,225.36
2. Inflation Adjustment			1.0537			1.0369
3. Program Population Adjustment (Lines B3 divided by [A2 plus A7]) (Round to four decimal places)			0.8546			1.1745
4. PRELIMINARY APPROPRIATIONS LIMIT (Lines D1 times D2 times D3)			884,225.36			1,076,844.17
APPROPRIATIONS SUBJECT TO THE LIMIT						
5. Local Revenues Excluding Interest (Line C18)			832,375.13			852,575.00
6. Preliminary State Aid Calculation						
a. Minimum State Aid in Local Limit (Greater of \$120 times Line B3 or \$2,400; but not greater than Line C26 or less than zero)			5,006.40			5,880.00
b. Maximum State Aid in Local Limit (Lesser of Line C26 or Lines D4 minus D5 plus C23; but not less than zero)			49,353.00			48,351.00
c. Preliminary State Aid in Local Limit (Greater of Lines D6a or D6b)			49,353.00			48,351.00
7. Local Revenues in Proceeds of Taxes						
a. Interest Counting in Local Limit (Line C28 divided by [Lines C27 minus C28] times [Lines D5 plus D6c])			2,040.37			784.10
b. Total Local Proceeds of Taxes (Lines D5 plus D7a)			834,415.50			853,359.10
8. State Aid in Proceeds of Taxes (Greater of Line D6a, or Lines D4 minus D7b plus C23; but not greater than Line C26 or less than zero)			49,353.00			48,351.00
9. Total Appropriations Subject to the Limit						
a. Local Revenues (Line D7b)			834,415.50			
b. State Subventions (Line D8)			49,353.00			
c. Less: Excluded Appropriations (Line C23)			5,872.05			
d. TOTAL APPROPRIATIONS SUBJECT TO THE LIMIT (Lines D9a plus D9b minus D9c)			877,896.45			

	2016-17 Calculations			2017-18 Calculations		
	Extracted Data	Adjustments*	Entered Data/ Totals	Extracted Data	Adjustments*	Entered Data/ Totals
10. Adjustments to the Limit Per Government Code Section 7902.1 (Line D9d minus D4; if negative, then zero) If not zero report amount to: Michael Cohen, Director State Department of Finance Attention: School Gann Limits State Capitol, Room 1145 Sacramento, CA 95814			0.00			
Summary						
11. Adjusted Appropriations Limit (Lines D4 plus D10)			884,225.36			1,076,844.17
12. Appropriations Subject to the Limit (Line D9d)			877,896.45			

* Please provide below an explanation for each entry in the adjustments column.

MARGIE BONARDI, INTERIM CBO
Gann Contact Person

415-662-2184
Contact Phone Number

108

FUND :01

GENERAL FUND

Agenda Item # 7k

OBJECT	Beg. Balance/ Adjusted Budget	Current Activity	Year to date Activity	Encumbrances	Balance	%used
Beginning balance						
9110 CASH IN COUNTY TREASURY	0.00	0.00	0.00	0.00	0.00	
TOTAL Beginning balance	0.00	0.00	0.00	0.00	0.00	
Current year revenue						
8012 EDUCATION PROTECTION ACCOUNT	10,088.00	10,088.00	10,088.00	0.00	0.00	100.0
TOTAL Current year revenue	10,088.00	10,088.00	10,088.00	0.00	0.00	
*TOTAL Beginning balance + Revenue	10,088.00	10,088.00	10,088.00			*
Books and Supplies						
4100 APPRVD TEXTBOOKS & CORE CURR M	4,180.00	1,264.48	1,264.48	0.00	2,915.52	30.3
TOTAL Books and Supplies	4,180.00	1,264.48	1,264.48	0.00	2,915.52	
Services & Oth. Operating						
5200 TRAVEL & CONFERENCES	1,500.00	0.00	0.00	0.00	1,500.00	0.0
5803 ADVERTISING	0.00	0.00	0.00	0.00	0.00	N/A
5840 OTHER CONTRACT SERVICES	0.00	4,177.12	4,177.12	0.00	4,177.12-	N/A
5940 INTERNET	4,408.00	4,646.40	4,646.40	0.00	238.40-	105.4
TOTAL Services & Oth. Operating	5,908.00	8,823.52	8,823.52	0.00	2,915.52-	
TOTAL Books and Supplies : Services & Oth	10,088.00	10,088.00	10,088.00	0.00	0.00	
Ending balance						
9790 UNDESIGNATED/UNAPPROPRIATED	0.00	0.00	0.00	0.00	0.00	
TOTAL Ending balance	0.00	0.00	0.00	0.00	0.00	
**Fund balance	0.00	0.00	0.00			**

Account classifications selected								Field ranges selected				
	FD	RESC	Y	OBJT	SO	GOAL	FUNC	LOC	ACT	GRP	FI	RANGE
1.	-	-	-	.	-	-	-	-	-	-	RE	1400 - 1400
2.	-	-	-	.	-	-	-	-	-	-		
3.	-	-	-	.	-	-	-	-	-	-		
4.	-	-	-	.	-	-	-	-	-	-		
5.	-	-	-	.	-	-	-	-	-	-		
6.	-	-	-	.	-	-	-	-	-	-		
7.	-	-	-	.	-	-	-	-	-	-		
8.	-	-	-	.	-	-	-	-	-	-		
9.	-	-	-	.	-	-	-	-	-	-		
10.	-	-	-	.	-	-	-	-	-	-		

Primary sort/rollup levels: FD

Income summary level: 4

Expense summary level: 4

Data source: GLSTEX Standard Extract

Report template: /var/opt/qss/data/CTB86OBJ: 12/03/2014 14:53:23

Budget type: R Revised

Include budget transfers: N

GL Transactions: A Approved Only

Exclude Pre-encumbrances: N

Use Reference Values: N

Restricted Fld Nbr: 02 RESOURCE

Separation Option: No Separation of Restricted and UnRestricted

Extraction Type: Restricted and UnRestricted

Report prepared: 08/30/2017 09:39:16

Nicasio School District
Historical Report of Parcel Taxes

8/31/2017

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-17
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals
Parcel Taxes	\$ 130,875	\$ 131,415	\$ 135,876	\$ 140,888	\$ 145,642	\$ 150,553	\$ 153,250	\$ 181,787	\$ 185,467
Transfer Out to Special Ed								\$ (17,550)	\$ (17,550)
Total Revenues	\$ 130,875	\$ 131,415	\$ 135,876	\$ 140,888	\$ 145,642	\$ 150,553	\$ 153,250	\$ 164,237	\$ 167,917
Certificated Teachers	\$ 78,681	\$ 84,421	\$ 79,436	\$ 83,645	\$ 89,538	\$ 107,714	\$ 124,090	\$ 134,183	\$ 86,937
Clerical & Office Salaries	29,308	29,426	8,476	8,832	4,484	-	-	-	12,277
Benefits	18,364	18,859	17,233	19,690	21,286	23,417	24,188	28,094	28,319
Materials and Supplies	-	500	500	500	250	-	-	-	661
Parcel Tax Administration Fee	2,054	676	672	666	666	660	646	630	630
Contracted Business Services	-	-	25,387	25,918	32,493	21,053	-	-	-
Total Expenditures	\$ 128,407	\$ 133,882	\$ 131,704	\$ 139,251	\$ 148,717	\$ 152,844	\$ 148,924	\$ 162,907	\$ 128,824
Excess (Deficit) of Revenues to Expenditures	2,468	(2,467)	4,172	1,637	(3,075)	(2,291)	4,326	1,330	39,093
Beginning Fund Balance	-	2,468	1	4,173	5,810	2,735	444	4,770	6,100
Ending Fund Balance	\$ 2,468	\$ 1	\$ 4,173	\$ 5,810	\$ 2,735	\$ 444	\$ 4,770	\$ 6,100	\$ 45,193

The District's Parcel Tax 'Measure B' was approved by the voters on June 3, 2008 effective July 1, 2008. The Parcel Tax expires on June 30, 2015 effective with the passage of Measure approving a new parcel tax effective July 1, 2015. The above report represents a full accounting of the original measure's proceeds parcel tax.

The Parcel Tax budget was re-aligned in 2014-15 in the course of developing the District's first Local Control and Accountability Plan. The base instructional program and all necessary operational and administrative support costs are charged to the District's unrestricted general operating fund as part of this re-alignment and the Parcel Taxes are now budgeted exclusively to supporting instructional staff, as well as Special Education programs, bringing the student/teacher ratio down to 15:1.

Agenda Item #

7d

NICASIO SCHOOL DISTRICT
Nicasio, California

(Education Code Section 60119)

Resolution 2017-18 #2

**REGARDING SUFFICIENCY OR INSUFFICIENCY OF
INSTRUCTIONAL MATERIALS**

Whereas, the governing board of Nicasio School District, in order to comply with the requirements of *Education Code* Section 60119 held a public hearing on Thursday, September 7, 2017 at 5 PM, which is on or before the eighth week of school and which did not take place during or immediately following school hours, and;

Whereas, the governing board provided at least 10 days notice of the public hearing posted in at least three public places within the district that stated the time, place, and purpose of the hearing, and;

Whereas, the governing board encouraged participation by parents, teachers, members of the community, and bargaining unit leaders in the public hearing, and;

Whereas, information provided at the public hearing and to the governing board at the public meeting detailed the extent to which textbooks and instructional materials were provided to all students in the District, including English learners, in the district/county office of education, and;

Whereas, the definition of “sufficient textbooks or instructional materials” means that each pupil has a textbook or instructional materials, or both, to use in class and to take home, and;

Whereas, sufficient textbooks and instructional materials were provided to each student, including English learners, **which are aligned to the academic content standards and** consistent with the cycles and content of the curriculum frameworks in **the following subjects:**

- Mathematics

K-5 My Math - McGraw Hill, *(c) 2014*

6-8 California Mathematics (Course 1, 2, 3) Glencoe/McGraw-Hill *(c) 2015*

Adopted for implementation at the start of the 2014-15 school year. Approved by the State Department of Education for adoption in California Public Schools.
 Aligned to Common Core standards.

- Science

K-5 Full Option Science System (FOSS) for Elementary, Delta Education *(c) 2007*

6-8 Cambridge Physics Outlet (CPO) Science Program, Delta Education *(c) 2007*

Adopted for implementation at the start of the 2008-09 school year. On Sept. 4, 2013, the State Board of Education (SBE) adopted the *Next Generation Science Standards* for California Public Schools, Kindergarten-Grade 12. This list of SBE-approved K-8 science instructional materials for adoption is anticipated in 2017-18.

- History-Social Science

K-5 Scott Foresman (c) 2006

6-8 Teachers Curriculum Institute (TCI) - History Alive! (c) 2004

Adopted for implementation at the start of the 2004-05 school year. The District has opted not to adopt a later edition at this time. Textbooks in use are aligned to Content Standards for California Public Schools, which is still relevant. Available funds for textbook adoption are being applied toward Common Core materials in math and language arts to ensure alignment with new state standards in these two subject areas.

- Reading

K-5 Reading Wonders (Literature Anthology, Reading/Writing Workshop, Close Reading Companion), McGraw Hill – Reading Wonders (c) 2017

Approved for piloting materials at the start of the 2014-15 school year. Adopted for implementation at the start of the 2017-18 school year.

6-8 Literature-based Thematic Units Aligned to Common Core, District-Developed

Approved for implementation at the start of the 2006-07 school year with alignments to Content Standards for California Public Schools. Effective at the start of 2014-15, units are aligned to Common Core Standards.

- Writing

K-5 *Units of Study in Opinion, Information and Narrative Writing* by Lucy Calkins, Heinemann, (c) 2014

6-8 *Units of Study in Argument, Information, and Narrative Writing* by Lucy Calkins, Heinemann, (c) 2014

Approved for a pilot test for implementation at the start of the 2014-15 school year.

Therefore, it is resolved that for the 2017-18 school year, the Nicasio School District has provided each pupil with sufficient textbooks and instructional materials **aligned to the academic content standards and** consistent with the cycles and content of the curriculum frameworks.

Passed by the following vote:

Ayes:

Nayes:

Date:

Signed by the Clerk of the Board: _____

MARIN COUNTY OFFICE OF EDUCATION

Agenda Item # 7f

DISTRICT BUSINESS SERVICES

NICASIO

School District

Certificate of Signatures

I, Nancy Neu, 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, 2017 through June 30, 2018.

Signatures of District Agents

	Commercial Vendor Warrants	Payroll Warrants
Signature:		
Name:	Angelique Borges	Angelique Borges
Signature:		
Name:		
Signature:		
Name:		
Signature:		
Name:		

Authorized by: _____
Superintendent
Date

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



MARIN COUNTY

 Agenda Item # 7g

OFFICE OF EDUCATION

1111 Las Gallinas Avenue/P.O. Box 4925
 San Rafael, CA 94913-4925
marincoe@marin.k12.ca.us

MARY JANE BURKE
 MARIN COUNTY
 SUPERINTENDENT OF SCHOOLS

(415) 472-4110
 FAX (415) 491-6625
 TDD (415) 491-6611

August 7, 2017

To: Nancy Neu, Superintendent
 Nicasio School District

From: Dane Lancaster, Senior Director Information Technology
 Marin County Office of Education

Subject: Marin County Data Processing Consortium
 2017-2018 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, 2017 and continue through June 30, 2018. ***The costs listed may change according to salary and/or benefit adjustments granted by the Superintendent/Governing Board.***

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

ESTIMATED 2017-2018 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	16-17 P2 ADA	% Total P2 ADA	17-18 Estimated Consortium Operating Expenses	Due 10/01/17
<u>Bolinas-Stinson</u>	NA	NA	1,200	1,200
<u>Dixie Elementary</u>	1,908	7.84%	29,292	29,292
<u>Kentfield Elementary</u>	1,209	4.96%	18,561	18,561
<u>Laguna Joint Elementary</u>	NA	NA	1,200	1,200
<u>Lagunitas Elementary</u>	247	1.01%	3,792	3,792
<u>Larkspur-Corte Madera</u>	1,493	6.13%	22,921	22,921
<u>Lincoln Elementary</u>	NA	NA	1,200	1,200
<u>Marin COE</u>	NA	NA	60,320	60,320
<u>Mill Valley Elementary</u>	3,020	12.40%	46,363	46,363
<u>Nicasio</u>	NA	NA	1,200	1,200
<u>Novato Unified</u>	NA	NA	1,200	1,200
<u>Reed Union Elementary</u>	1,466	6.02%	22,506	22,506
<u>Ross Elementary</u>	368	1.51%	5,650	5,650
<u>Ross Valley Elementary</u>	2,136	8.77%	32,792	32,792
<u>San Rafael City Elementary</u>	4,616	18.96%	70,865	70,865
<u>San Rafael City High</u>	2,401	9.86%	36,860	36,860
<u>Sausalito Marin City</u>	521	2.14%	7,998	7,998
<u>Shoreline Unified</u>	482	1.98%	7,400	7,400
<u>Tamalpais Union High</u>	4,484	18.41%	68,839	68,839
Total P2 ADA	24,351		440,160	

 Superintendent

 Deputy Superintendent of Schools

 Nicasio

 Marin County Office of Education

 District

 Date

 Date

Please sign and return the contract by **July 1, 2017**.

If you have any questions about the Data Processing Consortium, please contact me at 499 5847 or dane@marinschools.org

Cc: Margie Bonardi
Business Office

2016 Consumer Confidence Report

Water System Name: Nicasio School District 2100582 Report Date: 06/27/17

We test the drinking water quality for many constituents as required by state and federal regulations. This report shows the results of our monitoring for the period of January 1 - December 31, 2016 and may include earlier monitoring data.

Este informe contiene información muy importante sobre su agua potable. Tradúzcalo ó hable con alguien que lo entienda bien.

Type of water source(s) in use: Well

Name & general location of source(s): Well 01. The well is located at 5555 Nicasio Valley Road, the well is 20 Feet outside of the south fence east corner of play field.

Drinking Water Source Assessment information: _____

Time and place of regularly scheduled board meetings for public participation: _____

For more information, contact: Barbara Snekkevik Phone: (415) 662-2184

TERMS USED IN THIS REPORT

Maximum Contaminant Level (MCL): The highest level of a contaminant that is allowed in drinking water. Primary MCLs are set as close to the PHGs (or MCLGs) as is economically and technologically feasible. Secondary MCLs are set to protect the odor, taste, and appearance of drinking water.

Maximum Contaminant Level Goal (MCLG): The level of a contaminant in drinking water below which there is no known or expected risk to health. MCLGs are set by the U.S. Environmental Protection Agency (USEPA).

Public Health Goal (PHG): The level of a contaminant in drinking water below which there is no known or expected risk to health. PHGs are set by the California Environmental Protection Agency.

Maximum Residual Disinfectant Level (MRDL): The highest level of a disinfectant allowed in drinking water. There is convincing evidence that addition of a disinfectant is necessary for control of microbial contaminants.

Maximum Residual Disinfectant Level Goal (MRDLG): The level of a drinking water disinfectant below which there is no known or expected risk to health. MRDLGs do not reflect the benefits of the use of disinfectants to control microbial contaminants.

Primary Drinking Water Standards (PDWS): MCLs and MRDLs for contaminants that affect health along with their monitoring and reporting requirements, and water treatment requirements.

Secondary Drinking Water Standards (SDWS): MCLs for contaminants that affect taste, odor, or appearance of the drinking water. Contaminants with SDWSs do not affect the health at the MCL levels.

Treatment Technique (TT): A required process intended to reduce the level of a contaminant in drinking water.

Regulatory Action Level (AL): The concentration of a contaminant which, if exceeded, triggers treatment or other requirements that a water system must follow.

Variances and Exemptions: State Board permission to exceed an MCL or not comply with a treatment technique under certain conditions.

Level 1 Assessment: A Level 1 assessment is a study of the water system to identify potential problems and determine (if possible) why total coliform bacteria have been found in our water system.

Level 2 Assessment: A Level 2 assessment is a very detailed study of the water system to identify potential problems and determine (if possible) why an *E. coli* MCL violation has occurred and/or why total coliform bacteria have been found in our water system on multiple occasions.

ND: not detectable at testing limit

ppm: parts per million or milligrams per liter (mg/L)

ppb: parts per billion or micrograms per liter (µg/L)

ppt: parts per trillion or nanograms per liter (ng/L)

ppq: parts per quadrillion or picogram per liter (pg/L)

pCi/L: picocuries per liter (a measure of radiation)

The sources of drinking water (both tap water and bottled water) include rivers, lakes, streams, ponds, reservoirs, springs, and wells. As water travels over the surface of the land or through the ground, it dissolves naturally-occurring minerals and, in some cases, radioactive material, and can pick up substances resulting from the presence of animals or from human activity.

Contaminants that may be present in source water include:

- *Microbial contaminants*, such as viruses and bacteria, that may come from sewage treatment plants, septic systems, agricultural livestock operations, and wildlife.
- *Inorganic contaminants*, such as salts and metals, that can be naturally-occurring or result from urban stormwater runoff, industrial or domestic wastewater discharges, oil and gas production, mining, or farming.
- *Pesticides and herbicides*, that may come from a variety of sources such as agriculture, urban stormwater runoff, and residential uses.
- *Organic chemical contaminants*, including synthetic and volatile organic chemicals, that are by-products of industrial processes and petroleum production, and can also come from gas stations, urban stormwater runoff, agricultural application, and septic systems.
- *Radioactive contaminants*, that can be naturally-occurring or be the result of oil and gas production and mining activities.

In order to ensure that tap water is safe to drink, the USEPA and the State Water Resources Control Board (State Board) prescribe regulations that limit the amount of certain contaminants in water provided by public water systems. State Board regulations also establish limits for contaminants in bottled water that provide the same protection for public health.

Tables 1, 2, 3, 4, 5, and 6 list all of the drinking water contaminants that were detected during the most recent sampling for the constituent. The presence of these contaminants in the water does not necessarily indicate that the water poses a health risk. The State Board allows us to monitor for certain contaminants less than once per year because the concentrations of these contaminants do not change frequently. Some of the data, though representative of the water quality, are more than one year old. Any violation of an AL, MCL, MRDL, or TT is asterisked. Additional information regarding the violation is provided later in this report.

TABLE 1 – SAMPLING RESULTS SHOWING THE DETECTION OF COLIFORM BACTERIA

Microbiological Contaminants (complete if bacteria detected)	Highest No. of Detections	No. of months in violation	MCL	MCLG	Typical Source of Bacteria
Total Coliform Bacteria (state Total Coliform Rule)	(In a mo.) 0	0	1 positive monthly sample	0	Naturally present in the environment
Fecal Coliform or <i>E. coli</i> (state Total Coliform Rule)	(In the year) 0	0	A routine sample and a repeat sample are total coliform positive, and one of these is also fecal coliform or <i>E. coli</i> positive		Human and animal fecal waste
<i>E. coli</i> (federal Revised Total Coliform Rule)	(from 4/1/16-12/31/16) 0	0	(a)	0	Human and animal fecal waste

(a) Routine and repeat samples are total coliform-positive and either is *E. coli*-positive or system fails to take repeat samples following *E. coli*-positive routine sample or system fails to analyze total coliform-positive repeat sample for *E. coli*.

TABLE 2 – SAMPLING RESULTS SHOWING THE DETECTION OF LEAD AND COPPER

Lead and Copper (complete if lead or copper detected in the last sample set)	Sample Date	No. of samples collected	90 th percentile level detected	No. sites exceeding AL	AL	PHG	Typical Source of Contaminant
Lead (ppb)	8/14/14	5	<0.005	0	15	0.2	Internal corrosion of household water plumbing systems; discharges from industrial manufacturers; erosion of natural deposits
Copper (ppm)	8/14/14	5	0.145	0	1.3	0.3	Internal corrosion of household plumbing systems; erosion of natural deposits; leaching from wood preservatives

TABLE 3 – SAMPLING RESULTS FOR SODIUM AND HARDNESS

Chemical or Constituent (and reporting units)	Sample Date	Level Detected	Range of Detections	MCL	PHG (MCLG)	Typical Source of Contaminant
Sodium (ppm)	12/30/09	15.00	15.00	none	none	Salt present in the water and is generally naturally occurring
Hardness (ppm)	12/30/09	98.00	98.00	none	none	Sum of polyvalent cations present in the water, generally magnesium and calcium, and are usually naturally occurring

TABLE 4 – DETECTION OF CONTAMINANTS WITH A PRIMARY DRINKING WATER STANDARD

Chemical or Constituent (and reporting units)	Sample Date	Level Detected	Range of Detections	MCL [MRDL]	PHG (MCLG) [MRDLG]	Typical Source of Contaminant
TOTAL TRIHALOMETHANES	4/14/16	37.00ug/l	11.00-37.00ug/l	80	N/A	Byproduct of drinking water disinfection
HALOACETIC ACIDS (5) (HAA5)	4/14/16	78.30ug/l	4.12-78.30ug/l	60	N/A	By-product of drinking water disinfection
Barium	12/10/15	180.0		1000	2	Discharge of oil drilling wastes and from metal refineries; erosion of natural deposits
Chromium	12/10/15	1.0		50	(100)	Discharge from steel and pulp mills and chrome plating; erosion of natural deposits
Fluoride	12/10/15	0.17		2	1	Erosion of natural deposits; water additive which promotes strong teeth; discharge from fertilizer and aluminum factories
Nitrate	12/08/16	0.99		45	10	Runoff and leaching from fertilizer use; leaching from septic tanks and sewage; erosion of natural deposits
Chromium Hexavalent	6/11/14	0.29		10	0.02	Discharge from electroplating factories, leather tanneries, wood preservation, chemical synthesis, refractory production, and textile manufacturing facilities; erosion of natural deposits
Turbidity	11/24/08	4.20		5		Soil runoff
Gross Alpha	9/15/16	0.743		15	(0)	Erosion of natural deposits

TABLE 5 – DETECTION OF CONTAMINANTS WITH A SECONDARY DRINKING WATER STANDARD

Chemical or Constituent (and reporting units)	Sample Date	Level Detected	Range of Detections	MCL	PHG (MCLG)	Typical Source of Contaminant
Chloride	12/29/09	24.00		500		Runoff/leaching from natural deposits; seawater influence
Color	11/24/08	15.00		15		Naturally-occurring organic materials
Iron	4/8/10	36		300		Leaching from natural deposits; industrial wastes
Odor	11/24/08	1.20		3		Naturally-occurring organic materials
Specific Conductance	11/24/08	390.00		1600		Substances that form ions when in water; seawater influence

Sulfate	11/24/08	11.00		500		Runoff/leaching from natural deposits; industrial wastes
Total Dissolved Solids	1/7/10	160.00		1000		Runoff/leaching from natural deposits
Zinc	11/24/08	110.00		5000		Runoff/leaching from natural deposits; industrial wastes

TABLE 6 – DETECTION OF UNREGULATED CONTAMINANTS

Chemical or Constituent (and reporting units)	Sample Date	Level Detected	Range of Detections	Notification Level	Health Effects Language
N/A					

Additional General Information on Drinking Water

Drinking water, including bottled water, may reasonably be expected to contain at least small amounts of some contaminants. The presence of contaminants does not necessarily indicate that the water poses a health risk. More information about contaminants and potential health effects can be obtained by calling the USEPA's Safe Drinking Water Hotline (1-800-426-4791).

Some people may be more vulnerable to contaminants in drinking water than the general population. Immuno-compromised persons such as persons with cancer undergoing chemotherapy, persons who have undergone organ transplants, people with HIV/AIDS or other immune system disorders, some elderly, and infants can be particularly at risk from infections. These people should seek advice about drinking water from their health care providers. USEPA/Centers for Disease Control (CDC) guidelines on appropriate means to lessen the risk of infection by *Cryptosporidium* and other microbial contaminants are available from the Safe Drinking Water Hotline (1-800-426-4791).

Lead-Specific Language for Community Water Systems: If present, elevated levels of lead can cause serious health problems, especially for pregnant women and young children. Lead in drinking water is primarily from materials and components associated with service lines and home plumbing. Nicasio School District is responsible for providing high quality drinking water, but cannot control the variety of materials used in plumbing components. When your water has been sitting for several hours, you can minimize the potential for lead exposure by flushing your tap for 30 seconds to 2 minutes before using water for drinking or cooking. [Optional: If you do so, you may wish to collect the flushed water and reuse it for another beneficial purpose, such as watering plants.] If you are concerned about lead in your water, you may wish to have your water tested. Information on lead in drinking water, testing methods, and steps you can take to minimize exposure is available from the Safe Drinking Water Hotline (1-800-426-4701) or at <http://www.epa.gov/lead>.

Summary Information for Violation of a MCL, MRDL, AL, TT, or Monitoring and Reporting Requirement

VIOLATION OF A MCL, MRDL, AL, TT, OR MONITORING AND REPORTING REQUIREMENT				
Violation	Explanation	Duration	Actions Taken to Correct the Violation	Health Effects Language
N/A				

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For Water Systems Providing Ground Water as a Source of Drinking Water**TABLE 7 – SAMPLING RESULTS SHOWING
FECAL INDICATOR-POSITIVE GROUND WATER SOURCE SAMPLES**

Microbiological Contaminants (complete if fecal-indicator detected)	Total No. of Detections	Sample Dates	MCL [MRDL]	PHG (MCLG) [MRDLG]	Typical Source of Contaminant
<i>E. coli</i>	(In the year) 0	0	0	(0)	Human and animal fecal waste
Enterococci	(In the year) 0	0	TT	n/a	Human and animal fecal waste
Coliphage	(In the year) 0	0	TT	n/a	Human and animal fecal waste

**Summary Information for Fecal Indicator-Positive Ground Water Source Samples,
Uncorrected Significant Deficiencies, or Ground Water TT****SPECIAL NOTICE OF FECAL INDICATOR-POSITIVE GROUND WATER SOURCE SAMPLE**

N/A

SPECIAL NOTICE FOR UNCORRECTED SIGNIFICANT DEFICIENCIES

N/A

VIOLATION OF GROUND WATER TT

TT Violation	Explanation	Duration	Actions Taken to Correct the Violation	Health Effects Language
N/A				

For Systems Providing Surface Water as a Source of Drinking Water

TABLE 8 - SAMPLING RESULTS SHOWING TREATMENT OF SURFACE WATER SOURCES

Treatment Technique ^(a) (Type of approved filtration technology used)	Media Filter and one micron Absolute filters
Turbidity Performance Standards ^(b) (that must be met through the water treatment process)	Turbidity of the filtered water must: 1 – Be less than or equal to _0.3_ NTU in 95% of measurements in a month. 2 – Not exceed _1.0_ NTU for more than eight consecutive hours. 3 – Not exceed _5.0_ NTU at any time.
Lowest monthly percentage of samples that met Turbidity Performance Standard No. 1.	96%
Highest single turbidity measurement during the year	0.56
Number of violations of any surface water treatment requirements	None

(a) A required process intended to reduce the level of a contaminant in drinking water.

(b) Turbidity (measured in NTU) is a measurement of the cloudiness of water and is a good indicator of water quality and filtration performance. Turbidity results which meet performance standards are considered to be in compliance with filtration requirements.

Summary Information for Violation of a Surface Water TT

VIOLATION OF A SURFACE WATER TT				
TT Violation	Explanation	Duration	Actions Taken to Correct the Violation	Health Effects Language
N/A				

Summary Information for Operating Under a Variance or Exemption

Summary Information for Federal Revised Total Coliform Rule Level 1 and Level 2 Assessment Requirements

Level 1 or Level 2 Assessment Requirement not Due to an *E. coli* MCL Violation

Coliforms are bacteria that are naturally present in the environment and are used as an indicator that other, potentially harmful, waterborne pathogens may be present or that a potential pathway exists through which contamination may enter the drinking water distribution system. We found coliforms indicating the need to look for potential problems in water treatment or distribution. When

this occurs, we are required to conduct assessment(s) to identify problems and to correct any problems that were found during these assessments.

During the past year we were required to conduct 0 Level 1 assessment(s). 0 Level 1 assessment(s) were completed. In addition, we were required to take 0 corrective actions and we completed 0 of these actions.

During the past year 0 Level 2 assessments were required to be completed for our water system. 0 Level 2 assessments were completed. In addition, we were required to take 0 corrective actions and we completed 0 of these actions.

Level 2 Assessment Requirement Due to an *E. coli* MCL Violation

E. coli are bacteria whose presence indicates that the water may be contaminated with human or animal wastes. Human pathogens in these wastes can cause short-term effects, such as diarrhea, cramps, nausea, headaches, or other symptoms. They may pose a greater health risk for infants, young children, the elderly, and people with severely-compromised immune systems. We found *E. coli* bacteria, indicating the need to look for potential problems in water treatment or distribution. When this occurs, we are required to conduct assessment(s) identify problems and to correct any problems that were found during these assessments.

We were required to complete a Level 2 assessment because we found *E. coli* in our water system. In addition, we were required to take 0 corrective actions and we completed 0 of these actions.

RECEIVED Agenda Item # 9b

AUG 17 2017

by Nicasio School



August 17, 2017

Mikki McIntyre
NICASIO SCHOOL DISTRICT
5555 Nicasio Valley Rd.
Nicasio, CA 94946

RE: HAZARDOUS MATERIALS INVENTORY REPORT

Dear Ms. McIntyre:

Enclosed is the report for the Hazardous Materials Inventory (HMI) conducted for the District on May 15, 2017. The HMI was conducted in accordance with requirements set forth by local, state and federal regulatory agencies.

It has been a pleasure to be of service to the District in the area of Loss Control/Risk Management, and to assist you with providing a safe environment for students and the general public. If you have any questions concerning the report, kindly contact me directly at (650) 421-1150, at your convenience.

Sincerely,

Michelle Lewis

Michelle Lewis
Loss Control Consultant
Loss Control/Risk Management

Enclosure

ML/jl

cc: Kyle McKibbin, Keenan & Associates, Oakland
Tesia Bell, Keenan & Associates, Oakland

◆ 2017 Keenan & Associates Lic. # 0451271

The report is based on conditions and operations that existed at the time of the inspection. The information contained in this report does not certify that all locations, unsafe conditions, violations of state, federal or local regulations or laws are in compliance, nor does it conclude that all possible infractions, hazards or hazardous conditions were observed or reported.

HAZARDOUS MATERIALS INVENTORY REPORT

July, 2017

PREPARED FOR

NICASIO SCHOOL DISTRICT

Prepared By

Michelle Lewis
Loss Control Consultant

KEENAN & ASSOCIATES

2882 Prospect Park Dr. Ste. 600
Rancho Cordova, CA 95670

Lic. #0451271

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I. INTRODUCTION

Keenan & Associates conducted a Hazardous Materials Inventory (HMI) for Nicasio School District on May 15, 2017. Conditions noted during the HMI that directly relate to safety are listed in sections IX and X of this report. All findings are listed with associated recommendations.

Michelle Lewis, Loss Control Consultant, conducted the HMI and prepared the subsequent report. Jeff Long, Project Coordinator, processed the HMI report.

II. ACKNOWLEDGMENTS

Keenan & Associates would like to thank everyone for their assistance in completing the HMI.

III. LIMITATIONS

A sincere effort was made to identify hazardous materials at each location within the District. The locations are listed in the Sites Surveyed section. Although the Hazardous Materials Inventory was not an inspection or audit, it is viewed as an opportunity to communicate to the District those safety issues relating to hazardous materials management, which were observed during the course of the inventory.

The information in this report does not conclude that all possible infractions, hazards, or hazardous materials were observed. Keenan & Associates is not responsible for hazardous materials that may be located in areas in which only District staff may be aware and did not make Keenan & Associates aware of it.

Keenan's Hazardous Materials Compliance program services are intended to help clients identify and mitigate hazards and potential Hazardous Materials exposures. Keenan is not responsible for hazardous materials that may be located in areas in which only District staff may be aware of. While we are confident that our services will help our clients create a safer environment, we do not represent or guarantee that we were able to identify all potential hazards, find and inventory all hazardous materials at each site, or offer a fail-safe mechanism for dealing with them. Consequently, we make no promise or representation that clients will recognize improved hazardous materials and/or regulatory compliance fine savings, loss experience or premium savings as a result of these services.

Keenan's Hazardous Materials Compliance program services are not intended to substitute for regular, ongoing internal hazardous materials program efforts. Nor are they intended to replace any required service that is to be routinely performed by licensed or certified service professionals (e.g., hazardous waste disposal contractors and hazardous waste haulers, etc.)

IV. SHELF LIFE

The life expectancy of chemicals can be affected by storage conditions. Ideal conditions (25 degree C at 50% or less relative humidity) will support the maximum shelf life. These times are general and, since storage conditions vary widely, should be taken in that context. All chemicals should be dated upon receiving and again with a "first opened" date. All manufacturer/supplier expiration dates should be strictly adhered to.

Any chemical that has changed physical state over time, either a crystal/powder/etc. becoming liquefied or a liquid that has begun to crystallize should be set aside for immediate proper disposal.

V. SAFETY DATA SHEETS

In accordance with Hazard Communication Standard (HCS) (29 CFR 1910.1200(g)), chemical manufacturers and importers shall obtain or develop a Safety Data Sheet (SDS) for each hazardous chemical they produce or import. Employers shall have an SDS in the workplace for each hazardous chemical which they use.

VI. SCOPE OF SERVICES

The primary purpose of the Hazardous Material Inventory (HMI) is to provide the District with a list of all the hazardous materials in the workplace. This will assist the District in complying with Title 8 of the Hazard Communication Regulations and also in completing their Hazardous Material Business Plan reporting requirements under the California Fire Code, California Code of Regulations (CCR), Title 24, Part 9, and California Health and Safety Code (CHSC) Chapter 6.95, Section 25505.

Locations that are typically inventoried include, but are not limited to:

Agriculture/Horticulture	HVAC Supply
Health Sciences (i.e., Nursing, EMT)	Industrial Technology
Aquatic Center	Jewelry
Auto Technology	Maintenance & Operations (Facilities)
Classified /Support Areas	Natural Science (i.e., Chemistry, Life Science)
Construction Technology	Performing Arts/Scene Shop
Cosmetology	Photography
Custodial Supply	Physical Education
Faculty Workroom/Copier Room	Power Plant(s)
Fine Arts	Warehouse
Food Service/Cafeteria	

VII. SITES AND AREAS INSPECTED

The following areas were inspected at the sites listed below:

- Nicasio School District
 - NICASIO ELEMENTARY
 - | ART ROOM | CUSTODIAL STORAGE | KITCHEN | MPR CUSTODIAL CLOSET | NURSE | PE CLOSET

VIII. SUMMARY

Overall, the storage of hazardous chemicals looked good. The chemical inventory was appropriate for the size of the District. Consideration should be made to continue to remind all staff that if they are going to utilize a secondary container for a chemical, to provide a label that includes a harmonized signal word, pictogram, and hazard statement for each hazard class and category. Precautionary statements must also be provided. Overall, the custodians are doing a great job of labeling their secondary containers.

Any location where there are chemicals or waste being stored is advised to have the NFPA diamond-shaped sign posted on its exterior doors. Cabinets should be labeled notifying that chemicals are inside. Each of the colored areas is recommended to contain the appropriate numeric warning rating for the hazardous materials within the building. The regulation is NFPA 704 Warning System, which states: "Whenever large amounts of hazardous materials are being stored and used within SLAC, warning placards are required. These placards act as an immediate warning system for emergency service personnel, helping them identify the kinds of materials present and the dangers they pose (1, 2)".

Information on obtaining approved placard signage can be located at the following websites:

https://www.nfpa.org/Assets/files/AboutTheCodes/704/NFPA704_HC2012_QCard.pdf

<http://www.safetysign.com/products/6903/nfpa-reference-chart>

IX. PROGRAM REVIEW**Hazardous Communication**Priority:

Survey Findings:

In order to ensure chemical safety, information about the identities and hazard of the chemicals must be available and understandable to the employees. OSHA's Hazard Communication Standard requires the development and dissemination of such information. All employers with hazardous chemicals in their workplaces must have labels and safety data sheets for their exposed employees and train them to handle the chemicals appropriately. The District utilizes Keenan SDS Online program.

Corrective Action:

The District should consider updating all training requirements for all staff in regards to the Hazardous Communication Plan. The plan should be updated to include safe chemical storage, handling, waste generation, and labeling. Keenan SafeSchools online training or an in-person training session should be provided annually for all individuals handling chemicals in the auto, carpentry, custodial, and science labs. All training should be documented and sign-in sheets kept on file for your records.

Chemical HygienePriority:

Survey Findings:

There are no lab chemicals on site.

Corrective Action:

None at this time.

Hazardous WastePriority:

Survey Findings:

No products were identified to be old or unused. The District appears to monitor the level of chemicals present in order prevent producing too much waste.

Corrective Action:

None at this time.

X. IMMEDIATE/HIGH PRIORITY RECOMMENDATIONS

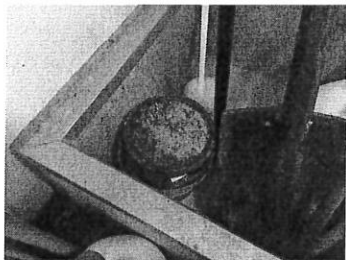
XI. GENERAL RECOMMENDATIONS

XII. SITE SPECIFIC RECOMMENDATIONS

Location: Nicasio School District - NICASIO ELEMENTARY - CUSTODIAL STORAGE

Priority: Medium

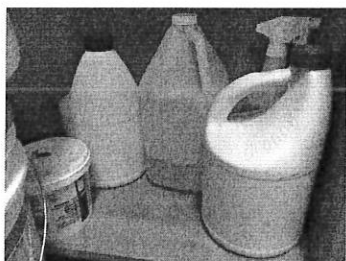
Description: Chemicals not used, inherently waste like, in excessive quantities, beyond the recommended shelf life, and chemicals that highly toxic, carcinogenic, or explosive should be removed and properly disposed. An assessment of chemical needs should be done annually and chemicals purchased only in quantities that can be used during the current school year. In this area, the chemical pictured is inherently waste like, outdated and corroding. Recommend removal and disposal of any containers that are showing signs of corrosion.



Location: Nicasio School District - NICASIO ELEMENTARY - MPR CUSTODIAL CLOSET

Priority: Medium

Description: The State's Hazard Communication Law requires appropriate labeling on containers of hazardous substances or mixtures having hazardous ingredients. Numerous containers were noted that have faded, missing or unreadable labels. All primary and secondary container(s) should be properly labeled with the product name, primary hazard, harmonized signal word, pictogram, and precautionary statements. Due to the lack of proper labeling, these chemicals were not included in the inventory.



	Quantity	Container Size	Concentration Unit	Location Secondary	Location Tertiary	DOT Hazard Code
.ISES	1	1	Gallons	NICASIO ELEMENTARY	ART ROOM	MISC. HAZARDOUS MATERIALS
.ISES	1	4	Fluid Ounce	NICASIO ELEMENTARY	ART ROOM	MISC. HAZARDOUS MATERIALS
.ISES	2	8	Fluid Ounce	NICASIO ELEMENTARY	ART ROOM	MISC. HAZARDOUS MATERIALS
	1	8	Fluid Ounce	NICASIO ELEMENTARY	ART ROOM	MISC. HAZARDOUS MATERIALS
S, INC.	1	16	Fluid Ounce	NICASIO ELEMENTARY	ART ROOM	MISC. HAZARDOUS MATERIALS
S, INC.	1	1	Gallons	NICASIO ELEMENTARY	ART ROOM	MISC. HAZARDOUS MATERIALS
	1	16	Fluid Ounce	NICASIO ELEMENTARY	ART ROOM	MISC. HAZARDOUS MATERIALS
	1	16	Fluid Ounce	NICASIO ELEMENTARY	ART ROOM	MISC. HAZARDOUS MATERIALS
	1	16	Fluid Ounce	NICASIO ELEMENTARY	ART ROOM	MISC. HAZARDOUS MATERIALS
	1	16	Fluid Ounce	NICASIO ELEMENTARY	ART ROOM	MISC. HAZARDOUS MATERIALS
	4	21	Fluid Ounce	NICASIO ELEMENTARY	CUSTODIAL STORAGE	FLAMMABLE AND COMBUSTIBLE LIQUIDS
NC	1	10	Fluid Ounce	NICASIO ELEMENTARY	CUSTODIAL STORAGE	MISC. HAZARDOUS MATERIALS
BLE	2	21	Ounce	NICASIO ELEMENTARY	CUSTODIAL STORAGE	MISC. HAZARDOUS MATERIALS
NG TECHNOLOGY	10	1	Gallons	NICASIO ELEMENTARY	CUSTODIAL STORAGE	MISC. HAZARDOUS MATERIALS
AND	1	1	Gallons	NICASIO ELEMENTARY	CUSTODIAL STORAGE	MISC. HAZARDOUS MATERIALS
AND	4	1	Gallons	NICASIO ELEMENTARY	CUSTODIAL STORAGE	MISC. HAZARDOUS MATERIALS
	5	8	Fluid Ounce	NICASIO ELEMENTARY	CUSTODIAL STORAGE	MISC. HAZARDOUS MATERIALS
	5	1	Gallons	NICASIO ELEMENTARY	CUSTODIAL STORAGE	OXIDIZING SUBSTANCES
	5	42.2	Fluid Ounce	NICASIO ELEMENTARY	CUSTODIAL STORAGE	MISC. HAZARDOUS MATERIALS

Provided by Keenan Associates

1 of 3

	Quantity	Container Size	Concentration Unit	Location Secondary	Location Tertiary	DOT Hazard Code
D. INC.	1	16	Fluid Ounce	NICASIO ELEMENTARY	CUSTODIAL STORAGE	MISC. HAZARDOUS MATERIALS
	1	1	Quart	NICASIO ELEMENTARY	CUSTODIAL STORAGE	MISC. HAZARDOUS MATERIALS
	1	1	Gallons	NICASIO ELEMENTARY	CUSTODIAL STORAGE	CORROSIVES (LIQUIDS AND SOLIDS)
	1	1	Pint	NICASIO ELEMENTARY	CUSTODIAL STORAGE	FLAMMABLE AND COMBUSTIBLE LIQUIDS
R/BOYLE-MIDWAY	7	1	Gallons	NICASIO ELEMENTARY	CUSTODIAL STORAGE	MISC. HAZARDOUS MATERIALS
RATORIES	1	1	Gallons	NICASIO ELEMENTARY	CUSTODIAL STORAGE	MISC. HAZARDOUS MATERIALS
BLE	1	1	Gallons	NICASIO ELEMENTARY	CUSTODIAL STORAGE	MISC. HAZARDOUS MATERIALS
S INC.	4	1	Gallons	NICASIO ELEMENTARY	CUSTODIAL STORAGE	MISC. HAZARDOUS MATERIALS
	3	1	Gallons	NICASIO ELEMENTARY	CUSTODIAL STORAGE	MISC. HAZARDOUS MATERIALS
	1	12	Fluid Ounce	NICASIO ELEMENTARY	CUSTODIAL STORAGE	FLAMMABLE AND COMBUSTIBLE LIQUIDS
	1	21	Ounce	NICASIO ELEMENTARY	KITCHEN	MISC. HAZARDOUS MATERIALS
	1	1	Pounds	NICASIO ELEMENTARY	KITCHEN	OXIDIZING SUBSTANCES
BLE	1	38	Fluid Ounce	NICASIO ELEMENTARY	KITCHEN	MISC. HAZARDOUS MATERIALS
BLE	1	2.8	Quart	NICASIO ELEMENTARY	KITCHEN	MISC. HAZARDOUS MATERIALS
	1	3	Quart	NICASIO ELEMENTARY	KITCHEN	OXIDIZING SUBSTANCES
	1	1	Quart	NICASIO ELEMENTARY	KITCHEN	MISC. HAZARDOUS MATERIALS
	10	1	Pounds	NICASIO ELEMENTARY	KITCHEN	MISC. HAZARDOUS MATERIALS
	1	19	Fluid Ounce	NICASIO ELEMENTARY	KITCHEN	MISC. HAZARDOUS MATERIALS
	1	14	Fluid Ounce	NICASIO ELEMENTARY	KITCHEN	MISC. HAZARDOUS MATERIALS

	Quantity	Container Size	Concentration Unit	Location Secondary	Location Tertiary	DOT Hazard Code
RP.	1	1	Gallons	NICASIO ELEMENTARY	MPR CUSTODIAL CLOSET	MISC. HAZARDOUS MATERIALS
	1	25	Pounds	NICASIO ELEMENTARY	MPR CUSTODIAL CLOSET	MISC. HAZARDOUS MATERIALS
BLE	1	1	Quart	NICASIO ELEMENTARY	MPR CUSTODIAL CLOSET	MISC. HAZARDOUS MATERIALS
ING TECHNOLOGY	1	1	Gallons	NICASIO ELEMENTARY	MPR CUSTODIAL CLOSET	MISC. HAZARDOUS MATERIALS
AND	1	1	Gallons	NICASIO ELEMENTARY	MPR CUSTODIAL CLOSET	MISC. HAZARDOUS MATERIALS
	1	1	Gallons	NICASIO ELEMENTARY	MPR CUSTODIAL CLOSET	OXIDIZING SUBSTANCES
	6	42.2	Fluid Ounce	NICASIO ELEMENTARY	MPR CUSTODIAL CLOSET	MISC. HAZARDOUS MATERIALS
	2	5	Gallons	NICASIO ELEMENTARY	MPR CUSTODIAL CLOSET	MISC. HAZARDOUS MATERIALS
	1	1	Gallons	NICASIO ELEMENTARY	MPR CUSTODIAL CLOSET	CORROSIVES (LIQUIDS AND SOLIDS)
	1	12	Fluid Ounce	NICASIO ELEMENTARY	MPR CUSTODIAL CLOSET	MISC. HAZARDOUS MATERIALS
	1	1	Gallons	NICASIO ELEMENTARY	MPR CUSTODIAL CLOSET	MISC. HAZARDOUS MATERIALS
ORP.	1	1	Gallons	NICASIO ELEMENTARY	MPR CUSTODIAL CLOSET	MISC. HAZARDOUS MATERIALS
DATED IND.	1	1	Quart	NICASIO ELEMENTARY	MPR CUSTODIAL CLOSET	MISC. HAZARDOUS MATERIALS
	1	11	Fluid Ounce	NICASIO ELEMENTARY	MPR CUSTODIAL CLOSET	FLAMMABLE AND COMBUSTIBLE LIQUIDS
	1	12	Fluid Ounce	NICASIO ELEMENTARY	MPR CUSTODIAL CLOSET	FLAMMABLE AND COMBUSTIBLE LIQUIDS
TIES	2	18	Fluid Ounce	NICASIO ELEMENTARY	PE CLOSET	MISC. HAZARDOUS MATERIALS

Keenan SDS Quick Start Guide

Loss Control Consultant Name and telephone number:

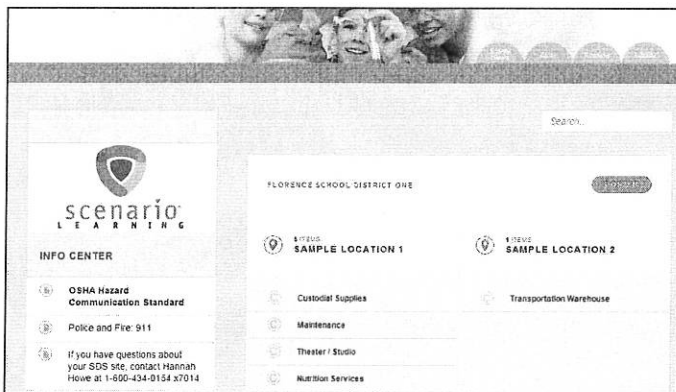
Michelle Lewis (650) 421-1150

Access Keenan SDS using URL:

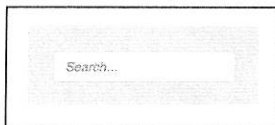
Copy and paste the URL into your web browser.

nicasio-keenan.safeschools.com

The landing page is the first screen that appears when any employee visits your Keenan SDS site. The majority of the landing page displays the **locations** and **collections** of chemicals that are virtually stored on your site. Employees can search for chemicals and view the Safety Data Sheets that are organized into collections.



The **search** bar in the landing area allows employees to search for a Safety Data Sheet. Administrators in your Keenan SDS system have the option to open up this search to the entire repository or this can be limited only the districts inventory.

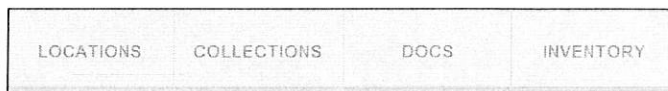


Access Keenan SDS using P&C Bridge

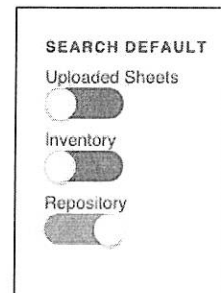
Log into P&C Bridge:

- Select **Resource** from the top tool bar
- Select **Keenan SDS** from the application list

The **Administration View** within your Keenan SDS site is organized in four main areas, which are named locations, collections, docs, and inventory.



There are three **search** options for employees without administrative access: Uploaded Sheets, Inventory and Repository. If Inventory is chosen, the general employee can only search through the safety sheets that have been added to a collection in the site. Uploaded Sheets refers to only those that have been uploaded into the site, regardless of whether or not they are in a collection.



The **poster** button takes you to a printable PDF with a QR code and link, which both lead you to the SDS inventory.

Keenan's Loss Control services promote safety awareness, and assist in the identification of conditions which may pose a risk of injury. We do not suggest that following our recommendations will eliminate all risk of injury or will result in improved loss experience.

Container labels can be created and printed for any Safety Data Sheet in the system. To print a container label, follow the directions below.

- First, select the desired Safety Data Sheet and click on the **Container Labels** button.
- Next, select the size of the labels you would like to print.
- Once a size is chosen, select the number of labels you would like to print by clicking on the first and last label of the selection (see screenshot to the right).
- When your selection is finalized, click the blue Print button at the bottom of the page.

SECONDARY CONTAINER LABEL

CLICK HERE TO PRINT

EVERY 3160

Select the first and last labels you want to print.

NUMBER OF LABELS: 14

PRINT CANCEL

Keenan's Loss Control services promote safety awareness, and assist in the identification of conditions which may pose a risk of injury. We do not suggest that following our recommendations will eliminate all risk of injury or will result in improved loss experience.

Keenan SDS Administrative Guide

Loss Control Consultant Name and telephone number:

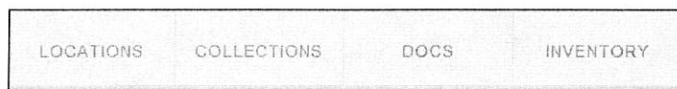
Michelle Lewis (650) 421-1150

Access Keenan SDS through P&C Bridge

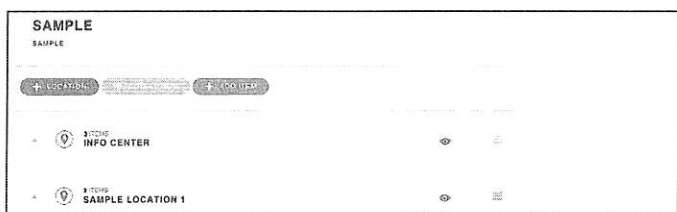
Log into P&C Bridge

- Select **Resource** from the top tool bar
- Select **Keenan SDS** from the application list

The Administration View is organized in four main areas.



Locations: you can create and organize virtual locations for each building.



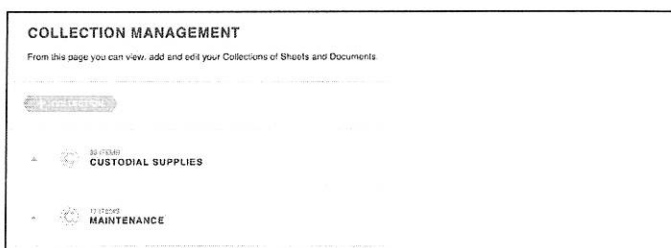
To Add a New Location:

- First, click on the **Locations** tab.
- Click the **+ Location** button.
- Type the name of the location.
- Click **Create**.
- Click the eye icon to the right and change to **Viewable**.

To Delete a Location:

- Click on the  icon to the right of the location.
- Click **Delete**.
- Lastly, click **Yes**.

Collections: are used to store Safety Data Sheets and documents for each department. To set up and maintain your collections create one collection for each of the major areas within a building.



To Create a New Collection:

- Select the **Collections** tab from the top.
- Click **+ Collection**.
- Name the collection.
- Click **Create**.

To Add Collections to a Location:

- Click over the **Locations** tab.
- Select the location you wish to add a collection to.

Keenan's Loss Control services promote safety awareness, and assist in the identification of conditions which may pose a risk of injury. We do not suggest that following our recommendations will eliminate all risk of injury or will result in improved loss experience.

- Click **+ Collection** and the list of collections will appear.
- Click the desired collection from the list.
- You can also add a single SDS to a **Location** by clicking the **+ Add Item** button, selecting **Safety Sheet** and searching the repository.

Docs: where you can upload Safety Data Sheets and documents that you want to store on your Keenan SDS site.

To Add a Safety Data Sheet or a Document:

If the Safety Data Sheet is saved on your desktop, click over it and drag it into the **Drag & Drop** area.

NOTE: You can upload several Safety Data Sheets at once by dropping a zip file into the **Drag & Drop** area.

Next, you will see the sheet(s) appear with the pending status in the **Upload Queue** area.

Click over the pending document to finish the upload process.

Once the information is entered, check the boxes for any collections you would like to add the sheet to.

Lastly, click the **Save** button in the upper right hand corner. The system will confirm the upload with the message below.

Success! You have finished processing your uploaded Documents!

To add to the **Locations** area, click on the **Locations** tab and click the **+ Add Item**. You can add the document to a specific location by first selecting the specific location, then clicking the **+ Add Item** button.

My Uploads:

To view all of your uploaded safety sheets and site documents, go to the **My Uploads** section of the **DOCS** tab and select the list you would like to view (Safety Sheets or Site Documents) by using the drop down menu.

Inventory: lists all of the Safety Data Sheets that have been saved to your site's inventory. The **Filter Results** box can be used to search for products.

Keenan's Loss Control services promote safety awareness, and assist in the identification of conditions which may pose a risk of injury. We do not suggest that following our recommendations will eliminate all risk of injury or will result in improved loss experience.

USING YOUR COMPREHENSIVE HAZARDOUS MATERIALS INVENTORY

In addition to fulfilling the Hazard Communication Standard requirement for the maintenance of an inventory of hazardous materials in the workplace, this inventory can be used as a management tool to better control the on-site and storage of hazardous materials.

The following information will serve as a guide to obtaining the greatest benefit from this inventory:

INVENTORY USES

To Assist With The Hazardous Materials Business Plan Reporting Requirements

State law requires reporting to the local administering agency when hazardous materials are stored at an individual site in quantities greater than 500 pounds (solid), 55 gallons (liquid), or 200 cubic feet (gas at standard temperature and pressure). These are the threshold planning quantities. The inventory can be reviewed to determine if those quantities are exceeded at any location. First, look at the “quantity” column for numbers exceeding these values. Next, add all similar items at the individual site(s) such as all combustible or water based paints, or all motor oil, or any other materials, and then determine if these aggregate quantities exceed the threshold planning quantities for each type of material. Contact your administering agency for their specific reporting procedures.

To Determine The Hazardous Materials To Be Included In Your Hazard Communication Training

Match the chemicals listed at each location with the classification of employees working at the site. This will assist you in determining the need for Hazard Communication training.

To Assess Compliance With The Hazard Communication Standard

Cal/OSHA requires a Material Safety Data Sheet (MSDS) for every hazardous material used in the workplace. Match listed items with the appropriate MSDS. If the MSDS is not currently on-site, it must be obtained from the distributor or manufacturer. Chemicals lacking an MSDS on-site are probably:

- Donated
- Purchased by an employee on their own
- Old materials used by a former employee and “grandfathered” into the location
- Materials left by employees which may be needed at another location
- Inherently, “waste like” and abandoned with no intended use; and therefore, classed as a hazardous waste

Look for unknown items or manufacturers in the inventory. These chemicals may have incomplete or missing labels, a violation of the Hazard Communication Standard.

To Assess Risk Or Design Your Fire Prevention Plan

Make general summaries of similar materials at each site, i.e. all combustible paints, all flammable spray cans, all corrosives, etc. Determine if they are in excess of the material needs of that site?

Is there excessive risk at a particular site? (E.g. Where are large quantities of flammable liquids stored? Or compressed gases?) How can these materials be addressed in your fire prevention plan?

To Identify Extremely Hazardous Substances

Most commonly, chemicals found in the science labs vary in their hazard severity. Chemicals denoted in the inventory on diskette that are recommended for removal indicate that these substances may be extremely hazardous. Special precautions should be taken when handling and storing these substances. These chemicals should be evaluated to determine if the value of a specific chemical outweighs the risks presented.

To Assist With The Determination Of Spill Response Needs

Cal/OSHA, as well as other regulatory agencies, requires facilities handling and storing hazardous materials to have procedures and equipment in place for responding to spills. The type and quantity of hazardous materials at your facilities determines the procedures and the type of spill response materials and equipment needed. Selective absorbents are commercially available to handle various types of spilled products (i.e. corrosives, oils, solvents, etc.). Personal protective equipment may also be necessary to handle a spill. You can use the inventory to determine your spill potentials. The hazard type listed in the inventory for each chemical product will help you determine the type of spill absorbent materials to use. The Material Safety Data Sheets you are required to have available for all hazardous materials in the inventory will not only guide your spill response, but also provide information regarding personal protection.

AUG 17 2017



MARIN COUNTY *by Nicasio School*
 OFFICE OF EDUCATION **Agenda Item # 11a**

1111 LAS GALLINAS AVENUE/P.O. BOX 4925
 SAN RAFAEL, CA 94913-4925
 marincoe@marinschools.org

MARY JANE BURKE
 MARIN COUNTY
 SUPERINTENDENT OF SCHOOLS

(415) 472-4110
 FAX (415) 491-6625

August 15, 2017

Mr. Jason Snell, President
 Nicasio School District
 35 La Canada Road
 Nicasio, CA 94946

Subject: 2017-20 Local Control and Accountability Plan (LCAP) Clarification under Education Code (EC) 52070(b)

Dear President Snell,

Thank you for your timely submission of the Nicasio School District's 2017-20 LCAP. The 2017-20 LCAP template begins with the framework of the California Dashboard and rubrics, however, data is not available on the dashboard for a deeper analysis as the District's student population is too small to allow disaggregation of the data. The District effectively used the LCAP Plan Summary to convey the district story to include areas of needs in addition to progress made. Especially in a small district, conveying this type of information in your LCAP is very helpful.

As you are aware, the County Superintendent is responsible to approve the District's LCAP after reviewing the LCAP against three criteria as follows:

1. The LCAP adheres to the template adopted by the State Board of Education (SBE).
2. The budget includes expenditures sufficient to implement the specific actions and strategies included in the LCAP.
3. The LCAP adheres to the expenditure requirements for the use of Supplemental and Concentration grant funds.

We have completed our preliminary review of the District's 2017-20 LCAP and have determined the plan does not currently meet one or more of the criteria for approval. Because of this, the District's LCAP will therefore need **Board clarification by submitting an amended LCAP** that addresses the items noted in this letter.

Alternatively, under EC 52070(b)(c), the governing board has 15 days to respond, in writing, to this request. Once the Marin County Superintendent of Schools receives a response from the district,

the Marin County Superintendent of Schools has 15 days to submit recommendations, and thereafter the district has 15 days to consider the recommendations submitted by the county superintendent of schools in a public meeting. In any event, the Marin County Superintendent of Schools is here to provide assistance through the process.

Identified below are the areas of the District's LCAP needing clarification. Please provide clarification or amendments to resolve these areas:

Adherence to the spending regulations

The District's LCAP appears to be missing some of the required elements required in the Demonstration of Increased or Improved Services for Targeted Pupils section of the LCAP as follows:

1. The District has not provided an indication of the percentage increase or improvement the District will provide to targeted pupils through the 2017-20 LCAP actions and services.
2. The District's Increased services are clearly described as targeted services to English Learners, however, in reviewing the referenced Goal (#2) and Action (#7), we found the Action was described as being provided on a Local Educational Agency (LEA)-wide basis.

In addition, we noted the following technical errors that require further clarification in the District's final amended LCAP:

3. The LCAP is missing Expected Annual Measurable Outcomes using some of the required metrics in one of the District's LCAP goals for some of the state priorities:
 - a. Goal 2 is missing an Expected Annual Measurable Outcome relative to the implementation of State standards to address State Priority #2. The goal is also missing an outcome using standardized testing to address State Priority #4, and an outcome using chronic absenteeism rates to address State Priority #5.
4. The LCFF spending regulations require the District to expend the LCFF supplemental grant on the target pupils and provide an increase or improvement in services proportionate to the increase in LCFF funding provided by the grant. Actions described as contributing to this requirement must, therefore, include LCFF funding as at least one of the funding sources.

In Goal #3, Action #4 the classified professional experts providing translation services appears to be funded with local foundation revenues which does not qualify as evidence the District is contributing to the requirement related to the LCFF supplemental grant.

We appreciate the considerable work involved in preparing the LCAP especially given that the plan template has been continuously evolving since its inception and implementation four years ago. Despite the technical issues requiring clarification, the District's LCAP provided a clear and concise

summary of goals including a description of how the District will increase or improve services for the target pupil population at the District's single school. The Annual update is commendable, providing an authentic account, including student feedback, of what was occurring at the school during the 2016-17 school year.

Sincerely,

A handwritten signature in black ink, appearing to read 'Terena Mares', written over the word 'Sincerely,'.

Terena Mares
Deputy Superintendent

Cc: Dr. Nancy Neu, Interim Superintendent
Barbara Snekkevik, Principal
Margaret Bonardi, Interim Business Official

LCAP Year ☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

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

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

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, state-of-the-art 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 organic garden with support from their teachers along with parent and community.

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 2016-17 school year, Nicasio School served 44 students in grades TK-8. Approximately 20% 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 18% of Nicasio School's students received special education support and services.

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 Sir Francis Drake High School in San Anselmo, many others attend private high schools in Marin County and San Francisco.

During the 2016-17 school year, there were several changes in administrative personnel. Due to a principal vacancy, two interim principals were contracted until the vacancy was filled in late February 2017. Our Chief Business Officer left the position in September 2016. A CBO was then contracted through the Marin County Office of Education for the remainder of the school year.

LCAP HIGHLIGHTS

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

After a thorough review by all stakeholder groups, the majority of actions/services designated in the 2016-17 LCAP were completed with positive result.

For the 2017-18 school year, Goal 2 has been removed and the corresponding actions have been transferred to the goal that states "Prepare all students to transition successfully to high school both academically and socially." (formerly Goal 3). No actions/services have been removed from the previous year's LCAP. Due to the removal of Goal 2, the remaining goals have shifted in order to be numerically accurate. The goals for the 2017-18 school year are:

Goal 1: Identify, attract, and retain outstanding staff

Goal 2: Prepare all students to transition successfully to high school both academically and socially

Goal 3: Ensure all parents are active participants in the school community

Goal 4: Ensure all facilities are up-to-date, functional and safe

The following actions/services have been added:

Goal 2 (Action 2.3) Implement a Student Study Team to discuss and monitor progress of at-risk students.

Goal 2 (Action 2.10) Outreach to the local preschools to identify potential incoming students.

Goal 2 (Action 2.13) The district will investigate and pilot a school-wide social emotional learning program to support student interaction and enhance student engagement.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or 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 any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

During the 2016-17 school year, Nicasio school continued to attract and retain outstanding staff. Successful negotiations with the Nicasio Teachers Union resulted in a 2% salary increase for all certificated and classified staff. This is an important step in providing competitive salary and benefits to our teachers as compared to schools with similar student population size.

GREATEST PROGRESS

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. A .60 FTE principal was hired in February 2017 to fill a vacancy since August 2016. The inter-district transfer policy was reviewed and reaffirmed by the school board in March 2017 to ensure students have access to same-aged peers, while maintaining a small learning environment. All three classrooms received consistent support from a classroom aide during the school day.

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

English learners continued to receive targeted academic language support from their classroom teacher through the Learning Center. During the 2016-17 school year, 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.

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.")

A total of 42 parents participated in the school survey (from our 33 families total). Of this year's 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%). 90 % of parents agree that communication between the school office and home is sufficient.

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 "exemplary" status on the Facility Inspection Tool (FIT).

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Based on the Spring 2016 results for the California Assessment of Student Performance and Progress (CAASPP), Nicasio student scores for grades 3-8 indicate a significant decline for both English Language Arts (-16 points) and Mathematics (-18.4 points). It is noted, however, that the status of scores for English Language Arts is "very high" (46.7 points above level 3) and for Mathematics is "high" (11.6 points above level 3). Due to our small student population, a decline in a small sample of student performances can result in a significant decline in the overall school performance results.

We will continue to address this concern by offering high-quality, standards-aligned curriculum, textbooks and materials to students. Classroom teachers will use on-going formative assessments to monitor student progress during the school year. School staff will formalize a Study Study Team (SST) process by which teachers and parents can discuss concerns about student progress and create plans to ensure all students will flourish both academically and socially.

During the 2016-17 school year, 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.

We will continue to address the growth and language development of English Learners by offering designated English language support through our Learning Center Program. We will monitor all students during the school year and use a formalized 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. (Goal 2, Action 2.3)

Results from the annual school survey (April 2017) indicate that students in grades 5-8 have an overall 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.")

GREATEST NEEDS

We will continue to address student connectedness and overall positive school climate by investigating and piloting a school-wide social emotional program to support student interaction and enhance student engagement. (Goal 2, Action 2.13)

Referring to the LCFF Evaluation Rubrics, identify 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 performance gaps?

No student group was two or more performance levels below the "all student" performance.

PERFORMANCE GAPS

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

The district will continue to provide targeted English language instruction and support to English Learners through the Learning Center program. (Goal 2, Action 2.7)

The district will continue to provide communication (oral and written) and school documents/forms to families in Spanish via an interpreter, as needed. (Goal 3, Action 3.4)

The district will provide scholarships to low-income and foster youth for school programs, such as field trips. (Goal 2, Action 2.6)

The district will investigate and pilot a school-wide social emotional program to provide a safe and caring school climate for all student groups. (Goal 2, Action 2.13)

The district will implement a formal Student Study Team to identify and monitor at-risk students, including English Learners, Foster Youth, and Low-Income students. (Goal 2, Action 2.3)

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION

AMOUNT

Total General Fund Budget Expenditures for LCAP Year	\$ 1,084,128.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$1,142,223.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

\$694,871

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1	Identify, attract, and retain outstanding staff																
	State and/or Local Priorities Addressed by this goal:																
	STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
	COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
	LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- a) All students will receive instruction from highly qualified teachers, 100% of whom will be appropriately assigned and credentialed.
- b) Salaries for certificated teachers and for classified staff will remain competitive with comparable school districts in Marin County.
- c) Student attendance rate will be at least 95% as a result of pupil engagement.
- 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)

ACTUAL

- a) All students received instruction from highly qualified teachers, 100% of whom were appropriately assigned and credentialed.
- b) Salaries for certificated and classified staff remain competitive with comparable school districts in Marin County.
- c) Student attendance rate is 97% (as of P2 reporting date)

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

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Actions/Services	PLANNED 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.	ACTUAL 1.1 All teachers hold appropriate credentials as reported in Credential Monitoring Reported dated 3/3/17.
Expenditures	BUDGETED Costs included in Goal 2, Action #1, School Site Administration	ESTIMATED ACTUAL Costs included in Goal 2, Action #1, School Site Administration
Action 2		
Actions/Services	PLANNED 1.2 Participate in labor negotiations with teachers and work to develop a fair and competitive agreement and salary schedule.	ACTUAL 1.2 Labor negotiations occurred December 2016. Updated salary schedule was approved by school board February 2017.
Expenditures	BUDGETED Costs included in Goal 2, Action #1, CBO Salary and Superintendent Services	ESTIMATED ACTUAL Costs included in Goal 2, Action #1, CBO Salary and Superintendent Services
Action 3		
Actions/Services	PLANNED 1.3 Pay certificated teachers a competitive salary and provide competitive health and welfare benefits.	ACTUAL 1.3 Labor negotiations occurred December 2016. Updated salary schedule was approved by school board February 2017 with retroactive 2% increase for all certificated and classified staff.
Expenditures	BUDGETED Costs included in Goal 2, Action #3 Teacher Salaries and Benefits	ESTIMATED ACTUAL Costs included in Goal 2, Action #3, Teacher Salaries and Benefits
Action 4		
Actions/Services	PLANNED 1.4 Provide comparable salary increases for classified staff based on the outcome of negotiations for certificated teachers.	ACTUAL 1.4 Labor negotiations occurred December 2016. Updated salary schedule was approved by school board February 2017 with retroactive 2% increase for all certificated and classified staff.
Expenditures	BUDGETED Costs for classified staff are included at: CBO & Office Mgr. - Goal 2, Action #1 Instructional Aide - Goal 4 - Action #5 Custodian - Goal 7 - Action #2 Professional Experts - Goal 2 - Action #5 & Goal 6 - Action #3	ESTIMATED ACTUAL Costs for classified staff are included at: CBO & Office Mgr. - Goal 2, Action #1 Instructional Aide - Goal 4 - Action #5 Custodian - Goal 7 - Action #2 Professional Experts - Goal 2 - Action #5 & Goal 6 - Action #3

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The district continued to identify, attract and retain highly qualified staff for the 2016-17 school year. The quarterly credential monitoring report was reviewed throughout the school year as it was provided to the district by MCOE. The Nicasio Teachers Association (NTA), representing certificated teachers, negotiated with the district in December 2016. The result of these negotiations was a retroactive 2% pay increase for all certificated and classified staff, approved by the Nicasio School Board in February 2017.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The quarterly credential monitoring report was reviewed throughout the school year as it was provided to the district by MCOE. The Nicasio Teachers Association (NTA), representing certificated teachers, negotiated with the district in December 2016. The result of these negotiations was a retroactive 2% pay increase for all certificated and classified staff, approved by the Nicasio School Board in February 2017. These actions proved effective in achieving our goal to identify, attract and retain highly qualified staff for the 2016-17 school year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

This goal will continue. Action 1.2 (Participate in labor negotiations with teachers and work to develop a fair and competitive agreement and salary schedule) will be removed as it is a component of Action 1.3. For 2017-18, Action 1.2 will read "Maintain a competitive salary schedule and provide competitive health and welfare benefits as a result of labor negotiations." Labor negotiations with the Nicasio Teachers Association (NTA) will occur Spring 2018.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

Maintain optimal class sizes and configurations to enhance learning and social interactions

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

a) 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 50 students.

b) There will be a zero (0) dropout rate. Suspensions and expulsions will be statistically insignificant.

c) As a result of pupil engagement, students and parents will report an average of 90% satisfaction with overall classroom and campus climate. Attendance rate will average 95%. There will be a zero (0) dropout rate. Suspensions and expulsions will be statistically insignificant.

Metric(s): School Attendance Rates, Chronic Absenteeism Rate, Dropout Rate (Middle School drop out rate), Suspension Rate, Expulsion Rate, Enrollment Roster, Inter-District Requests/Waitlist

ACTUAL

a) 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. A total of 14 students continued to attend Nicasio school on renewed inter-district transfer agreements. No new inter-district transfer agreements were approved for 2016-17.

Class sizes in 2016-17 remained within the average range expected for enrollment. Grades K-8 were supported by 3 full-time certificated teachers.

b) There was a zero (0) dropout rate. There were zero (0) suspensions and expulsions. Attendance rate was 97% as measured by P2 report (March 2017). The Chronic Absenteeism Rate was zero (0).

c) 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.")

On the annual parent survey (April 2017), 90% of parents report their child(ren) enjoy(s) coming to school. 95% of parents feel welcome and encouraged to participate in school events and activities.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	1	<p>PLANNED</p> <p>2.1 Maintain current configuration for school administration: .60 FTE principal; .80 FTE office manager; 11 days/year superintendent; .40 FTE chief business official; .40 FTE accounting assistant; maintain office phone & internet communications and student information systems (SIS)</p>	<p>ACTUAL</p> <p>2.1 Current configuration for school administration was maintained: .60 FTE principal; .80 FTE office manager; 11 days/year superintendent; .40 FTE chief business official; .40 FTE accounting assistant.</p>
Expenditures		<p>BUDGETED</p> <p>Admin/business salaries LCFF \$224,167</p> <p>3000-3999: Employee Benefits LCFF \$37,350</p> <p>Supt Services LCFF \$7,984</p> <p>4000-4999: Books And Supplies LCFF \$4,725</p> <p>Phone 4000-4999: Books And Supplies LCFF \$4,100</p> <p>Services SIS LCFF \$8,427</p>	<p>ESTIMATED ACTUAL</p> <p>Admin/business salaries 0000: Unrestricted LCFF 217,408</p> <p>3000-3999: Employee Benefits LCFF 22,761.49</p> <p>Supt Services LCFF 12,000</p> <p>4000-4999: Books And Supplies LCFF 1899</p> <p>Phone/Information Systems 5000-5999: Services And Other Operating Expenditures LCFF 7,283.</p> <p>Services SIS LCFF 10,563</p>
Action	2	<p>PLANNED</p> <p>2.2 Update and maintain enrollment projections. Outreach to parents and community members 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 resident students while also balancing the budget.</p>	<p>ACTUAL</p> <p>2.2 Enrollment projection for the 2016-17 school year were maintained and continuously updated during the Spring 2016. Actual enrollment at the start of the school year was 43 students. One 8th grade student enrolled mid-year, increasing the total enrollment to 44 students.</p> <p>Inter-district transfer policy was reviewed by the school board in March 2017. It was decided to continue current policy for the 2017-18 school year.</p>
Actions/Services			

		16 Inter-district transfer requests for the 2017-18 school year were approved by the school board in May 2017.	
Expenditures	BUDGETED	ESTIMATED ACTUAL	
	Costs included in school administration – (Goal 2) Action #1	Costs included in school administration - (Goal 2) Action #1	
Action	3		
Actions/Services	PLANNED	ACTUAL	
	2.3 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 needed.	2.3 Three full-time teachers were employed for three multi-grade classrooms: K-2, 3-5, and 6-8. A classroom aide provided additional support in all three classrooms on a regular schedule during instructional time.	
Expenditures	BUDGETED	ESTIMATED ACTUAL	
	3.0 FTE Teacher salaries \$253,226 3000-3999: Employee Benefits \$74,747 \$157,050 LCFF Parcel Taxes \$169,923 Foundation \$1,000	3.0 FTE Teacher Salaries 1000-1999: Certificated Personnel Salaries Other 210,045 3000-3999: Employee Benefits Other 53,777 153,721 0000: Unrestricted LCFF 153,721 Parcel Taxes 110,101	
Action	4		
Actions/Services	PLANNED	ACTUAL	
	2.4 Provide an instructional aide to support all pupils in grades K-8 as needed within the three homerooms.	2.4 A classroom aide provided additional support daily in all three classrooms on a regular schedule during instructional time.	
Expenditures	BUDGETED	ESTIMATED ACTUAL	
	Costs included in Goal 3 Action #7	Costs included in Goal 3 Action #7	
Action	5		
Actions/Services	PLANNED	ACTUAL	
	2.5 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, Performing Arts and PE Specialist.	2.5 For the 2016-17 school year, the Nicasio School Foundation provided funding to ensure the district could provide K-8 students with courses in Spanish, Art, Performing Arts, and a specialist for PE. These courses provided an enriched learning experience for students outside of the mandated curriculum while providing sufficient planning periods for full-time classroom teachers.	

Expenditures

Using unspent funds donated in 2015-16, purchase a new kiln for the art program in 2016-17.

A new kiln was purchased and installed in February 2017.

BUDGETED

2000-2999: Classified Personnel Salaries \$34,308
3000-3999: Employee Benefits \$3,505
4000-4999: Books And Supplies \$4,011
Local Foundation Donation \$41,824

ESTIMATED ACTUAL

2000-2999: Classified Personnel Salaries 33,769
3000-3999: Employee Benefits 6,709
New Kiln with carry over funds 4000-4999: Books And Supplies 2,923
Local Foundation Donation 43,401

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

During the 2016-17 school year, optimal class sizes and configurations were maintained to enhance learning a social interactions. School administration configuration was maintained. Three full-time teachers were employed for three multi-grade classrooms. An instructional assistant provided support in each of the three classrooms durning instructional time. For the 2016-17 school year, the Nicasio School Foundation provided funding to ensure the district could provide K-8 students with courses in Spanish, Art, Performing Arts, and a specialist for PE. These courses provided an enriched learning experience for students outside of the mandated curriculum while providing sufficient planning periods for full-time classroom teachers.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Class sizes in 2016-17 remained within the average range expected for enrollment. Grades K-8 were supported by 3 full-time certificated teachers.

There was a zero (0) dropout rate. There were zero (0) suspensions and expulsions. Attendance rate was 97% as measured by P2 report (March 2017).

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 and safe by 100% of students.

On the annual parent survey (April 2017), 90% of parents report their child(ren) enjoy(s) coming to school. 95% of parents feel welcome and encouraged to participate in school events and activities.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The original budgeted expenditures differed materially from estimated actuals in these two categories; Administrative Salaries

The prior's year's principal resigned at the end of the 2015-16 school year. When the district could not find a candidate for the position, they contracted with the Marin County Office of Education for temporary contract coverage. In February, the district hired a new principal for a .25 FTE assignment to year's end. Savings were realized in benefit costs.

The CBO's contract was not renewed for the 2016-17 school year, and terminated in Sept. 2016. This assignment could not be filled and was covered by the Marin County Office of Education until a contractor could be found to finish out the year. Savings were realized in both salary and benefits.

Certificated Salaries:

The original district budget included a .40 FTE classroom position which was eliminated with the resignation of the district's principal. Her assignment included a .60 FTE portion for administrative work, which was maintained in the 2016-17 budget. Estimated actual amounts impacted were certificated teaching position of .4 FTE, proportionate share of benefits and source of funding, Parcel Tax .

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

For the 2017-18 school year, Goal 2 has been removed and the corresponding actions have been transferred to the goal that states "Prepare all students to transition successfully to high school both academically and socially." (formerly Goal 3). No actions/services have been removed from the previous year's LCAP. Due to the removal of Goal 2, the remaining goals have shifted in order to be numerically accurate.

The following actions/services have been added:

Goal 2 (Action 2.3) Implement a Student Study Team to discuss and monitor progress of at-risk students, including those who are English Learners, Foster Youth and/or Low Income.

Goal 2 (Action 2.10) Outreach to the local preschools to identify potential incoming students.

Goal 2 (Action 2.13) The district will investigate and pilot a school-wide social emotional program to support student interaction and enhance student engagement.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

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

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- 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.
- b) 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 25% in Math in 2016-17, 35% in Math in 2017-18, and 50% in Math 2018-19.
- c) The majority (75%) of English Language Learners will be reclassified as English proficient by the end of 8th grade.
- d) Students receiving special education services will meet 75% of their annual IEP goals.
- e) 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 (3-7 students per class), percentages will be calculated based on an average over a 4-year span (the current

ACTUAL

- a) In 2016-17, 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. In 2015-16, the District adopted and implemented the California-approved program My Math for grades K-5 and Glencoe California Math (Courses 1,2,3) for grades 6-8. During 2016-17, the district continued to pilot Mc-Graw Hill's Reading Wonders and Units of Study in Writing by Lucy Calkins, both of which are aligned to Common Core standards. It is anticipated programs will be formally adopted by the board by the start of the 2017-18 school year. In the spring of 2017, staff investigated potential English Language-Arts programs for grades 6-8. Social studies and science programs are aligned with current California learning standards.
- b) 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

year and the three prior years). Consistent use of measuring student progress against common core aligned report card.

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

c) During the 2016-17 school year, 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.

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

d) 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.

e) Due to the vacancy in the principal position at the conclusion of the first semester, a survey was not distributed to former Nicasio students to provide data about their achievement and ability to transition successfully into the social and academic climate of high school. However, in 2015-16, a total of 6 Nicasio School graduates were asked to respond to an alumni survey, of which 4 responded. This data was synthesized with alumni responses from 2014-15 for a collective total of 12 former students participants.

Alumni surveyed are enrolled in the following schools: Sir Francis Drake High School, San Domenico, Drew High School, Marin Academy, and Marin School of Environmental Leadership at Terra Linda High School.

12 former students who participated in the alumni survey indicated that Nicasio School prepared them to transition successfully into high school to varying degrees: 92% felt prepared in English, 85% felt prepared in Math, and 92% felt prepared in Social Studies, while 33% felt prepared in Science.

These 12 former students reported that, during their freshman year, 100% received a "B" or higher in English, Math and Social Studies; 91% received a "B" or higher in Science; 9% received a "D" in Science.

On the 2015-16 alumni survey, students report that they would have benefited from more class periods in science in middle school and from having more written projects, such as essays and slide presentations, and culminating projects.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action	1	<p>PLANNED</p> <p>3.1 All students will have access to current state-adopted textbooks and materials.</p>	<p>ACTUAL</p> <p>3.1 In 2016-17, all students (100%) in grades K-8 were enrolled in broad courses of study and had access to standards-aligned textbooks, materials and assessments. In 2015-16, the District adopted and implemented the California-approved program My Math for grades K-5 and Glencoe California Math (Courses 1,2,3) for grades 6-8. During 2016-17, the district continued to pilot Mc-Graw Hill's Reading Wonders and Units of Study in Writing by Lucy Calkins, both of which are aligned to Common Core standards. It is anticipated programs will be formally adopted by the board by the start of the 2017-18 school year. In the spring of 2017, staff investigated potential English Language-Arts programs for grades 6-8. Social studies and science textbooks and materials are aligned with current California learning standards.</p>
Actions/Services			
Expenditures		<p>BUDGETED</p> <p>4000-4999: Books And Supplies \$9,278</p> <p>Parcel Taxes \$2,098</p> <p>EPA \$4,180</p> <p>Supplemental \$3,000</p> <p>Instructional Materials 4000-4999: Books And Supplies \$8,251</p> <p>Lottery \$6,083</p> <p>Federal REAP \$1,668</p> <p>Base \$500</p>	<p>ESTIMATED ACTUAL</p> <p>4000-4999: Books And Supplies \$8,182</p> <p>Parcel Taxes \$112</p> <p>EPA 0</p> <p>Supplemental LCFF \$8,067</p> <p>Instructional Materials 4000-4999: Books And Supplies \$5,610</p> <p>Lottery \$4,480</p> <p>Federal REAP \$630</p> <p>Base \$500</p>
Action	2	<p>PLANNED</p>	<p>ACTUAL</p>
Actions/Services			

3.2 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 1- hour within their instructional day (PLC Meeting) with a focus on professional growth.

3.2

8/15/2016 Professional Development Day
Mandated Reporter Training for certificated and classified staff provided by the Marin County Department of Children and Family Services

8/15/2016 Professional Development Day (cont.)
CPR/AED Training and Certification for certificated and classified staff.

10/17/2016 Professional Development Day
Certificated and classified staff reviewed emergency procedures and materials. Lockdown procedures were reviewed and practiced.

3/12/2017 Professional Development Day

- All teachers and staff completed a review of our LCAP and provided feedback on previous goals and for 2017-18 goals
- Classroom teachers received training about the Smarter Balanced Assessment System (how to use the system, interim assessment blocks, practice tests)
- Classroom teachers reviewed current curriculum and needs for 2017-18

3/21/2017-3/22/2017

- Our K-2 classroom teacher attended "Capturing Kids Hearts" seminar at MCOE. This was a 2 day training regarding the implementation of a social-emotional curriculum and school-wide program.

4/19/2017

- Teachers and staff attended presentation by Don Carney of the Marin YMCA about the use of restorative practices in schools (on-site)

6/27/17-6/29/17

- Our classroom teacher for grades 3-5 enrolled in the Project Based Learning Institute at Walker Creek Ranch (sponsored by MCOE)

Expenditures

	Students are dismissed one hour early on Wednesdays. The three certificated teachers and principal used this time to meet weekly, work collaboratively, and share ideas related to curriculum and instruction to support students in meeting state standards in their academic programs.
BUDGETED	ESTIMATED ACTUAL
3000-3999: Employee Benefits \$6,300	Certificated salary and benefits additional staff dev days LCFF \$4,560
Registration & Travel LCFF \$2,500	Registration & Travel LCFF \$1,060
Instructional Internet LCFF \$4,408	Instructional Internet Locally Defined \$ 4,408
Ed Tech Professional Services LCFF \$7,875	Ed Tech Professional Services LCFF \$ 4,430

Action

3

Actions/Services

PLANNED	ACTUAL
3.3 Assess all students regularly to evaluate level of proficiency and determine individual learning needs for targeted intervention. Administer standardized tests to evaluate and monitor student progress: California English Language Development Test (CELDT), CAASPP (ELA, Math, Science), and classroom assessments using standards-based adopted curriculum.	3.3 All English Language Learners took part in the California English Development Test (CELDT) in fall of 2016. Students' results were reviewed and compared to prior year scores to identify trends and growth. Results were shared with the students' teachers to provide them with data to guide their instructional practices. During the 2016-17 school year, 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. Classroom assessments using state-adopted curriculum are administered on a regular basis, which provides data for standards-based report cards. Report cards are aligned with Common Core state standards and are translated into Spanish as needed. Parents receive report cards three times per year and also receive progress reports at the mid-term of each trimester.

		<p>Students in grades 3-8 participated in the Spring 2016 and 2017 Smarter Balanced (CAASPP) assessment. In Spring 2017 there was one parent exemption, resulting in a 97% participation rate. All students in grades 5 and 7 participated in the California Physical Fitness Test. All students in grades 5 and 8 participated in the pilot of the California Science Test (CAST).</p>
Expenditures	<p>BUDGETED Assessment costs included in Goal #2 – Action #1 Principal & Action #3 Teachers. Additional classified salary and benefits for CELDT \$1,428 Funding Source LCFF Supplemental</p>	<p>ESTIMATED ACTUAL Assessment costs included in Goal #2 - Action #1 Principal & Action #3 Teachers. Additional classified salary and benefits for CELDT \$ 847 Funding Source LCFF Supplemental</p>
Action	<p>4</p>	
Actions/Services	<p>PLANNED 3.4 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 review to ensure that students have reachable IEP goals.</p>	<p>ACTUAL 3.4 Student progress reports related to special education (IEP) goals were prepared each trimester to accompany student report cards. These are prepared by MCOE personnel who provide special education services at Nicasio School.</p> <p>Special education placement and services have been monitored on a regular basis for accuracy and to assess student progress. Oversight was provided by the LEA Representative (Principal) and the Resource Specialist provided by MCOE.</p> <p>During 2016-17, a total of 8 District students have been enrolled in special education programs, which represents 18% of the study body. Most students are enrolled at Nicasio School and receive support in resource, speech/language, counseling, and occupational therapy on site. One student is enrolled in programs outside of the District.</p>
Expenditures	<p>BUDGETED Special Education Services Goal \$159,284 Excess Costs & COE Transfer 7000-7439: Other Outgo \$91,530 LCFF \$206,326 Parcel Taxes \$17,550</p>	<p>ESTIMATED ACTUAL Special Education Services Goal \$107,081 Excess Costs and COE Transfer 7000-7439: Other Outgo \$ 95,901 LCFF \$162,213 Parcel Taxes \$ 17,500</p>

SELPA \$26,938

SELPA \$ 23,269

Action 5

Actions/Services

PLANNED

3.5 Ensure all certificated teachers have an appropriate credential to instruct English language learners. This will result in 75% of EL students' overall CELDT scores increasing by at least one performance level over a 12-month period.

ACTUAL

3.5 The principal and teachers regularly monitor the academic achievement of students who have been redesignated as Fluent English Proficient (RFEP) to ensure that they receive adequate support. RFEP students, as needed, still have access to the Learning Center and its resources.

In 2016-17, there were a total of 7 English Language Learners. Of these students, 1 student was reclassified as Fluent English Proficient (FEP), 4 students (57%) increased their overall score by one or more performance levels, and 1 student made some progress within the same performance level as the prior year.

Expenditures

BUDGETED

Costs included in Goal 2, Action #1 (monitoring) and Goal 3, Action #2 (professional development)

ESTIMATED ACTUAL

Costs included in Goal #2, Action #1 (monitoring) and Goal 3, Action #2 (professional development)

Action 6

Actions/Services

PLANNED

3.6 Provide scholarships to low income students and foster youth for school programs, such as field trips.

ACTUAL

3.6 All students (100%) in grades 3-8 were able to attend their overnight year-end fieldtrips. Scholarships were provided as needed.

Expenditures

BUDGETED

5800: Professional/Consulting Services And Operating Expenditures \$3,000

ESTIMATED ACTUAL

5800: Professional/Consulting Services And Operating Expenditures \$1,332

Action 7

Actions/Services

PLANNED

3.7 Maintain a Learning Center that provides instructional support for English language learners and students with disabilities.

ACTUAL

3.7 All (100%) English Language Learners are assigned to the Learning Center for English Language Development (ELD) instruction (either under the direct instruction of their core teacher or facilitated by an instructional assistant) in place of the Spanish enrichment program. Students in grades

Expenditures	Provide emphasis on building academic vocabulary and skills in mathematics.	K-2 participate in the Learning Center program for one class period two days per week. Students in grades 3-8 participate in the Learning Center Program three days per week. Students who have been reclassified as Fluent English Proficient (FEP) were given the choice to remain in the Learning Center for ongoing support.
	BUDGETED Instructional Aide \$26,259	ESTIMATED ACTUAL Instructional Aide \$ 23,052
Action	8	
Actions/Services	PLANNED 3.8 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.	ACTUAL 3.8 Due to the vacancy in the principal position at the conclusion of the first semester, this survey was never disseminated to former Nicasio school students.
Expenditures	BUDGETED Costs included in Goal 2, Action #1 (Admin staff)	ESTIMATED ACTUAL Costs included in Goal 2; Action #1, (Admin staff)

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Overall 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. Due to the vacancy in the principal position at the conclusion of the first semester, a survey was not distributed to former Nicasio students to provide data about their achievement and ability to transition successfully into the social and academic climate of high school. However, in 2015-16, a total of 6 Nicasio School graduates were asked to respond to an alumni survey, of which 4 responded. This data was synthesized with alumni responses from 2014-15 for a collective total of 12 former students participants. 12 former students who participated in the alumni survey indicated that Nicasio School prepared them to transition successfully into high school to varying degrees: 92% felt prepared in English, 85% felt prepared in Math, and 92% felt prepared in Social Studies, while 33% felt prepared in Science. These 12 former students reported that, during their freshman year, 100% received a “B” or higher in English, Math and Social Studies; 91% received a “B” or higher in Science; 9% received a “D” in Science. On the 2015-16 alumni survey, students report that they would have benefitted from more class periods in science in middle school and from having more written projects, such as essays and slide presentations, and culminating projects. This information was used by teaching staff to guide supports and instruction during the 2016-17 school year.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Overall 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. However, student scores on the 2016 Smarter Balanced CAASPP assessment declined significantly in both English Language Arts (-16 points) and Mathematics (-18.4 points). School staff will consider these results when planning instructional programs, evaluating curriculum, and identifying supports for students.

Due to the vacancy in the principal position at the conclusion of the first semester, a survey was not distributed to former Nicasio students to provide data about their achievement and ability to transition successfully into the social and academic climate of high school. Results from the 2015-16 school year indicate that the majority of Nicasio students are successfully transitioning to high school both academically and socially. This goal will be maintained for the 2017-18 school year and alumni input will be sought during their freshman year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2016-17 Adopted budget included special education student services for two students who did not return at the beginning of the school year. The budget was revised to reflect actual contract services.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

For the 2017-18 school year, Goal 2 has been removed and the corresponding actions have been transferred to this goal, which states "Prepare all students to transition successfully to high school both academically and socially." (formerly Goal 3). No actions/services have been removed from the previous year's LCAP. Due to the removal of Goal 2, the remaining goals have shifted in order to be numerically accurate.

The following actions/services have been added:

Goal 2 (Action 2.3) Implement a Student Study Team to discuss and monitor progress of at-risk students, including those who are English Learners, Foster Youth and/or Low Income.

Goal 2 (Action 2.10) Outreach to the local preschools to identify potential incoming students.

Goal 2 (Action 2.13) The district will investigate and pilot a school-wide social emotional program to support student interaction and enhance student engagement.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 4

Encourage all parents to be active participants in the school community

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

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.

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)

ACTUAL

a) In April 2017, a total of 42 parents participated in the Nicasio Annual Parent Survey (from our 33 families total).

Of this year's 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%).

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%).

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action

1

Actions/Services

PLANNED

4.1 Ensure regular, consistent and clear communication between school and the home for both English-speaking and Spanish-speaking households.

ACTUAL

4.1 An online parent survey was made available to all parents in April 2017. The survey was available in both English and Spanish. Parents were also provided with a hard copy upon request and their data was later hand-entered online by a school employee. To encourage participation from Spanish-speaking families, the school's translator contacted each family in person or by phone to provide hard copies if needed and any other necessary assistance.

The office manager posts weekly news to the online Parent Portal every Thursday. This is maintained on a regular basis in both English and Spanish along with an online calendar that is bilingual.

Expenditures

BUDGETED

Costs included in Goal 2, Action #1, School Site Administrative salaries

ESTIMATED ACTUAL

Costs included in Goal 2, Action #1, School Site Administrative salaries

Action

2

Actions/Services

PLANNED

4.2 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.

ACTUAL

4.2 The office manager posts the board agenda and approved minutes on a monthly basis to the online Parent Portal. Copies of the board agenda and approved minutes are also posted in the main office on a monthly basis.

Expenditures

BUDGETED

Costs included in Goal 2, Action #1, School Site Administrative salaries

ESTIMATED ACTUAL

Costs included in Goal 2, Action #1, School Site Administrative salaries

Action

3

Actions/Services

PLANNED

4.3 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.

ACTUAL

4.3 An online parent survey was made available to all parents in April 2017. The survey was available in both English and Spanish. Parents were also provided with a hard copy upon request and their data was later hand-entered online by a school employee. To encourage participation from Spanish-speaking families, the school's translator contacted each

Expenditures		<p>family in person or by phone to provide hard copies if needed and any other necessary assistance.</p> <p>The administrative team collaborated with the Parent Club and Nicasio School Foundation to include a questionnaire in Back-to-School Packets to survey parents about volunteer interests and availability.</p> <p>As a result of this information, parents are set up with their preferred method of communication, either by email notification and online communications from the school via the Parent Portal or with hard copies sent home every week on Thursdays.</p>
	<p>BUDGETED Costs included in Goal 2, Action #1, School Site Administrative salaries</p>	<p>ESTIMATED ACTUAL Costs included in Goal 2, Action #1, School Site Administrative salaries</p>
Action	4	
Actions/Services	<p>PLANNED 4.4 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.</p>	<p>ACTUAL 4.4 A part-time classified employee was contracted to provide translation services to 100% of Spanish-speaking households, both orally and in writing, during the 2016-17 school year.</p>
Expenditures	<p>BUDGETED 2000-2999: Classified Personnel Salaries \$5,438</p>	<p>ESTIMATED ACTUAL 2000-2999: Classified Personnel Salaries \$ 3,545</p>

ANALYSIS

Complete a copy of the following table for each of the LEA’s goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The following actions/services were implemented during the 2016-17 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.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- 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 liason

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 90% of surveyed parents indicating that communication from the school is effective.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Budgeted costs were based on prior year's services. Services were lower in 2016-17.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

For 2017-18, this goal will be continued. Due to the consolidation of Goal 2 and Goal 3, this goal has shifted to become Goal 3 in 2017-18 order to be numerically accurate.

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 5

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

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

a) The annual Facilities Inspection Report will indicate that the campus facilities are in "exemplary" status. Any corrective actions recommended by the MSIA facility risk management report will be remedied within one fiscal year based on level of priority.

b) 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.

Metric: Work Order Log, Annual Facilities Review (Marin School Insurance Authority - MSIA), Annual Facilities Inspection Report, Marin County Health Department Inspection (kitchen), Annual Fire Inspection, Annual Fire Alarm Inspection, Weekly Inspection of Potable Water, Monthly Inspection of Fire Extinguishers and AED, Annual Inspection of Heating System, Monthly Principal's Report (section re: campus and facilities), Annual Parent Survey

ACTUAL

a) The Annual Facilities Inspection Report completed in April 2017 indicated an "exemplary" status with an overall rating of 100%.

b) Zero (0) injuries were reported due to safety issues related to the campus or facilities.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

173

Action 1

Actions/Services

PLANNED

5.1 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.

ACTUAL

5.1 Principal and Office Manager conducted the annual facilities inspection in April and completed related report, using data collected to prepare facilities portion of the School Accountability Report Card (SARC). The District maintains membership in Marin Schools Insurance Authority (MSIA) JPA.

Expenditures

BUDGETED

Property & Liability Insurance LCFF \$6,163

ESTIMATED ACTUAL

Property & Liability Insurance LCFF \$ 6,162

Action 2

Actions/Services

PLANNED

5.2 Maintain communication system between administration and custodian for work order requests from teachers and staff.

ACTUAL

5.2 Office Manager continues to monitor communications with the custodian and tracks completion of work order requests from teachers and staff. Work order requests submitted by teachers and staff are consistently completed in a timely manner by the custodian generally within 1-2 days of the request.

Expenditures

BUDGETED

Custodian salary 3000-3999: Employee Benefits LCFF \$38,223
M&O supplies LCFF \$6,100
Repairs LCFF \$3,800
Health & Safety licenses LCFF \$1,676
Utilities LCFF \$20,002
Fund 14 Repairs LCFF \$10,000

ESTIMATED ACTUAL

Custodian salary 3000-3999: Employee Benefits LCFF \$ 39,003
M & O supplies LCFF \$ 4,825
Repairs LCFF \$ 4,389
Health & Safety licenses LCFF \$ 1,067
Utilities LCFF \$ 24,207
Fund 14 Repairs LCFF \$ 10,000

Action 3

Actions/Services

PLANNED

5.3 Develop a deferred maintenance schedule.

ACTUAL

5.3 No progress was made toward this goal. The District does move funds into deferred maintenance annually, but there is no current schedule on file. It is recommended that this goal be carried forward to 2017-18.

Expenditures

BUDGETED

Included in staff costs – Goal 2, Action #1 Administration, and this goal Action #2 Custodian

ESTIMATED ACTUAL

Action 4

Actions/Services	PLANNED 5.4 Maintain existing potable water system. Continue to pursue viable options for long-term potable water system and availability of potable water.	ACTUAL 5.4 The District continues to maintain existing potable water system and continues to pursue viable option for long-term upgrades to existing system.
	BUDGETED Water testing & supplies 5000-5999: Services And Other Operating Expenditures LCFF \$12,000 Water deliveries LCFF \$7,000 Water Repairs 5000-5999: Services And Other Operating Expenditures LCFF \$720	ESTIMATED ACTUAL Water testing and supplies 5000-5999: Services And Other Operating Expenditures LCFF \$ 12,720 Water deliveries LCFF 0 Water Repairs 5000-5999: Services And Other Operating Expenditures LCFF \$800

Action **5**

Actions/Services	PLANNED 5.5 Review facility risk management report provided by Keenan Insurance to identify and implement corrective action when necessary.	ACTUAL 5.5 Risk Management report furnished by Keenan was reviewed; no corrections necessary.
	BUDGETED Costs included in Goal #2, Action #1, Administrative staff.	ESTIMATED ACTUAL Costs included in Goal #2, Action #1, Administrative staff

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

The Annual Facilities Inspection Report completed in April 2017 indicated an "exemplary" 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 continues to maintain existing potable water system and continues to pursue viable option for long-term upgrades to existing system.

To date the district has not created a deferred maintenance schedule. Funds are moved to deferred maintenance annually, but there is no current schedule on file. It is recommended that this goal be carried forward to 2017-18.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

As a result of the above actions/services:

- zero (0) injuries were reported due to safety issues related to the campus or facilities.
- the Annual Facilities Inspection Report completed in April 2017 indicated an "exemplary" status with an overall rating of 100%

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The district did not need water delivered to campus in 2016-17, saving an estimated \$ 7,000 from original budget. System has been fully functional.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

For 2017-18, this goal will be continued. Due to the consolidation of Goal 2 and Goal 3, this goal has shifted to become Goal 4 in 2017-18 order to be numerically accurate.

Stakeholder Engagement

LCAP Year

☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

1. Students in grades 5-8 participated in the school's annual survey in April 2017. Results were analyzed by certificated and classified staff at a meeting on April 26, 2017.
2. Parents were invited to participate in the school's online annual survey during a two-week period from April 17th to 28th, 2017. Those without internet access were provided with a hard copy of the survey. A total of 42 parents participated in the school survey (from our 33 families total). Of this year's 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%). Results were used to analyze/review Goals 2 and 4 (2016-17) and inform baseline of Goal 3 (2017-18).
3. Certificated teachers, including the union representative of the Nicasio Teachers Association (NTA), along with classified employees met on March 13, 2017 for an initial review of the 2016-17 LCAP and to provide input for the 2017-18 LCAP.
4. Certificated teachers, including the union representative of the Nicasio Teachers Association (NTA), along with classified employees met on April 26, 2017 to continue reviewing the 2016-17 LCAP and to provide input for the 2017-18 LCAP. This meeting took place after school during the regular weekly PLC meeting with a focus on student survey results.
5. Certificated teachers, including the union representative of the Nicasio Teachers Association (NTA), along with classified employees met on May 24, 2017 for a final review of the 2016-17 goals and to review the 2015-16 annual updates. This meeting took place after school during the regular weekly PLC meeting.
6. The LCAP Parent Advisory meeting was held on May 23, 2017. 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.
7. A public hearing was scheduled for the regular school board meeting on June 1, 2017.
8. A special board meeting was held on June 22, 2017 to review and approve the 2017-18 budget and LCAP.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?

1. Provided data for Goal. This method for student engagement will continue for 2017-18.
2. Provided data for 2016-17 Goal 2 and Goal 4. This provided feedback to inform actions to engage parents to be active participants in our school community.
3. Goals from 2016-17 were reviewed. Suggestions were made regarding the following actions:
Outcomes:
Goal 1 remained unchanged.

Goal 2, Action 2.1: Added outreach to local preschools as avenue to outreach to parents and community members to identify potential incoming students.

Goal 2, (new action): Added the district will investigate and pilot a school-wide social emotional learning program to support student interaction and enhance student engagement.

Goal 3, Action 3.3: Added the district will implement a Student Study Team to discuss and monitor progress of at-risk students.

Goal 5, Action 5.3: Discussed the creation of a deferred maintenance schedule. This was not developed in 2016-17. This action will continue.

Staff also discussed consolidating Goals 2 and 3 for the 2017-18 LCAP. As a result, for the 2017-18 school year Goal 2 has been removed and the corresponding actions have been transferred to the goal that states "Prepare all students to transition successfully to high school both academically and socially." (formerly Goal 3). No actions/services have been removed from the previous year's LCAP. Due to the removal of Goal 2, the remaining goals have shifted in order to be numerically accurate. The goals for the 2017-18 school year are:

Goal 1: Identify, attract, and retain outstanding staff

Goal 2: Prepare all students to transition successfully to high school both academically and socially

Goal 3: Ensure all parents are active participants in the school community

Goal 4: Ensure all facilities are up-to-date, functional and safe

The following actions/services have been added for 2017-18:

Goal 2 (Action 2.3) Implement a Student Study Team to discuss and monitor progress of at-risk students.

Goal 2 (Action 2.10) Outreach to the local preschools to identify potential incoming students.

Goal 2 (Action 2.13) The district will investigate and pilot a school-wide social emotional learning program to support student interaction and enhance student engagement.

4. A review of goals from 2015-16 was continued. In addition, staff reviewed and analyzed responses from the annual student survey. These results were noted in Goal 2. Results from the annual school survey (April 2017) indicate that students in grades 5-8 have an overall 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.") We will continue to address student connectedness and overall positive school climate by investigating and piloting a school-wide social emotional program to support student interaction and enhance student engagement. (Goal 2, Action 2.13)

5. Staff conducted a review of the 2017-18 goals, including analysis of baseline data. Input from previous meetings was evident (i.e., consolidation to 4 goals, inclusion of a formalized Student Study Team process (Action 2.3), outreach to local preschools to identify potential students (Action 2.10), investigation of a social emotional program (Action 2.13). Staff also affirmed importance of the Learning Center Program as a means to support English learners. Staff also discussed the importance of piloting a social-emotional program before adopting in order to confirm it is a good fit for our small, multi-age learning environment.

6. A general overview was provided of the LCAP's purpose and the state's eight priorities. The parent advisory group reviewed 2016-17 goals and discussed baseline data for 2017-18 goals. They agreed with the decision to condense to four goals (from five). They provided positive feedback about the new actions/services for 2017-18 (Action 2.3, Action 2.10, Action 2.13). They provided input about parent communication. The group felt the parent portal was valuable but was difficult to navigate from some browsers and devices. The office and administration will investigate ways to streamline access to the parent portal. The group also inquired about the use of a generator in the event of a power outage (relating to Goal 4). Nicasio School is designated as an emergency shelter. Therefore, the Nicasio Disaster Council is researching options for purchasing a generator for our multi-purpose room.

7. An overview of the LCAP was presented. There was no public comment.

8. The 2017-18 LCAP was approved.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New

☐ Modified

☒ Unchanged

Goal 1

Identify, attract, and retain outstanding staff

State and/or Local Priorities Addressed by this goal:

STATE

☒ 1

☐ 2

☐ 3

☐ 4

☐ 5

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☐ 8

COE

☐ 9

☐ 10

LOCAL

Identified Need

- Highly qualified teachers and staff
- Competitive salary schedules

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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>During 2016-17:</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 and classified staff remain competitive with comparable school districts in Marin County.</p>	<p>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>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>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>

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

☒ All ☐ Students with Disabilities ☐ [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

☐ English Learners ☐ Foster Youth ☐ Low Income

[Scope of Services](#)

☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

☐ New ☐ Modified ☒ Unchanged

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.

2018-19

☐ New ☐ Modified ☒ Unchanged

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.

2019-20

☐ New ☐ Modified ☒ Unchanged

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.

[BUDGETED EXPENDITURES](#)

2017-18

Budget
Reference

Costs included in Goal 2, Action 2.9
School Site Administration - Principal
and CBO

2018-19

Budget
Reference

Costs included in Goal 2, Action 2.9
School Site Administration - Principal and
CBO

2019-20

Budget
Reference

Costs included in Goal 2, Action 2.9
School Site Administration - Principal and
CBO

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

☐ New ☒ Modified ☐ Unchanged

1.2 Maintain a competitive salary schedule and provide competitive health and welfare benefits as a result of labor negotiations.

2018-19

☐ New ☐ Modified ☒ Unchanged

1.2 Maintain a competitive salary schedule and provide competitive health and welfare benefits as a result of labor negotiations.

2019-20

☐ New ☐ Modified ☒ Unchanged

1.2 Maintain a competitive salary schedule and provide competitive health and welfare benefits as a result of labor negotiations.

[BUDGETED EXPENDITURES](#)

2017-18

Amount	\$ 130,168
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated teachers' salaries
Amount	\$ 89,976
Source	Locally Defined
Budget Reference	1000-1999: Certificated Personnel Salaries

2018-19

Amount	\$132,771
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated teachers' salaries
Amount	\$ 91,776
Source	Locally Defined
Budget Reference	Parcel Tax - Certificated teacher's salary

2019-20

Amount	\$ 135,427
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated teachers' salaries
Amount	\$ 93,611
Source	Locally Defined
Budget Reference	Parcel Tax - Certificated teacher's salary

	Parcel Tax - Certificated teacher's salary				
Amount	\$35,748	Amount	\$ 40,443	Amount	\$ 45,751
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	3000-3999: Employee Benefits Teacher H & W	Budget Reference	Teacher H & W	Budget Reference	Teacher H & W
Amount	\$ 27,242	Amount	\$ 30,819	Amount	34,923
Source	Locally Defined	Source	Locally Defined	Source	Locally Defined
Budget Reference	3000-3999: Employee Benefits Parcel Tax - Teacher H & W	Budget Reference	3000-3999: Employee Benefits Parcel Tax - Teacher H & W	Budget Reference	3000-3999: Employee Benefits Parcel Tax - Teacher H & W
Amount	\$2,000	Amount	\$ 2,000	Amount	\$ 2,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Substitute Teachers	Budget Reference	1000-1999: Certificated Personnel Salaries Substitute Teachers	Budget Reference	1000-1999: Certificated Personnel Salaries Substitute Teachers
Amount	\$380	Amount	\$417	Amount	\$ 454
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	3000-3999: Employee Benefits Substitute teachers' benefits	Budget Reference	3000-3999: Employee Benefits Substitute teachers' benefits	Budget Reference	3000-3999: Employee Benefits Substitute teachers' benefits

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

☒ All ☐ Students with Disabilities ☐ [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES**2017-18**

☐ New ☐ Modified ☒ Unchanged

1.3 Provide comparable salary increases for classified staff based on the outcome of negotiations for certificated teachers.

2018-19

☐ New ☐ Modified ☒ Unchanged

1.3 Provide comparable salary increases for classified staff based on the outcome of negotiations for certificated teachers.

2019-20

☐ New ☐ Modified ☐ Unchanged

1.3 Provide comparable salary increases for classified staff based on the outcome of negotiations for certificated teachers.

BUDGETED EXPENDITURES**2017-18**

Source	Other
Budget Reference	0000: Unrestricted Learning Center Aide
Source	Other
Budget Reference	0000: Unrestricted
Amount	\$ 9,470
Source	Federal Funds
Budget Reference	2000-2999: Classified Personnel Salaries Title III and REAP
Amount	\$ 995
Source	Federal Funds
Budget Reference	3000-3999: Employee Benefits Title III and REAP
Amount	\$ 42,117
Source	Locally Defined

2018-19

Source	Other
Budget Reference	0000: Unrestricted
Source	Other
Budget Reference	0000: Unrestricted
Amount	\$ 9,659
Source	Federal Funds
Budget Reference	2000-2999: Classified Personnel Salaries Title III and REAP
Amount	\$ 1,124
Source	Federal Funds
Budget Reference	3000-3999: Employee Benefits Title III and REAP
Amount	\$ 42,959
Source	Locally Defined

2019-20

Source	Other
Budget Reference	0000: Unrestricted
Source	Other
Budget Reference	0000: Unrestricted
Amount	\$ 9,853
Source	Federal Funds
Budget Reference	2000-2999: Classified Personnel Salaries Title III and REAP
Amount	\$ 1,270
Source	Federal Funds
Budget Reference	3000-3999: Employee Benefits Title III and REAP
Amount	\$ 43,819
Source	Locally Defined

183

Budget Reference	2000-2999: Classified Personnel Salaries Foundation Grants - Professional Experts/Aides	Budget Reference	2000-2999: Classified Personnel Salaries Foundation Grants - Professional Experts/Aides	Budget Reference	2000-2999: Classified Personnel Salaries Foundation Grants - Professional Experts/Aides
Amount	\$ 4,422	Amount	\$ 4,997	Amount	\$ 5,646
Source	Locally Defined	Source	Locally Defined	Source	Locally Defined
Budget Reference	3000-3999: Employee Benefits Foundation Grants - Professional Experts/Aides	Budget Reference	3000-3999: Employee Benefits Foundation Grants - Professional Experts/Aides	Budget Reference	3000-3999: Employee Benefits Foundation Grants - Professional Experts/Aides
Source	LCFF	Source		Source	
Budget Reference	0000: Unrestricted School District Administration included in Goal 2.9 Principal, Office Manager, and Goal 4 Action 4.2 Custodian	Budget Reference		Budget Reference	
Source	Other	Source		Source	
Budget Reference	0000: Unrestricted	Budget Reference		Budget Reference	
Source	Other	Source		Source	
Budget Reference	0000: Unrestricted	Budget Reference		Budget Reference	

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New

☒ Modified

☐ Unchanged

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

☒ 1

☒ 2

☐ 3

☒ 4

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COE

☐ 9

☐ 10

LOCAL

Identified Need

- Current adoptions of textbooks and materials
- Ongoing professional development and collaboration for teachers and staff
- Standardized assessments
- Differentiated instruction, intervention, and support programs
- Maintain enrollment that creates a balance across grade levels and promotes positive intellectual and social interactions for students
- Maintain low teacher to student ratio to promote a successful learning environment for all students in multi-grade, self-contained classrooms
- Implement system for identifying at-risk students, either academically or socially
- Measurement of student success in transitioning to high school

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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,	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	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. b) In grades TK-5 a state-standards aligned English Language Arts curriculum will be	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. b) A state-standards aligned Science curriculum will be piloted for grades TK-8.	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. b) A state-standards aligned Science curriculum will continue to be piloted for grades TK-8.

Master Schedule for Learning Center Program, Surveys of Nicasio School Graduates and Parents, Middle School Dropout Rate

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 6-8) and Social Studies (Scott Foresman 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

adopted. (McGraw Hill Reading Wonders).

A state-standards aligned English Language Arts curriculum will be piloted for grades 6-8 (McGraw Hill Study Sync).

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 6-8) 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 on 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 25% in Math in 2016- 17, 35% in Math in 2017-18, and 50% in Math 2018-19.

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

A state-standards aligned English Language Arts curriculum will continue to be piloted 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 on 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 25% in Math in 2016- 17, 35% in Math in 2017-18, and 50% in Math 2018-19.

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.

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 on 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 25% in Math in 2016- 17, 35% in Math in 2017-18, and 50% in Math 2018-19.

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.

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.

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

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 (3-7 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 50 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%.

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 (3-7 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 50 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%.

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 (3-7 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 50 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%.

	<p>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.")</p> <p>j) There was a zero (0) dropout rate.</p> <p>k) Attendance rate was 97% as measured by P2 report (March 2017). Chronic absenteeism was 7%.</p> <p>l) There were zero (0) suspensions and expulsions.</p>	<p>l) There will be 2 or fewer student suspensions and zero student expulsions</p>	<p>l) There will be 2 or fewer student suspensions and zero student expulsions</p>	<p>l) There will be 2 or fewer student suspensions and zero student expulsions</p>
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PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
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Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES**2017-18**

☐ New ☐ Modified ☒ Unchanged

2.1 All students will have access to current state-adopted textbooks and materials.

2018-19

☐ New ☐ Modified ☒ Unchanged

2.1 All students will have access to current state-adopted textbooks and materials.

2019-20

☐ New ☐ Modified ☒ Unchanged

2.1 All students will have access to current state-adopted textbooks and materials.

BUDGETED EXPENDITURES**2017-18**

Amount	\$8,050
Source	LCFF
Budget Reference	4000-4999: Books And Supplies Textbooks / Supplies
Amount	\$ 2,992
Source	LCFF
Budget Reference	4000-4999: Books And Supplies EPA - Textbooks
Amount	\$4,942
Source	Lottery
Budget Reference	4000-4999: Books And Supplies Both restricted/unrestricted
Amount	\$ 5,100
Source	Locally Defined
Budget Reference	4000-4999: Books And Supplies Foundation/ Parcel Tax
Amount	\$ 65

2018-19

Amount	\$8,211
Source	LCFF
Budget Reference	4000-4999: Books And Supplies Textbooks / Supplies
Amount	\$3,052
Source	LCFF
Budget Reference	4000-4999: Books And Supplies EPA - Textbooks
Amount	\$5,000
Source	Lottery
Budget Reference	4000-4999: Books And Supplies Both restricted/unrestricted
Amount	\$5,202
Source	Locally Defined
Budget Reference	4000-4999: Books And Supplies Foundation/ Parcel Tax
Amount	\$65

2019-20

Amount	\$8,375
Source	LCFF
Budget Reference	4000-4999: Books And Supplies Textbooks / Supplies
Amount	\$3,113
Source	LCFF
Budget Reference	4000-4999: Books And Supplies EPA - Textbooks
Amount	\$5,050
Source	Lottery
Budget Reference	4000-4999: Books And Supplies Both restricted/unrestricted
Amount	\$ 5,306
Source	Locally Defined
Budget Reference	4000-4999: Books And Supplies Foundation/ Parcel Tax
Amount	\$65

Source	Federal Funds	Source	Federal Funds	Source	Federal Funds
Budget Reference	4000-4999: Books And Supplies EL Supplies	Budget Reference	4000-4999: Books And Supplies EL Supplies	Budget Reference	4000-4999: Books And Supplies EL Supplies
Amount	\$ 4,650	Amount	\$4,750	Amount	\$ 4,845
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures EPA -Optiman - Instructional Internet	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures EPA -Optiman - Instructional Internet	Budget Reference	5900: Communications EPA -Optiman - Instructional Internet
Amount	\$ 3,900	Amount	\$4,290	Amount	\$4,290
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5900: Communications Classroom Internet and computer maintenance for; classroom computers and internet access, online testing, classroom webpages.	Budget Reference	5900: Communications Classroom Internet and computer maintenance for; classroom computers and internet access, online testing, classroom webpages.	Budget Reference	5900: Communications Classroom Internet and computer maintenance for; classroom computers and internet access, online testing, classroom webpages.
Source	Other	Source		Source	
Budget Reference	0000: Unrestricted	Budget Reference		Budget Reference	

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)

[Location\(s\)](#)☐

All Schools

☐

Specific Schools:

☐

Specific Grade spans:

ACTIONS/SERVICES**2017-18**☐

New

☐

Modified

☒

Unchanged

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.

2018-19☐

New

☐

Modified

☒

Unchanged

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.

2019-20☐

New

☐

Modified

☒

Unchanged

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.

BUDGETED EXPENDITURES**2017-18**

Source	LCFF
Budget Reference	0000: Unrestricted 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
Amount	\$ 2,520
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Conference and Travel
Amount	\$ 1,120
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures EPA - Conference and Travel
Amount	\$ 3,616
Source	Other

2018-19

Source	LCFF
Budget Reference	0000: Unrestricted 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
Amount	\$ 2,520
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Conference and Travel
Amount	\$ 1,120
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures EPA - Conference and Travel
Amount	00
Source	Other

2019-20

Source	LCFF
Budget Reference	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
Amount	\$ 2,520
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Conference and Travel
Amount	\$ 1,120
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures EPA - Conference and Travel
Amount	00
Source	Other

191

Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Educator Effectiveness Grant BTSA/Principal	Budget Reference	carryover spent	Budget Reference	
Amount	\$ 500	Amount	\$ 500	Amount	\$ 500
Source	Federal Funds	Source	Federal Funds	Source	Federal Funds
Budget Reference	5000-5999: Services And Other Operating Expenditures REAP - CPR Training all staff	Budget Reference	5000-5999: Services And Other Operating Expenditures REAP - CPR Training all staff	Budget Reference	5000-5999: Services And Other Operating Expenditures REAP - CPR Training all staff

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

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 students.

2018-19

☐ New ☐ Modified ☒ Unchanged

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 students,

2019-20

☐ New ☐ Modified ☒ Unchanged

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 students,

including those who are English Learners, Foster Youth, and/or Low Income.

including those who are English Learners, Foster Youth, and/or Low Income.

BUDGETED EXPENDITURES

2017-18

Budget Reference	Assessment costs included in Goal 1, Action 1.3 Teachers and Goal 2 Action 2.9 Principal
Amount	
Source	Locally Defined
Budget Reference	0000: Unrestricted Costs included in Goal 1 Action 1.3 Classified salaries (Spanish translator)
Amount	\$ 5,000
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Aeries Maintenance and Hosting
Amount	\$ 2,000
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Maintenance of CALPADS Information
Amount	\$ 1,723
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Contract MCOE School Nurse

2018-19

Budget Reference	Assessment costs included in Goal 1, Action 1.3 Teachers and Goal 2 Action 2.9 Principal
Amount	
Source	Locally Defined
Budget Reference	1000-1999: Certificated Personnel Salaries Costs included in Goal 1 Action 1.3 Classified salaries (Spanish translator)
Amount	\$ 5,100
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Aeries Maintenance and Hosting
Amount	\$ 2, 400
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Maintenance of CALPADS Information
Amount	\$ 1,775
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Contract MCOE School Nurse

2019-20

Budget Reference	Assessment costs included in Goal 1, Action 1.3 Teachers and Goal 2 Action 2.9 Principal
Amount	
Source	Locally Defined
Budget Reference	Costs included in Goal 1 Action 1.3 Classified salaries (Spanish translator)
Amount	\$ 5, 202
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Aeries Maintenance and Hosting
Amount	\$ 2, 400
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Maintenance of CALPADS Information
Amount	\$ 1,827
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Contract MCOE School Nurse

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)



All



Students with Disabilities



[Specific Student Group(s)]

Location(s)	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:
OR		
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:		
Students to be Served	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income	
	Scope of Services <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
Location(s)	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New
 ☐ Modified
 ☒ Unchanged

2.4 Place special education students in appropriate instructional programs and provide specialized services in accordance with Individualized Education Plan (IEP) using push-in/pull-out model. 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.

2018-19

☐ New
 ☐ Modified
 ☒ Unchanged

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.

2019-20

☐ New
 ☐ Modified
 ☒ Unchanged

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.

BUDGETED EXPENDITURES

2017-18

Amount	\$2,510
Source	Special Education
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Federal Funds - Special Education Services - Mental Health Funds
Amount	\$113,111
Source	Special Education

2018-19

Amount	\$ 2,510
Source	Special Education
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Federal Funds - Special Education Services - Mental Health Funds
Amount	\$107,455
Source	Special Education

2019-20

Amount	\$ 2,510
Source	Special Education
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Federal Funds - Special Education Services - Mental Health Funds
Amount	\$107,445
Source	Special Education

Budget Reference	7000-7439: Other Outgo Contribution from Unrestricted Funds - Excess Cost	Budget Reference	7000-7439: Other Outgo Contribution from Unrestricted Funds - Excess Cost	Budget Reference	7000-7439: Other Outgo Contribution from Unrestricted Funds - Excess Cost
Amount	\$24,267	Amount	\$ 23,054	Amount	\$ 23,054
Source	Special Education	Source	Special Education	Source	Special Education
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures District Contribution from Unrestricted Funds	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures District Contribution from Unrestricted Funds	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures District Contribution from Unrestricted Funds
Amount	\$ 60,000	Amount	\$ 60,000	Amount	\$ 60,000
Source	Special Education	Source	Special Education	Source	Title I
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures District Contribution from Restricted Funds - Parcel Taxes	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures District Contribution from Restricted Funds - Parcel Taxes	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures District Contribution from Restricted Funds - Parcel Taxes
Amount	\$20,364	Amount	\$ 18,364	Amount	\$ 18,364
Source	Special Education	Source	Special Education	Source	Special Education
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures County Transfer - AB602	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures County Transfer - AB602	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures County Transfer - AB602
Amount	\$ 6,316	Amount	\$ 6,316	Amount	\$ 6,316
Source	Special Education	Source	Special Education	Source	Special Education
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures State Mental Health Services	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures State Mental Health Services	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures State Mental Health Services

Action **5**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:		
<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)]</u>	
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:	

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

2.5 Ensure all certificated teachers have an appropriate credential to instruct English language learners. This will result in 75% of EL students' overall CELDT scores increasing by at least one performance level over a 12-month period.

2018-19

☐ New ☐ Modified ☒ Unchanged

2.5 Ensure all certificated teachers have an appropriate credential to instruct English language learners. This will result in 75% of EL students' overall CELDT scores increasing by at least one performance level over a 12-month period.

2019-20

☐ New ☐ Modified ☒ Unchanged

2.5 Ensure all certificated teachers have an appropriate credential to instruct English language learners. This will result in 75% of EL students' overall CELDT scores increasing by at least one performance level over a 12-month period.

BUDGETED EXPENDITURES

2017-18

Budget Reference	0000: Unrestricted Costs included in Goal 2, Action 2.9 Principal and CBO (monitoring) and Goal 3, Action 2 (professional development)
Amount	\$ 1,200
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries CELDT TESTING
Budget Reference	0000: Unrestricted

2018-19

Budget Reference	Costs included in Goal 2, Action 2.9 Principal and CBO (monitoring) and Goal 3, Action 2 (professional development)
Amount	\$ 1,300
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries CELDT TESTING
Budget Reference	

2019-20

Budget Reference	Costs included in Goal 2, Action 2.9 Principal and CBO (monitoring) and Goal 3, Action 2 (professional development)
Amount	\$ 1,350
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries CELDT TESTING
Budget Reference	

Action **6**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
Scope of Services	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

☐ New ☐ Modified ☒ Unchanged

2.6 Provide scholarships to low income students and foster youth for school programs, such as field trips.

2018-19

☐ New ☐ Modified ☒ Unchanged

2.6 Provide scholarships to low income students and foster youth for school programs, such as field trips.

2019-20

☐ New ☐ Modified ☐ Unchanged

[BUDGETED EXPENDITURES](#)

2017-18

Amount	\$ 1,000
Source	Locally Defined
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Student body fund raising

2018-19

Amount	\$1,000
Source	Locally Defined
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Student body fund raising

2019-20

Amount	\$ 1,000
Source	Locally Defined
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Student body fund raising

Action **7**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
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Location(s)	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____		
OR			
For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:			
Students to be Served	<input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income		
	Scope of Services <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input checked="" type="checkbox"/> Limited to Unduplicated Student Group(s)		
Location(s)	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____		

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

2.7 Maintain a Learning Center that provides instructional support for English language learners. Provide emphasis on building academic vocabulary and skills in mathematics.

2018-19

☐ New ☐ Modified ☒ Unchanged

2.7 Maintain a Learning Center that provides instructional support for English language. Provide emphasis on building academic vocabulary and skills in mathematics.

2019-20

☐ New ☐ Modified ☒ Unchanged

2.7 Maintain a Learning Center that provides instructional support for English language learners. Provide emphasis on building academic vocabulary and skills in mathematics.

BUDGETED EXPENDITURES

2017-18

Amount	\$ 12,469
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Learning Center Aide
Amount	\$ 6,900
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Learning Center Aide

2018-19

Amount	\$ 12,718
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Learning Center Aide
Amount	\$ 7,797
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Learning Center Aide

2019-20

Amount	\$ 12,973
Source	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Learning Center Aide
Amount	\$ 8,811
Source	Supplemental
Budget Reference	3000-3999: Employee Benefits Learning Center Aide

Source	Other	Source	Other	Source	
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Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

☐ New ☐ Modified ☒ Unchanged

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.

2018-19

☐ New ☐ Modified ☒ Unchanged

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.

2019-20

☐ New ☐ Modified ☒ Unchanged

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.

[BUDGETED EXPENDITURES](#)

2017-18

Budget Reference	Costs included in Goal 2 Action 2.9 District Principal and Site Secretary/Office Manager
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2018-19

Budget Reference	Costs included in Goal 2 Action 2.9 District Principal and Site Secretary/Office Manager
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2019-20

Budget Reference	Costs included in Goal 2 Action 2.9 District Principal and Site Secretary/Office Manager
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Action 9

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

[Location\(s\)](#)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

☐ English Learners ☐ Foster Youth ☐ Low Income

[Scope of Services](#)

☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

☐ New ☐ Modified ☒ Unchanged

2.9 Maintain current configuration for school administration: .60 FTE principal; .80 FTE office manager; 11 days/year superintendent;

.40 FTE chief business official; .40 FTE accounting assistant; maintain office phone & internet communications and student information systems (SIS).

2018-19

☐ New ☐ Modified ☒ Unchanged

2.9 Maintain current configuration for school administration: .60 FTE principal; .80 FTE office manager; 11 days/year superintendent;

.40 FTE chief business official; .40 FTE accounting assistant; maintain office phone & internet communications and student information systems (SIS).

2019-20

☐ New ☐ Modified ☒ Unchanged

2.9 Maintain current configuration for school administration: .60 FTE principal; .80 FTE office manager; 11 days/year superintendent;

.40 FTE chief business official; .40 FTE accounting assistant; maintain office phone & internet communications and student information systems (SIS).

[BUDGETED EXPENDITURES](#)

2017-18

Amount	\$ 65,202
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries

2018-19

Amount	66,506
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries

2019-20

Amount	\$ 67,836
Source	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries

200

	.60 FTE Principal		.6 FTE Principal		.6 FTE Principal
Amount	\$ 13,676	Amount	\$ 15,454	Amount	\$ 17,463
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	3000-3999: Employee Benefits .60 FTE Principal	Budget Reference	3000-3999: Employee Benefits .60 FTE Principal	Budget Reference	3000-3999: Employee Benefits .60 FTE Principal
Amount	\$ 12,000	Amount	\$ 12,000	Amount	\$ 12,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures MCOE Contract - Superintendent Services	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures MCOE Contract - Superintendent Services	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures MCOE Contract - Superintendent Services
Amount	\$ 67,047	Amount	\$ 68,388	Amount	\$ 69,756
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries .80 FTE Site Secretary/Office Manager	Budget Reference	2000-2999: Classified Personnel Salaries .80 FTE Site Secretary/Office Manager	Budget Reference	2000-2999: Classified Personnel Salaries .80 FTE Site Secretary/Office Manager
Amount	\$ 20,581	Amount	\$ 22,021	Amount	\$ 23,563
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	3000-3999: Employee Benefits .80 FTE Site Secretary/ Office Manager	Budget Reference	2000-2999: Classified Personnel Salaries 80 FTE Site Secretary/ Office Manager	Budget Reference	3000-3999: Employee Benefits 80 FTE Site Secretary/ Office Manager
Amount	\$ 85,536	Amount	\$ 87,247	Amount	\$ 88,992
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures .40 FTE CBO /.40 Business Office assistant	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 40 FTE CBO /.40 Business Office assistant	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures 40 FTE CBO /.40 Business Office assistant
Source	LCFF	Source		Source	
Budget Reference	0000: Unrestricted	Budget Reference		Budget Reference	
Source	Other	Source		Source	
Budget Reference	0000: Unrestricted	Budget Reference		Budget Reference	

Action 10

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

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.

2018-19

☐ New ☐ Modified ☒ Unchanged

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.

2019-20

☐ New ☐ Modified ☒ Unchanged

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.

BUDGETED EXPENDITURES

2017-18

Budget
Reference

Costs included in Goal 2 Action 2.9
School Admin Principal and Office
Manager and Goal

2018-19

Budget
Reference

Costs included in Goal 2 Action 2.9
School Admin Principal and Office
Manager and Goal

2019-20

Budget
Reference

Costs included in Goal 2 Action 2.9
School Admin Principal and Office
Manager and Goal

202

Amount	\$ 6,000	Amount	\$ 6,000	Amount	\$ 6,000
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Legal Services	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Legal Services	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Legal Services
Amount	\$ 500	Amount	\$ 500	Amount	\$500
Source	LCFF	Source		Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures Newspaper Notices	Budget Reference	5000-5999: Services And Other Operating Expenditures Newspaper Notices	Budget Reference	5000-5999: Services And Other Operating Expenditures Newspaper Notices
Amount	\$	Amount		Amount	

Action 11

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

☒ All ☐ Students with Disabilities ☐ [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

[Students to be Served](#)

☐ English Learners ☐ Foster Youth ☐ Low Income

[Scope of Services](#)

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

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

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

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

BUDGETED EXPENDITURES

2017-18

Budget Reference	Costs included in Goal 1 Action 1.3 Certificated Teachers and Action 1.4 Classified Staff
Budget Reference	0000: Unrestricted
Source	Other

2018-19

Budget Reference	Costs included in Goal 1 Action 1.3 Certificated Teachers and Action 1.4 Classified Staff
Budget Reference	
Source	

2019-20

Budget Reference	Costs included in Goal 1 Action 1.3 Certificated Teachers and Action 1.4 Classified Staff
Budget Reference	
Source	

Action 12

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
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, Performing Arts and PE.	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, Performing Arts and PE.	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, Performing Arts and PE.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Budget Reference	2000-2999: Classified Personnel Salaries Costs included in Goal 1 Action 1.4 Classified Staff Aides and Professional Experts	Budget Reference	Costs included in Goal 1 Action 1.4 Classified Staff Aides and Professional Experts	Budget Reference	Costs included in Goal 1 Action 1.4 Classified Staff Aides and Professional Experts
Amount	\$ 1,120	Amount	\$ 1,120	Amount	\$ 1,120
Source	Locally Defined	Source	Locally Defined	Source	Locally Defined
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Parcel Tax - Human Development	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Parcel Tax - Human Development	Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Parcel Tax - Human Development
Budget Reference	0000: Unrestricted	Budget Reference		Budget Reference	

Action 13

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: _____ <input type="checkbox"/> Specific Grade spans: _____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
---------------------------------------	---

Scope of Services		<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)	
Location(s)		<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:	

ACTIONS/SERVICES

2017-18

☒ New
 ☐ Modified
 ☐ Unchanged

2.13 The district will investigate and pilot a school-wide social emotional learning program to support student interaction and enhance student engagement.

2018-19

☐ New
 ☒ Modified
 ☐ Unchanged

2.13 The district will implement a school-wide social emotional learning program to support student interaction and enhance student engagement.

2019-20

☐ New
 ☐ Modified
 ☒ Unchanged

2.13 The district will implement a school-wide social emotional learning program to support student interaction and enhance student engagement.

BUDGETED EXPENDITURES

2017-18

Amount	\$ 1,500
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures YMCA - Restorative Justice

2018-19

Amount	\$ 1,500
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures YMCA - Restorative Justice

2019-20

Amount	\$ 1,500
Source	LCFF
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures YMCA - Restorative Justice

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New ☒ Modified ☐ Unchanged

Goal 3

Ensure all parents are active participants in the school community

[State and/or Local Priorities Addressed by this goal:](#)

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
 COE ☐ 9 ☐ 10
 LOCAL

[Identified Need](#)

- Parent involvement at the school level from both English- and Spanish-speaking families
- Maintain and improve school-to-home communications
- Employ English/Spanish translator and parent liaison

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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>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>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</p>	<p>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>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>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>

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%).

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s)

☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES**2017-18**
☐ New ☐ Modified ☒ Unchanged

3.1 Ensure regular, consistent and clear communication between school and the home for both English-speaking and Spanish-speaking households.

2018-19
☐ New ☐ Modified ☒ Unchanged

3.1 Ensure regular, consistent and clear communication between school and the home for both English-speaking and Spanish-speaking households.

2019-20
☐ New ☐ Modified ☒ Unchanged

3.1 Ensure regular, consistent and clear communication between school and the home for both English-speaking and Spanish-speaking households.

BUDGETED EXPENDITURES**2017-18**

Budget Reference	Costs included in Goal 2 Action 2.9 School Site Administrative salaries and Goal 1 Action 1.4 Classified staff (translator).
Amount	\$ 2,000
Source	LCFF
Budget Reference	5900: Communications Internet - Office
Amount	\$ 950
Source	LCFF
Budget Reference	5900: Communications Telephone Service
Amount	\$ 1,200
Source	LCFF
Budget Reference	5900: Communications Postage Permit
Amount	\$ 3,900
Source	LCFF
Budget Reference	5900: Communications Internet Consultant/Webpage Maintenance

2018-19

Budget Reference	0000: Unrestricted Costs included in Goal 2 Action 2.9 School Site Administrative salaries and Goal 1 Action 1.4 Classified staff (translator).
Amount	\$ 2,200
Source	LCFF
Budget Reference	5900: Communications Internet - Office
Amount	\$ 975
Source	LCFF
Budget Reference	5900: Communications Telephone Service
Amount	\$ 1,200
Source	LCFF
Budget Reference	5900: Communications Postage Permit
Amount	\$ 4,290
Source	LCFF
Budget Reference	5900: Communications Internet Consultant/Webpage Maintenance

2019-20

Budget Reference	Costs included in Goal 2 Action 2.9 School Site Administrative salaries and Goal 1 Action 1.4 Classified staff (translator).
Amount	\$ 2,420
Source	LCFF
Budget Reference	5900: Communications Internet - Office
Amount	\$ 1,000
Source	LCFF
Budget Reference	5900: Communications Telephone Service
Amount	\$ 1,200
Source	LCFF
Budget Reference	5900: Communications Postage Permit
Amount	\$ 4,290
Source	LCFF
Budget Reference	5900: Communications Internet Consultant/Webpage Maintenance

Source	Other	Source	Lottery	Source	
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Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

3.2 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.

2018-19

☐ New ☐ Modified ☒ Unchanged

3.2 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.

2019-20

☐ New ☐ Modified ☒ Unchanged

3.2 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.

BUDGETED EXPENDITURES

2017-18

Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries

2018-19

Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Costs included in Goal 2 Action 2.9 Administrative Office Manager

2019-20

Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Costs included in Goal 2 Action 2.9 Administrative Office Manager

	Costs included in Goal 2 Action 2.9 Administrative Office Manager				
Amount		Amount	\$2,000	Amount	
Source	LCFF	Source	LCFF	Source	
Budget Reference	Costs included in Goal 3 Action 3.1 Internet Access Office, Telephones, Internet/Webpage Maintenance	Budget Reference	Costs included in Goal 3 Action 3.1 Internet Access Office, Telephones, Internet/Webpage Maintenance	Budget Reference	Costs included in Goal 3 Action 3.1 Internet Access Office, Telephones, Internet/Webpage Maintenance
Amount		Amount		Amount	
Source	LCFF	Source	LCFF	Source	

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

☐ New ☐ Modified ☒ Unchanged

3.3 Through a Back-to-School questionnaire and an annual parent survey, identify the preferred

2018-19

☐ New ☐ Modified ☒ Unchanged

3.3 Through a Back-to-School questionnaire and an annual parent survey, identify the preferred

2019-20

☐ New ☐ Modified ☒ Unchanged

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.

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.

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.

BUDGETED EXPENDITURES

2017-18

Budget Reference	Costs included in Goal 2 Action 2.9 School Administration Principal and Office Manager
Source	Other
Budget Reference	0000: Unrestricted

2018-19

Budget Reference	Costs included in Goal 2, Action #1, School Site Administrative salaries
Source	Other
Budget Reference	

2019-20

Budget Reference	Costs included in Goal 2, Action #1, School Site Administrative salaries
Source	
Budget Reference	

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input checked="" type="checkbox"/> [Specific Student Group(s)] English Learners
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
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2018-19

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
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2019-20

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
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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.

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.

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.

BUDGETED EXPENDITURES

2017-18

Source	Locally Defined
Budget Reference	2000-2999: Classified Personnel Salaries Costs included in Goal 1 Action 1.4 Classified Staff (Translator)
Source	LCFF
Budget Reference	0000: Unrestricted Costs included in Goal 2 Action 2.9 School Administration Principal and Office Manager
Source	LCFF
Budget Reference	0000: Unrestricted Costs included in Goal 3 Action 3. Internet, Telephone and Internet Management/Webpage Maintenance

2018-19

Source	Locally Defined
Budget Reference	2000-2999: Classified Personnel Salaries Costs included in Goal 1 Action 1.4 Classified Staff (Translator)
Source	Governors CTE Initiative: California Partnership Academies
Budget Reference	0000: Unrestricted Costs included in Goal 2 Action 2.9 School Administration Principal and Office Manager
Source	LCFF
Budget Reference	0000: Unrestricted Costs included in Goal 3 Action 3. Internet, Telephone and Internet Management/Webpage Maintenance

2019-20

Source	
Budget Reference	Costs included in Goal 1 Action 1.4 Classified Staff (Translator)
Source	
Budget Reference	Costs included in Goal 2 Action 2.9 School Administration Principal and Office Manager
Source	LCFF
Budget Reference	0000: Unrestricted Costs included in Goal 3 Action 3. Internet, Telephone and Internet Management/Webpage Maintenance

Action **5**

OR

ACTIONS/SERVICES

BUDGETED EXPENDITURES

Amount	
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Amount	
--------	--

Amount	
--------	--

Action **6**

OR

ACTIONS/SERVICES

BUDGETED EXPENDITURES

Amount	
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Amount	
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Amount	
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Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New ☐ Modified ☒ Unchanged

Goal 4

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

[State and/or Local Priorities Addressed by this goal:](#)

STATE ☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
 COE ☐ 9 ☐ 10
 LOCAL

[Identified Need](#)

- Maintain facilities in good repair
- Deferred maintenance schedule

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Metric: Annual Facilities Inspection Report, Incidents/Injury Reports	<p>In 2016-17:</p> <p>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) 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>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>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>

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES**2017-18**

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
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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.

2018-19

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
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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.

2019-20

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
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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.

BUDGETED EXPENDITURES**2017-18**

Amount	\$ 5,792
Source	LCFF

2018-19

Amount	\$6,081
Source	LCFF

2019-20

Amount	\$ 6,081
Source	LCFF

Budget Reference	5000-5999: Services And Other Operating Expenditures Property & Liability Insurance	Budget Reference	5000-5999: Services And Other Operating Expenditures Property & Liability Insurance	Budget Reference	5000-5999: Services And Other Operating Expenditures Property & Liability Insurance
Budget Reference	0000: Unrestricted Costs included in Goal 2 Action 2.9 Administrator salaries, Principal, Office Manager and CBO	Budget Reference	0000: Unrestricted Costs included in Goal 2 Action 2.9 Administrator salaries, Principal, Office Manager and CBO	Budget Reference	0000: Unrestricted Costs included in Goal 2 Action 2.9 Administrator salaries, Principal, Office Manager and CBO
Amount	\$ 195	Amount	\$ 195	Amount	\$ 195
Source	LCFF	Source	LCFF	Source	Governors CTE Initiative: California Partnership Academies
Budget Reference	5000-5999: Services And Other Operating Expenditures Fee for Document Tracking Services - SARC	Budget Reference	5000-5999: Services And Other Operating Expenditures Fee for Document Tracking Services - SARC	Budget Reference	5000-5999: Services And Other Operating Expenditures Fee for Document Tracking Services - SARC

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

4.2 Maintain communication system between administration and custodian for work order requests from teachers and staff.

4.2 Maintain communication system between administration and custodian for work order requests from teachers and staff.

4.2 Maintain communication system between administration and custodian for work order requests from teachers and staff.

BUDGETED EXPENDITURES

2017-18

Amount	\$ 32,034
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Custodian Salary
Amount	\$8,700
Source	LCFF
Budget Reference	4000-4999: Books And Supplies M&O supplies
Amount	\$ 6,300
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Repairs
Amount	\$ 8,953
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Health & Safety licenses, Equipment Repair
Amount	\$ 23,293
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Utilities
Amount	\$10,000

2018-19

Amount	\$32,675
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Custodian Salary
Amount	\$10,875
Source	LCFF
Budget Reference	4000-4999: Books And Supplies M&O supplies
Amount	\$6,615
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Repairs
Amount	\$ 9,055
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Health & Safety Licenses, Equipment Repair
Amount	\$24,457
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Utilities
Amount	\$10,000

2019-20

Amount	\$ 33,328
Source	LCFF
Budget Reference	2000-2999: Classified Personnel Salaries Custodian Salary
Amount	\$ 11,973
Source	LCFF
Budget Reference	4000-4999: Books And Supplies M & O Supplies
Amount	\$ 6,945
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Repairs
Amount	\$ 9,189
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Health & Safety Licenses, Equipment Repair
Amount	\$ 25,681
Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Utilities
Amount	\$ 10,000

Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Fund 14 Repairs	Budget Reference	5000-5999: Services And Other Operating Expenditures Fund 14 Repairs	Budget Reference	5000-5999: Services And Other Operating Expenditures Fund 14 Repairs
Amount	\$ 8,360	Amount	\$ 8,438	Amount	\$ 8,518
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	3000-3999: Employee Benefits Custodian Benefits	Budget Reference	3000-3999: Employee Benefits Custodian Benefits	Budget Reference	3000-3999: Employee Benefits Custodian Benefits

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
Location(s)	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
Scope of Services	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
Location(s)	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
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4.3 Maintain and monitor a deferred maintenance schedule.

2018-19

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
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4.3 Maintain and monitor a deferred maintenance schedule.

2019-20

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input checked="" type="checkbox"/> Unchanged
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4.3 Maintain and monitor a deferred maintenance schedule.

[BUDGETED EXPENDITURES](#)

2017-18Budget
Reference

Included in staff costs – Goal 2 Action 2.9 Administration, and Goal 4 Action 4.2 Custodian

2018-19Budget
Reference

Included in staff costs – Goal 2, Action 2.9 Administration, and Goal 4 Action 4.2 Custodian

2019-20Budget
Reference

Included in staff costs – Goal 2, Action 2.9 Administration, and Goal 4 Action 4.2 Custodian

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]Location(s)☒ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served☐ English Learners ☐ Foster Youth ☐ Low IncomeScope of Services☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)Location(s)☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:ACTIONS/SERVICES**2017-18**☐ New ☐ Modified ☒ Unchanged

4.4 Maintain existing potable water system. Continue to pursue viable options for long-term potable water system and availability of potable water.

2018-19☐ New ☐ Modified ☒ Unchanged

4.4 Maintain existing potable water system. Continue to pursue viable options for long-term potable water system and availability of potable water.

2019-20☐ New ☐ Modified ☒ Unchanged

4.4 Maintain existing potable water system. Continue to pursue viable options for long-term potable water system and availability of potable water.

BUDGETED EXPENDITURES**2017-18**

Amount \$12,500

Source LCFF

2018-19

Amount \$13,125

Source LCFF

2019-20

Amount \$ 13,781

Source LCFF

Budget Reference	5000-5999: Services And Other Operating Expenditures Water Testing/ system monitoring & Supplies	Budget Reference	5000-5999: Services And Other Operating Expenditures Water Testing/ system monitoring & Supplies	Budget Reference	5000-5999: Services And Other Operating Expenditures Water Testing/ system monitoring & Supplies
Amount	\$ 1,000	Amount	\$2, 500	Amount	\$ 2,750
Source	LCFF	Source	LCFF	Source	LCFF
Budget Reference	5000-5999: Services And Other Operating Expenditures Water System Repairs	Budget Reference	5000-5999: Services And Other Operating Expenditures Water System Repairs	Budget Reference	5000-5999: Services And Other Operating Expenditures Water System Repairs
Source	Other	Source	Other	Source	
Budget Reference	0000: Unrestricted	Budget Reference	0000: Unrestricted	Budget Reference	

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input checked="" type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

☐ New ☐ Modified ☒ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

4.5 Review facility risk management report provided by Keenan Insurance to identify and implement corrective action when necessary.	4.5 Review facility risk management report provided by Keenan Insurance to identify and implement corrective action when necessary.	4.5 Review facility risk management report provided by Keenan Insurance to identify and implement corrective action when necessary.
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BUDGETED EXPENDITURES

2017-18

Budget Reference	Costs included in Goal 2 Action 2.9 Principal and CBO and Goal 4 Action 4.2 Custodial staff.
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2018-19

Budget Reference	Costs included in Goal 2 Action 2.9 Principal and CBO and Goal 4 Action 4.2 Custodial staff.
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2019-20

Budget Reference	Costs included in Goal 2 Action 2.9 Principal and CBO and Goal 4 Action 4.2 Custodial staff.
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Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: \$14,021

Percentage to Increase or Improve Services: 3.76%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds ([see instructions](#)).

Nicasio School District's supplemental grant is estimated at \$14,021. These funds are being expended to support the Learning Center, the principal purpose of which is to serve English Language Learners (ELL). The Learning Center services relate directly to Goal 2 (Action 2.7). The Learning Center serves all ELL students within the regular school day, providing them with additional instruction to develop their English language skills under the guidance of highly trained and qualified instructors. The district uses the Supplemental Grant in this school-wide program because experience has shown this program, initially implemented in the 2013-14 school year is proving effective in assisting English Learners in particular to meet academic growth. This supplemental grant also allows for push-in support for English Learners during their core academic instruction.

Nicasio School District is providing services for its students of need by a minimum of 3.76% more than is provided to all of the District's students. When the MPP is measured from a service perspective, the district provides 3 FTE certificated teachers and .375 FTE Instructional Aide for all students for a total of 3.375 FTE Core Instructional Staff. The Learning Center provides an additional .375 FTE or a 12.5% increase in services, far in excess of the required MPP.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

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 Education Code (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.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

[Plan Summary](#)

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

[Budget Summary](#)

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not contributing to meeting Increased or Improved Services Requirement” or the section “For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement.” The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA’s overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see [Demonstration of Increased or Improved Services for Unduplicated Students](#) section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating “LEA-wide”, “Schoolwide”, or “Limited to Unduplicated Student Group(s)”. The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

For charter schools and single-school school districts, “LEA-wide” and “Schoolwide” may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use “LEA-wide” to refer to all schools under the charter and use “Schoolwide” to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use “LEA-wide” or “Schoolwide” provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate “All Schools”. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark “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.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Check “New” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Check “Modified” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Check “Unchanged” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check “Unchanged” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *Education Code* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 CCR 15496(a)(5).

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 15496(a)(7).

Consistent with the requirements of 5 CCR 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to 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. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services 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.

For school districts only, identify in the description those services 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 services 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 services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- The implementation of state board adopted academic content and performance standards for all students, which are:

- English Language Arts – Common Core State Standards for English Language Arts
- Mathematics – Common Core State Standards for Mathematics
- English Language Development
- Career Technical Education
- Health Education Content Standards
- History-Social Science
- Model School Library Standards
- Physical Education Model Content Standards
- Next Generation Science Standards
- Visual and Performing Arts
- World Language; and

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

Priority 3: Parental Involvement addresses:

- The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- How the school district will promote parental participation in programs for unduplicated pupils; and
- How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- Statewide assessments;
- The Academic Performance Index;
- The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- The English learner reclassification rate;
- The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- School attendance rates;
- Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *Education Code* Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *Education Code* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,567,447.00	1,465,465.49	1,142,223.00	1,154,219.00	1,076,319.00	3,372,761.00
	944,318.00	483,117.00	19,000.00	500.00	500.00	20,000.00
Base	500.00	500.00	0.00	0.00	0.00	0.00
Federal Funds	0.00	0.00	11,030.00	11,348.00	11,688.00	34,066.00
Governors CTE Initiative: California Partnership Academies	0.00	0.00	0.00	0.00	195.00	195.00
LCFF	613,546.00	709,138.49	686,721.00	721,284.00	633,988.00	2,041,993.00
Locally Defined	0.00	4,408.00	170,977.00	177,873.00	185,425.00	534,275.00
Lottery	6,083.00	4,480.00	4,942.00	5,000.00	5,050.00	14,992.00
Other	0.00	263,822.00	3,616.00	0.00	0.00	3,616.00
Special Education	0.00	0.00	226,568.00	217,699.00	157,689.00	601,956.00
Supplemental	3,000.00	0.00	19,369.00	20,515.00	21,784.00	61,668.00
Title I	0.00	0.00	0.00	0.00	60,000.00	60,000.00

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,567,447.00	1,465,465.49	1,142,223.00	1,154,219.00	1,076,319.00	3,372,761.00
	1,229,961.00	588,077.00	54,972.00	189,191.00	139,362.00	383,525.00
0000: Unrestricted	0.00	371,129.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	0.00	210,045.00	287,346.00	201,277.00	205,263.00	693,886.00
2000-2999: Classified Personnel Salaries	39,746.00	37,314.00	164,337.00	189,720.00	169,729.00	523,786.00
3000-3999: Employee Benefits	160,125.00	122,250.49	157,663.00	109,586.00	100,648.00	367,897.00
4000-4999: Books And Supplies	30,365.00	18,614.00	29,849.00	32,405.00	33,882.00	96,136.00
5000-5999: Services And Other Operating Expenditures	12,720.00	20,803.00	92,116.00	93,763.00	81,089.00	266,968.00
5800: Professional/Consulting Services And Operating Expenditures	3,000.00	1,332.00	230,879.00	217,867.00	220,856.00	669,602.00
5900: Communications	0.00	0.00	11,950.00	12,955.00	18,045.00	42,950.00
7000-7439: Other Outgo	91,530.00	95,901.00	113,111.00	107,455.00	107,445.00	328,011.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,567,447.00	1,465,465.49	1,142,223.00	1,154,219.00	1,076,319.00	3,372,761.00
		703,950.00	325,146.00	7,000.00	0.00	0.00	7,000.00
	Base	500.00	500.00	0.00	0.00	0.00	0.00
	LCFF	516,428.00	253,543.00	47,972.00	97,415.00	45,751.00	191,138.00
	Locally Defined	0.00	4,408.00	0.00	91,776.00	93,611.00	185,387.00
	Lottery	6,083.00	4,480.00	0.00	0.00	0.00	0.00
	Other	0.00	0.00	0.00	0.00	0.00	0.00
	Supplemental	3,000.00	0.00	0.00	0.00	0.00	0.00
0000: Unrestricted	LCFF	0.00	371,129.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	0.00	0.00	197,370.00	201,277.00	205,263.00	603,910.00
1000-1999: Certificated Personnel Salaries	Locally Defined	0.00	0.00	89,976.00	0.00	0.00	89,976.00
1000-1999: Certificated Personnel Salaries	Other	0.00	210,045.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries		39,746.00	37,314.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Federal Funds	0.00	0.00	9,470.00	9,659.00	9,853.00	28,982.00
2000-2999: Classified Personnel Salaries	LCFF	0.00	0.00	100,281.00	124,384.00	103,084.00	327,749.00
2000-2999: Classified Personnel Salaries	Locally Defined	0.00	0.00	42,117.00	42,959.00	43,819.00	128,895.00
2000-2999: Classified Personnel Salaries	Supplemental	0.00	0.00	12,469.00	12,718.00	12,973.00	38,160.00
3000-3999: Employee Benefits		84,552.00	6,709.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Federal Funds	0.00	0.00	995.00	1,124.00	1,270.00	3,389.00
3000-3999: Employee Benefits	LCFF	75,573.00	61,764.49	118,104.00	64,849.00	49,998.00	232,951.00
3000-3999: Employee Benefits	Locally Defined	0.00	0.00	31,664.00	35,816.00	40,569.00	108,049.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
3000-3999: Employee Benefits	Other	0.00	53,777.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental	0.00	0.00	6,900.00	7,797.00	8,811.00	23,508.00
4000-4999: Books And Supplies		21,540.00	16,715.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Federal Funds	0.00	0.00	65.00	65.00	65.00	195.00
4000-4999: Books And Supplies	LCFF	8,825.00	1,899.00	19,742.00	22,138.00	23,461.00	65,341.00
4000-4999: Books And Supplies	Locally Defined	0.00	0.00	5,100.00	5,202.00	5,306.00	15,608.00
4000-4999: Books And Supplies	Lottery	0.00	0.00	4,942.00	5,000.00	5,050.00	14,992.00
5000-5999: Services And Other Operating Expenditures		0.00	0.00	12,000.00	500.00	500.00	13,000.00
5000-5999: Services And Other Operating Expenditures	Federal Funds	0.00	0.00	500.00	500.00	500.00	1,500.00
5000-5999: Services And Other Operating Expenditures	Governors CTE Initiative: California Partnership Academies	0.00	0.00	0.00	0.00	195.00	195.00
5000-5999: Services And Other Operating Expenditures	LCFF	12,720.00	20,803.00	79,616.00	92,763.00	79,894.00	252,273.00
5800: Professional/Consulting Services And Operating Expenditures		3,000.00	1,332.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	0.00	0.00	111,686.00	105,503.00	108,492.00	325,681.00
5800: Professional/Consulting Services And Operating Expenditures	Locally Defined	0.00	0.00	2,120.00	2,120.00	2,120.00	6,360.00
5800: Professional/Consulting Services And Operating Expenditures	Other	0.00	0.00	3,616.00	0.00	0.00	3,616.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5800: Professional/Consulting Services And Operating Expenditures	Special Education	0.00	0.00	113,457.00	110,244.00	50,244.00	273,945.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	0.00	0.00	0.00	0.00	60,000.00	60,000.00
5900: Communications	LCFF	0.00	0.00	11,950.00	12,955.00	18,045.00	42,950.00
7000-7439: Other Outgo		91,530.00	95,901.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	Special Education	0.00	0.00	113,111.00	107,455.00	107,445.00	328,011.00

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

Total Expenditures by Goal

Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	342,518.00	356,965.00	372,754.00	1,072,237.00
Goal 2	567,477.00	556,841.00	566,214.00	1,690,532.00
Goal 3	8,050.00	10,665.00	8,910.00	27,625.00
Goal 4	117,127.00	121,516.00	128,441.00	367,084.00
Goal 5	107,051.00	108,232.00	0.00	215,283.00

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

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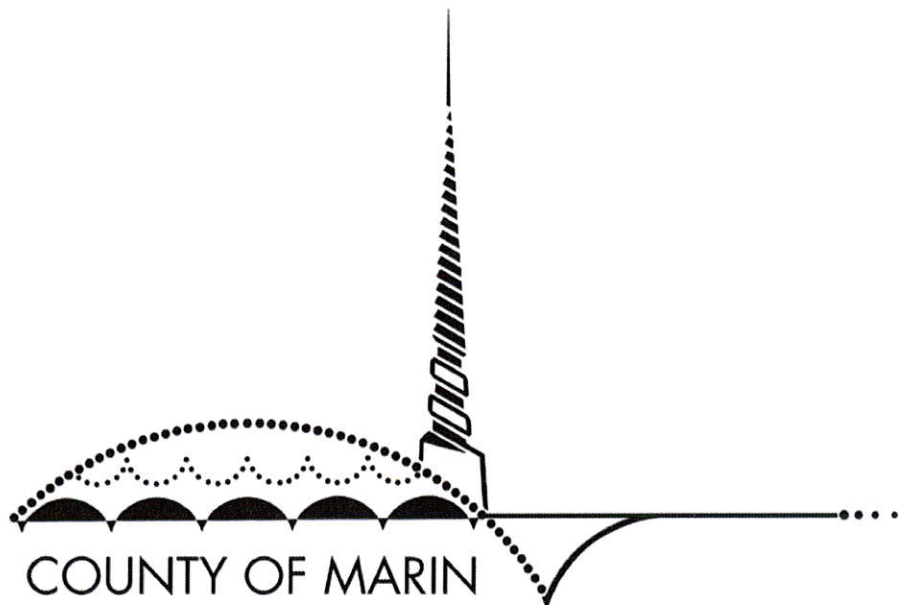
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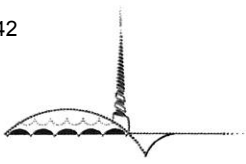
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Overcoming Barriers to Housing Affordability

Report Date: April 6, 2017

Public Release Date: April 12, 2017





Overcoming Barriers to Housing Affordability

SUMMARY

Marin is an expensive place to live, not only for low-income residents but also the average wage earner. This report offers solutions to improve housing affordability for all households. The residents of Marin experience the results of the high cost of housing in many ways, including the fact that our roadways are congested with the cars of commuters, the financial strain that high housing costs put on low and moderate income households, problems caused by homeless living on the streets, and the likelihood that our children will have to leave the county to find someplace where they can afford a home.

The Grand Jury researched how communities (both inside and outside of Marin County) have addressed key problems of housing affordability that could be applied throughout Marin:

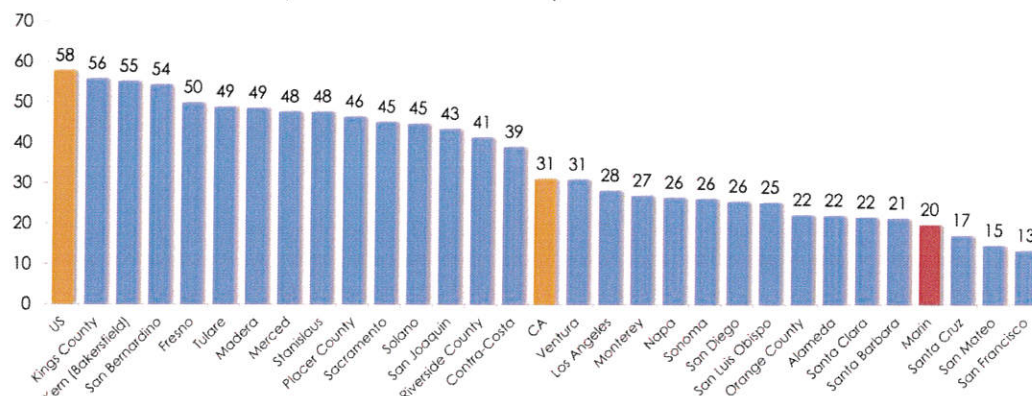
- **Community resistance** forms a barrier to virtually any new development in Marin. Vocal opposition serves to constrain the actions of civic leadership. Attempts to satisfy the needs of the developer and the needs of the community simultaneously are often ineffective. We highlight several examples where proactive involvement of the community with planners and developers has been successful in creating projects that are win-wins. We suggest that efforts to create early discussions between these parties will help to overcome this barrier.
- **It is expensive to build in Marin.** The high cost of land and construction form a formidable barrier to affordability, particularly in the case of low-income affordable housing. No one solution will completely overcome this barrier, but a creative approach to address some construction fees will make Marin more attractive for development.
- Developers cite **the planning process** in Marin as a clear barrier to progress. Regulatory delay becomes burdensome when developing low-income affordable housing. We suggest that models exist where successful early cooperation between developers, and planners, and neighborhoods has made the planning process more efficient. These models could easily be adopted across Marin's communities.
- **While housing affordability is a countywide problem, each of the 11 towns and cities of Marin and the County have their own approach to the problem.** Municipalities should coordinate available resources to develop low-income affordable housing that would benefit all of the citizens of Marin. This effort would be best coordinated through a central Housing Coordinator.

A problem as complicated as housing affordability is not easily solved and it will not be solved overnight. However, our research suggests that it should be possible to make incremental changes that will overcome some of the barriers to affordability. These changes form the recommendations made in this report.

BACKGROUND

Scarcely a week goes by without housing prices being featured in local news. According to the California Association of Realtors, only 20% of households in Marin County could purchase a median-priced home in the fourth quarter of 2016. The chart below indicates that Marin is one of the least affordable counties even in the extremely expensive Bay Area.

2016-Q4: % able to purchase median-priced home



From: "[Housing Affordability in CA: by County.](#)" California Association of Realtors. Accessed on 8 Mar. 2017.

In this report, *housing affordability* refers to the measure of whether a typical household can afford to purchase or rent a typical home. The U.S. Department of Housing and Urban Development (HUD) guidelines suggest that housing is affordable if it requires less than 30% of household income. The latest HUD estimate for median household income in Marin County is \$107,720.¹

This is a distinctly different concept from *affordable housing*. Affordable housing is subsidized by the government and available for occupancy by households that meet income thresholds specified by HUD, which defines "low income" as earning less than 50% of median household income.

Why is affordability a problem? Housing is too expensive for middle-income and lower-income households that include many of our public employees, retail employees and maintenance workers.² Spending too much of a household's monthly budget on housing impacts a family's ability to buy other basic needs: food, clothing, transportation, insurance, utilities, etc. The U.S. Census Bureau's Center for Economic Studies³ reports that as of 2014, over 61,000 workers commuted into Marin each day, adding to the traffic problems that we see on our roads. The high cost of housing also increases the number of homeless on our streets, creates difficulties for senior citizens on fixed incomes keeping up with increasing rents, and challenges the most

¹ "FY 2017 Income Limits Documentation System." Economic and Market Analysis Division, HUD. Accessed March 2017.

² "County Of Marin: Workforce Housing." [video] The County of Marin. 14 May 2014.

³ "On The Map." The United States Census Bureau.

vulnerable segments of our population. Housing is unavailable as well for our next generation, resulting in an increasingly older population.

There are many benefits of creating a more affordable housing infrastructure. Environmental benefits will accrue if commutes can be shortened. Social benefits from increased diversity in our population will enrich our lives. Economic benefits will include an increased property tax base from new housing, as well as an increase in sales taxes if workers live here and shop here, rather than taking their dollars elsewhere.

The Grand Jury wrote this report in an effort to document the genesis of the Marin housing problem, understand the barriers, and offer some solutions that have worked elsewhere. We are under no illusion that there are quick or simple fixes. A problem that has taken decades to develop will not disappear overnight. However, we do suggest that it is time to address this problem in new ways.

METHODOLOGY

The Grand Jury recognized that the investigation of the barriers to housing affordability would require a broad approach. Accordingly, the Grand Jury pursued the following:

- Conducted research into the physical and economic demographics of Marin County, including: population and economic/financial data, land use policies/constraints, housing supply/demand/cost characteristics and transportation infrastructure.
- Interviewed County department managers and staff associated with planning and approval of housing projects in Marin.
- Distributed a questionnaire to planning staff of the County and the 11 cities and towns of Marin seeking information regarding their low-income affordable housing policies, processes and fees.
- Reviewed Comprehensive Annual Financial Reports (CAFRs) of the County, cities and towns with a focus on expenditures for low-income affordable housing development.
- Interviewed people in various capacities who are involved in developing market rate and low-income affordable housing within and outside the County.
- Conducted research into Federal, California, County and municipal laws and regulations applicable to real estate development and low-income affordable housing (including housing elements and *Plan Bay Area*⁴).

⁴ “Plan Bay Area 2040.” *Plan Bay Area*.

- Researched issues and interviewed people from advocacy groups in support of developing low-income affordable housing throughout the county.
- Issued questionnaires to advocacy groups in opposition to the development of high-density housing and low-income affordable housing.
- Researched published papers and books by the advocacy groups cited above.
- Conducted research into conflict resolution strategies, programs and best practices.
- Researched successful approaches to reconciling the positions of housing developers and opponents of developments.
- Reviewed the history of recent low-income affordable housing projects with attention to the processes, costs, development time frames and community acceptance.
- Obtained local utility district connection fee estimates.

DISCUSSION

California's Legislative Analyst Office 2015 report *California's High Housing Costs: Causes and Consequences*⁵ lists significant factors why coastal areas (like Marin) have not built enough housing, including community resistance to such new housing, environmental reviews that can be used to stop or limit housing development, and limited vacant developable land. The goal of this Marin County Civil Grand Jury report is to showcase proven solutions to affordability barriers. These solutions could be implemented separately. However, since many of the barriers are interconnected we believe that by integrating them together into civic practices, our citizens will see long-term improvements in housing affordability.

In this report, the Grand Jury focused on these specific barriers:

- Community Resistance
- Too Expensive to Build
- Planning Process
- Low-Income Affordable Housing Faces Unique Challenges
- Myths & Perceptions

⁵ ["California's High Housing Costs: Causes and Consequences."](#) California Legislative Analyst's Office.

Barrier: Community Resistance

If you show up at a planning hearing to complain about a proposed project in your neighborhood, your single voice is unlikely to matter. Therefore, you decide to form a coalition with your neighbors. The coalition would hold meetings, write letters, make phone calls, post signs, and demand the local officials *do something*. This is democracy in action.

What if a proposed project is upsetting: a high-density housing project (that will *add* to traffic), a homeless shelter (that will bring in *undesirable* people), a flood detention basin (that *might* cause local flooding), or a low-income housing development (that will *decrease* property values)? The coalition might agree that the project is for the “greater good,” but is not appropriate for the neighborhood. To protect yourselves from the “big guys,” you might hire the services of a lawyer to find a way to stop or slow down this project (“level the playing field”). In Marin County, these reactions are common for civic projects.⁶

Solution: Regular Developer Meetings. Before developers formally file plans for housing developments, they should meet with the local planning staff to anticipate likely challenges. Planning departments advise developers on regulatory issues, but often what frustrates planning approval are “the neighbors.” Planners can advise the developer on “hot button” issues they are likely to face before they set the formal public planning process in motion.

Example: Since 2012, the City of Petaluma has conducted weekly Development Review Committee meetings to brainstorm with developers. In attendance are a number of city departments including fire, building, planning, public works, water resources and conservation, code enforcement, economic development, and housing. City staff advise developers of what potential issues could be controversial and suggest ways to adjust the project scope to minimize issues. These might include proactive meetings with neighborhoods or increasing the scope of formal planning notices. Developers appreciate this streamlined approach that saves both time and money. The City staff benefit from an improved collaborative environment.

Solution: Community Outreach. The issue of where to place a civic project has been well studied for over 40 years and is referred to as “Facility Siting” (see Appendix A: Facility Siting). Nimbyism (“Not In My Backyard”) is the understandable reaction of a community to a poor public planning process and lack of trust in government. By proactively reaching out to the entire community, using “plain speak,” and with no hidden agenda, facilitators can help all the parties talk out the issues at outreach meetings with the goal that people will arrive at an agreeable understanding.

Example: In 2007, Homeward Bound of Marin was getting ready to design *The Next Key Center* (32 affordable studio apartments and room to grow their culinary program) on a parcel of the decommissioned Hamilton base in Novato. Before they started the formal planning process, they did a major outreach effort to their surrounding neighbors. Rather than holding large meetings, they chose to meet one-on-one with the neighbors. They shared their plans (“We’re thinking of...”), asked the neighbors about their concerns (“What do you think?”), and tried to address these concerns in their plan. Their goal was to ensure that everyone had a chance to be heard so that their public planning hearings would be well supported. Their new facility opened in November 2008.

⁶ Spotswood, Dick. “It’s hard to get anything done in our county.” *Marin IJ*. 27 Sep. 2016.

Example: In 2003, the Citizens Advisory Committee released to Mill Valley City Council the *Miller Avenue Precise Plan*,⁷ which detailed the “year-long process to examine the future of Miller Avenue in terms of land use and street character, traffic and circulation, market and economics, and implementation and sustainability.”⁸ In May 2007, City Planners conducted two community workshops to get feedback on possible improvements. Soon after, a nine-person steering committee founded the *Friends of Mill Valley* as a reaction when “...the committee's outline became, in effect, a draft plan because of a need to get the plan moving ahead.”⁹ City Council was “baffled by the growing opposition.”¹⁰ *Friends of Mill Valley* held a series of town meetings to discuss long-term policy changes (affecting land use and residential properties) that were proceeding without sufficient public input. After four years of planning, the project was now at a standstill. In response to community pressure, a Design Advisory Committee (with liaisons from City Council, Planning Commission, and five citizen experts) was formed by the City of Mill Valley in 2009, and during the next two years resulted in numerous workshops, focus groups, and extensive committee meetings. In 2011, the *Miller Avenue Streetscape Plan* was adopted by City Council¹¹ and groundbreaking on the project began on June 13, 2016.¹²

Solution: Specific Plans. In Marin County it is not uncommon to have a developer purchase a parcel, create a development plan, file the plan with the planning department, and because of community resistance, have their project slowed down, scaled back, or simply die. Such delays and uncertainty are expensive for the developers. The result is that developers choose to build in less “risky” counties. Municipalities are then planned piecemeal, on an individual parcel basis. If a community adopted a *Specific Plan*, many of these problems would disappear. A Specific Plan is a comprehensive planning and zoning document for a defined geographic region.¹³ The upfront work of creating the plan allows citizens to work together to define a specific community vision and have the municipality establish the detailed land use and design regulations. Developers wishing to build on a parcel in the Specific Plan would be able to move forward secure in the knowledge that extensive work to create building plans and construction documents would not be wasted.

Example: In 2011, Redwood City adopted the Downtown Precise Plan,¹⁴ designed to rejuvenate the city’s downtown area. It provided a blueprint for development of the city’s downtown through 2030, and as amended includes: plans for retail uses, building placement (including building heights and sizes), and housing development (including low-income affordable housing). To date over 2,336 new housing units have been approved or constructed (213 of which are affordable).¹⁵

The most frequent criticism of new projects in Marin is additional traffic congestion. With traffic on major roads at or nearly-at capacity during commute hours, even having a few additional cars on the road could make a bad situation intolerable. Traffic is a real problem, and in many locations congestion serves as an insurmountable barrier to new construction. While the subject

⁷ “Historical Information - Streetscape Plan Meetings and Documents (2003-2011).” *City of Mill Valley*.

⁸ “Miller Avenue Precise Plan.” *City of Mill Valley*, 3 Feb. 2003

⁹ Speich, Don. “Citizen brigade, Mill Valley council clash on vision for city.” *Marin IJ*, 28 May 2007

¹⁰ Ibid.

¹¹ “[Miller Avenue Streetscape Plan \(adopted 2011\)](#).” *City of Mill Valley*.

¹² “[Miller Avenue Streetscape Plan: History & Background](#).” *City of Mill Valley*.

¹³ “[The Planner’s Guide to Specific Plans](#).” *Governor’s Office of Planning and Research*.

¹⁴ “[Downtown Precise Plan](#).” *Redwood City*.

¹⁵ Silverfarb, Bill. “[Redwood City allows for more affordable housing](#).” *The Daily Journal*. 2016 May 2016.

of transportation infrastructure is sufficiently complex to warrant its own Grand Jury report, we believe that careful study of traffic, and a creative approach to local conditions can serve as a starting point towards mitigating the effects of new construction.

Solution: Reduce School-Related Commute Hours Traffic. School-related traffic is a significant component of commute traffic. Displacing cars with school buses will reduce traffic congestion during school transit hours.

Example: Coordinated Countywide Student Transportation Study. To address congestion caused by parents ferrying their children to and from schools the Marin Transportation Authority and the Marin County Office of Education cooperated in a study of widespread adoption of school busing in the county in 2015.¹⁶ The study concluded that while the geographic features of Marin make large scale busing difficult in some residential areas, the majority of county schools would benefit from extended bus service.

While the funding of a comprehensive school bus program is significant, costs are substantially less than those required by increasing road capacity. The recent adoption of a subsidized school bus program in Tiburon is an excellent example of the benefits. An article in the Marin Independent Journal¹⁷ noted a 40% reduction in commute-hour traffic after the implementation of a voluntary bus program by the Reed Union School District.

Solution: Concentrate on Local Traffic Congestion Issues. Not all congestion issues are a result of California Highway 101 commute traffic. Investigating local road congestion could also have significant benefits. Changing local traffic flow is less expensive than costly new road construction.

Example: Mill Valley Traffic and Congestion Reduction Advisory Task Force. In 2015, the City of Mill Valley studied traffic capacity¹⁸ with a goal of restoring transit times in the city's two main arteries – Blithedale Avenue and the Almonte Boulevard/Shoreline Highway – to that of 2012-2013.

The study noted a number of projects that contributed to reductions in traffic, including a pilot school bus program (as noted above), staggering of school hours, and retiming of traffic lights at critical intersections. Mill Valley, County and state agencies met, shared traffic data, and quickly resolved jurisdictional issues.

¹⁶ [“Coordinated Countywide Student Transportation Study.”](#) *Marin Transit*. Nov. 2015.

¹⁷ Krawitt, Carl. [“Marin Voice: Tiburon Peninsula school buses are worth the investment.”](#) *Marin IJ*. 18 Jul. 2016.

¹⁸ [“Traffic Task Force Subcommittee Meeting - City Concludes Traffic Task Force, Sends Detailed Report to Council.”](#) *City of Mill Valley*.

Barrier: Too Expensive to Build

Long heralded for its strong environmental stewardship, Marin County has designated 80% of its land for either open space or agricultural use.¹⁹ Because residents did not want to compromise Marin's natural beauty and small-town character, municipalities have enacted low-density zoning laws. The limited amount of suitable vacant land for housing has caused parcel prices to dramatically increase. Zoning regulations hamper developers, who would normally build more units on such expensive land to maximize their return on investment. While these constraints are particularly severe in the case of developers wishing to build housing that is affordable to low- and moderate-income families, they are significant for any housing construction.

Solution: Stimulate Public-Private Partnerships. In 1945, the California Legislature gave local governments the power to form a redevelopment agency (RDA) to revitalize a deteriorated area. While most of this initial funding came from the Federal government, it allowed local governments to issue bonds and attract private investment. In 1952, Proposition 18 established a new financing structure, which allowed local governments to redistribute property tax revenue for the project area. However, it was not until legislation was passed in the late 1970s (Senate Bill 90 and Proposition 13) that RDAs became widespread because of loosened definitions of "deteriorated" and increased funding choices; this in turn caused public-sponsored construction to grow dramatically (which required that 15 percent of all new housing in an RDA be affordable to low- and moderate-income residents). RDAs grew so much in number (and size) that by 2008, they received 12 percent of state property tax revenue, and were putting other government programs in jeopardy.²⁰ By 2012, the RDAs were dissolved, and the successor agencies (usually local governments) were assigned the responsibility of paying off the RDAs' debt. During their existence, RDAs built over 100,000 units of housing.²¹

The Low-Income Housing Tax Credit (LIHTC) currently gives local governments the ability to issue tax credits to private investors for "the acquisition, rehabilitation, or new construction of rental housing targeted to lower-income households."²² Since 1995, over 107,000 units of low-income housing were created.

Example: In 2011, the Dublin (California) Housing Authority, Housing Authority of the County of Alameda (HACA), affordable housing developer Eden Housing, and for-profit homebuilder KB Home were able to revitalize 150 units of old public housing and convert them into a vibrant, mixed-use, mixed-income community (130 affordable family rentals, 50 affordable seniors' rentals, 184 market-rate homes, and 14 below-market-rate homes). The Urban Land Institute awarded this project the 2014 winner of the "Jack Kemp Excellence in Affordable & Workforce Housing Awards."²³

Example: In 2013, ROEM Development Corporation, the City of Mountain View, Google, and Citi Community Capital built Franklin Street Family Apartments with 51 units for households earning up to 50% of the area's median income.²⁴

¹⁹ "Marin At a Glance 2015 Annual Report," *County of Marin*.

²⁰ "Redevelopment Agencies in California: History, Benefits, Excesses, and Closure," U.S. Department of Housing and Urban Development/Office of Policy Development and Research.

²¹ "Spotlight on Redevelopment," *Seifel Consulting, Inc.*

²² "Low-Income Housing Tax Credits," Office of Policy Development and Research (PD&R) U.S. Department of Housing and Urban Development. 15 May 2016.

²³ Johnson, Alison. "2014 Jack Kemp Award Winners and Finalists," *Urban Land Institute*. 23 Oct. 2014.

²⁴ "Public-Private Partnership Funds Affordable Housing near Transit," Office of Policy Development and Research (PD&R) *Edge Magazine*.

Solution: Junior Accessory Dwelling Units. Effective January 2017, Assembly Bill 2299²⁵ and Senate Bill 1069²⁶ amended state law to make it easier for homeowners to create legal accessory dwelling unit (ADU) rentals on their property: reducing minimum lot sizes, reducing utility connection fees, and reducing parking requirements. Furthermore, Assembly Bill 2406²⁷ established a new type of second unit called a “junior accessory dwelling unit” – created by adding an “efficiency kitchen” (no gas or 220 volt appliance) to an existing underutilized bedroom (maximum 500 square feet).

Example: In 2014, Novato City Council adopted Ordinance 1595 amending its zoning code to allow for junior accessory dwelling units (JADUs) and reduced their development fee. Based on Novato’s request, local sanitary and water districts eliminated their connection fees for JADUs, and the Novato Fire Marshall waived sprinkler and fire separation requirements. The result saves homeowners wishing to create a JADU over \$40,000 in fees.²⁸ In 2016, Novato received applications for and approved two junior accessory dwelling units. In 2017, the Marin Community Foundation awarded Lilypad a \$200,000 grant to help homeowners turn spare bedrooms or other spaces into accessory dwelling units.²⁹

Solution: School Districts’ Teacher Housing. California Senator Mark Leno authored the Teacher Housing Act of 2016 (Senate Bill 1413) that was signed into law by Governor Brown on September 27, 2016. This bill provides that “a school district may establish and implement programs that address the housing needs of teachers and school district employees who face challenges in securing affordable housing. To the extent feasible, the school district may establish and implement programs that, among other things, do the following: (a) Leverage federal, state, and local public, private, and nonprofit programs and fiscal resources available to housing developers, (b) Promote public and private partnerships, (c) Foster innovative financing opportunities.”³⁰ Before this bill was passed, taxpayer funds could not be used for restricted (school staff only) housing.

The nonprofit and nonpartisan Learning Policy Institute’s report *Solving the Teacher Shortage*³¹ agreed that “lack of affordable housing is one reason teachers leave the profession or leave districts with high costs of living.” Because of teacher turnover, school districts have to continually invest in recruitment, since new teachers cannot afford to live in Marin County. Providing subsidized housing for teachers will give school district administration another tool to attract top-quality staff.

Example: In 2002, the Santa Clara Unified School District built Casa Del Maestro (“House of the Teacher”) on land it owned (and is now operated and managed by the nonprofit Santa Clara Teacher Housing Foundation) using no taxpayer funds. With a typical monthly rent of \$1,500 for a two bedroom unit in the complex (compared to an average market rent of \$3,134³²), the school district has seen teacher turnover drop to below average.³³

²⁵ “[AB-2299 Land use: housing: 2nd units. \(2015-2016\)](#).” *California Legislative Information*.

²⁶ “[SB-1069 Land use: zoning. \(2015-2016\)](#).” *California Legislative Information*.

²⁷ “[AB-2406 Housing: junior accessory dwelling units. \(2015-2016\)](#).” *California Legislative Information*.

²⁸ “[Junior Accessory Dwelling Units](#).” *League of California Cities*.

²⁹ Mara, Janis. “[Lilypad gets grant to help Marin homeowners create in-law units](#).” *Marin IJ*. 7 Feb. 2017.

³⁰ “[Teacher Housing Act of 2016 \[53570 - 53574\]](#).” *California Legislative Information*.

³¹ “[Solving the Teacher Shortage](#).” *Learning Policy Institute*.

³² “[Rent trend data in Santa Clara, California](#).” *Rent Jungle*, Accessed Jan 11, 2017

³³ “[How one Bay Area school district is making sure teachers aren’t priced out](#).” *KALW Public Radio*.

Example: Beginning in 2005, the San Mateo Community College District created two housing developments for faculty and staff. “The District is able to build first class, market rate housing and offer below-market rents because 1) it owns the land (land costs do not need to be included in the cost of ownership or operations); 2) it financed the project with a tax-exempt issue; 3) the property is property-tax exempt; and 4) the District does not have a profit motive. Rents from the project are set at a level that is sufficient to pay back all costs of construction, financing, maintenance and operations and fund a long-term capital reserve.”³⁴

Solution: Identify Underutilized Parcels. “Marin County has an abundance of many things: hiking trails, water views and great farm-to-table food. But try buying a vacant lot here and you’ll discover what we lack most. Simply put: We have no lots.”³⁵ California State Law “mandates that local governments adequately plan to meet the existing and projected housing needs of all economic segments of the community.”³⁶ This plan is referred to as a *Housing Element*. Contained in the housing element is a land inventory that includes both vacant and underutilized parcels that may be considered development opportunities. Before a housing element is finalized, the public is invited to comment.³⁷ In Marin, because of fears of showcasing growth opportunities, citizens often request that many vacant and underutilized parcels be removed from the Housing Element’s land inventory.

Rather than depend upon a highly politicized process, it would be more transparent for the County to prepare a publicly available and easily obtainable map of all incorporated and unincorporated vacant and underutilized parcels in Marin.

Example: As part of the development of the 2012-2035 Portland Plan, the City of Portland, Oregon’s Bureau of Planning & Sustainability released the *Development Capacity Analysis geographic information systems (GIS) model*.³⁸ The model was used to create the Buildable Lands Inventory (BLI),³⁹ which was used to provide data to address their “big” questions.⁴⁰ As a result, “permitting continues to exceed production levels, offering an indicator that the city may continue to see growth in the number of new housing units added to the city stock in 2016 and 2017.”⁴¹

³⁴ “[Staff Housing Development](#),” *San Mateo Community College District*.

³⁵ Hilgers, Laura. “[Not a Lot of Lots](#),” *Marin Magazine*. April 2014.

³⁶ “[Housing Elements and Regional Housing Need Allocation](#),” *California Department of Housing and Community Development*.

³⁷ “[Marin County - List of sites to be evaluated in the SEIR for the 2007-2014 and 2014-2022 Housing Element planning periods](#),” *County of Marin*.

³⁸ “[Development Capacity Analysis GIS model](#),” *City of Portland*.

³⁹ “[Buildable Lands Inventory \(BLI\)](#),” *City of Portland*.

⁴⁰ “[The Portland Plan](#),” *City of Portland, Oregon*.

⁴¹ “[State of Housing Report in Portland](#),” *Portland Housing Bureau*. December 2016.

Barrier: Planning Process

The planning process in Marin cities and towns is unpredictable and time-consuming. A developer faces different regulations in every municipality. In addition, developers in every city, town, and the unincorporated County face the costs of compliance with the California Environmental Quality Act (CEQA) that may require extensive environmental reviews as well as time consuming public comment. As stated in a report issued by the McKinsey Global Institute entitled *A Tool Kit to Close California's Housing Gap*,⁴² “the statute has come under scrutiny for enabling any opponent to a project ... to delay or block the project by threatening a lawsuit under CEQA. Generally speaking, if a project opponent files a CEQA lawsuit, the project cannot commence until the litigation is resolved in favor of the government and the project sponsor. This can delay projects by months or years, and adds substantial risk to the entitlement process.”

Approvals for new housing can take anywhere from six months to over three years depending upon the complexity of the project and public opposition. Long delays in the approval process can lead to lost opportunities and high costs for land holding, architectural planning, and legal expenses. McKinsey's report estimates that such costs can account for 30% of the total cost of a housing unit.

Solution: Regular Developer Meetings. As mentioned previously in “Barrier: Community Resistance,” arranging regularly scheduled meetings with developers, city or county planning officials, advocacy groups and the general public would better allow all interested parties to offer their input during each stage of the process.

Solution: Improved Noticing. Planning departments comply with legal noticing requirements for development projects. However, these notices are often filled with confusing legal terms that the average resident might not understand and instead choose to ignore. Later, when the project has moved to an advanced stage, a resident might hear rumors about the project and become angry that they were not adequately informed. Using *plain speak* and increasing noticing to a wider radius (than the minimum requirements) would lead to a more informed community much earlier in the process and fewer delays by opposition later.

Example: A few examples of municipal planning notices are showcased in Appendix B: Municipal Planning Notices. The Tiburon and Marin County notices are printed with small single-spaced type and filled with legal jargon. From Tiburon's: “The Planning Division is recommending a Mitigated Negative Declaration be adopted for the project pursuant to section 21080 of...” If a resident makes it through the first three paragraphs of the letter without his eyes glazing over, he might discover that written comments on the Draft Mitigated Negative Declaration/Initial Study will be accepted until 5:30pm. This type of language makes little sense to ordinary residents outside of planning commission circles. A better example might be the card circulated by Mill Valley that has the meeting date, location, and project contact in bold typeface at the top of the card, followed by a brief description of the project. It concludes with instructions for interested parties on submitting comments, relevant meeting dates and sources for further information. All relevant details are presented in very clear, precise and simple language.

Solution: Community Outreach. As previously discussed, developers should reach out to neighbors and other interested parties from the very beginning of the planning process, address concerns and incorporate suggestions whenever possible. By involving the public from the

⁴² “[A Tool Kit To Close California's Housing Gap: 3.5 Million Homes By 2025.](#)” McKinsey Global Institute.

outset, many objections can be resolved in open dialogue. Meetings should be held as often as necessary until everyone's opinions have been heard. It is difficult to find examples of good community outreach for Marin projects. The same public concerns, however, exist in other Bay Area locations. In Napa, objections are often seen to the construction of new wineries. An example of how to reach out to the community in a positive way is seen in the following:

Example: Constructing a new winery in Napa County evokes strong neighborhood reactions. “Questions from neighboring residents, growers and vintners about impacts on groundwater, traffic and rural character in the form of opposing public-hearing comments and letters as well as appeals of approvals have led the county Board of Supervisors over the past several months to call for better analysis of current conditions and community input.”⁴³ In 2016, Beau Vigne Winery did an extensive outreach before its hearing, resulting in “a show of support that the Planning Commission seldom sees in often-contentious winery times.”⁴⁴

⁴³ Quackenbush, Jeff. “[Counties grapple with winery outreach directly to consumers.](#)” *North Bay Business Journal*. 12 May 2015.

⁴⁴ Eberling, Barry. “[New Napa winery wins planner praise for neighborhood outreach.](#)” *Napa Valley Register*. 8 Sep. 2016.

Barrier: Low-Income Affordable Housing Faces Unique Challenges

The current approach to planning low-cost affordable housing in Marin County is fragmented and lacks coordination. Each municipality has its own community development agency (CDA) that is focused on specific goals and priorities identified within its own boundaries. In addition, Marin County has a CDA that serves only the unincorporated areas of Marin. No single agency is tasked with the coordination and facilitation of solutions to housing-related issues that affect the entire region. For example, affordable housing that addresses the needs of the most vulnerable portion of Marin's population is administered by a combination of the Marin Housing Authority, Marin County Health and Human Services and a wide range of non-profit operators in locations scattered among the County, cities and towns. Section 8 housing vouchers provide federal funding to supplement housing costs for low-income families. The long waiting list for these vouchers is a clear indicator of unmet demand for additional subsidized affordable housing. Individually, each of the municipalities and the County has its own plan to address low-income affordable housing, but these plans have been ineffective at solving the problem.

Economic barriers add to the difficulty of constructing new housing and protecting existing low-income housing stock. The cost of buildable property is a major consideration, but in addition, developers face high costs for permits, energy and water hookups, and legal expenses. Complex requirements for environmental review and transportation infrastructure limitations are also complicating factors. Developers are economically motivated to look to areas with fewer restrictions and less uncertainty than in Marin County.

Solution: In-Lieu Housing Fee Pooling. Many communities require that developers of multi-unit housing set aside a percentage of units as affordable housing. Of the 12 jurisdictions in Marin (11 incorporated municipalities plus the unincorporated county) 7 allow the payment of housing fees in-lieu of building affordable housing units. These funds are then deposited in an account to be spent to increase the supply of housing (generally to be affordable to low and moderate-income residents). Outside of the City of Novato very little of this money has been expended for affordable housing, and for most of the jurisdictions, the account balances are too low to be useful (for a fund overview, see Appendix C: Affordable Housing In-Lieu Fees). Pooling these funds, with central administration at the County level, would best leverage the power of this money to stimulate the construction of affordable housing.

Solution: In-Lieu Housing Fee Recalculation. *"The Board of Supervisors concur that the in-lieu fees fail to generate sufficient revenue to support the amount of affordable housing needed in Marin County."*⁴⁵ The City of San Rafael reported, *"our experience shows that accepting fees in lieu of providing units in developments under construction does not result in an increase in the number of affordable units."*⁴⁶ If the goal of in-lieu housing fees is to stabilize and increase the amount of low-income affordable housing in the County, then there are insufficient in-lieu fund account balances to achieve this. Therefore, either local governments need to either not allow the payment of in-lieu housing fees (so low-income affordable housing is created) or in-lieu fees need to reflect the true cost of developing such housing.

Example: In 2016, the City of Pasadena commissioned the *Affordable Housing In Lieu Fee Analysis* study⁴⁷ in support of an inclusionary housing ordinance.⁴⁸ By analyzing the

⁴⁵ [Marin County Board of Supervisors response to 2002-03 "Financing Affordable Housing" Grand Jury report](#), 16 Sep. 2003.

⁴⁶ [City of San Rafael response to 2002-03 "Financing Affordable Housing" Grand Jury report](#), 30 Jun. 2003,

⁴⁷ ["Pasadena Affordable Housing In Lieu Fee Analysis."](#) David Paul Rosen & Associates.

⁴⁸ ["Inclusionary Housing Ordinance."](#) City of Pasadena.

rental housing affordability gap and predicting likely numbers of new construction, they were able to calculate a truer value for an in-lieu housing fee.

Solution: Fast-track Low-income Affordable Housing Applications. Low-income affordable housing developers face many obstacles that add costs to their projects. Giving priority to the processing of their applications through the various planning departments would be an easy way to shorten the timeline to construction and thus reduce cost. Several of Marin’s communities have procedures in place for fast-tracking. The County of Marin proposes to implement fast-tracking for unincorporated areas in 2017. Tiburon gives “highest processing priority” to affordable housing projects, and San Rafael reports that it has some policies in place “that encourage streamlined approaches of projects that qualify as affordable housing.” San Anselmo offers expedited processing for secondary units but not multifamily construction. Other Marin towns and cities do not have such provisions in place. Each of the towns and cities of Marin should implement fast-tracking of affordable housing projects, bringing these projects to the top of the planning review queue.

Example: Below-market-rate projects are fast-tracked through the City of Petaluma’s approval process. All processing time limits required by state law are adhered to.⁴⁹

Solution: Community Outreach. Often community fears of the local impact of low-income affordable housing turn into vocal demonstrations. Contributing to these fears are perceptions of the impact of affordable housing on neighborhoods, for example the belief that affordable housing developments will drive down property values and attract undesirable residents. As noted in our section on planning process above, an aggressive program of involvement of nearby stakeholders should alleviate unsupported fears, and will allow developers and homeowners to work together to ensure that development works to benefit the community.

Example: Oma Village. Homeward Bound of Marin has recently opened Oma Village, a development of 14 units in Novato intended for residence by families that are leaving homelessness. Before entering into the planning review process, Homeward Bound contacted nearby residents individually to explain what they hoped to do. By carefully explaining the criteria for approval of applicants, and by making some changes to their architectural drawings to meet neighborhood concerns, they were able to smoothly move through planning review and begin construction of the Village.

Solution: Reduce Costs Of Utility Connections. Sewer, water, electricity, and gas connections add significantly to the cost of any new development (see Appendix D: Utility Connection Fee Estimates). Developers of market-rate housing are able to recoup these fees upon successful completion of a profitable project. These fees burden developers that follow a mission to provide low-cost affordable housing. Waiving or reducing connection fees would provide a major incentive to the developers of low-cost affordable housing.

Example: The City of Santa Cruz’s (California) municipal code allows for waivers of many development fees if they will assist in providing residential units that are affordable to low and very-low income households.⁵⁰ The fees eligible for waivers include: sewer and water connection fees, planning application and plan-check fees, building permit and plan-check fees, park land and open space dedication in-lieu fees, and fire fees.

⁴⁹ “[Housing Element 2015-2023](#).” *City of Petaluma*.

⁵⁰ “[Chapter 24.16 Affordable Housing Provisions](#).” *Santa Cruz Municipal Code*.

Barrier: Myths & Perceptions

"The great enemy of truth is very often not the lie – deliberate, contrived and dishonest – but the myth – persistent, persuasive and unrealistic. Too often we hold fast to the clichés of our forebears. We subject all facts to a prefabricated set of interpretations. We enjoy the comfort of opinion without the discomfort of thought."

– John F. Kennedy

Perhaps the most challenging barrier to tackle is that of altering long held misperceptions of a community. These beliefs are deeply entrenched and in many cases are based on myths. We collected a sampling of oft-repeated refrains from community meetings and the media and analyzed them for accuracy. We researched these issues to see if they had any merit (see Appendix E: Marin Housing Perceptions).

Solution: Education. Myths that continue to circulate in the community eventually become embedded in the belief system when they are continually repeated as if they were facts. Psychologists understand that to overcome misinformation, three psychological effects need to be considered: familiarity effect (emphasize the facts, not the myth), overkill backfire effect (simplify the message), and the worldview backfire effect (don't argue, reframe the message).⁵¹ Leadership must take a stance in public support of facts, using properly considered psychology, rather than reacting solely to community-wide fears.

Example: As a counterpoint to active NIMBY groups, YIMBY (*yes in my backyard*) activism and education has been spreading worldwide. YIMBYs are "generally younger than their opponents, mainly renters, many of them employed in the tech industry, they were driven to activism after they found themselves unable even to rent in San Francisco or Berkeley or Oakland, let alone buy."⁵²

Solution: Deliberative Polling[®] was created in 1988 by Professor James Fishkin of Stanford University. "Citizens are often uninformed about key public issues. Conventional polls represent the public's surface impressions of sound bites and headlines. The public, subject to what social scientists have called "rational ignorance," has little reason to confront tradeoffs or invest time and effort in acquiring information or coming to a considered judgment."⁵³ The Deliberative Polling[®] process involves bringing together a sample of an affected population, sharing balanced briefing materials, and then having a dialogue with competing experts and political leaders.

Housing affordability has been a "hot topic" in Marin County for years. Former Supervisor Susan Adams "faced an unsuccessful recall effort in part due to her support for developing affordable housing at Marinwood"⁵⁴ and was voted out of office in 2014. From October 2015 to February 2016, the Board of Supervisors convened a series of *Preserving Housing Affordability* public workshops.⁵⁵ The Marin IJ wrote: "All but conceding that the drive to provide adequate affordable housing in Marin has been a failure, county officials are shifting gears, hoping that an aggressive strategy aimed at saving the housing that does exist while considering initiatives to slow soaring rents will bear fruit."⁵⁶ As former Supervisor Steve Kinsey stated, "We're becoming a rich, white, old community, and yet California is becoming a much more

⁵¹ Cook, John and Lewandowsky, Stephan. "The Debunking Handbook." *Skeptical Science*. 23 Jan. 2012.

⁵² Lucas, Scott. "The YIMBYs Next Door." *San Francisco Magazine*. 30 Nov. 2016.

⁵³ "What is Deliberative Polling[®]?" *Center for Deliberative Democracy, Stanford University*.

⁵⁴ Halstead, Richard. "Bill to ease pressure on Marin to build more housing moves forward." *Marin IJ*. 20 May 2014.

⁵⁵ "Affordable Housing." *Marin County Community Development Agency*.

⁵⁶ Johnson, Nels. "Marin County officials: Rent control among strategies to preserve affordable housing." *Marin IJ*. 11 Oct. 2015.

demographically diverse community, so there is a conflict there that has to be addressed.”⁵⁷ While protecting the affordable housing status quo is a good goal, it is not enough.

Example: In March 2008, 238 scientifically randomly selected San Mateo County residents gathered for a weekend at Threshold 2008’s Countywide Assembly on Housing Choices. Commonly held housing beliefs changed as a result of this process:⁵⁸

Housing Poll Question	Agree Before	Agree After
There is a need for more housing in the County	38%	68%
Any new housing should be located in already developed areas	61%	72%
New housing developments would be good for the environment	33%	44%
The County’s vital services like education, fire, police and health would suffer if there continues to be a shortage of affordable housing	46%	68%

⁵⁷ Halstead, Richard. “[Marin Supervisor Kinsey reflects on 20-year career.](#)” *Marin IJ*. 1 Jan. 2017.

⁵⁸ Greenway, Greg and Fishkin, James. “[Results of the San Mateo Countywide Assembly on Housing Choices.](#)” *Center for Deliberative Democracy, Stanford University*. March 2008.

Introducing: The Regional Housing Coordinator

The Grand Jury believes that a number of the previous solutions (community outreach, in-lieu housing fee pooling, in-lieu fees to stimulation public-private partnerships, education, and case studies) could best be served through the creation of a County Regional Housing Coordinator. The coordinator would:

- Commission a study to quantify the demand for new housing units.
- Work with funding sources and developers
- Work with cities, towns and the County to develop Specific Plans
- Identify underutilized parcels
- Explore opportunities for public-private partnerships
- Create a County-wide Civic mediation program for all civic project community dialogues
- Conduct Deliberative Polling® to build the public voice on housing choices
- Coordinate and analyze in-lieu housing fee usage

While each municipality would maintain local planning control, the Regional Housing Coordinator would ensure that County-wide issues such as subsidized housing, civic development, and funding would be a shared resource. Regional housing coordinators are found in other states, including:

- Nevada (Southern Nevada Regional Housing Authority)
- North Carolina (The Arc of North Carolina)
- Pennsylvania (Self-Determination Housing Project of Pennsylvania, Inc.)

Ironically, the June 2003 Marin County Grand Jury report (*Financing Affordable Housing: Local In-Lieu Fees And Set-Aside Funds*) recommendations included:

- The Board of Supervisors and the cities and towns should establish an appropriate mechanism for the coordination of all affordable housing activities in the County.
- The Board of Supervisors should support and cooperate with the various nonprofit housing agencies and developers within the County by including them in the implementation of the countywide housing programs.

In their September 16, 2003 response to the June 2003 Report, the Marin County Board of Supervisors wrote:

“Marin County, the Marin Community Foundation and the Major Employers of Marin are working collaboratively to develop a countywide housing trust fund. Each entity will be contributing cash and in-kind services to match funds established by the state for housing trusts. The goal is to generate six million dollars over the next five years to be used for affordable housing. All the cities and towns will be invited to participate in the Marin Workforce Housing Trust Fund. Their contribution will be matched dollar for dollar, which is a substantial incentive.

The Community Development Agency will begin to engage the Countywide Planning Agency that represents all the cities, towns and the County, to develop an effective strategic approach to address the housing needs of Marin County.”

The *Marin Workforce Housing Trust* (MWHT) was established in 2003 as a “public-private collaboration between various local businesses, the Marin Community Foundation and the County of Marin to support and encourage the development of affordable workforce housing throughout Marin County.”⁵⁹ Over the years, the MWHT issued a pre-development loan of \$283,210 to Eden Housing (for the construction of Warner Creek Senior Housing in Novato) and \$231,593 to EAH Housing (for the construction of Shelter Hill in Mill Valley). Because of difficulties finding other loan recipients, in 2010 the business community pulled out. By 2014, the Marin Community Foundation also stopped participating. In 2016, the Marin Workforce Housing Trust decided to cease operations (“The purpose of the Trust was to use funds raised for loans to support workforce housing. While this is a worthy and important endeavor, there is not enough affordable housing development in Marin County for a standalone organization to be feasible”⁶⁰), and transfer its funds into Marin County's Affordable Housing Trust Fund.

While the Grand Jury applauds the establishment of the Marin Workforce Housing Trust, it is clear that simply offering affordable housing funds to low-income affordable housing developers will not improve the situation. During our investigation, we heard repeatedly from both nonprofits and funding sources that the challenge to building low-income and middle-income affordable housing isn't identifying funding sources, it is overcoming local political and community resistance.

That is why we suggest that the role of the regional housing coordinator must be financial (work with funding sources and coordinate in-lieu housing fee usage), research (identify underutilized parcels), and political (civic mediation and public polling). Unlike the June 2003 Report recommendations, the housing coordinator would not only focus on low-income affordable housing, but housing that is affordable for people who currently live and work in Marin.

⁵⁹ [“Transfer of Marin Workforce Housing Trust Assets to the County's Affordable Housing Trust.”](#) *County of Marin*. 15 Nov. 2016.

⁶⁰ *Ibid.*

CONCLUSION

The Marin County Civil Grand Jury believes, based on success in the Bay Area and nationwide, that many of the barriers that challenge housing affordability can be overcome using solutions detailed in our Discussion:

- Community Outreach
- Concentrate on Local Traffic Congestion Issues
- Deliberative Polling[®]
- Education
- Fast-track Low-income Affordable Housing Applications
- Identify Underutilized Parcels
- Improved Noticing
- In-Lieu Housing Fee Recalculation
- In-Lieu Housing Fees Pooling
- Junior Accessory Dwelling Units
- Reduce Commute Hours Traffic
- Reduce Costs Of Utility Connections
- Regular Developer Meetings
- School Districts' Teacher Housing
- Specific Plans
- Stimulate Public-Private Partnerships

The Grand Jury is under no illusion that implementing these solutions will magically transform our housing affordability situation overnight. Some of these solutions may not work well in Marin. Some of these solutions require a combination of new policies and new skills. Nevertheless, we suggest that it is time to establish agreed-upon baseline metrics for housing affordability, perform tests of these solutions, re-measure these efforts against the baseline, and fine-tune the solutions to optimize results.

Implementing these solutions require public agencies and officials to change “business as usual.” Approaching tough issues (such as housing) with the question “What do we want our County to become?” (rather than “What don’t we want?”), we believe our leaders will be able to guide our citizens more comprehensively and efficiently.

FINDINGS

- F1. Political will for the construction of new housing is constrained by County-wide vocal citizen opposition.
- F2. The costs of land and development make it too expensive to build low-income affordable housing in Marin.
- F3. Developers routinely respond that they do not try to build housing in Marin because of the difficulties imposed by the local regulatory requirements and citizen complaints.
- F4. Responsibility for housing in Marin is fragmented with little overall coordination among different agencies in the County as well as the Cities and Towns.
- F5. Active planning for the creation of low-income affordable housing does not occur within our cities, towns, and the County.
- F6. Over 60,000 people commute each day to jobs in Marin, many living outside the County.
- F7. Proposals to build low-income affordable housing create immediate neighbor opposition. Efforts to mediate with neighborhood groups are often too late in the process and have been ineffective.

RECOMMENDATIONS

- R1. Each planning department should begin regularly scheduled meetings at which developers can speak, early in the process, with all relevant members of staff to discuss impacts of proposed development and potential solutions to problems.
- R2. Each planning department should develop a proactive community outreach strategy for any project that might be considered potentially controversial (including going beyond legal noticing minimums and initiating outreach efforts as early as possible in the development cycle).
- R3. Each planning department should use succinct “plain-speak” to convey issues in their outreach.
- R4. Each school district should investigate building teacher and staff workforce housing on their land.
- R5. Each utility district should adopt waivers for hook-up fees for low-income housing projects and accessory dwelling units.
- R6. Each jurisdiction should adopt procedures so that low-income housing projects are fast-tracked through the planning and permitting process.
- R7. The County should create and fund the position of Regional Housing Coordinator. The Coordinator's responsibilities should include: working with funding sources and developers, identifying underutilized properties, working with jurisdictions to create specific plans, and creating a County-wide Civic mediation program for all civic project community dialogues.

REQUEST FOR RESPONSES

Pursuant to Penal Code section 933.05, the grand jury requests responses as follows:

From the following governing bodies:

- Almonte Sanitary District (R5)
- Alto Sanitary District (R5)
- Bolinas Community Public Utility District (R5)
- Bolinas-Stinson Union School District (R4)
- City of Belvedere (R1, R2, R3, R6)
- City of Larkspur (R1, R2, R3, R6)
- City of Mill Valley (R1, R2, R3, R5, R6)
- City of Novato (R1, R2, R3, R6)
- City of San Rafael (R1, R2, R3, R6)
- City of Sausalito (R1, R2, R3, R6)
- Corte Madera Sanitary District No 2 (R5)
- County of Marin (R1, R2, R3, R6, R7)
- Dixie School District (R4)
- Homestead Valley Sanitary District (R5)
- Inverness Public Utility District (R5)
- Kentfield School District (R4)
- Laguna Joint School District (R4)
- Lagunitas School District (R4)
- Larkspur-Corte Madera School District (R4)
- Las Gallinas Valley Sanitary District (R5)
- Lincoln School District (R4)
- Marin Community College District (R4)
- Marin County Office of Education (R4)
- Marin Municipal Water District (R5)
- Mill Valley School District (R4)
- Nicasio School District (R4)
- North Marin Water District (R5)
- Novato Sanitary District (R5)
- Novato Unified School District (R4)
- Reed Union School District (R4)
- Richardson Bay Sanitary District (R5)
- Ross School District (R4)
- Ross Valley School District (R4)
- San Quentin Village Sewer Maintenance District (R5)
- San Rafael City Schools (R4)
- San Rafael Sanitation District (R5)
- Sausalito - Marin City Sanitary District (R5)
- Sausalito Marin City School District (R4)
- Shoreline Unified School District (R4)
- Sewerage Agency of Southern Marin (R5)
- Stinson Beach County Water District (R5)
- Tamalpais Community Service District (R5)
- Tamalpais Union High School District (R4)
- Tiburon Sanitary District #5 (R5)

- Tomales Village Community Services District (R5)
- Town of Corte Madera (R1, R2, R3, R6)
- Town of Fairfax (R1, R2, R3, R6)
- Town of Ross (R1, R2, R3, R6)
- Town of San Anselmo (R1, R2, R3, R6)
- Town of Tiburon (R1, R2, R3)
- Union Joint School District (R4)

The governing bodies indicated above should be aware that the comment or response of the governing body must be conducted in accordance with Penal Code section 933 (c) and subject to the notice, agenda and open meeting requirements of the Brown Act.

Note: At the time this report was prepared information was available at the websites listed.

Reports issued by the Civil Grand Jury do not identify individuals interviewed. Penal Code Section 929 requires that reports of the Grand Jury not contain the name of any person or facts leading to the identity of any person who provides information to the Civil Grand Jury. The California State Legislature has stated that it intends the provisions of Penal Code Section 929 prohibiting disclosure of witness identities to encourage full candor in testimony in Grand Jury investigations by protecting the privacy and confidentiality of those who participate in any Civil Grand Jury investigation.

This report was issued by the Grand Jury with the exception of a juror who was a former elected official in a named municipality. This grand juror was excluded from all parts of the investigation, including interviews, deliberations, and the writing and approval of this report.

GLOSSARY

ADU: Accessory Dwelling Unit – A new dwelling unit added entirely within an existing building or an existing authorized auxiliary structure in areas where residential use is allowed.

Affordable Housing: Housing subsidized by the government and available for occupancy by households that meet income thresholds specified by HUD.

CDA: Community Development Agency – coordinates planning, building, and environmental health departments within unincorporated areas in Marin County.

CEQA: California Environmental Quality Act – A statute that requires state and local agencies to identify the significant environmental impacts of their actions and to avoid or mitigate those impacts, if feasible. Enacted 1970.

Fast-tracking: Prioritizing and expediting the review process by a Planning Commission.

Housing Affordability: The measure of whether a typical household can afford to purchase or rent a typical home.

Housing Element: A law enacted in 1969 requiring local governments to create comprehensive long-term plans to address projected future housing needs in a community.

HUD: U.S. Department of Housing and Development

In Lieu Housing Fees: A fee paid by developers to local government in lieu of incorporating mandated affordable housing into a project. These funds are intended to be used by the government agency to support other low-income housing projects.

JADU: Junior Accessory Dwelling Unit

MHA: Marin Housing Authority – A public-private agency overseen by a governing board including private tenants and members of the Board of Supervisors to promote affordable housing in Marin.

NIMBY: “Not in my backyard”

PDA: Priority Development Area

Plain Speak: Using simple, direct language in place of confusing legal jargon.

Plan Bay Area: Contains strategies for meeting the anticipated demand for transportation, housing, and land use in local Priority Development Areas (PDAs) through 2040.

RDA: Redevelopment Agency – Program created in 1945 by the California Legislature to allow local governments to revitalize deteriorated areas. Over 100,000 housing units were created by RDAs before the end of the program in 2012.

Specific Plan: A comprehensive planning and zoning document for a defined geographic region.

APPENDIX A: Facility Siting

The issue of where to place a civic project has been well-studied for over 40 years and referred to as “Facility Siting.” The process for siting a project can be: regulatory, market, or voluntary.⁶¹ A *regulatory process* imposes a project on a community through legal actions (such as eminent domain). With a *market process*, incentives to the community are offered as conditions of project approval. A *voluntary process* involves significant community dialogue, collaboration, and negotiation.

The *MIT-Harvard Public Disputes Program* has found that the voluntary process of “mediation, when used properly, produces fairer outcomes, more efficient results, and more stable political commitments, as well as wiser use of the best scientific and technical information available.”⁶² The well-tested *Facility Siting Credo*⁶³ details the various objectives that should be considered in a voluntary process:

- Institute a broad participatory process
- Achieve agreement that the status quo unacceptable
- Seek consensus
- Work to develop trust
- Choose the solution that best addresses the problem
- Guarantee that stringent safety measures will be met
- Fully address all negative aspects of the facility
- Make the host community better off
- Use contingent agreements
- Seek acceptable sites through a volunteer process
- Consider a competitive siting process
- Work for geographic fairness
- Set realistic timetables
- Keep multiple options open at all times

As elected officials understand, it is important to be “people-focused” (actively listening to all constituent needs) – or else they won’t be re-elected. Contractors or municipality staff members, who are responsible for achieving their milestones, tend to be much more “problem-focused.” The *Facility Siting Credo* balances both “problem-focused” and “people-focused” needs to arrive at solutions that are “win-win” instead of “win-lose.”

⁶¹ Lesbirel, S. Hayden and Shaw, Daigee. “[Facility Siting: Issues and Perspectives.](#)” *Columbia Earthscape*.

⁶² [MIT-Harvard Public Disputes Program.](#)

⁶³ Susskind, Lawrence. “[The Facility Siting Credo.](#)” *Negotiation Journal*, Volume VI, Issue 4, October 1990, pp. 309-314

APPENDIX B: Municipal Planning Notices

The following are recent examples of planning committee hearing notices that have been sent to nearby homeowners and business owners:

**TOWN OF TIBURON
NOTICE OF PUBLIC MEETING
TRESTLE GLEN CIRCLE PRECISE DEVELOPMENT PLAN**

Notice is hereby given that the Tiburon Planning Commission will hold a public meeting to consider the Trestle Glen Circle Precise Development Plan application, which depicts the creation of three (3) single-family residential lots on a 14.46-acre site. The subject property is located on the south side of Trestle Glen Boulevard between Tiburon Boulevard and the upper intersection of Juno Road. The proposed homes would be served by a private roadway leading from Trestle Glen Boulevard opposite the upper Juno Road intersection with Trestle Glen Boulevard. The property is Marin County Assessor's No. 039-061-91.

The Planning Commission will also review a Mitigated Negative Declaration for the project. The Tiburon Planning Division is recommending that a Mitigated Negative Declaration be adopted for the project pursuant to Section 21080 of the California Environmental Quality Act (CEQA). Adoption of a Mitigated Negative Declaration would indicate that all potentially significant environmental impacts of the project can be mitigated to a level of insignificance. The role of the Planning Commission is to make a recommendation to the Town Council regarding the Precise Development Plan application and to consider the Mitigated Negative Declaration in making its recommendation.

Plans and application materials for the project and the Draft Mitigated Negative Declaration & Initial Study are available for review at the Planning Division, Tiburon Town Hall, 1505 Tiburon Boulevard, Tiburon, CA 94920 and at the Belvedere-Tiburon Public Library. Inquiries regarding the Trestle Glen Circle project should be directed to Dan Watrous, Planning Manager at (415) 435-7393.

Written comments on the Draft Mitigated Negative Declaration/Initial Study will be accepted until 5:30 P.M. on **Monday, December 12, 2011**, and should be sent to Dan Watrous, Planning Manager, Town of Tiburon, 1505 Tiburon Boulevard, Tiburon, CA 94920

The Planning Commission public hearing will be held at the Town Council Chambers, 1505 Tiburon Boulevard, Tiburon, California. The Planning Commission will meet on **Wednesday, December 14, 2011. The meeting will begin at 7:30 P.M.**

APPENDIX B: Municipal Planning Notices (cont'd)



COMMUNITY DEVELOPMENT AGENCY PLANNING DIVISION

NOTICE OF MARIN COUNTY DEPUTY ZONING ADMINISTRATOR HEARING Husband Coastal Permit and Design Review Project ID P1210

NOTICE IS HEREBY GIVEN that the Marin County Deputy Zoning Administrator (DZA) will consider issuing a decision on the Husband Coastal Permit and Design Review during a public hearing scheduled on Thursday, September 15, 2016. The applicant for the project is Rebecca Husband and Tom Meyer, and the property is located at 320 Drakes View Drive, Inverness, and further identified as Assessor's Parcel 114-100-19.

The applicant requests Coastal Permit and Design Review approval to construct a new 2,270 square foot house with a detached 616 square foot carport on a wooded vacant lot in Inverness. The 2,886 square feet of proposed development would result in a floor area ratio of 3.98 percent on the 57,028 square foot lot. The proposed house would reach a maximum height of 25 feet above surrounding grade and would have the following setbacks from the exterior walls: 110 feet from the south front property line; 100 feet from the west side property line; 46 feet from the east side property line; 108 feet from the north rear property line. The proposed carport would reach a maximum height of 13 feet 3 inches above surrounding grade, and would have the following setbacks from the exterior walls: 60 feet 2 inches from the south front property line, 25 feet 10 inches from the west side property line, 132 feet 9 inches from the east side property line, and 176 feet 9 inches from the north rear property line.

For more information about the Husband Coastal Permit and Design Review, please visit the Planning Division's project webpage at: <http://www.marincounty.org/depts/cd/divisions/planning/projects>. Project plans and other documents related to the application are available on the project's webpage, where you can subscribe to receive email notifications and updates. Hard copies of all of the application materials, including project plans and any technical reports, are available at the Planning Division's public service counter, which is normally open from 8 AM until 4 PM, Mondays through Thursdays. For more information about the DZA hearing, please visit the Planning Division's DZA hearings webpage at: <http://www.marincounty.org/depts/cd/divisions/planning/boards-commissions-and-public-hearings/dza>.

The DZA hearing on the application will be held in the Marin County Hearing Chambers (Rooms 328/330, Administration Building), Civic Center, San Rafael, California, where anyone interested in this matter may appear and be heard. DZA hearings generally begin at 9:00 AM, but a more precise time will be indicated on the hearing agenda posted on the DZA hearing webpage one week before the hearing. A staff report will be available on the project webpage and the DZA hearing webpage on Friday, September 9, 2016.

The decision on this application may be appealed to the Planning Commission. If you challenge the decision on this application in court, you may be limited to raising only those issues you or someone else raised at the public hearing described in this notice, or in written correspondence delivered to the Planning Division during or prior to the public hearing. (Government Code Section 65009(b)(2).)

August 25, 2016

Tammy Taylor
Planner




All public meetings and events sponsored or conducted by the County of Marin are held in accessible sites. Requests for accommodations may be made by calling (415) 473-4381 (Voice) 473-3232 (TDD/TTY) or by e-mail at disabilityaccess@marincounty.org at least four work days in advance of the event. Copies of documents are available in alternative formats, upon request.

3501 Civic Center Drive • Suite 308 • San Rafael, CA 94903-4157 • 415 473 6269 T • 415 473 7880 F • 415 473 2255 TTY • www.marincounty.org/plan

APPENDIX B: Municipal Planning Notices (cont'd)

The following is an example of a "plain speak" formal notice:

	City of Mill Valley PLANNING AND BUILDING	NOTICE OF PUBLIC HEARING – PLANNING COMMISSION Design Review and Categorical Exemption Application ADDRESS: 156 Sycamore Ave Project ID: PL16-4487 APN: 023-222-25
<p>MEETING DATE: August 23, 2016 at 7:00PM</p> <p>MEETING LOCATION: Council Chambers, 26 Corte Madera Ave, Mill Valley, CA 94941</p> <p>PROJECT CONTACT: Kari Svanstrom, Senior Planner, Mill Valley Planning Department (415) 388-4033 ksvanstrom@cityofmillvalley.org</p>		
<p>PROJECT DESCRIPTION: Address – 156 Scyamore Avenue – Design Review for a 711 square foot addition to an existing single family residence. The proposed project has been determined to be exempt from further environmental review under Section 15301(e) of the California Environmental Quality Act (CEQA) Guidelines.</p>		
<ul style="list-style-type: none"> • All interested persons are welcome to attend and to comment, in person or in writing at the hearing. • All Planning Commission meetings are webcast live and may be viewed at www.cityofmillvalley.org/meetings • For any questions or further information on this project, or to submit a written statement prior to the public hearing contact the project contact (listed above). 		
<p>IF YOU CANNOT ATTEND: You can comment on the project in writing, prior to the meeting via email, mail, or in person to the project contact. Project plans and other information about the project is available for public review at the public library and in the Planning Department at Mill Valley City Hall. Hours are Monday, Tuesday, and Thursday 8:00am to 12:00pm and 1:00pm to 5:00pm, and Wednesday 1:00pm to 5:00pm. Meeting agendas and staff reports can also be downloaded at the above-referenced website.</p>		
<p><small>If you challenge any subsequent action of the Planning Commission regarding this matter in court, you will be limited to raising only those issues you or someone else raised at the public hearing described in this notice, or in written correspondence delivered to the Planning Commission at, or prior to, the public hearing (Government Code Section 65009 (b)).</small></p>		
<p><small>The City of Mill Valley does not discriminate against any individual with a disability. City publications will be made available upon request in the appropriate format to persons with a disability. If you need an accommodation to attend or participate in this meeting due to a disability, please contact the Planning and Building Department in advance of the meeting at 415 388-4033. TDD phone number is 711.</small></p>		

APPENDIX C: Affordable Housing In-Lieu Fees

Many communities require developers of multi-unit housing to set aside a percentage of new units as affordable housing. Instead of building affordable housing units, some of these municipalities allow the payment of fees in-lieu.

Municipality	Has In-Lieu Fees?	In-Lieu Fund Account Balance (FY2016)	In-Lieu Fund 5-Year Expenditures
Belvedere	NO	N/A	N/A
Corte Madera	YES	\$165,391	None
Fairfax	NO	N/A	N/A
Larkspur	YES	\$34,380	Marin Housing Authority for administering 39 deed-restricted units
Mill Valley	YES	\$123,895	None
Novato	YES	Cash: \$497,232 Assets: \$2,397,232	\$400,000 loan to Homeward Bound for Oma Village transitional housing (14 extremely-low-income family units)
Ross	NO	N/A	N/A
Sausalito	NO	N/A	N/A
San Anselmo	NO	N/A	N/A
San Rafael	YES	\$1,107,422	\$40,000 to Marin Housing Authority for BMR Rental Project Contract Payment; some loans to the MHA
Tiburon	YES	\$1,224,780	Homeward Bound: \$5,000 MHA: \$76,327 Legal Aide: \$47,531 Community Homeless Pgm (REST): \$12,425
County Of Marin	YES	\$5,774,727	Staff time: \$879,123 Contracts: \$94,922 Loans: \$983,000 Grants: \$375,000

APPENDIX D: Utility Connection Fee Estimates

To better understand costs that developers incur, the Grand Jury surveyed agencies to get an estimate of what it would cost for a service connection for: a new multi-family home (6 units) – both market rate and affordable (low-income subsidized), an accessory dwelling unit (ADU), and a junior accessory dwelling unit (JADU).

Agency	6 Market Rate Units	6 Affordable Rate Units	1 Accessory Dwell Unit	1 Jr. Accessory Dwell Unit
Almonte Sanitary District	\$24,000	\$24,000	\$1,600	\$0
Alto Sanitary District	\$25,672	\$25,672	\$4,450	\$0
Bolinas Community Public Utility District (BCPUD)	N/A ⁶⁴	N/A	\$0	\$0
Central Marin Sanitation Agency (CMSA)	\$33,992	Member % ⁶⁵	\$354	\$0
City of Mill Valley	\$30,000	\$30,000	\$0	\$0
Corte Madera Sanitary District No 2	\$46,610	\$46,610	\$7,768	\$0
Homestead Valley Sanitary District	\$7,800	\$7,800	\$1,600	\$0
Inverness Public Utility District	\$5,800	\$5,800	\$5,800	\$0
Las Gallinas Valley Sanitary District	\$34,566	\$34,566	\$5,184	\$0
Marin Municipal Water District	\$56,000	\$32,200	\$13,532	\$0
North Marin Water District	\$67,200	\$67,200	\$10,000	\$0
Novato Sanitary District	\$65,160	\$65,160	\$10,860	\$0
Richardson Bay Sanitary District	\$9,769	\$9,769	\$1,242	\$0
Ross Valley Sanitary District (RVSD)	\$68,557	\$0 ⁶⁶	\$11,426	\$0
San Quentin Village Sewer Maintenance District	\$38,988	\$38,988	\$6,498	\$0
San Rafael Sanitation District	\$20,566	\$20,566	\$1,424	\$0
Sausalito - Marin City Sanitary District	\$36,780	\$36,780	\$6,130	\$0
Stinson Beach County Water District	Sewer \$7,000 Water \$17,500	Negotiated	Sewer \$7,000 Water \$17,500	Sewer \$0 Water \$0
Tamalpais Community Service District	\$27,081	\$27,081	\$4,581	\$0
Tiburon Sanitary District #5	Belvedere	\$99,684	\$99,684	\$16,614
	Paradise Cove	\$33,072	\$33,072	\$5,512
	Tiburon	\$71,916	\$71,916	\$11,986
Tomales Village Community Services District	\$4,600	\$4,600	\$4,600	\$0

⁶⁴ BCPUD has moratoria in place on any new service connections to both their water system and sewer system.

⁶⁵ CMSA Ordinance 2013-2: "Those residential construction projects which a Member Agency designates and determines are qualified for reduced local sewer connection fees shall also automatically qualify for a reduced regional capacity charge. However, the Agency's regional capacity charge shall be reduced only by the same proportionate amount as the Member Agency's fee."

⁶⁶ RVSD Ordinance 64, Section 29: "On adoption of a resolution by the Board, the District may make an exemption of Connection Fees for low and moderate income or senior citizen housing that is available to the general public operated by a non-profit corporation or by a government agency."

APPENDIX E: Marin Housing Perceptions

Increased housing issues are being forced upon Marin County

FACT: All housing issues are under local government control. Established in 2008, the Sustainable Communities Act's (Senate Bill 375) goal was to target greenhouse gas (GHG) emissions from passenger vehicles. To achieve that, each of California's regional planning agencies must develop a *Sustainable Communities Strategy* that "contains land use, housing, and transportation strategies that, if implemented, would allow the region to meet its GHG emission reduction targets."⁶⁷ In 2013, our local regional planning agencies, Metropolitan Transportation Commission (MTC) and Association of Bay Area Governments (ABAG), jointly approved *Plan Bay Area*⁶⁸ to satisfy the Sustainable Communities Act. *Plan Bay Area* contains strategies for meeting the anticipated demand for transportation, housing, and land use in local *Priority Development Areas* (PDAs). Municipalities that approve PDAs are awarded with transportation grant funds and cannot be legally forced to approve the housing allocations for the PDAs.

Marin County has insufficient resources for an increased population

FACTS:

- ✓ **Fire** - With improved technology and improved fire agency cooperation, fire staffing has decreased in recent years while still providing excess capacity. With more people, the 9-1-1 demands for EMS and fire will likely increase, and response times may suffer (without additional staffing).
- ✓ **Hospitals** - The long term national trend is a decreased inpatient hospital demand.⁶⁹ If the increased population were mostly younger and agile, then demand for inpatient services would be considerably less than an increased older population with pre-existing conditions. Both (the new) Marin General Hospital and Novato Community Hospital have excess capacity to adapt to at least a 20% increase in population.
- ✓ **Open Space** - Marin County open spaces and parks receive approximately 6 million total visitors per year. The County's active land management goals are to encourage visitation and recreation while balancing the physical infrastructure, programing and communications to ensure that both facilities and recreation have minimal impacts on ecosystems, neighbors and visitor experience.
- ✓ **Police** - Given the level of crime in Marin, adding 10-15% to the population would not likely have a major impact on the ability of the police force to suppress or investigate criminal behavior. Additional population would likely necessitate a change in staffing levels.
- ✓ **Schools** - Many Marin County public schools have demographic study updates in which consultants attempt to project future district size to plan accordingly for the future. For 2016-2017 school year, Marin County public schools have an enrollment of 38,941. Kentfield School District has a capacity of 1,560 students and a current enrollment of 1,246 (utilization factor of 79.9%). By 2020 the projected utilization factor will be 89.6%. As of 2013, Larkspur-Corte Madera School had enrollment of 1,462 students and project by 2023 an enrollment of 1,593. As of 2016, Dixie School District had 2,005 students enrolled and projected to grow to 2,089 by 2025.

⁶⁷ "[Sustainable Communities](#)," California Environmental Protection Agency.

⁶⁸ "[Plan Bay Area](#)," *Plan Bay Area 2040*.

⁶⁹ Evans, Melanie, "[Inpatient services fall at hospitals as ACA expands insurance](#)," *Modern Healthcare*.

APPENDIX E: Marin Housing Perceptions (cont'd)**Marin County has insufficient resources for an increased population (cont'd)**

- ✓ **Sewers** - Central Marin Sanitation Agency (CMSA) (serving 120,000 customers in Corte Madera, Larkspur, Ross Valley, and San Rafael) has capacity to treat over 125 MGD (million gallons of water/day). Normal use is 7-12 MGD, and during storms, peak rainwater incursion temporarily has increased to 116 MGD. Additional population (with better sewer laterals) would not overflow the system. On a smaller scale for example, Sewerage Agency of Southern Marin (SASM) normally processes 2.3MGD, with peak storm processing of 30-32 MGD. SASM's total processing of 32.7MGD (with an additional 3.2MG equalization basins) would likewise not cause system overflow problems with increased population in the SASM service area.
- ✓ **Water** - Water Districts are state mandated to produce a Urban Water Management Plan every five years to confirm that water supply will be available to meet projected water demand considering the population and jobs projections of local or regional land use planning agencies. Marin Municipal Water District (MMWD) has capacity to handle over 210,000 customers (currently 189,000 customers) with an assumption of three consecutive dry years. North Marin Water District (NMWD) has 20,535 customers and has capacity to handle over 67,482 customers. Both MMWD and NMWD have plans in place for customer outreach and water conservation projects that can be expanded in an effort to extend the time when the water district may need to increase capacity or importation.



CALIFORNIA
DEPARTMENT OF
EDUCATION

RECEIVED

JUL 13 2017

by Nicasio School

Agenda Item # 12a

TOM TORLAKSON

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

July 11, 2017

Tom Lohwasser, Superintendent
Nicasio School District
P.O. Box 711
Nicasio, CA 94946-0711

Dear Superintendent Lohwasser:

Subject: Request for Allowance of Attendance Because of Emergency Conditions
(Fiscal Year 2016–2017), Form J-13A
Nicasio School District

Your request for four emergency days, January 4, 19, and 20, 2017; and February 9, 2017, has been approved. These school closure days may be used to meet the instructional time requirements pursuant to California *Education Code* sections 46200, 46201, 46207, and/or 46208.

We are enclosing your Request for Allowance of Attendance Because of Emergency Conditions, Form J-13A, for Nicasio School District.

If you have any questions regarding this approval, please contact the Principal Apportionment Section, by phone at 916-324-4541 or by e-mail at pase@cde.ca.gov.

Sincerely,

A handwritten signature in blue ink, appearing to read "Peter Foggato".

Peter Foggato, Director
School Fiscal Services Division

PF:ht
Enclosure

cc: Mary Jane Burke, County Superintendent of Schools, Marin County Office of Education

RECEIVED

DUPLICATE

JUL 13 2017

California Department of Education

Form J-13A
by Nicasio School

**REQUEST FOR ALLOWANCE OF ATTENDANCE
BECAUSE OF EMERGENCY CONDITIONS
Form J-13A (Rev. 01-05)**

School District (or Charter School) Name: Nicasio School District
 School District (or Charter School) Address: 5555 Nicasio Valley Road Nicasio, CA 94944
 County-District Code: 21-65409
 County Name: Marin

This form replaces the Form J-13A (Rev. 4-90) and should be used to obtain approval of attendance and instructional time credit under one or more of the following conditions:

- When one or more schools were closed because of conditions described in *Education Code* Section 41422
- When one or more schools were kept open but experienced a material decrease in attendance because of conditions described in *Education Code* Section 46392
- When attendance records have been lost or destroyed as described in *Education Code* Section 46391

Approved credit for instructional time may be used in conjunction with regular instructional days to satisfy the requirements of *Education Code* Section 37202 (equal length of instructional time among schools within a district).

A separate form should be submitted for each emergency event, but credit may be requested for more than one school and under one or more of the foregoing conditions on the same form. Each separate form must include the affidavit of the governing board members and the county superintendent before it can be approved by the State Superintendent of Public Instruction.

The original form (with the board members' affidavit) and two copies should be filed with the county superintendent of schools. If the county superintendent approves the request, he or she should execute the affidavit certifying that approval and forward all pages of the original and one copy of the form to:

Office of Principal Apportionment and Special Education
 School Fiscal Services Division
 California Department of Education
 1430 N Street, Suite 3800
 Sacramento, CA 95814

This form consists of five preprinted pages. Pages 1 and 5 (5C for charter schools) must accompany all submissions. Page 4 (Lost or Destroyed Attendance Records) will not need to be submitted by most districts. Multiple copies of Pages 2 and/or 3 may have to be submitted when claims are made on a school-by-school basis.

California Department of Education

Form J-13A

SCHOOL CLOSURE

Nature of Emergency (describe):

Due to a series of storms, the Nicasio School suffered a power outage on three separate occasions



Name of School(s):

(if request covers all schools, write "all schools")

Nicasio School - single school district

School Code(s):

21-65409-60244

We request that apportionments be maintained and instructional time credited for the above named school(s) without regard to the fact that the school(s) were closed on (dates):

January 4, 19 and 20, 2017 and February 9, 2017

because of the described emergency. Approval of this request authorizes the local educational agency to disregard these days in the computation of average daily attendance (ADA) (per Section 41422) and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to *Education Code* Section 46200, et seq.

If the school closure resulted from a power outage or impassable roads caused by inclement weather, state the number of school closure days for the same conditions in each of the last five years:

Nov 30, 2012, April 24, 2013, Dec 11, 2014

AUG 29 2017

by Nicasio School

State Water Resources Control Board
Division of Drinking Water

August 23, 2017

System No. 2100582

Mikki McIntyre, Manager
Nicasio School
P.O. Box 711
Nicasio, CA 94946

**LONG TERM 2 ENHANCED SURFACE WATER TREATMENT RULE (LT2) E. COLI
MONITORING PLAN APPROVAL**

The State Water Resources Control Board, Division of Drinking Water (Division) has reviewed the August 18, 2017 LT2 *E. coli* monitoring plan (plan) for the Nicasio School. The Division finds the plan to be acceptable and hereby approves the plan. Please ensure that source water monitoring for *E. coli* is conducted every two weeks for 12 months beginning **October 4, 2017**. The method used for bacteriological analysis must determine most probable number (MPN) of total coliform and *E. coli* bacteria up to a density of 2,400 organisms per 100 milliliters (ml) of sample. The results from each month of sampling must be submitted directly to the Division by the analyzing laboratory before the 10th day of the following month.

If you have any questions, please contact Marianna Watada of my staff at (707) 576-2076.

Sincerely,



Janice M. Thomas, P.E., Sonoma District Engineer
Division of Drinking Water
STATE WATER RESOURCES CONTROL BOARD

Enclosure

CC: Michael Thiele, Operator, P.O. Box 2689, Petaluma, CA 94953
Gary Mickelson, Operator, P.O. Box 2689, Petaluma, CA 94953

RECEIVED

AUG 18 2017

Santa Rosa Office

State Water Resources Control Board
Division of Drinking Water
50 D Street, Suite 200 Santa Rosa, CA 95404
(707) 576-2145 Fax: (707) 576-2722

Long Term 2 Enhanced Surface Water Treatment Rule (LT2) E. Coli Sampling Plan

System Name: NICASIO SCHOOL System Number: 2100582

E. coli samples must be collected every two weeks from the raw water supply for each surface water treatment plant and analyzed with an enumeration method. Samples must be collected before any treatment. If combined sources cannot be sampled before treatment, each source must be sampled. Results must be reported in Most Probable Number (MPN) and submitted by the lab by the tenth day of the month following the month of sampling to the Division of Drinking Water. **Complete one sheet for each treatment plant and/or source to be sampled.**

Treatment Plant: #1

Source Name: WELL #1 Source type: ☐ Lake/Reservoir ☐ Stream ☒ GWUDI⁽¹⁾

Source Name: _____ Source type: ☐ Lake/Reservoir ☐ Stream ☐ GWUDI⁽¹⁾

Source Name: _____ Source type: ☐ Lake/Reservoir ☐ Stream ☐ GWUDI⁽¹⁾

(1) Ground Water Under the Direct Influence of Surface Water

Sample Dates⁽²⁾

Oct 2017	Nov 2017	Dec 2017	Jan 2018	Feb 2018	Mar 2018
5	1	13	10	7	7
19	15	27	24	21	21
	29				
Apr 2018	May 2018	Jun 2018	Jul 2018	Aug 2018	Sep 2018
4	2	13	11	8	5
18	16	27	25	22	19
	30				

(2) Samples may be collected two days before or after the scheduled sampling date

APPROVED

Date: 8/21/17 By: MFW

If more than one source is used for this treatment plant, designate the months each source will be used in table below:

Month	Sources	Month	Sources
Oct 2017		Nov 2017	
Dec 2017		Jan 2018	
Feb 2018		Mar 2018	
Apr 2018		May 2018	
Jun 2018		Jul 2018	
Aug 2018		Sep 2018	

GARY MICKELSON
Signature

GARY MICKELSON
Printed Name

CONTRACT OPERATOR
Title

8/18/17
Date