

Ella Elementary School

Rob Gregor, Principal
Nou Vang, AP

Report to the Governing Board of the Marysville Joint Unified School District May 14, 2013

Ella Elementary School is in the final year of developing students to meet our goals for the SIG Grant. We continually strive to meet or exceed the goals set forth by the Marysville Joint Unified District Board of Trustees and the State of California. Ella's dedicated staff has given our students the best educational experience possible.

In particular, our focus as outlined in our School Improvement Grant (SIG) is on the academic achievement, growth and progress, and basic needs of our students. In addition, bridging the gap between school and home, in terms of overall communication, continues to be a priority. Our level of parent involvement has steadily improved and our efforts to increase communication with all families remain a priority. Furthermore, maintaining a high student attendance percentage is crucial for seeing better student outcomes in the classrooms and significant overall growth.

Our Annual Yearly Progress (AYP) indicators show that Ella continues to work towards the NCLB requirements. We have continued to focus on making our AYP goals of 2012-13 so we can continue to stay out of Program Improvement (PI). Our school showed significant growth on our API as well. We have grown **120 points** in two years, and we strive to keep going up. Our staff continues to set the goal of improving our scores. Every week, we meet in grade-level groups to focus on growth for all students. For this reason, we expect to see our scores improve again. Our district test scores continue to improve in both Math and ELA. Our math scores have continued to soar on our benchmark tests, and we are growing in language arts. We are using intervention to support our work with students in ELA and have targeted students that are struggling to help them gain a firm foundation in ELA. Teachers are using GLAD (Guided Language Acquisition Development) strategies along with Board Language to help our students with their ELA scores. We also dedicated 20 days last summer to support our students at Ella in ELA, and we will do the same again this summer. We have seen that the extra support has furthered our growth on our overall scores in ELA.

Our teachers continue to develop intervention plans for all students. These plans have served as a guide for tracking and modifying instruction to meet every student's individual needs as they attempt to master California State Content Standards and demonstrate these improved skills on the CST. Teachers continue to meet during grade-level articulation sessions to share

strategies, analyze assessment data, discuss students' needs, and plan according to the pacing guide ("calendared" standards). Teachers are using multiple measures, including classroom work, end-of-unit tests, and benchmark assessments to modify student intervention plans and determine student progress.

Communicating with parents is a priority as mentioned previously. Teachers started the school year by meeting with parents. Parent-teacher conferences have also yielded valuable opportunities for teachers to learn about our students. Teachers understand the importance of effective two-way communication throughout the school year. For parents unable to make conferences, efforts are made to communicate expectations via phone calls, emails, and notes home in order to articulate the importance of the school-home partnership. The school continues to use the dialer to contact parents in the two primary languages spoken by families, Spanish and English. Parent participation levels are growing as a result of adult education classes held on our campus; along with Site Council, PTO, and ELAC meetings held monthly at Ella.

Ella is in the final year of implementation with the SIG Grant. This year, we have started our transition for next year. We are down to two PE Instructors, extra Special Education help, one Turnaround Specialist, a Data Facilitator, and a Student Service Administrator. Next year, we will be without most of this support. We are starting to make the transitions to make this happen.

Developing our community atmosphere is one of the biggest reasons that our families now desire to come to Ella. Teachers, support staff, parents, and students all want to be part of our school community. We have developed school spirit through positive interactions with many of our families. We have created a "Family Atmosphere" at Ella. When you step on our campus, you are greeted with warmth. Students believe they will succeed, and they know their achievements in academics, character, attendance, and life are celebrated. Our staff takes on the challenges that are offered by our unique circumstances and they work to develop successful children.

We are having another great year, and we continue to show growth in all areas at Ella. Our campus continues to look better each day (Thanks to grounds and maintenance!), and our teachers ensure that classroom routines and procedures allow for continual student achievement. We hope to see all of you visit our site soon. Please come to Ella School and share in our wonderful achievements as well as our continual efforts for the children of Olivehurst. They need all the love and support we can give them.



ROGER L. BLAKE, EXECUTIVE DIRECTOR

CALIFORNIA INTERSCHOLASTIC FEDERATION

CIF STATE OFFICE • 4658 DUCKHORN DRIVE • SACRAMENTO, CA 95834 • PH: 916-239-4477 • FX: 916-239-4478 • WWW.CIFSTATE.ORG

TO: SUPERINTENDENT OF PUBLIC SCHOOLS
PRINCIPAL OF PRIVATE SCHOOLS

FROM: ROGER L. BLAKE

RE: ENCLOSED FORM TO RECORD DISTRICT AND/OR SCHOOL REPRESENTATIVES TO LEAGUES

DATE: APRIL 15, 2013

MJUSD SUPT OFFICE
APR 15 2013
RECEIVED/m

Enclosed is a form upon which to record your district and/or school representatives to leagues for **next year, 2013-2014**. It is a form sent every year to you in order to obtain the names of league representatives to every league in the state and to make sure that the league representatives are designated by school district or school governing boards. **It is a legal requirement that league representatives be so designated.**

The education code gives the authority for high school athletics to high school governing boards. The code also requires that the boards, after joining CIF, designate their representatives to CIF leagues. This is a necessity! (Ed. Code 33353 (a) (1))

We are asking that, after action by the governing board, you **send the names of league representatives to your CIF Section office**. Obviously, the presumption behind this code section is that the representatives of boards are the only people who will be voting on issues, at the league and section level, that impact athletics.

If a governing board does not take appropriate action to designate representatives or this information is not given to Section offices within the required time frame, CIF is required to suspend voting privileges (CIF Constitution, Article 2, Section 25, p.17) for the affected schools.

At the State Federated Council level we will be asking that Sections verify that their representatives are designated in compliance with this Ed. Code section.

I hope this gives you a bit of background. Thank you for all you do to help support high school athletics. It is a valuable program in all high schools and we appreciate the support you give to the program and to CIF.

Please return the enclosed form no later than July 2, 2013 directly to your CIF Section Office. Addresses of each section are listed on the back of the form. Please contact us if we can give you further information.

2013-2014 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE)** no later than July 2, 2013.

Marysville Joint Unified School District/Governing Board at its 5/14/13 meeting,
(Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2013-2014 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL Lindhurst High School (LHS)
NAME OF REPRESENTATIVE Bob Eckardt POSITION Principal
ADDRESS 4446 Olive Drive CITY Olivehurst ZIP 95961
PHONE 530-741-6150 FAX 530-741-6171 E-MAIL beckardt@mjuds.com

NAME OF SCHOOL LHS
NAME OF REPRESENTATIVE Bob Jensen POSITION Athletic Director
ADDRESS _____ CITY _____ ZIP _____
PHONE _____ FAX _____ E-MAIL bjensen@mjuds.com

NAME OF SCHOOL LHS
NAME OF REPRESENTATIVE Christine Vahldick POSITION Asst. Principal
ADDRESS _____ CITY _____ ZIP _____
PHONE _____ FAX _____ E-MAIL cvahldick@mjuds.com

NAME OF SCHOOL Marysville High School (MHS)
NAME OF REPRESENTATIVE Gary Cena POSITION Principal
ADDRESS 12 E 18th Street CITY Marysville ZIP 95901
PHONE 530-741-6180 FAX 530-741-7828 E-MAIL gcena@mjuds.com

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

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Superintendent's or Principal's Name Gay Todd Signature _____

Address 1919 B Street City Marysville Zip 95901

Phone 530-749-6102 Fax 530-741-7894

**PLEASE MAIL OR FAX THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.
SEE REVERSE SIDE FOR CIF SECTION OFFICE ADDRESSES.**

2013-2014 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE) no later than July 2, 2013.**

_____ School District/Governing Board at its _____ meeting,
(Name of school district/governing board) (Date)
appointed the following individual(s) to serve for the 2013-2014 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

NAME OF SCHOOL MHS
NAME OF REPRESENTATIVE David Chiono POSITION Athletic Director
ADDRESS _____ CITY _____ ZIP _____
PHONE _____ FAX _____ E-MAIL dchiono@mjustd.com

NAME OF SCHOOL MHS
NAME OF REPRESENTATIVE David Gray POSITION Asst. Principal
ADDRESS _____ CITY _____ ZIP _____
PHONE _____ FAX _____ E-MAIL dgray@mjustd.com

NAME OF SCHOOL MHS
NAME OF REPRESENTATIVE Shevaun Mathews POSITION Asst. Principal
ADDRESS _____ CITY _____ ZIP _____
PHONE _____ FAX _____ E-MAIL smathews@mjustd.com

NAME OF SCHOOL _____
NAME OF REPRESENTATIVE _____ POSITION _____
ADDRESS _____ CITY _____ ZIP _____
PHONE _____ FAX _____ E-MAIL _____

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

(Page 2 of 2)

Superintendent's or Principal's Name _____ Signature _____

Address _____ City _____ Zip _____

Phone _____ Fax _____

**PLEASE MAIL OR FAX THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.
SEE REVERSE SIDE FOR CIF SECTION OFFICE ADDRESSES.**

Formula Grant Electronic Application System for Indian Education (EASIE Final) School Year 2013-14

OMB #: 1810-0021 OMB Expiration Date: 04/30/2013

Type of applicant: LEA (Consortium Leader)
Type of application: Regular formula grant program
Applicant name: Marysville Joint Unified School District
Address: 1919 B Street
City, State, Zip: Marysville, CA 95901
Applicant DUNS Number: 100122274
Applicant NCES Number: 0624090
Applicant PR Award number: S060A130995

Total Final SY 2013-14 Allocation: \$328,771
Grant award start date: July 01, 2013 12:00 AM
Grant award end date: June 30, 2014 12:00 AM
Application Part II version: 1.0
Total Indian student count: 1,706
Total student enrollment: 33,897

Participating LEAs:

LEA name: Marysville Joint Unified School District
City, State: Marysville, CA
NCES number: 0624090
Grades offered: PK,K,1,2,3,4,5,6,7,8,9,10,11,12
Student enrollment: 9,660
Indian student count: 1,257
Increase of 10% or more: N

LEA name: Yuba County Office of Education
City, State: Marysville, CA
NCES number: 0691048
Grades offered: PK,K,1,2,3,4,5,6,7,8,9,10,11,12
Student enrollment: 583
Indian student count: 66
Increase of 10% or more: N

LEA name: Camptonville Elementary
City, State: Camptonville, CA, CA
NCES number: 0607260
Grades offered: K,1,2,3,4,5,6,7,8,9,10,11,12
Student enrollment: 404
Indian student count: 20
Increase of 10% or more: N

LEA name: Plumas Elementary
City, State: Plumas Lake, CA, CA
NCES number: 0631180
Grades offered: K,1,2,3,4,5,6,7,8
Student enrollment: 1,064
Indian student count: 13
Increase of 10% or more: N

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LEA name: Wheatland Elementary
City, State: Wheatland, CA, CA
NCES number: 0642330
Grades offered: K,1,2,3,4,5,6,7,8
Student enrollment: 1,261

Indian student count: 32
Increase of 10% or more: Y

LEA name: Wheatland Union High
City, State: Wheatland, CA, CA
NCES number: 0642350
Grades offered: 9,10,11,12
Student enrollment: 744
Indian student count: 18
Increase of 10% or more: Y

LEA name: Sutter County Office of Education
City, State: Yuba City, CA, CA
NCES number: 0691042
Grades offered: PK,K,1,2,3,4,5,6,7,8,9,10,11,12
Student enrollment: 425
Indian student count: 11
Increase of 10% or more: N

LEA name: Brittan Elementary
City, State: Sutter, CA, CA
NCES number: 0606090
Grades offered: K,1,2,3,4,5,6,7,8
Student enrollment: 455
Indian student count: 18
Increase of 10% or more: Y

LEA name: Franklin Elementary
City, State: Yuba City, CA, CA
NCES number: 0614340
Grades offered: K,1,2,3,4,5,6,7,8
Student enrollment: 472
Indian student count: 12
Increase of 10% or more: Y

LEA name: Live Oak Unified School District
City, State: Live Oak, CA, CA
NCES number: 0622050
Grades offered: K,1,2,3,4,5,6,7,8,9,10,11,12
Student enrollment: 1,789
Indian student count: 22
Increase of 10% or more: Y

LEA name: Marcum-Illinois Union Elementary
City, State: East Nicholas, CA, CA
NCES number: 0623800
Grades offered: K,1,2,3,4,5,6,7,8,9,10,11,12
Student enrollment: 2,258

Indian student count: 8
Increase of 10% or more: N

LEA name: Nuestro Elementary
City, State: Live Oak, CA, CA
NCES number: 0627750
Grades offered: K,1,2,3,4,5,6,7,8,9,10,11,12
Student enrollment: 839
Indian student count: 4
Increase of 10% or more: N

LEA name: Sutter Union High
City, State: Sutter, CA, CA
NCES number: 0638610
Grades offered: 9,10,11,12
Student enrollment: 715
Indian student count: 10
Increase of 10% or more: N

LEA name: Yuba City Unified School District
City, State: Yuba City, CA, CA
NCES number: 0643470
Grades offered: K,1,2,3,4,5,6,7,8,9,10,11,12
Student enrollment: 13,228
Indian student count: 215
Increase of 10% or more: N

2.3 LEA Assessment Information

LEA Name: Marysville Joint Unified School District
NCES #: 0624090

2.3.2 State Assessment Data for Content Area: Mathematics

2.3.2.1 SY 2011-12 Indian Student State Assessment Data

EDFacts Data				LEA Data			
Grade Level	Total # of Indian Students Assessed	# of Indian Students Proficient or Above	% of Indian Students Proficient or Above	Grade Level	Total # of Indian Students Assessed	# of Indian Students Proficient or Above	% of Indian Students Proficient or Above
PK				PK			
K				K			
1				1			
2				2	92	58	63%
3	32	22	69%	3	107	75	70%
4	30	18	60%	4	89	52	58%
5	34	22	65%	5	100	53	53%
6	21	13	62%	6	77	39	51%
7	26	10	38%	7	86	48	56%
8	27	10	37%	8	81	30	37%
9				9	56	14	25%
10	26	12	46%	10	55	14	25%
11				11	60	9	15%
12				12			
Totals	196	107	55%	Totals	803	392	49%

2.3.2.2 SY 2011-12 All Student State Assessment Data

EDFacts Data				LEA Data			
Grade Level	Total # of All Students Assessed	# of All Students Proficient or Above	% of All Students Proficient or Above	Grade Level	Total # of All Students Assessed	# of All Students Proficient or Above	% of All Students Proficient or Above
PK				PK			
K				K			
1				1			
2				2	782	517	66%
3	773	540	70%	3	765	533	70%
4	762	507	67%	4	753	499	66%
5	693	380	55%	5	683	376	55%
6	730	430	59%	6	720	421	58%
7	694	379	55%	7	681	366	54%
8	721	259	36%	8	712	256	36%
9				9	615	127	21%
10	632	296	47%	10	531	99	19%
11				11	490	73	15%
12				12			
Totals	5005	2791	56%	Totals	6732	3267	49%

2.3.2 State Assessment Data for Content Area: Reading (Language Arts/English)**2.3.2.1 SY 2011-12 Indian Student State Assessment Data**

EDFacts Data				LEA Data			
Grade Level	Total # of Indian Students Assessed	# of Indian Students Proficient or Above	% of Indian Students Proficient or Above	Grade Level	Total # of Indian Students Assessed	# of Indian Students Proficient or Above	% of Indian Students Proficient or Above
PK				PK			
K				K			
1				1			
2				2	92	56	61%
3	32	14	44%	3	107	40	37%
4	30	15	50%	4	89	49	55%
5	34	20	59%	5	100	48	48%
6	21	13	62%	6	78	37	47%
7	26	11	42%	7	86	40	47%
8	28	18	64%	8	85	46	54%
9				9	64	32	50%
10	25	12	48%	10	69	31	45%
11				11	74	28	38%
12				12			
Totals	196	103	53%	Totals	844	407	48%

2.3.2.2 SY 2011-12 All Student State Assessment Data

EDFacts Data				LEA Data			
Grade Level	Total # of All Students Assessed	# of All Students Proficient or Above	% of All Students Proficient or Above	Grade Level	Total # of All Students Assessed	# of All Students Proficient or Above	% of All Students Proficient or Above
PK				PK			
K				K			
1				1			
2				2	783	458	58%
3	774	338	44%	3	764	329	43%
4	764	437	57%	4	754	428	57%
5	693	314	45%	5	680	310	46%
6	732	389	53%	6	717	382	53%
7	693	337	49%	7	681	326	48%
8	732	361	49%	8	725	355	49%
9				9	657	322	49%
10	630	277	44%	10	622	243	39%
11				11	611	220	36%
12				12			
Totals	5018	2453	49%	Totals	6994	3373	48%

2.3.2 State Assessment Data for Content Area: Writing**2.3.2.1 SY 2011-12 Indian Student State Assessment Data**

EDFacts Data				LEA Data			
Grade Level	Total # of Indian Students Assessed	# of Indian Students Proficient or Above	% of Indian Students Proficient or Above	Grade Level	Total # of Indian Students Assessed	# of Indian Students Proficient or Above	% of Indian Students Proficient or Above
PK				PK			
K				K			
1				1			
2				2	92	56	61%
3				3	107	40	37%
4				4	89	49	55%
5				5	100	48	48%
6				6	78	37	47%
7				7	86	40	47%
8				8	85	46	54%
9				9	64	32	50%
10				10	69	31	45%
11				11	74	28	38%
12				12			
Totals				Totals	844	407	48%

2.3.2.2 SY 2011-12 All Student State Assessment Data

EDFacts Data				LEA Data			
Grade Level	Total # of All Students Assessed	# of All Students Proficient or Above	% of All Students Proficient or Above	Grade Level	Total # of All Students Assessed	# of All Students Proficient or Above	% of All Students Proficient or Above
PK				PK			
K				K			
1				1			
2				2	783	458	58%
3				3	764	329	43%
4				4	754	428	57%
5				5	680	310	46%
6				6	717	382	53%
7				7	681	326	48%
8				8	725	355	49%
9				9	657	322	49%
10				10	622	243	39%
11				11	611	220	36%
12				12			
Totals				Totals	6994	3373	48%

2.3.3 Attendance and Graduation**2.3.3.1 SY 2011-12 Attendance and Graduation Data**

LEA Data			
Average Daily Attendance for All Students		Average Daily Attendance for Indian Students	
9,325			

EDFacts Data		LEA Data	
Graduation Rate for All Students	Graduation Rate for Indian Students	Graduation Rate for All Students	Graduation Rate for Indian Students
77%	79%	77%	87%

2.3.4 Non-ESEA Assessment Data

None Available

2.4 Project Description

2.4.1 Objectives

Objective: Mathematics

Objective Target Grade Levels: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Services Provided

Service	Frequency	Location	Activities
Mathematics: Intervention	After School	School	Tutoring: Skill Development Individually
Mathematics: Intervention	After School	School	Tutoring: Skill Development in Small Groups
Mathematics: Intervention	After School	School	Tutoring: Homework Assistance Individually
Mathematics: Intervention	After School	School	Tutoring: Homework Assistance in Small Groups
Mathematics: Intervention	After School	Community Centers	Tutoring: Skill Development Individually
Mathematics: Intervention	After School	Community Centers	Tutoring: Skill Development in Small Groups
Mathematics: Intervention	After School	Community Centers	Tutoring: Homework Assistance Individually
Mathematics: Intervention	After School	Community Centers	Tutoring: Homework Assistance in Small Groups
Mathematics: Intervention	Before School	School	Tutoring: Skill Development Individually
Mathematics: Intervention	Before School	School	Tutoring: Skill Development in Small Groups
Mathematics: Intervention	Before School	School	Tutoring: Homework Assistance Individually
Mathematics: Intervention	Before School	School	Tutoring: Homework Assistance in Small Groups
Mathematics: Intervention	Twice a Week	In Class	Tutoring: Skill Development Individually
Mathematics: Intervention	Twice a Week	In Class	Tutoring: Skill Development in Small Groups
Mathematics: Intervention	Twice a Week	In Class	Tutoring: Homework Assistance Individually
Mathematics: Intervention	Twice a Week	In Class	Tutoring: Homework Assistance in Small Groups
Mathematics: Intervention	Twice a Week	Pull-outs	Tutoring: Skill Development Individually
Mathematics: Intervention	Twice a Week	Pull-outs	Tutoring: Skill Development in Small Groups
Mathematics: Intervention	Twice a Week	Pull-outs	Tutoring: Homework Assistance Individually
Mathematics: Intervention	Twice a Week	Pull-outs	Tutoring: Homework Assistance in Small Groups
Mathematics: Intervention	After School	School	Experiential Learning
Mathematics: Intervention	Four Times a Week	School	Experiential Learning
Mathematics: Intervention	Twice a Week	Community Centers	Experiential Learning
Mathematics: Intervention	Special Events	School	Experiential Learning
Mathematics: Intervention	Special Events	Community Centers	Experiential Learning
Mathematics: Intervention	Special Events	Historical Sites	Experiential Learning
Mathematics: Intervention	Special Events	University Campus	Experiential Learning
Mathematics: Intervention	Summer	School	Experiential Learning
Mathematics: Intervention	Summer	Community Centers	Experiential Learning

Objective: Reading (Language Arts/English)

Objective Target Grade Levels: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Services Provided

Service	Frequency	Location	Activities
Reading: Intervention	After School	School	Tutoring: Skill Development Individually
Reading: Intervention	After School	School	Tutoring: Skill Development in Small Groups
Reading: Intervention	After School	School	Tutoring: Homework Assistance Individually
Reading: Intervention	After School	School	Tutoring: Homework Assistance in Small Groups
Reading: Intervention	After School	Community Centers	Tutoring: Skill Development Individually
Reading: Intervention	After School	Community Centers	Tutoring: Skill Development in Small Groups
Reading: Intervention	After School	Community Centers	Tutoring: Homework Assistance Individually
Reading: Intervention	After School	Community Centers	Tutoring: Homework Assistance in Small Groups
Reading: Intervention	Before School	School	Tutoring: Skill Development Individually
Reading: Intervention	Before School	School	Tutoring: Skill Development in Small Groups
Reading: Intervention	Before School	School	Tutoring: Homework Assistance Individually
Reading: Intervention	Before School	School	Tutoring: Homework Assistance in Small Groups
Reading: Intervention	Twice a Week	In Class	Tutoring: Skill Development Individually
Reading: Intervention	Twice a Week	In Class	Tutoring: Skill Development in Small Groups
Reading: Intervention	Twice a Week	In Class	Tutoring: Homework Assistance Individually
Reading: Intervention	Twice a Week	In Class	Tutoring: Homework Assistance in Small Groups
Reading: Intervention	Twice a Week	Pull-outs	Tutoring: Skill Development Individually
Reading: Intervention	Twice a Week	Pull-outs	Tutoring: Skill Development in Small Groups
Reading: Intervention	Twice a Week	Pull-outs	Tutoring: Homework Assistance Individually
Reading: Intervention	Twice a Week	Pull-outs	Tutoring: Homework Assistance in Small Groups
Reading: Intervention	After School	School	Experiential Learning
Reading: Intervention	After School	Community Centers	Experiential Learning
Reading: Intervention	Four Times a Week	School	Experiential Learning
Reading: Intervention	Twice a Week	Community Centers	Experiential Learning
Reading: Intervention	Special Events	School	Experiential Learning
Reading: Intervention	Special Events	Community Centers	Experiential Learning
Reading: Intervention	Special Events	Historical Sites	Experiential Learning
Reading: Intervention	Special Events	University Campus	Experiential Learning
Reading: Intervention	Summer	School	Experiential Learning
Reading: Intervention	Summer	Community Centers	Experiential Learning
Reading: Intervention	Special Events	LEA Office/Region	Multicultural Affairs or Events
Reading: Intervention	Special Events	School	Multicultural Affairs or Events
Reading: Intervention	Special Events	School	Storytelling
Reading: Intervention	Special Events	Community Centers	Multicultural Affairs or Events

Reading: Intervention	Special Events	Community Centers	Storytelling
Reading: Intervention	Once a Week	School	Youth Leadership: Groups or Clubs

Objective: Writing

Objective Target Grade Levels: 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12

Services Provided

Service	Frequency	Location	Activities
Language Arts and/or Writing	After School	School	Tutoring: Skill Development Individually
Language Arts and/or Writing	After School	School	Tutoring: Skill Development in Small Groups
Language Arts and/or Writing	After School	School	Tutoring: Homework Assistance Individually
Language Arts and/or Writing	After School	School	Tutoring: Homework Assistance in Small Groups
Language Arts and/or Writing	After School	Community Centers	Tutoring: Skill Development Individually
Language Arts and/or Writing	After School	Community Centers	Tutoring: Skill Development in Small Groups
Language Arts and/or Writing	After School	Community Centers	Tutoring: Homework Assistance Individually
Language Arts and/or Writing	After School	Community Centers	Tutoring: Homework Assistance in Small Groups
Language Arts and/or Writing	Before School	School	Tutoring: Skill Development Individually
Language Arts and/or Writing	Before School	School	Tutoring: Skill Development in Small Groups
Language Arts and/or Writing	Before School	School	Tutoring: Homework Assistance Individually
Language Arts and/or Writing	Before School	School	Tutoring: Homework Assistance in Small Groups
Language Arts and/or Writing	Twice a Week	School	Tutoring: Skill Development Individually
Language Arts and/or Writing	Twice a Week	School	Tutoring: Skill Development in Small Groups
Language Arts and/or Writing	Twice a Week	School	Tutoring: Homework Assistance Individually
Language Arts and/or Writing	Twice a Week	School	Tutoring: Homework Assistance in Small Groups
Language Arts and/or Writing	Twice a Week	In Class	Tutoring: Skill Development Individually
Language Arts and/or Writing	Twice a Week	In Class	Tutoring: Skill Development in Small Groups
Language Arts and/or Writing	Twice a Week	In Class	Tutoring: Homework Assistance Individually
Language Arts and/or Writing	Twice a Week	In Class	Tutoring: Homework Assistance in Small Groups
Language Arts and/or Writing	Twice a Week	Pull-outs	Tutoring: Skill Development Individually
Language Arts and/or Writing	Twice a Week	Pull-outs	Tutoring: Skill Development in Small Groups
Language Arts and/or Writing	Twice a Week	Pull-outs	Tutoring: Homework Assistance Individually
Language Arts and/or Writing	Twice a Week	Pull-outs	Tutoring: Homework Assistance in Small Groups
Language Arts and/or Writing	After School	School	Experiential Learning
Language Arts and/or Writing	After School	Community Centers	Experiential Learning
Language Arts and/or Writing	Four Times a Week	School	Experiential Learning
Language Arts and/or Writing	Twice a Week	Community Centers	Experiential Learning
Language Arts and/or Writing	Special Events	School	Experiential Learning
Language Arts and/or Writing	Special Events	Community Centers	Experiential Learning
Language Arts and/or Writing	Special Events	Historical Sites	Experiential Learning

Language Arts and/or Writing	Special Events	University Campus	Experiential Learning
Language Arts and/or Writing	Summer	School	Experiential Learning
Language Arts and/or Writing	Summer	Community Centers	Experiential Learning
Language Arts and/or Writing	Special Events	LEA Office/Region	Multicultural Affairs or Events
Language Arts and/or Writing	Special Events	School	Multicultural Affairs or Events
Language Arts and/or Writing	Special Events	School	Storytelling
Language Arts and/or Writing	Special Events	Community Centers	Multicultural Affairs or Events
Language Arts and/or Writing	Special Events	Community Centers	Storytelling
Language Arts and/or Writing	Once a Week	School	Youth Leadership: Groups or Clubs

2.4.2 Professional Development

Staff	Professional Development Opportunity
Project Staff	Multi-cultural Education and Sensitivity
Project Staff	LEA-required Training
Project Staff	Standards-based Related Training
Project Staff	Regional Educational Conference
Project Staff	National Educational Conferences
Project Staff	OIE-sponsored Workshops/Sessions
Project Staff	State-sponsored Sessions or Conferences
Project Staff	Other Conferences Related to Indian Education
Project Staff	Subject-specific and Related Training
Teachers and Other School Professionals	State-sponsored Sessions or Conferences
Teachers and Other School Professionals	Multi-cultural Education and Sensitivity
Teachers and Other School Professionals	Subject-specific and Related Training

2.5 Budget

2.5.9 Budget Summary

Allocated Funds: \$328,771	Total Admin %: 4.9%	Budgeted Funds: \$328,771	Unbudgeted Funds: \$0
	Total Admin Funds: \$16,000		
	Waiver Applied For: <input type="checkbox"/>		
Budget Category	Status	Category Subtotal	% of Overall Allocation
Personnel	Finished	\$277,929	84.5%
Travel	Finished	\$1,900	0.6%
Equipment	Finished	\$0	0.0%
Supplies	Finished	\$6,332	1.9%
Contractual	Finished	\$2,000	0.6%
Other	Finished	\$22,000	6.7%
Indirect Costs	Finished	\$18,610	5.66%
Budget Total		\$328,771	100%

2.5.1.1 Personnel

Type of Personnel	Certification Status	Number	% of Time	Admin Cost	Prog. Cost	Fringe Cost	Total
Project Director	Uncertified	1	100%	\$7,500	\$44,157	\$25,091	\$76,748
Liaisons: Home/School or Community	Uncertified	10	30%		\$53,492	\$6,751	\$60,243
Reading Coaches or Specialists	Uncertified	30	10%		\$37,251	\$4,896	\$42,147
Instructional Assistants	Uncertified	1	60%		\$26,509	\$18,777	\$45,286
Support: Clerical or Secretarial	Uncertified	1	40%	\$7,500	\$8,395	\$3,329	\$19,224
Math Coaches or Specialists	Uncertified	30	10%		\$30,500	\$3,781	\$34,281
Category Totals		73		\$15,000	\$200,304	\$62,625	\$277,929

2.5.2.1 Travel

Type of Travel	Admin Cost	Program Cost	Totals
In-District		\$400	\$400
Out of District		\$500	\$500
Professional Development		\$1,000	\$1,000
Category Subtotals	\$0	\$1,900	\$1,900

2.5.3.1 Equipment

Item	Purpose	Admin Cost	Program Cost	Totals
Category Subtotals		\$0	\$0	\$0

2.5.4.1 Supplies

Item	Admin Cost	Program Cost	Totals
Direct Instructional Delivery		\$3,000	\$3,000
Student Consumables		\$2,332	\$2,332
Program Management		\$1,000	\$1,000
Category Subtotals	\$0	\$6,332	\$6,332

2.5.5.1 Contractual

Purpose	Admin Cost	Program Cost	Totals
Direct Instructional Delivery		\$2,000	\$2,000
Student Evaluations			\$0
Program Management			\$0
Category Subtotals	\$0	\$2,000	\$2,000

2.5.6.1 Other

Purpose	Admin Cost	Program Cost	Totals
Direct Instructional Delivery		\$7,000	\$7,000
Student Activities Related to Services		\$10,000	\$10,000
Student Consumables		\$2,000	\$2,000
Program Management	\$1,000		\$1,000
Professional Development		\$2,000	\$2,000
Category Subtotals	\$1,000	\$21,000	\$22,000

2.5.7.1 Indirect Costs

Rate %	Total
6.00%	\$18,610

2.6 Use of Assessment Data

Timeframe of Last Assessment(s) Conducted:		School Year: 2011-12	
Method of Dissemination to Indian Community and Parent Committee		<input checked="" type="checkbox"/> Public hearing for application	
		<input checked="" type="checkbox"/> Parent Committee meeting	
		<input type="checkbox"/> Other open meeting	
How is LEA responding to findings of previous assessment(s)?		<input checked="" type="checkbox"/> No changes in services/programs	
		<input type="checkbox"/> Modifications to services/programs at LEA level	
		<input type="checkbox"/> Modification to services/programs within project	

2.8 Comment

Marysville Joint Unified School District continues to use a writing assessment for grades 3,5,7 and 9. All other districts do not have a separate assessment other than the State Standardized Testing.

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**American Indian Education Program
Marysville Joint Unified School District**

Consortium Agreement

For the purpose of applying for the School Year 2013-2014 Indian Education Formula Grant, it is acknowledged by the members of this consortium that Marysville Joint Unified School District will be the lead Local Education agency (LEA) in the application for the Formula Grants to Local Education Agencies (CDFA 84.060) authorized in Elementary and Secondary Education Act.

General Agreement:

- A. We will meet the federal requirements attached (34 CFR 75.127-129).
- B. No member LEA is submitting a separate application as an individual LEA for this same grant.
- C. Each LEA member is legally and individually responsible to:
 1. Carry out the activities we agree to perform; and
 2. Use any funds that we receive, if applicable, in accordance with Federal requirements that apply to the grant, including the parent consultation and committee requirements below.

Parent Consultation and Committee requirements:

- A. The local program for which we seek funding ("Indian Education Program") was developed in open consultation with parents of Indian children and teachers (and Indian students from secondary schools). We held public hearings to provide individuals in each member LEA a full opportunity to understand the program and to offer recommendations regarding the program.
- B. The public hearings were held geographically to offer convenient location to all member LEA populations in the following areas: Marysville, Live Oak, Sutter, Yuba City, Wheatland and Plumas Lake. Legal notices were placed in the Appeal Democrat and notices were mailed out to each LEA Superintendent, each LEA Board of Trustees and all families served by the program.
- C. The Indian Education Program was developed with the participation and written approval of a Parent Committee consisting of Parents representing each of the LEA's in the consortium, Teachers and Secondary students meeting federal requirements (section 7113(c) of the ESEA, Title VII, Part A.).
- D. The Parent Committee has written policies and procedures (Bylaws), including those relating to the hiring of personnel, that will ensure that the Indian Education Program will be operated and evaluated in consultation with, and with the involvement of: parents of children in each LEA representing each area to be served.

Comprehensive Program

These grant funds will be used to carry out, in each member LEA, a comprehensive program for meeting the needs of Indian children, including their language and cultural needs, consistent with federal requirements (ESEA section 7115, 20 USC 7425). The particular activities for this grant will be:

1. Academic Tutoring in Math and English Language Arts --either individually or in small groups as determined by the education program the student is enrolled in and ensuring the best interests of the student.
2. American Indian cultural classes as determined by AI Parent Committee
3. Classroom presentations
4. Field trips
5. Quarterly newsletter announcing program activities
6. Cultural special events and other Cultural workshops
7. Help in choosing a college or other continuing education program
8. Help in finding financial aid for college
9. Referral service for other Indian agencies, activities and events



10. Help with researching Tribal Ancestry

Lead LEA (Lead Education Agency)

- A. The lead consortium member is (Marysville Joint Unified School District, which will act on behalf of all consortium member LEAs.
- B. This agreement binds each member of the group to every statement and assurance made by the lead application in the application.
- C. The lead LEA, Marysville Joint Unified School District is legally responsible for:
 1. The use of all grant funds;
 2. Ensuring that the project is carried out by the group in accordance with Federal requirements; and
 3. Ensuring that indirect cost funds are determined as required by federal regulations (34 CFR 75.564).

Marysville Joint Unified School District	<u>Gay Todd</u> Dr. Gay Todd, Superintendent	<u>4-29-13</u> Date
Britton Elementary School District	<u>Staci Kaelin</u> Staci Kaelin, Superintendent	<u>4-29-13</u> Date
Camptonville Unified School District	<u>Sandra Ross</u> Sandra Ross, Superintendent	<u>4-29-13</u> Date
Franklin Elementary School District	<u>Douglas B. Reeder</u> Douglas Reeder, Superintendent	<u> </u> Date
Live Oak Unified School District	<u>Tom Pritchard</u> Tom Pritchard, Superintendent	<u>4/23/13</u> Date
Marcum Illinois School District	<u>Sharon McIntosh</u> Sharon McIntosh, Superintendent	<u>4/29/13</u> Date
Nuestro Elementary School District	<u>Irwin Karp</u> Irwin Karp, Superintendent	<u>4/29/13</u> Date
Plumas Lake Elementary School District	<u>Jeff Roberts</u> Jeff Roberts, Superintendent	<u>4/29/13</u> Date
Sutter County Office of Education	<u>Bill Cornelius</u> Bill Cornelius, Superintendent	<u>5-1-13</u> Date
Wheatland Elementary School District	<u>Craig Guensler</u> Craig Guensler, Superintendent	<u>4/29/13</u> Date
Wheatland High School District	<u>Vic Ramos</u> Vic Ramos, Superintendent	<u>4-29-13</u> Date
Yuba City Unified School District	<u>Nancy Aaberg</u> Nancy Aaberg, Superintendent	<u>4-29-13</u> Date
Yuba County Office Of Education	<u>Dr. Scotia Holmes Sanchez</u> Dr. Scotia Holmes Sanchez, Superintendent	<u>4/29/13</u> Date
Sutter Union High District	<u>Ryan Robinson</u> Ryan Robinson, Superintendent	<u>5/1/13</u> Date

**Districts served by
Marysville Joint Unified School District's
American Indian Education Program:**

DISTRICT	TOTAL NUMBER OF STUDENTS ENROLLED	TOTAL NUMBER OF INDIAN STUDENTS IDENTIFIED BY THE AIEP
Brittan Elementary School District	455	18
Camptonville Unified School District	425	20
Franklin Elementary School District	491	12
Live Oak Unified School District	1740	22
Marysville Joint Unified School District	9395	1257
Marcum Illinois Elementary School District	2299	8
Nuestro Elementary School District	885	4
Plumas Lake Elementary School District	1077	13
Sutter High School District	681	10
Sutter County Office of Education	403	11
Wheatland High School District	712	18
Wheatland Union School District	1236	32
Yuba City Unified School District	13488	215
Yuba County Office of Education	536	66
Totals	33899	1706

Attached is a detailed student count.

Education Department General Administrative Regulations

Group Applications

□ 75.127 Eligible parties may apply as a group.

- (a) Eligible parties may apply as a group for a grant.
- (b) Depending on the program under which a group of eligible parties seeks assistance, the term used to refer to the group may vary. The list that follows contains some of the terms used to identify a group of eligible parties:
 - (1) Combination of institutions of higher education
 - (2) Consortium
 - (3) Joint applicants
 - (4) Cooperative arrangements

(Authority: 20 U.S.C. 1221e-3 and 3474)

□ 75.128 Who acts as applicant; the group agreement.

- (a) If a group of eligible parties applies for a grant, the members of the group shall either:
 - (1) Designate one member of the group to apply for the grant; or
 - (2) Establish a separate, eligible legal entity to apply for the grant.
- (b) The members of the group shall enter into an agreement that:
 - (1) Details the activities that each member of the group plans to perform; and
 - (2) Binds each member of the group to every statement and assurance made by the applicant in the application.
- (c) The applicant shall submit the agreement with its application.

(Authority: 20 U.S.C. 1221e-3 and 3474)

□ 75.129 Legal responsibilities of each member of the group.

- (a) If the Secretary makes a grant to a group of eligible applicants, the applicant for the group is the grantee and is legally responsible for:
 - (1) The use of all grant funds;
 - (2) Ensuring that the project is carried out by the group in accordance with Federal requirements; and
 - (3) Ensuring that indirect cost funds are determined as required under 75.564(e).
- (b) Each member of the group is legally responsible to:
 - (1) Carry out the activities it agrees to perform; and
 - (2) Use the funds that it receives under the agreement in accordance with Federal requirements that apply to the grant.

(Authority: 20 U.S.C. 1221e-3 and 3474)

(45 FR 22497, April 3, 1980. Redesignated at 45 FR 77368, November 21, 1980, as amended at 59 FR 59581, November 17, 1994)

**Additional Program Assurances for 84.060 - Indian Education Formula Grants
Required for ALL Applications**

1. If the applicant is an LEA, it assures that funds received under this program will be used only to supplement the level of funds that, in the absence of the Federal funds made available under this program, the LEA would make available for the education of Indian children, and not to supplant such funds. (Section 7114(c)(1) of Part A, Title VII)
2. It assures that it will submit a performance report, or, for the last year of a project, a final report, that evaluates at least annually:
 - (a) the grantee's progress in achieving the objectives in its approved application;
 - (b) the effectiveness of the project in meeting the purposes of the program; and
 - (c) the effect of the project on participants being served by the project. (34 CFR 75.590)
3. It assures that it will cooperate in any evaluation of the program by the Secretary. (34 CFR 75.591)
4. It assures that the program for which funds are sought is based on a comprehensive local assessment and prioritization of the unique educational and culturally related academic needs of the American Indian and Alaska Native students for whom the LEA is providing an education. (Section 7114(c)(3) of Part A, Title VII)
5. It assures that it will use the best available talents and resources, including persons from the Indian community. (Section 7114(c)(3) of Part A, Title VII)
6. It assures that it has developed the project for which application is made (a) in open consultation with parents of Indian children and teachers and, if appropriate, Indian students from secondary schools, including through public hearings held to provide a full opportunity to understand the program and to offer recommendations regarding the program; and (b) with the participation of a parent committee selected in accordance with section 7114(c) of the statute; and (c) with the written approval of that parent committee. (Section 7114(c)(3)(4) of Part A, Title VII)
7. It assures, if it is a local educational agency, that the parent committee will adopt and abide by reasonable by-laws for the conduct of the activities of the committee. (Section 7114(c)(4) of Part A, Title VII)
8. It assures that the policies and procedures, and sets forth such policies and procedures, including policies and procedures relating to the hiring of personnel, will ensure that the program will be operated and evaluated in consultation with, and with the involvement of, parents of the children, and representatives of the area, to be served. (Section 7114(c)(4) of Part A, Title VII)
9. It assures that an application for inclusion of these program funds in a Title I school-wide project, has been approved, in writing, by the parent committee and that the parent committee was allowed to review the application in a timely fashion, has determined that the program will not diminish the availability of culturally related activities for American Indians and Alaska Native students, and has determined that the Title I schoolwide project meets the purpose of the Indian education formula grant program. (Sections 7114(c)(4)(D) and 7115(c) of Part A, Title VII)
10. It assures that it will directly administer or supervise the administration of the project. (34 CFR 75.701)
11. It assures that it will keep records related to grant funds, program compliance and program performance and will afford the Secretary access to these records as the Secretary may find necessary to assure the correctness and verification of reports made by the applicant. (34 CRR sections 75.730-.732)
12. It assures that it has fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds. (34 CFR 75.702)



13. Pursuant to Section 9306(a) of the Elementary and Secondary Education Act, it assures that:

- The program will be administered in accordance with all applicable statutes, regulations, program plans and application;
- The control of funds provided under the program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities and who will administer these funds and property to the extent required by the authorizing statute;
- The applicant will adopt and use proper methods of administering the program, including – the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out the program; and the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
- The applicant will cooperate in carrying out any evaluation of the program conducted by or for the State education agency (SEA), the Secretary or other Federal officials;
- The applicant will use fiscal control and funds accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under this program;
- The applicant will make reports, maintain records, provide information, and afford access to the State education agency and the Secretary as may be necessary to enable the SEA and the Secretary to carry out and perform their duties under this program; and
- Before the application is submitted, the applicant affords a reasonable opportunity for public comment on the application and has considered those comments.

PARENT COMMITTEE APPROVAL OF A TITLE VII FORMULA GRANT PROGRAM

(Note: Not applicable to elementary and secondary schools funded by the Bureau of Indian Education or tribes that apply in lieu of an LEA)

LEA Name: MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT
 Address: 1919 B STREET
 City/State: MARYSVILLE, CA Zip 95901

This certifies that the Parent Committee for the above LEA has participated in the development of the application herein submitted and approves the proposed project.

(Note: The LEA and Parent Committee (PC) are to locally determine the number of PC members that are required for PC approval of the application.)

[Signature] 5-1-13
 Name, Co-Chairperson Date

[Signature] 5-1-2013
 Name, Co-Chairperson Date

[Signature] 5-1-13
 Name, Vice Chairperson/Nuestro Date

[Signature] 5-1-13
 Name, MJUSD, Title Date

[Signature] 5-1-13
 Name, YCOE, Title Date

[Signature] 5-1-13
 Name, SCOE, Title Date

[Signature] 5-1-13
 Name, Camptonville, Title Date

[Signature] 5-1-13
 Name, Wheatland Elem, Title Date

[Signature] 5-1-13
 Name, Wheatland High, Title Date

[Signature] 5/1/13
 Name, Live Oak, Title Date

[Signature] 5-1-13
 Name, Sutter High, Title Date

[Signature] 5-1-13
 Name, Brittan, Title Date

[Signature] 5-1-13
 Name, Plumas Lake, Title Date

[Signature] 5/1/13
 Name, Marcum-Illinois, Title Date

[Signature] 5-1-2013
 Name, Yuba City Unified, Title Date

[Signature] 05/01/2013
 Name, Franklin, Title Date

Check the type of application submitted. Check only one box:

☒ The application submitted is for a regular formula grant project.

☐ The application submitted will include project funds in a Title I school-wide program. The Parent Committee also certifies it had an opportunity to review the program in a timely fashion and determines that the school wide program is consistent with the purpose of the formula grant program and does not diminish the availability of culturally-relevant activities.

☐ The application submitted will consolidate Federal programs funded for the purpose of providing education and related services to Indian students. The Federal funds identified within the budget to be consolidated are those that are allocated under a statutory or administrative formula for the purposes of providing education and related services that would be used to Indian students (*see Integration of Services under Section 7116*).

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Approved by the Board of Trustees at the _____ board meeting.

Request Form for New Course and/or Textbook(s)/Materials(s)

- ☐ Change of Text ☒ Add as a Supplement ☐ Existing textbook/reordering
☐ Text for New Course ☐ English Learners/Comite' Compliance [Currently not listed on textbook list]
☐ NEW COURSE: _____

For use beginning with the semester of:

☐ Fall ☒ Spring Year 2012-13

This form will provide the Board of Trustees, administration, and teachers an overview of the strengths this proposed textbook(s)/material(s) will support a particular course.

Textbook(s)/Material(s) Title Their Eyes Were Watching God

Author: Zora Neale Hurston

Publisher: Harper Perennial

Copyright: 1937

Price: \$13.95

ISBN # 0-06-093141-8

School: Marysville Charter Academy

Teacher/Department Requesting: English

Funding Source _____ Grade Level(s): 11th

Title of Course/Subject: English 11

Course Description(s) Covered: English

Does this textbook(s)/material(s) cover the content standards?

- ☐ Yes, thorough coverage/alignment
☐ Yes, moderate coverage/alignment

Will this textbook(s)/material(s) be used at all MJUSD high schools?

☐ Yes ☒ No

If no, why not? _____

Has the decision to request this textbook(s)/material(s) been discussed by all MJUSD high schools?

☐ Yes ☒ No

If no, why not? _____

Are there sections and/or passages in the textbook(s)/material(s) a parent/guardian or student may find objectionable?

☒ Yes ☐ No

If yes, **explain in detail:** (*Violence: How much? What kind? (guns, fighting, knives, swords, etc./Profanity: sexual expressions, inappropriate verbiage and/or innuendoes, etc:*

Some Language, mention of rape during slavery, some domestic abuse, wife shoots husband who I s delirious with rabies.

Examples:

Pgs. 2, 17, 19, 67, 137, & 184

List Major Content Standard(s) Covered:

29

Please contact Gen Thao (749-6161) if you have

Example:

Reading/Language Arts -

Gr. 9: Literary Response and Analysis: 3.3, 3.6, 3.10

Writing Strategies: 1.1, 1.5, 1.7, 1.8

History-Social Science -

Grade 12: Principles of American Democracy: 12.1 - #1, #2, #6

Principles of Economics: 12.2 - #2, #3, #8, #10

English 11 - Reading 2.5

Literary Response & Analysis - 3.2, 3.5a - c

Writing Applications 2.2a - e, 2.3a - c

Prerequisites/Guidance Information:

Graduation Requirement:

☒ Yes

☐ No

UC/CSU Credit:

☒ Yes

☐ No

Is this an elective class?

☐ Yes

☒ No

Course Length 1 Year

Credits 10

Additional comment(s) teacher/department would like to express in support of their decision to choose the proposed textbook(s) or basic learning material(s): This text is used in American Literature and is an excellent portrayal of the Harlem Renaissance Literary movement.

I hereby verify the textbook(s)/material(s):

- meets the legal compliance requirements of Education Code Sections 60040-60047,
- supports MJUSD standards for this course, and
- meets the intent of Board Policy 6205.

Department Chairperson:

Bill Atkins

2/21/2013

Principal Approval:

Ping Malone

2-21-13

Date

Date

Approval:

Lennie Tate
Lennie Tate, Executive Director of Educational Services

2/28/13

Date

☒

Approved

☐ Denied

7/14/05
revised 6/3/11

30

Please contact Gau Thao (749-6161) if you have any questions or need assistance.

Andrea Mejia
Marysville Charter Academy of the Arts
English and Creative Writing Teacher

APR 17 2013

RECEIVED



To Whom it May Concern:

It has been a great privilege to work at MCAA for the past three years. I will not be returning to work next year as I will be taking time off to be a stay at home Mom. Thank you for the opportunity to work at this wonderful school, and I know that whoever takes my place will learn to love it as much as I do.

Sincerely,


Andrea Mejia

April 29, 2013

To Whom It May Concern:

It is with both fond memories and anticipation that I retire from Marysville Joint Unified School District as of June 14, 2013.

Sincerely,



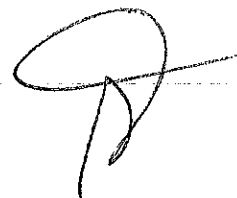
Cheryl "Melanee" Vieira
Browns Valley School

MJUSD
Personnel Dept.

APR 29 2013

RECEIVED

Dorothy Finch
3429 Yorktown Drive
Yuba City, CA 95993
(530) 751-9660



April 21, 2013

Ramiro Cerreón
Assistant Superintendent of Personnel Services
Marysville Unified School District
1919 B Street
Marysville, CA 95991

RE: Retirement Letter


Dear Mr. Carreón,

This letter is to inform you I am retiring from my teaching position with Marysville Joint Unified School District at the end of the 2012-2013 school year, effective June 14, 2013.

I have elected to participate in the Early Retirement Incentive Program for medical benefits until the age of 65.

In closing, I would like to express my appreciation to Marysville Joint Unified School District for the opportunity to be part of the fulfilling world of teaching.

Sincerely,



Dottie (Dorothy) Finch

April 29, 2013

To Whom It May Concern:

This letter is to notify you of my intentions to retire June 14, 2013, after 17 years of many special memories while teaching at Browns Valley Elementary School. *I would like to participate in the early retirement incentive.* 73

Sincerely,

Francelia I. Zito

Francelia I. Zito
Browns Valley School

MJUSD
Personnel Dept.

APR 29 2013

RECEIVED

February 25, 2013

Ramiro Carreon:

It is with both a happy and heavy heart that I submit my letter of intent to retire from the Marysville Joint Unified School District effective June 28, 2012. I am happy to embark on the next phase of my life and to enjoy traveling and visiting my children, but saddened that I will no longer be working with the youth of our community on a daily basis. I have enjoyed my twenty-five year tenure with the district both at Cedar Lane and Arboga, as I have met many people who I am proud to call my friends, have helped to shape the community in a positive way and have been fortunate to have had a career of which I can be proud.

Sincerely,

Karan Curbow

Karan Curbow
3rd Grade Teacher
Arboga Elementary School

MJUSD
Personnel Dept.

APR 18 2013

RECEIVED

April 11, 2013

APR 15 2013

RECEIVED

Dear Mr. Eckardt,


It is only after much thought and prayer that I have made the decision to resign my position as Special Education teacher effective at the end of the work day on June 13, 2013.

I am grateful for the opportunity to have worked here at Lindhurst and with the Marysville Joint Unified School District. My time here has not only helped me grow as a professional educator, but I have also developed some great friendships along the way.

I am very thankful to you for giving me the flexibility to job share these past two years. As you know, this school year has been very difficult for me and for our department. I enjoy being a mother too much to risk repeating another year like this one. My heart wants to be at home with my toddler son full-time.

Thank you for guiding me in my career and for supporting me during my time here at Lindhurst.

Sincerely,


Melyssa Ehnstrom

Cc: Ramiro Carreon

Toni Marquez

April 30, 2013

MAY 1 2013

RECEIVED

To whom it may concern,

This letter is to inform you of my intended retirement at the end of this year.

It has been both a pleasure and honor to work for Marysville Joint Unified School District for almost thirty years. Over the years a huge number of students have passed through my class. I hope that the impact made on these students was a positive one.

Thank you again for allowing me the opportunity to serve.

Respectfully your,



Steve Fleischman
Social Science Teacher
Lindhurst High School

*Please enroll me in the Early Retirement Incentive

Linda School
6801 Dunning Ave
Marysville, CA 95901
January 14, 2013

MJUSD
Personnel Dept
JAN 16 2013
RECEIVED

Personnel, Marysville Joint Unified School District
Attn: Ramiro Carreon and Yvonne Sanchez
1919 B St
Marysville, CA 95901

To Whom It May Concern:

I request to job share for the 2013-2014 school year. I wish to change from 100% full time status to 80% status as a Kindergarten Teacher at Linda School. I intend to share with Vanessa Purdy, who will be taking the remaining 20%. My leave of absence then only pertains to 20% of next school year's contract.

If you have any questions, please contact me.

Sincerely,


Krishna Domingo
274 9844

4/29/13

retirement

retirement

Karen Rife

Sent: Monday, April 29, 2013 1:04 PM

To: Ramiro Carreon

Cc: Karl Ylst; Melanie Stanaland

MJUSD

Personnel Dept.

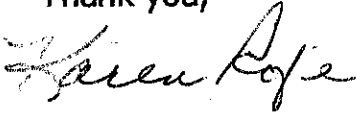
MAY 02 2013

RECEIVED

April 30, 2013

This letter is to confirm my retirement from MJUSD effective May 6, 2013.

Thank you,



Karen Rife

ParaProfessional

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Marysville Joint Unified School District
Categorical Programs District Office Room 110

MJUSD
Personnel Dept.

APR 18 2013

RECEIVED

Memorandum

To: Ramiro Carreon
CC: Jami Larson, Lennie Tate, Penny Lauseng
From: Doug Swift
Date: 4/18/2013
Re: Retirement

It has been a great pleasure having worked at MJUSD during the past 14 years. I have decided to retire on June 30, 2013 and go on a fantasy road trip. I will be traveling the country to attend major league baseball games and then when the seasons change NFL football games. I wish those I have worked with well and will continue the friendships I have made with my coworkers.

A handwritten signature in cursive script, reading "Raymond Doug Swift".

Raymond "Doug" Swift

Valenzuela/CAHSEE Lawsuit Settlement
Quarterly Report on Williams Uniform Complaints

[Education Code § 35186(d)]

2012-2013

District: MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT

Person completing this form: Ramiro G. Carreón

Title: Asst. Supt/Personnel Services

Quarterly Report Submission Date:

(check one)

- ☐ October 2012-1st quarter-(7/1-9/30/12)
☐ January 2013-2nd quarter (10/1-12/31/12)
☒ April 2013-3rd quarter (1/1-3/31/13)
☐ July 2013-4th quarter (4/1-6/30/13)

Date for information to be reported publicly at governing board meeting: May 14, 2013

Please check the box that applies:

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

General Subject Area	Total # of Complaints	# Resolved	# Unresolved
Textbooks and Instructional Materials	0		
Teacher Vacancy or Misassignment	0		
Facilities Conditions	0		
CAHSEE Intensive Instruction and Services	0		
TOTALS	0		

Dr. Gay Todd

Print Name of District Superintendent

Gay Todd

Signature of District Superintendent

April 17, 2013

Date

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School Technology Lead

Classified Position

Job Summary: Under general supervision of the site administrator, the School Technology Lead will assist teachers in elementary, middle and high schools enhance learning through improved integration of technology. The primary focus of the School Technology Lead is to enrich and support teaching and learning, while strengthening the technology skills of students, teachers and staff. A School Technology Lead will assist classroom teachers incorporate technological hardware and software into daily instruction.

Essential Functions (including, but not limited to):

1. Coordinates activities surrounding the professional technological development of administrative staff members and teachers.
2. Provide direct support to teachers through personal campus visitation, observation, coaching and mentoring.
3. Serves as a central liaison between teachers, administrative staff and the district's curriculum and technology departments.
4. Facilitate effective use of learning time by providing professional development related to:
 - a. Maximize increased instructional technology time focused on student academic needs;
 - b. Provide professional development that ensures student engagement when providing differentiated re-teaching and focused interventions utilizing instructional technology
5. Provide professional development and ongoing support with a focus on strategies and activities on integrating technology into daily instruction.
6. Develop guides and other support materials as necessary.
7. Participate in cooperative long-range planning to make the most effective use of resources.
8. Review materials/programs/services and implementation strategies and provide reports as required relative to areas needing improvement and/or modification.
9. Provide leadership in planning and implementing a variety of extended opportunities for student learning.
10. Create learning resources for teachers, staff and students. Identify trends in software and teaching strategies in all content areas.
11. Assess technology skill levels of students, teachers and staff, in order to determine support level and instructional planning. This is not an assessment for evaluation purposes.
12. Other technology-related duties as assigned by the supervisor.

Minimum Qualifications/Job Requirements:

Education:

1. Minimum of Bachelor's degree preferred in computer science information technology or a related area of study and/or demonstrates the skills of instructional technology competencies evidenced by effective classroom implementation.

Experience:

1. Minimum of three years of verifiable education technology experience.
2. Demonstrated training and leadership skills, written and oral communication skills.
3. An understanding of technology integration into classrooms. Ideal candidates should work well with others, be skilled in team management.
4. Have clear goals and strategies for integrating technology into instruction.
5. Familiarity with methods for integrating technology into the curriculum such as online resources, digital portfolios and other forms of assessment.
6. Experience with effective technology teaching strategies in teaching software and hardware skills.

Specific Training/Skills:

1. Strong technology skills in up-to-date computer software, including word processing, database, spreadsheet, Web page development, presentation, digital video and audio editing, image processing, and graphics applications.
2. Knowledge of and ability to use various technology devices (computer, tablet, interactive whiteboard, etc.) in providing educational instruction
3. Current on new instructional technologies and their use in the classroom and a willingness to continue to learn additional instructional technologies.

Other:

1. Ability to coach, mentor, and teach adults.
2. Ability to work cooperatively and collaboratively with others, demonstrate self-discipline and initiative, follow state and district guidelines.
3. Ability to collect and analyze data from a variety of sources, evaluate and make recommendations.
4. Willingness to complete time documentation necessary for categorically funded positions as required.
5. Ability to lift 25 lbs.

RECORDING REQUESTED BY:

AND WHEN RECORDED MAIL TO:

Marysville Joint Unified School District
Facilities Construction Management Dept.
1919 B Street
Marysville, CA 95901

NOTICE OF COMPLETION

NOTICE is hereby given, that **Mark Allgire**, the undersigned and agent to the **Marysville Joint Unified School District**, situated in the County of Yuba, State of California, described as follows and to wit:

Paving & Fencing
P13-00482 Job 8078

Linda Elementary School – 6180 Dunning Avenue, Marysville, CA 95901

That Marysville Joint Unified School District, owner of said land, did on the **17th day of July 2012**, entered into a contract with **Lamon Construction Co., Inc.** for all work **related to construct a new concrete walk, miscellaneous fencing and related sitework to the above site** upon the land above described;

That on the **15th day of April 2013**, the said contract or work or improvements, as a whole, **was actually completed** by the said **Lamon Construction Co., Inc. 881 Market Street, Yuba City, CA 95991**:

That the name and address of all the owner's of said property are as follows:

Marysville Joint Unified School District
1919 B Street, Marysville, CA 95901
County of Yuba, State of California

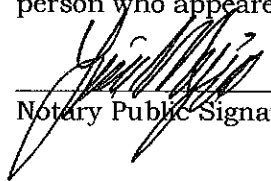
and the nature of owner's title to said property is fee simple.


Mark Allgire
Assistant Superintendent, Business Services

State of California

County of **YUBA**

Subscribed and sworn to (or affirmed) before me on this 19th day of April 2013, by **Mark Allgire**, proved to me on the basis of satisfactory evidence to be the person who appeared before me.


Notary Public Signature



**RECORDING REQUESTED BY:
AND WHEN RECORDED MAIL TO:**

Marysville Joint Unified School District
Facilities Construction Management Dept.
1919 B Street
Marysville, CA 95901

NOTICE OF COMPLETION

NOTICE is hereby given, that **Mark Allgire**, the undersigned and agent to the **Marysville Joint Unified School District**, situated in the County of Yuba, State of California, described as follows and to wit:

Multi-Site: Paving & Site Improvements
P12-04120 Job #'s 8019 / 8103 / 8104 / 8111 / 8091 / 8108

Dobbins Elementary School – PO Box 129, Dobbins, CA 95935
Edgewater Elementary School – 5715 Oakwood Drive, Marysville, CA 95901
Johnson Park Elementary School – 4364 Lever Avenue, Olivehurst, CA 95961
Kynoch Elementary School – 1905 Ahern Street, Marysville, CA 95901
Marysville High School – 12 E. 18th Street, Marysville, CA 95901
McKenney Intermediate School – 1904 Huston Street, Marysville, CA 95901


That Marysville Joint Unified School District, owner of said land, did on the **30th day of May 2012**, entered into a contract with **Lamon Construction Co., Inc. for all work related to the demolition, fencing, shade and play structures and related sitework to the above sites** upon the land above described;

That on the **26th day of April 2013**, the said contract or work or improvements, as a whole, was actually completed by the said **Lamon Construction Co., Inc. 881 Market Street, Yuba City, CA 95991:**

That the name and address of all the owner's of said property are as follows:

Marysville Joint Unified School District
1919 B Street, Marysville, CA 95901
County of Yuba, State of California

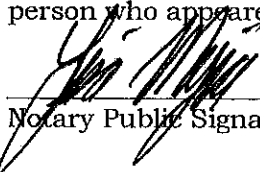
and the nature of owner's title to said property is fee simple.


Mark Allgire
Assistant Superintendent, Business Services

State of California

County of **YUBA**

Subscribed and sworn to (or affirmed) before me on this 6th day of May 2013, by **Mark Allgire**, proved to me on the basis of satisfactory evidence to be the person who appeared before me.


Notary Public Signature



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MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT

RESOLUTION 2012-13/34

Classified School Employees Appreciation Week

WHEREAS, classified school employees provide valuable services to the schools and students of the Marysville Joint Unified School District; and

WHEREAS, classified school employees contribute to the establishment and promotion of a positive instructional environment in the schools and to students of the Marysville Joint Unified School District; and

WHEREAS, classified school employees serve a vital role in providing for the welfare and safety of the Marysville Joint Unified School District's students; and

WHEREAS, classified school employees employed by the Marysville Joint Unified School District strive for excellence in all areas relative to the educational community; and

THEREFORE, BE IT RESOLVED, that the Marysville Joint Unified School District hereby recognizes and wishes to honor the contribution of the classified school employees to quality education in the state of California and in the Marysville Joint Unified School District and declares the week of May 20 through May 26, 2013, as Classified School Employee Week in the Marysville Joint Unified School District.

Passed and Adopted this 14th day of May 2013 by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

ATTEST:

Gay S. Todd, Superintendent
Secretary - Board of Trustees

Jeff D. Boom
President - Board of Trustees