

Grant Award Notification

GRANTEE NAME AND ADDRESS Gay Todd, Superintendent Marysville Joint Unified School District 1919 B Street Marysville, CA 95901-3731 Attention: Scott Procnier, Project Director Program Office: Educational Services Office Telephone: 530-749-6902				CODE GRANT NUMBER			
				FY	PCA	Vendor Number	Suffix
MJUSD SUPT OFFICE SEP 11 2012 RECEIVED/m				12	14512	7273	00
STANDARDIZED ACCOUNT CODE STRUCTURE				COUNTY			
Resource Code				Revenue Object Code		58	
4050				8290		INDEX	
Name of Grant Program California Mathematics and Science Partnership Program, Cohort Seven, Cycle Three				0590			
GRANT DETAILS	Original/Prior Amendments	Amendment Amount	Total	Amend No	Award Starting Date	Award Ending Date	
	\$370,000		\$370,000		07-01-12	09-30-13	
OFDA Number	Federal Grant Number	Federal Grant Name			Federal Agency		
84.366B	S366B110005	Mathematics and Science Partnerships			Dept. of Education		
<p>I am pleased to inform you that you have been funded for the California Mathematics and Science Partnership (CaMSP) grant program.</p> <p>This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.</p> <p>Please return the original, signed Grant Award Notification (AO-400) within ten days of receipt to:</p> <p style="text-align: center;">Maxine Wheeler, Associate Governmental Program Analyst Science, Technology, Engineering, and Mathematics Office California Department of Education 1430 N Street, Suite 4309 Sacramento, CA 95814-5901</p>							
California Department of Education Contact Maxine Wheeler				Job Title Associate Governmental Program Analyst			
E-mail Address mwheeler@cde.ca.gov					Telephone 916-323-4746		
Signature of the State Superintendent of Public Instruction or Designee Tom Tomblinson					Date August 29, 2012		
CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS							
On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both; and I agree to comply with all requirements as a condition of funding.							
Printed Name of Authorized Agent Gay Todd, Ed.D.				Title Superintendent			
E-mail Address gtodd@mjusd.com					Telephone 530-749-6101		
Signature 					Date 		

Estimate of Charges

Agreement # 0439

Type of Training/Service: Site-based professional development to support the teaching of English Learners and English Language Arts.

Description: Provide Marysville Joint Unified School District a maximum of 70 days of site-based professional development to support teachers and administrators in the instruction of English Learners and English Language Arts.

Dates: July 1, 2012 – June 30, 2013

Locations: Marysville Joint Unified School District
1919 B Street
Marysville, CA 95901

Number of Participants	Description	Estimated Total
N/A	The estimate is based on SCOE providing a maximum of 70 days of site-based professional development to Marysville Joint Unified School District to support teachers and administrators in the instruction of English Learners and English Language Arts between July 1, 2012, and June 30, 2013, and the guarantee by the District to pay a rate of \$550.00 per day.	\$38,500.00

Please make Purchase Order or Check payable to:
Sacramento County Office of Education
ATTN: Financial Services
K-12 English Language Arts
P.O. Box 269003
Sacramento, CA 95826-9003

MEMORANDUM OF UNDERSTANDING

Agreement # 0439

This Memorandum of Understanding (MOU) is between the Sacramento County Office of Education, hereinafter referred to as "SCOE," and Marysville Joint Unified School District, hereinafter referred to as "District."

The purpose of this MOU is to detail the roles and responsibilities of SCOE and the District in regards to delivering instructional support services to district and school staff. Once signed by both parties, this MOU is in effect from July 1, 2012 through June 30, 2013.

The SCOE agrees to:

1. Provide a maximum of 70 days of site-based professional development to Marysville Joint Unified School District to support teachers and administrators in the instruction of English Learners and English Language Arts.
2. Provide contact(s) for all work under this agreement: Lois Mendoza (916) 228-2632
lmendoza@scoe.net
3. Invoice School upon completion of services

Service Date(s): To be determined (between July 1, 2012 and June 30, 2013)

Service Location: Marysville Joint Unified School District
1919 B Street
Marysville, CA 95901

Billing Address: Same as above

The District agrees to:

1. Provide a primary contact person for all work under this agreement. The contact will be: Lennie Tate, Executive Director Educational Services, (530) 749-6159 ltate@mijusd.com
2. Ensure district representative is available during sessions.
3. Meet with SCOE staff to discuss a proposed schedule and designate specific dates for above support to occur.
4. Pay SCOE money due within 90 days of invoicing.

Fee structure: Daily rate: \$550.00 x 70 days = \$38,500.00.

Indemnity. SCOE shall indemnify, defend, and hold harmless District, its officers, agents, and employees from and against any and all loss, cost, damage, expense (including attorney's fees), claim, suit, demand, or liability of any kind or character to any persons or property arising from or relating to any negligence of SCOE, its officers, agents, or employees.

District shall indemnify, defend, and hold harmless SCOE, its officers, agents, and employees from and against any and all loss, cost, damage, expense (including attorney's fees), claim, suit, demand, or liability of any kind or character to any persons or property arising from or relating to any negligence of District, its officers, agents, or employees.

SCOE and District shall monitor this agreement to oversee implementation of project activities.

Sacramento County Office of Education
Sue Stickel, Deputy Superintendent

Marysville Joint Unified School District
Gay Todd, Superintendent of Schools


Signature _____ Date _____

Signature _____ Date _____

MEMORANDUM OF UNDERSTANDING
Agreement 13-1154

This Memorandum of Understanding (MOU) is between the **Sacramento County Office of Education**, hereinafter referred to as "SCOE" and **Marysville Joint Unified School District**.

Once signed by both parties, this MOU is in effect from **July 1, 2012** through **June 30, 2013**.

SCOE agrees to:

1. Provide a primary contact person for all work under this agreement: The contact will be:
Kou Vang, Curriculum Specialist
cell 916-709-8372
kvang@scoe.net
2. Provide up to 50 days of support to the district coaches, teachers and administrators with:
 - i) Facilitation of Data Analysis and Collaboration
 - a. Work with and provide coaching support
 - i. Assessment preview
 - ii. Data Analysis of summative and interim assessments
 - iii. Instructional planning
 - b. Implementation of the collaboration meeting process
 - c. Facilitation of the meetings and training staff to facilitate the meetings
 - d. Supporting the process for making instructional changes based on the action plans generated at the collaboration meetings
 - ii) Classroom walk throughs
 - iii) Strategies for student engagement
 - iv) Support for the implementation of the current ELA programs
 - v) Invoice District semiannually

Marysville Joint Unified School District agrees to:

1. Provide a primary contact person for all work under this agreement: The contact will be:
Lennie Tate, Executive Director of Educational Services
530-749-6902
ltate@mjusd.com
2. Provide facility insurance and indemnification
3. Pay SCOE money due within 90 days of invoicing. Projected expense: up to 50 days @ \$550 per day (estimate \$27,500)

Indemnity. SCOE shall indemnify, defend, and hold harmless District, its officers, agents, and employees from and against any and all loss, cost, damage, expense (including attorney's fees), claim, suit, demand, or liability of any kind or character to any persons or property arising from or relating to any negligence of SCOE, its officers, agents, or employees.

District shall indemnify, defend, and hold harmless SCOE, its officers, agents, and employees from and against any and all loss, cost, damage, expense (including attorney's fees), claim, suit, demand, or liability of any kind or character to any persons or property arising from or relating to any negligence of District, its officers, agents, or employees.

SCOE and District shall monitor this agreement to oversee implementation of project activities.

Sacramento County Office of Education:
Sue Stickel, Deputy Superintendent

Marysville Joint Unified School District:
Dr. Gay Todd, Superintendent

 7/4/12
Signature and Date

Signature and Date

TRI-COUNTY REGIONAL OCCUPATIONAL PROGRAM
2012 - 2013 SCHOOL YEAR

THIS AGREEMENT, is made and entered into this first day of July, 2012. The parties to the contract are the Tri-County Regional Occupational Program established by and operated by the Sutter County Superintendent of Schools serving as the LEA for all ROP funding received by the State of California pursuant to California Education Code 52301, hereinafter to be referred to as "Tri-County R.O.P." and *MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT*, 1919 B Street, Marysville, hereinafter to be referred to as "the District". Both Tri-County R.O.P. and the District agree to all of the following contract provisions:

A. ADMINISTRATION & COORDINATION:

The District agrees to render services to Tri-County R.O.P. programs, under their jurisdiction, including the following:

1. Direct and coordinate the operation of all Tri-County R.O.P. programs under the terms and conditions of the Tri-County R.O.P. Board Policy and Regulations, and in compliance with the California State Plan for Vocational Education, Title V, California Administrative Code, and the Education Code. This shall include, but not be limited to, supervision of all ROP funded staff, instructional programs, and recruitment of district students into ROP programs.
2. Work with the Tri-County R.O.P. Director and staff in the development of career pathways which focus on the creation of clear course sequences within industry clusters. Every effort should be made to develop courses that are considered "capstone courses", i.e. the final course of a sequence of courses or courses that are rigorous and meet A-G college requirements, and implementing curriculum changes or CTE course offerings that are mandated by Federal or State law.

A. ADMINISTRATION & COORDINATION (cont'd):

3. Submit all necessary data in a timely manner including: course changes, master schedules, bell schedules, enrollment reports, attendance, mark reporting, and follow-up information.
4. Maintain an inventory of capital outlay items purchased with Tri-County R.O.P. funds at the district office. All changes in R.O.P. inventory will be reported to the ROP administrative office in a timely manner, including the disposal of R.O.P. inventory that is broken, obsolete or otherwise unusable. (See Tri-County R.O.P. Policy #3017.1)
5. Organize Employer Advisory Committees for each course whose membership shall include a majority of business/industry representatives relative to the course taught as required by Tri-County R.O.P. Board Policy and Regulations and California Education Code. Employer Advisory Committees must meet at least once each program year. Failure of a teacher to hold an Employer Advisory Committee Meeting and submit minutes of that meeting to Tri-County R.O.P. may result in cancellation of that course. Students, instructional aides, other site teachers and site administrators who attend are not to be considered members of the Employer Advisory Committee.
6. Attend the Tri-County R.O.P. Steering Committee meetings scheduled five times per year and other meetings as required. Attendance is critical to ensure the District is represented, allowing for participation in all matters relevant to Tri-County R.O.P. operations. In any event, a voting member from each District must be present at 80% of the regularly scheduled Tri-County R.O.P. meetings or at least four of the five regularly scheduled meetings. The Tri-County R.O.P. Steering Committee, at the request of the District, may approve the membership of an alternate voting member, such as a vice-principal or other appropriate candidates, with the approval of the ROP Director. (See Tri-County R.O.P. Policy #3013.2)

A. ADMINISTRATION & COORDINATION (cont'd):

7. Following ROP policies and procedures and subject to funding received by the State of California, develop and submit budgets for each program to be funded. Budget forms provided by Tri-County R.O.P. must be used and submitted by deadlines given. Budgets must be approved prior to the beginning of the new school year.
8. Budget Controls:
 - a. Approval of the Tri-County R.O.P. Director must be obtained for any capital outlay or equipment replacement purchases, which have not been approved in the program budget.
 - b. Budget transfers between programs, or major object line items within a program, must be approved by the Tri-County R.O.P. Director. Expenditure of funds in anticipation of approval is not permitted.
 - c. Tri-County R.O.P. budget revisions shall be submitted to the Tri-County R.O.P. Director within 30 days of when District salary schedules and/or fringe benefits are altered.
9. No contract may be made in the name of Tri-County R.O.P. without the consent of the Tri-County R.O.P. Director, the Sutter County Superintendent of Schools, and the Sutter County Board of Education.
10. Maintain the health and safety of employees, students, and others as it relates to Tri-County R.O.P. classrooms and worksites. (See Tri-County R.O.P. Policy #6015.2)
11. Tri-County R.O.P. agrees to reimburse the District, based on the 2007-08 base cap a.d.a., \$68.00 per a.d.a. for reimbursement of expenses incurred in providing administration services to benefit Tri-County R.O.P. students as outlined in this contract. Please see the attached administration allocation table.¹

B. INSTRUCTION:

1. Tri-County R.O.P. will provide funding for thirty-six (36) sections of career-technical education program(s) for the benefit of qualified students of the District under the California State Plan for Vocational Education and Federal Vocational Education Act, as amended through this agreement with the District, in order to prepare such students for immediate employment and/or advanced training; and
2. The District is a public school district with extensive capabilities and experience in career-technical instruction and training and employs teachers holding valid California teaching credentials for each career-technical program covered by this agreement; and
3. The District operates on a basis of sound administrative policies, adheres to ethical practices, and declares financial resources are adequate to insure operation for the duration of this contract; and
4. The District's physical facilities meet requirements of state and local safety and health regulations and its equipment and instruction material are adequate and suitable for the courses offered and the number of students in attendance; and
5. The District has signed an agreement with the Sutter County Superintendent of Schools and other participating school districts establishing the respective rights, duties, and obligations with respect to participating in the Tri-County R.O.P.; and
6. The Tri-County R.O.P. and/or any agency contracting with the Tri-County R.O.P. will not discriminate on the basis of race, color, national origin, religion, sex, age, or handicap in its educational programs, activities or employment practices as required by Title VI of the Civil Rights Act of 1964, Title of the Education Amendments of 1972, the Age Discrimination Act of 1975, Section 504 of the Rehabilitation Act of 1973, and the Vocational Education Act of 1976; and

B. INSTRUCTION (cont'd):

7. The District maintains current, accurate records of students' attendance and progress and consents to inspection by authorized representatives of Tri-County R.O.P.

Now, therefore, in consideration of the conditions, covenants, terms, agreements, and recitals contained herein, it is mutually agreed as follows:

- a. All of the above recitals are true and correct.
- b. The District shall provide facilities, a qualified instructor, instruction, training, and other services for students enrolled in sections funded by Tri-County R.O.P. at the school site located at 4446 Olive Drive, Marysville or 12 East 18th Street, Marysville, or such other leased facilities, as may be deemed appropriate by the District.
- c. The District shall cooperate with Tri-County R.O.P. by providing administrative services, including: admission, counseling, registration, attendance, and achievement records, in the same manner as those maintained for any student in the District. The District also agrees to perform those functions required to effectively administer R.O.P. programs, including supervision of R.O.P. teachers and staff, budget management, timely reporting of data and any other function as required by Tri-County R.O.P. Board Policies and Procedures.
- d. The District shall operate the attached Tri-County R.O.P. classes and/or services in strict agreement with the Tri-County R.O.P. Board Policy and Regulations and according to the major object line item budgets. Audit findings caused by the District's failure to comply with the Tri-County R.O.P. policies and procedures and/or California education codes are the sole responsibility of the District. Any disallowed costs, i.e. loss of generated ADA or other monetary loss, will be borne by the District. Any funds budgeted by the District for a new course that does not receive approval by the Sutter County Board of Education and the California Department of Education will not be reimbursed to the District.

B. INSTRUCTION (cont'd):

- e. Should any course not be approved by the California State Department of Education, the District will be notified in writing by Tri-County R.O.P. and the course will be dropped from the District's master schedule.

**RESERVE FOR SALARIES WILL ONLY PAY FOR DISTRICT
SUBSTITUTE COSTS WHEN:**

1. Substitute is necessary because of illness or personal necessity. (District's policy on illness and personal necessity will not be exceeded for Tri-County R.O.P. charges.)
2. Cost of substitute prorated to that same percentage as the teacher's assignment in Tri-County R.O.P.
3. Substitutes for course related in-service training, course specific field trips, and Tri-County R.O.P. sponsored conferences will be allowed if approved in advance by the Tri-County R.O.P. Director.

NOTE:

- a. Tri-County R.O.P. will be notified on a monthly basis of any substitute charges to be borne by Tri-County R.O.P..
- b. Tri-County R.O.P. Budget Revision Form will be used to notify Tri-County R.O.P. of increased contract commitment.
- c. Records for all Tri-County R.O.P. expenditures must be maintained in accordance with state accounting manual guidelines and Tri-County R.O.P. Board Policy and Regulations.

B. INSTRUCTION (cont'd):

- f. The District agrees to maintain internal control records for each of the Tri-County R.O.P. courses operated. Such records shall be kept according to standard guidelines followed on all federal and/or state funded programs. The District further agrees to furnish Tri-County R.O.P. an audit report and final accounting statement showing all expenditures in each Tri-County R.O.P. course, summarized by major object category, within 60 days of the close of the 2012 - 2013 school year. This accounting statement shall accompany the final invoice from the District and shall be subject to audit by a Sutter County Superintendent of Schools Auditor.
- g. Sites may have their overall budget (inclusive of all programs) factored when the total average enrollment of all programs fails to meet an average enrollment of 14.1 students per class. Averages for individual programs that fall below the 14.1 average will be factored even if the site average exceeds the 14.1 average. Multiple sections of the same program will be averaged together when considering whether or not the program meets minimum attendance requirements. In the event the funding Tri-County Regional Occupational Program receives from the State of California is reduced, deferred, or otherwise delayed, a deficit factor to all final reimbursements may be applied. The deficit factor applied will be determined by the Tri-County Regional Occupational Steering Committee and the Sutter County Board of Education.
- h. Tri-County R.O.P. agrees to reimburse the District, based on the 2012/2013 budget submitted by the District for reimbursement of expenses incurred in providing instruction services to benefit Tri-County R.O.P. students as outlined in this contract. Please see the attached instruction budget table.²

C. TRANSPORTATION:

The District agrees to provide transportation for Tri-County R.O.P. students in accordance with schedules set by the Tri-County R.O.P. Board & Regulations:

1. The District hereby agrees to cover Tri-County R.O.P. students with insurance, as required by law, and at a coverage level no less than provided for all district students.
2. The District agrees to hold Sutter County Superintendent of Schools Office and Tri-County R.O.P. harmless for any accidents, injuries and/or liabilities occurring while the District is performing services covered by this contract.
3. The District also agrees to comply with all pertinent Vehicle Code and Education Code sections dealing with pupil transportation.
4. The District will be responsible for issuing a Tri-County R.O.P. Transportation Card to all students traveling to off-site instruction, including other high schools or worksites.
5. The Tri-County R.O.P. Transportation rate is fixed at the 2011-12 estimated budget of \$63,067. The District will not be reimbursed for actual miles driven.

Sutter County Superintendent of Schools agrees to reimburse the District for actual Tri-County ROP expenditures, not to exceed the total of the Tri-County ROP contract including budget revisions. Districts may submit one mid-year invoice for reimbursement of actual expenditures with the balance due payable upon receipt of a final accounting statement showing all actual expenditures by major account classification within sixty days of the close of the 2012-2013 school year. This accounting statement shall accompany the final invoice from the District. Accounting statements, forms and related records shall be subject to audit by the Sutter County Superintendent of Schools. In the event the funding Tri-County Regional Occupational Program receives from the State of California is reduced, deferred, or otherwise delayed, a deficit factor to all final reimbursements may be applied. The deficit factor applied will be determined by the Tri-County Regional Occupational Steering Committee and the Sutter County Board of Education.

This agreement shall become effective on July 1, 2012, and continue for a period of one year. It may be modified or amended at any time by mutual consent. This agreement supersedes all prior agreements between parties with regard to student contracted career-technical education and training. This contract is subject to review and renewal annually. The essence of the contract is good faith and cooperation between the contracting parties.

IN WITNESS WHEREOF, said parties to this agreement have executed these presents and hereunto set their hands on the day and year herein first agreed.

APPROVAL BY THE CONTRACTING AGENCIES:

Bill Cornelius, Superintendent
Sutter County Superintendent of Schools


Date _____

Bob Eckardt, Principal
Lindhurst High School

Date _____

Dr. Gay Todd, District Superintendent
Marysville Joint Unified School District

Date _____



Gary Cena, Principal
Marysville High School

Date 9-10-12

Randy A. Page, Director
Tri-County R.O.P.

Date _____



LICENSING AGREEMENT

This Agreement effective **October 15, 2012**, is made and entered into by **Marysville Joint Unified School District** as Licensee and Document Tracking Services (DTS) as Licenser each a "Party" and collectively the "Parties".

Licensee desires that DTS provide a license to use DTS proprietary web-based application in accordance with the following provisions:

- A. License. DTS hereby grants to Licensee a non-exclusive license to use DTS application in order to create, edit, update, print and track specific documents as described in Exhibit **A** of this agreement.
 - (i) DTS retains all rights, title and interest in DTS application and any registered trademarks associated with the license.
 - (ii) Licensee retains all rights, title and interest in the documents as described in Exhibit **A** of this agreement.
- B. Internet Areas. All parties including third party licensees shall not be permitted to establish any "pointers" or links between the Online Area and any other area on or outside of the DTS login without the prior written approval.
- C. Term of License. The term of the Agreement is for **one (1) year** from the effective date (as noted in paragraph one) of the license agreement.
- D. Personnel. DTS will assign the appropriate personnel to represent DTS in all aspects of the license including but not limited to account set up and customer license inquiries.
- E. Content. DTS will be solely responsible for loading the content supplied by Licensee into DTS secure server and provide complete access to Licensee and its representatives.
- F. Security of Data. DTS at all times will have complete security of Licensee documents on dedicated servers that only authorized DTS personnel will have access to; all login by DTS authorized will be stored and saved as to time of log-in and log-out.
 - (i) Licensee may request DTS to only store Licensee documents for the period of time that allows Licensee and its authorized personnel to create, edit and update their documents.
- G. Management of Database. DTS shall allow Licensee to review, edit, create, update and otherwise manage all content of Licensee available through the Secure Login of DTS.
- H. Customer License. DTS shall respond promptly and professionally to questions, comments, complaints and other reasonable requests regarding any aspect of DTS application by Licensee. DTS business hours are Monday-Friday 8AM PST to 5PM PST except for national/state holidays.
- I. License Fee. Licensee shall pay a fee of **\$4,680**.



- J. Document Set Up Fee. The one-time set up fee for documents as described in Exhibit A and made a part of this Agreement is **\$0**.
- K. Payment Terms. Licensee shall pay the annual licensing fee upon execution of the Agreement between parties and the electronic submittal of the invoice to Licensee.
- L. Number of Documents. The maximum number of documents per school district is limited to **five (5)**.
- M. Warranty. Licensee represents and warrants that all information provided to DTS, including but not limited to narratives, editorials, information regarding schools, is owned by Licensee and Licensee has the right to use and allow use by DTS as called for hereunder and that no copyrights, trademark rights or intellectual property rights of any nature of any third party will be infringed by the intended use thereof. In the event any claim is brought against DTS based on an alleged violation of the rights warranted herein, Licensee agrees to indemnify and hold DTS harmless from all such claims, including attorney fees and costs incurred by DTS in defending such claims.
- N. Definitions.
 - (i) Document. A document is defined as **a)** a specific template provided by CDE or; **b)** any specific word document or forms that have different fields or school references such as elementary, middle or high schools* submitted by District or CDE; or **c)** individual inserts submitted by District or CDE that are integrated into existing documents or are offered as supplemental and/or addendums to other report documents.
 - * Licensee submits a SPSA template for their elementary, middle and high schools, which is counted as three (3) separate documents.
 - (ii) Customized Documents. Any document that is not a standard CDE template is considered a custom document and as such may be subject to additional setup fees; DTS shall provide an estimated cost of these additional fees prior to the execution of this agreement.
- O. Document Setup Fee. DTS will charge a one-time setup fee of \$200 per standard document up to a maximum of \$850 for customized documents.
- P. Additional Fees. Licensee shall pay additional fees if Licensee exceeds the number of documents as described in section L of this agreement. The fee for each additional document is \$39 per document times the number of schools in the district. The fee shall be payable within thirty (30) days from DTS invoice.
- Q. Additional Services. DTS can also provide Data Transfer and Document Translation services to Licensee for an additional fee. The fee for each additional service would be agreed upon between the parties and invoiced at the time the services were requested. The fee shall be payable within thirty (30) days from DTS invoice.



Exhibit A

The following are standard documents to be used in conjunction with the license.

1. 2012 School Accountability Report Card, English (Custom Template)
2. 2012 School Accountability Report Card, Spanish (Custom Template)
3. 2012 School Accountability Report Card, Hmong (Custom Template)
4. 2012 Single Plan for Student Achievement (Custom Template)
5. 2012 Comprehensive Safe School Plan (Custom Template)



The Parties hereto have executed this Agreement as of the Effective Date.

Document Tracking Services, LLC

By: Aaron Tarazon, Assistant Director
Document Tracking Services
6365 Nancy Ridge Drive
San Diego, CA 92121
858-784-0967 - Phone
858-587-4640 - Corporate Fax

Date: September 12, 2012

Licensee

By: Gay Todd, Superintendent

Date: 25 September 2012

Marysville Joint Unified School District



September 12, 2012

Marysville Joint Unified School District
1919 B Street
Marysville, CA 95901

Re: Document Tracking Services

INVOICE #9590102

Pursuant to the licensing agreement between Marysville Joint Unified School District and Document Tracking Services (DTS):

Document Tracking Services

Document Tracking Services [10/15/12 to 10/15/13]:	\$4,680
23 schools and District = 24 sites	
License Agreement includes up to 5 documents	
\$250 per site, discounted to \$195 per site	

Translation Services

2012 Spanish School Accountability Report Card	\$1,800
\$150 x 12 School Accountability Report Cards	

2012 Spanish School Accountability Report Card	\$1,500
\$500 x 3 School Accountability Report Cards	

Total Balance Due: \$7,980

Please Make Checks Payable To: Document Tracking Services

Send to:

Aaron Tarazon, Assistant Director
Document Tracking Services
6365 Nancy Ridge Drive
San Diego, CA 92121
858-784-0967 - Phone
858-587-4640 - Corporate Fax

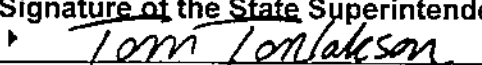

Thank you!

Approved Per Payment (Signature)

Gay Todd, Superintendent
Name/Role (Printed)

18

Grant Award Notification

GRANTEE NAME AND ADDRESS Gay Todd, Superintendent Marysville Joint Unified 1919 B Street Marysville, CA 95901-3731				CDE GRANT NUMBER			
				FY	PCA	Vendor Number	Suffix
				12	14894	7273	00
Attention Gay Todd				STANDARDIZED ACCOUNT CODE STRUCTURE			COUNTY
Program Office Office of the Superintendent				Resource Code	Revenue Object Code		58
Telephone 530-741-6000				3550	8290		INDEX
Name of Grant Program Carl D. Perkins Career and Technical Education Improvement Act of 2006							0615
GRANT DETAILS	Original/Prior Amendments	Amendment Amount	Total	Amend. No.	Award Starting Date	Award Ending Date	
	\$100,390.00	0	\$100,390.00	0	July 1, 2012	June 30, 2013	
CFDA Number	Federal Grant Number	Federal Grant Name			Federal Agency		
84.048A	V048A120005	Carl D. Perkins Career and Technical Education Improvement Act of 2006			Department of Education		
<p>I am pleased to inform you that Marysville Joint Unified has been funded for the Carl D. Perkins Career and Technical Education Improvement Act of 2006.</p> <p>This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.</p> <p>Please return the original, signed Grant Award Notification (AO-400) within 10 days of receipt to:</p> <p style="text-align: center;">Rachel Moran, Staff Services Analyst Program and Administrative Support Office California Department of Education 1430 N Street, Suite 4202 Sacramento, CA 95814-5901</p>							
California Department of Education Contact				Job Title			
Mary Gallet				Education Programs Consultant			
E-mail Address					Telephone		
mgallet@cde.ca.gov					916-445-5723		
Signature of the State Superintendent of Public Instruction or Designee					Date		
					August 14, 2012		
CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS							
On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both; and I agree to comply with all requirements as a condition of funding.							
Printed Name of Authorized Agent				Title			
Gay Todd, Ed.D.				Superintendent			
E-mail Address					Telephone		
gtodd@mjustd.com					530-749-6101		
Signature					Date		
					6 September 2012		

Bob Eckardt - Principal
Lindhurst High School
4446 Olive Avenue
Olivehurst, CA 95961

MJUSD
Personnel Dept.

SEP 13 2012

RECEIVED
September 13th, 2012

Dear Bob,

Please accept this as my resignation from my position as a teacher at Lindhurst High School, effective Friday, September 14th at the end of the business day. I am grateful for the opportunity that you have given me and the mentoring you have shown me as I prepare to enter administration. I regret any inconvenience this will cause and wish you and the staff the best of luck.

Sincerely,



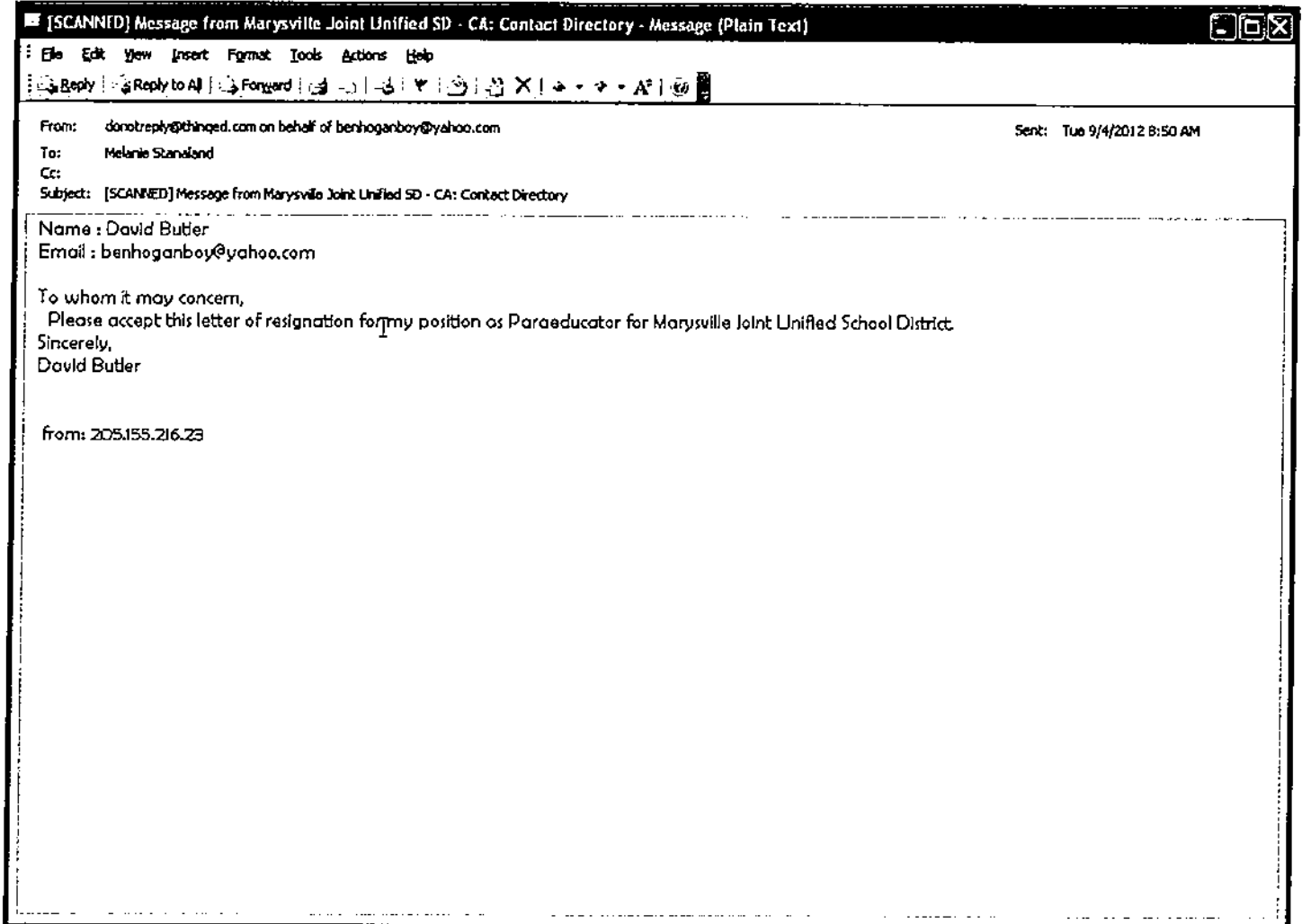
Eric Hoefler

20

MJUSD
Personnel Dept.
SEP 04 2012



RECEIVED



al

August 30, 2012

Ashley Vette
MJUSD STARS Program

MJUSD
Personnel Dept.

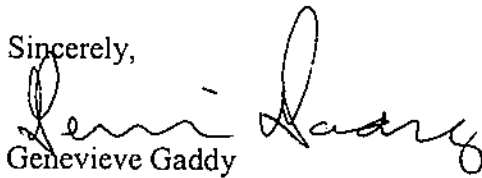
AUG 30 2012

RECEIVED

Dear Ashley

This is my formal notification that I am resigning from the STARS Afterschool Program as a Para-educator. September 12, 2012 will be my last day of employment. I appreciate the opportunities I have been given here and hope your program will be here for many years to come.

Sincerely,


Genevieve Gaddy



September 5, 2012

MJUSD
Personnel Dept.
Sept. 6, 2012 

RECEIVED

Marysville Joint Unified School District
Attn: Personnel Department
1919 B Street
Marysville, CA 95901

Re: Resignation of Employment

To whom it may concern;

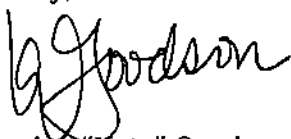
It is with regret that I am giving you notice of my resignation with Marysville Joint Unified School District. The reason for this decision is not because of any negative actions from the District or any of its employees. I have decided to return to my previous employment with the City of Yuba City because this experience has made me realize that Law Enforcement is where I see myself working for the remainder of my career.

I truly apologize for any hardship that might arise as a result of my decision to leave. Leaving after only one month was never my intention when I accepted the position. I would also like to add that during my employment here, Angela Salcido was an excellent trainer and I feel that she is more than capable of doing the job of Administrative Assistant in the Business Services Department.

Unfortunately due to this being a sensitive and somewhat awkward situation, I will not be giving a two week notice. My last day of employment with the District will be September 5, 2012.

Thank you for this opportunity and I'm sorry that it didn't work out.

Sincerely,



Katherine "Raty" Goodson

Received

SEP 05 2012

Assistant Superintendent
Business Services

9/7/12

MJUSD
Personnel Dept.

SEP 14 2012

Att: Personnel (Melanie Staraland)

RECEIVED

To whom it may concern, I am employed by MJUSD and am giving my two-week notice as of today 9/7/12. My last day of work at Arboga School will be Friday 9/21/12. Please accept my letter of resignation, thank you

Amelia Luna
713-4147

MJUSD
Personnel Dept.

SEP 14 2012

RECEIVED



[SCANNED] Resignation - Message (HTML)

File Edit View Insert Format Tools Actions Help

Reply Reply to All Forward Print X - A²

From: Christel Mitchell (ccmranch@gmail.com)

Sent: Fri 9/14/2012 5:22 AM

To: Melanie Stanaland

Cc:

Subject: [SCANNED] Resignation

To whom it may concern:

After receiving a lay off notice at the end of the 2011-12 school year, I have accepted employment elsewhere. I appreciate the opportunity MJUSD has given me. I enjoyed my time employed with your organization. Thank you, Christel Mitchell

Roxanne Tapia
Para-Educator @ Ella Elementary
1985 Baugh St
Olivehurst CA 95961

MJUSD
Personnel Dept.

SEP 14 2012

09-14-2012

RECEIVED

To whom It May Concern,

I am writing to formally notify you that I am resigning from my position here at Ella Elementary Marysville Joint Unified School District. I appreciate the opportunity Ella Elementary has giving me, as well as, the knowledge and support. Working at Ella Elementary as a Para- Educator for the past year and 2 months has been awesome and wish I could stay, but a fulltime opportunity has been offered and I decided to take it. I have been in search of fulltime employment for a couple months now and finally got the call I was waiting for. Marysville Joint Unified School District has been one-stepping stone to my future and I'm grateful for all of the years I put in as a Para-Educator. My last day will be 9-28-2012

Thank you

Roxanne Tapia

received
9/19/12 2:12

RECORDING REQUESTED BY:

AND WHEN RECORDED MAIL TO:

Marysville Joint Unified School District
Victor C. Lopez, Director of Construction
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:

New Classroom Building
P10-02410 Job 8040

Browns Valley Elementary School – 9555 Browns Valley Road, Browns Valley, CA 95918


That Marysville Joint Unified School District, owner of said land, did on the 16th day of October 2009, entered into a contract with United Building Contractors, Inc. for all work related to the construction of a new classroom building, parking lot to the above site upon the land above described;

That on the 13th day of September 2013, the said contract or work or improvements, as a whole, was actually completed by the said United Building Contractors, Inc, 275 Fairchild Avenue, Suite 106 Chico, CA. 95973:

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

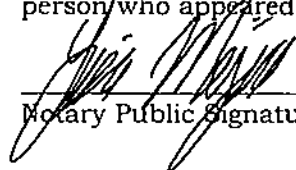
and the nature of owner's title to said property is fee simple.


Mark Allgire
Assistant Superintendent, Business Services

State of California

County of YUBA

Subscribed and sworn to (or affirmed) before me on this 14th day of September 2012, by **Mark Allgire**, proved to me on the basis of satisfactory evidence to be the person who appeared before me.


Notary Public Signature



The County of Yuba

OFFICE OF TREASURER AND TAX COLLECTOR

DAN M. MIERZWA
TREASURER & TAX COLLECTOR



GOVERNMENT CENTER
915 8th STREET, STE. 103
MARYSVILLE, CA 95901-5273

TELEPHONE (530) 749-7840
FAX (530) 749-7844

August 31, 2012

Mark
MUSD SUPT. OFFICE
SEP 04 2012
RECEIVED/lm

TO: School and Special District Boards

FROM: Dan M. Mierzwa, Treasurer & Tax Collector *Dan Mierzwa*

RE: Fiscal Year End Investment Portfolio Summary and G A S B 31

Enclosed for your review and records is the Portfolio Summary Report as of June 30 2011 for the County's Investment Pool, which includes the market (fair) value.

The fair value stated in percentage, which includes interest accrued, but not received is 100.1639%. This information should allow you to comply with the provisions of G A S B 31.

As always, should you have any questions or comments, please do not hesitate to contact me.

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Yuba County Pool Portfolio Management Portfolio Summary June 30, 2012

Yuba County Pool
915 8th Street
Suite 103
Marysville, CA 95901
(530)749-7840

Investments	Par Value	Market Value	Book Value	% of Portfolio	Term	Days to Maturity	YTM/C 360 Equiv.	YTM/C 365 Equiv.
Mutual Funds								
Negotiable CO's	3,500,383.51	3,500,383.51	3,500,383.51	1.24	1	1	0.237	0.240
Federal Agency Issues - Coupon	20,000,000.00	20,051,420.00	19,977,558.29	7.08	919	160	1.185	1.202
Medium Term Corporate Notes	188,500,000.00	169,245,607.25	168,779,082.84	59.80	1,707	160	1.403	1.422
Local Agency Investment Funds	70,130,000.00	68,861,942.12	70,116,815.31	24.84	1,593	1,160	1.875	1.901
Local Agency Issue Coupon	19,750,000.00	19,767,538.00	19,750,000.00	7.00	1	1	0.375	0.380
	100,000.00	100,000.00	100,000.00	0.04	3,870	31	5.425	5.500
Investments	281,980,383.51	281,526,890.88	282,223,819.75	100.00%	1,483	395	1.420	1.439
Cash								
Passbook/Checking (not included in yield calculations)	3,615,427.89	3,615,626.74	3,615,427.89		1	1	0.375	0.380
Total Cash and Investments	285,595,811.40	285,142,318.77	285,839,247.64		1,483	395	1.420	1.439

	June 30 Month Ending	Fiscal Year To Date	Fiscal Year Ending
Total Earnings			
Current Year	178,898.46	3,968,028.99	3,968,028.99
Average Daily Balance	283,990,282.85	285,403,353.65	

"I certify that this report accurately reflects all investments, pooled or specific, and is in conformity with the investment policy filed with the Board of Supervisors as well as within the parameters of the official bonding documents. A copy of this policy is available at the office of the Treasurer. The market values are provided by the custodial banks and trustees pursuant to the bond documentation."

8/31/12

Dan M. Mierzwa, Treasurer & Tax Collector

25

Reporting period 06/01/2012-06/30/2012

Run Date: 08/31/2012 - 13:41

Portfolio POOL
RC
PM (PRF, PM) 7.2.5
Report Ver 7.3.2

Yuba County Pool

Portfolio Management

Portfolio Details - Investments

June 30, 2012

Page 1

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Per Value	Market Value	Book Value	Stated Ratio	S&P	YTM/C 365	Days to Maturity	Maturity Date
Mutual Funds												
SYS1504	1504	CALIF ASSET MANAGEMENT PROGRAM			3,500,383.51	3,500,383.51	3,500,383.51	0.240		0.240	1	
SYS1505	1505	UNION BANK			0.00	0.00	0.00	0.005	AAA	0.005	1	
		Subtotal and Average	3,309,470.39		3,500,383.51	3,500,383.51	3,500,383.51			0.240	1	
Negotiable CD's												
06738U5H8	2147v	BARCLAYS BANK PLC NY		11/30/2009	10,000,000.00	9,998,600.00	10,000,000.00	1.167	AA	1.088	152	11/30/2012
65556QTX1	2146v	NORDEA BANK FINLAND NY		11/12/2009	5,000,000.00	5,013,215.00	5,000,000.00	1.167		1.080	135	11/13/2012
89959BNF8	25v	SVENSKA HANDELSBANKEN		12/29/2011	5,000,000.00	5,039,605.00	4,977,558.29	0.916	AA	1.552	201	01/18/2013
		Subtotal and Average	19,977,558.29		20,051,420.00	20,051,420.00	19,977,558.29			1.202	160	
Federal Agency Issues - Coupon												
31331KKU3	6017	FEDERAL FARM CREDIT BANK		05/13/2011	10,000,000.00	10,051,900.00	10,018,750.00	1.930	AAA	1.865	135	05/13/2015
313378SW7	6048s	FEDERAL HOME LOAN BANK		02/24/2012	10,000,000.00	10,036,650.00	10,000,000.00	0.750	AAA	0.750	54	02/24/2017
313378P70	6051s	FEDERAL HOME LOAN BANK		04/11/2012	5,000,000.00	5,013,085.00	5,000,000.00	1.125	AAA	1.125	10	04/11/2017
313378NR8	6052s	FEDERAL HOME LOAN BANK		04/10/2012	5,011,910.00	5,011,910.00	5,000,000.00	1.000		1.600	9	04/10/2017
313378YC8	6055s	FEDERAL HOME LOAN BANK		04/27/2012	10,022,000.00	10,022,000.00	10,000,000.00	1.000		1.580	26	04/27/2017
313379ZJ7	6056s	FEDERAL HOME LOAN BANK		04/27/2012	5,000,000.00	4,995,150.00	5,000,000.00	1.000		1.000	26	04/27/2017
313379SQ8	6057s	FEDERAL HOME LOAN BANK		05/08/2012	5,000,000.00	5,002,710.00	5,000,000.00	0.500	AAA	0.500	38	05/08/2017
3136FRZE6	6023s	FEDERAL NATIONAL MORTGAGE ASSN		07/25/2011	10,000,000.00	10,022,230.00	10,000,000.00	0.500		1.493	24	07/25/2014
3136FR2N2	6030s	FEDERAL NATIONAL MORTGAGE ASSN		08/19/2011	5,000,000.00	5,022,030.00	5,000,000.00	1.000		1.691	80	08/19/2016
3136FR2N2	6031s	FEDERAL NATIONAL MORTGAGE ASSN		09/19/2011	5,000,000.00	5,022,030.00	5,000,000.00	1.000		1.681	80	09/19/2016
3135G0DY6	6035	FEDERAL NATIONAL MORTGAGE ASSN		10/17/2011	5,000,000.00	5,015,555.00	5,000,000.00	0.750	AAA	0.750	108	10/17/2014
3136FTCL1	6036s	FEDERAL NATIONAL MORTGAGE ASSN		10/26/2011	10,000,000.00	10,035,680.00	10,000,000.00	1.000	AAA	1.000	117	10/26/2016
3136FTDC0	6037s	FEDERAL NATIONAL MORTGAGE ASSN		10/12/2011	5,000,000.00	5,019,835.00	5,000,000.00	1.000		1.664	103	10/12/2016
3136FTFC9	6038s	FEDERAL NATIONAL MORTGAGE ASSN		10/28/2011	10,000,000.00	10,036,010.00	9,993,250.00	0.750		1.757	117	10/28/2016
3136FTFZ7	6039s	FEDERAL NATIONAL MORTGAGE ASSN		10/24/2011	5,000,000.00	5,009,010.00	5,000,000.00	0.650	AAA	0.650	115	10/24/2014
3136FTFV8	6042s	FEDERAL NATIONAL MORTGAGE ASSN		11/07/2011	5,000,000.00	5,021,355.00	5,000,000.00	1.250		1.818	117	10/26/2016
3136FTTS8	6044s	FEDERAL NATIONAL MORTGAGE ASSN		12/28/2011	10,000,000.00	10,028,050.00	10,000,000.00	1.250		1.839	180	12/28/2016
3136FTWGO	6045s	FEDERAL NATIONAL MORTGAGE ASSN		12/28/2011	5,000,000.00	5,015,115.00	5,000,000.00	1.125	AAA	1.125	180	12/28/2016
3136FTZU6	6046s	FEDERAL NATIONAL MORTGAGE ASSN		01/30/2012	5,000,000.00	5,028,625.00	5,000,000.00	0.750		1.587	213	01/30/2017
3135G0AL7	6047	FEDERAL NATIONAL MORTGAGE ASSN		01/19/2012	5,000,000.00	5,045,995.00	5,280,374.33	2.250		0.920	1,353	03/15/2016
3136FTZ77	6048s	FEDERAL NATIONAL MORTGAGE ASSN		03/13/2012	5,000,000.00	5,055,770.00	5,000,000.00	1.000		1.392	255	03/13/2017
3136FT5B1	6050s	FEDERAL NATIONAL MORTGAGE ASSN		03/28/2012	5,000,000.00	5,019,830.00	5,000,000.00	1.000		1.369	98	03/28/2017
3136G0CS8	6054s	FEDERAL NATIONAL MORTGAGE ASSN		04/26/2012	5,000,000.00	5,017,950.00	5,000,000.00	1.125		1.554	117	04/26/2017
3136FT4V8	6058s	FEDERAL NATIONAL MORTGAGE ASSN		05/31/2012	3,500,000.00	3,511,947.25	3,504,593.75	0.750		1.363	270	03/28/2017
3136G0NC1	6059s	FEDERAL NATIONAL MORTGAGE ASSN		06/28/2012	5,000,000.00	4,996,010.00	5,000,000.00	0.750		1.200	362	08/28/2017

Run Date: 08/31/2012 - 13:41

Portfolio POOL
RC
PM (PRE_PMD) 7.2.5

Yuba County Pool
Portfolio Management
Portfolio Details - Investments
June 30, 2012

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Per Value	Market Value	Book Value	Stated Rate	S&P	YTM/C 365	Days to Maturity	Maturity Date
Federal Agency Issues - Coupon												
3136GONC1	80605	FEDERAL NATIONAL MORTGAGE ASSN		06/28/2012	5,000,000.00	4,996,010.00	5,000,000.00	0.750	AAA	0.750	362	06/28/2017
3136F9K87	8224	FEDERAL NATIONAL MORTGAGE ASSN		01/22/2008	5,000,000.00	5,192,815.00	4,999,000.00	4.000	AAA	4.022	205	01/22/2013
		Subtotal and Average	159,779,062.64		168,500,000.00	169,245,607.25	168,779,062.64			1.422	160	
Medium Term Corporate Notes												
36962G4N1	11000V	GENERAL ELECTRIC CAP CORP		09/14/2010	5,000,000.00	4,964,980.00	5,000,000.00	1.217	AA	1.446	1,136	08/11/2015
36962G3Z5	11001V	GENERAL ELECTRIC CAP CORP		10/20/2010	5,130,000.00	5,177,832.12	5,117,394.72	1.468	AA	1.632	449	09/23/2013
36962G4G8	11014	GENERAL ELECTRIC CAP CORP		08/12/2011	5,000,000.00	5,042,050.00	5,229,377.13	3.750		1.850	866	11/14/2014
36962G4N1	11202V	GENERAL ELECTRIC CAP CORP		08/11/2010	10,000,000.00	9,929,960.00	10,000,000.00	1.217	AA	1.465	1,136	08/11/2015
38143USV4	11009	Goldman Sachs		03/23/2011	10,000,000.00	9,241,250.00	10,000,000.00	1.468	A	1.774	1,361	03/23/2016
38141GEG5	11010V	Goldman Sachs		05/12/2011	5,000,000.00	4,640,770.00	4,875,664.59	0.918	A	1.160	1,360	03/22/2016
38143UH20	11015V	Goldman Sachs		12/05/2011	5,000,000.00	4,986,760.00	5,000,000.00	4.150	A	4.150	887	12/05/2014
073928S46	11016V	JPMorgan & Chase Co		02/13/2012	10,000,000.00	10,068,400.00	9,476,204.82	0.857	A	1.488	1,604	11/21/2016
46825HJA8	11017	JPMorgan & Chase Co		02/27/2012	5,000,000.00	5,085,480.00	5,153,900.00	3.150	A	2.510	1,485	07/05/2016
59217EBW3	11004	METLIFE INC		01/14/2011	5,000,000.00	5,105,150.00	5,284,274.06	5.125	AA	2.358	709	06/10/2014
61745EY96	11003V	MORGAN STANLEY DEAN WITTER		12/15/2010	5,000,000.00	4,618,310.00	5,000,000.00	1.468	A	1.958	1,262	12/15/2015
		Subtotal and Average	80,631,678.32		70,130,000.00	68,861,942.12	70,116,815.31			1.901	1,160	
Local Agency Investment Funds												
SYS12000	12000	LOCAL AGENCY INVESTMENT FUND			19,750,000.00	19,767,538.00	19,750,000.00	0.380		0.380	1	
		Subtotal and Average	17,375,000.00		19,750,000.00	19,767,538.00	19,750,000.00			0.380	1	
Local Agency Issue Coupon												
6-27-02-12	12	BVID General Obligation Bond		07/15/2002	100,000.00	100,000.00	100,000.00	5.500		5.500	31	08/01/2012
		Subtotal and Average	100,000.00		100,000.00	100,000.00	100,000.00			5.500	31	
		Total and Average	283,990,282.85		281,980,383.51	281,526,890.88	282,223,819.75			1.439	395	

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Yuba County Pool
Portfolio Management
Portfolio Details - Cash
June 30, 2012

Page 3

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	S&P	YTM/C 365	Days to Maturity
Passbook/Checking Accounts											
SYS1006	1006	US BANK OF CALIFORNIA			3,615,427.89	3,615,626.74	3,615,427.89	0.380		0.380	1
		Average Balance	0.00								
		Total Cash and Investments	283,990,282.85		285,595,811.40	285,142,318.77	285,839,247.64			1,439	395

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Yuba County Bond Portfolio Management Portfolio Summary June 30, 2012

Yuba County Pool
915 8th Street
Suite 103
Marysville, CA 95901
(530)749-7840

Investments	Par Value	Market Value	Book Value	% of Portfolio	Term	Days to Maturity	YTM/C 360 Equiv.	YTM/C 365 Equiv.
Mutual Funds	28,149,573.65	28,155,520.27	28,149,573.65	70.82	1	1	0.190	0.193
Negotiable CD's	7,600,000.00	7,638,608.00	7,600,000.00	19.12	366	5	0.500	0.507
Federal Agency Issues - Coupon	4,000,000.00	4,003,608.00	4,000,000.00	10.06	1,096	143	1.023	1.037
Investments	39,749,573.65	39,797,736.27	39,749,573.65	100.00%	181	16	0.333	0.338
Total Earnings	June 30 Month Ending	Fiscal Year To Date	Fiscal Year Ending					
Current Year	9,265.45	329,345.21	329,345.21					
Average Daily Balance	43,641,054.86							

"I certify that this report accurately reflects all investments, pooled or specific, and is in conformity with the investment policy filed with the Board of Supervisors as well as within the parameters of the official bonding documents. A copy of this policy is available at the office of the Treasurer. The market values are provided by the custodial banks and trustees pursuant to the bond documentation."

Dan Mierzwa 8/31/2012
Dan M. Mierzwa, Treasurer & Tax Collector

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Reporting period 06/01/2012-06/30/2012

Run Date: 08/31/2012 - 13:09

Portfolio BOND
RC
PM (PRF_PM1) 2.2.5
Report Ver 7.3.2

**Yuba County Bond
Portfolio Management
Portfolio Details - Investments
June 30, 2012**

Page 1

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	S&P	YTM/C 365	Days to Maturity	Maturity Date
Mutual Funds												
SYS1509TOBAC0	1509	BLACK ROCK PROVIDENT			0.00	0.00	0.00	2.060	AAA	2.060	1	
SYS1507MGO06	1507	CALIF ASSET MANAGEMENT PROGRAM			0.00	0.00	0.00	0.193	AAA	0.193	1	
SYS1508MJCOP	1508	CALIF ASSET MANAGEMENT PROGRAM			202.09	224.98	202.09	0.193	AAA	0.193	1	
SYS1510YCWA	1510	CALIF ASSET MANAGEMENT PROGRAM			0.00	0.00	0.00	0.193	AAA	0.193	1	
SYS1511YCGOA	1511	CALIF ASSET MANAGEMENT PROGRAM			0.00	0.00	0.00	0.193	AAA	0.193	1	
SYS1512YCGOB	1512	CALIF ASSET MANAGEMENT PROGRAM			0.00	0.00	0.00	0.193	AAA	0.193	1	
SYS1513MJCOPARB	1513	CALIF ASSET MANAGEMENT PROGRAM			0.00	0.00	0.00	0.193	AAA	0.193	1	
SYS1514MGOBDRB	1514	CALIF ASSET MANAGEMENT PROGRAM			17.61	18.57	17.61	0.193	AAA	0.193	1	
SYS1515MGO08	1515	CALIF ASSET MANAGEMENT PROGRAM			3,473.43	3,490.26	3,473.43	0.193	AAA	0.193	1	
SYS1516MGO09	1516	CALIF ASSET MANAGEMENT PROGRAM			12,732,009.20	12,734,631.99	12,732,009.20	0.193	AAA	0.193	1	
SYS1518YCGOC	1518	CALIF ASSET MANAGEMENT PROGRAM		08/01/2011	15,413,871.32	15,417,154.47	15,413,871.32	0.193	AAA	0.193	1	
		Subtotal and Average	30,374,190.56		28,149,573.65	28,155,520.27	28,149,573.65			0.193	1	
Negotiable CD's												
90267AW36	2057YCCDTRAN	UBS AG STAMFORD CT		07/06/2011	7,600,000.00	7,638,608.00	7,600,000.00	0.500	A	0.507	5	07/06/2012
		Subtotal and Average	7,600,000.00		7,600,000.00	7,638,608.00	7,600,000.00			0.507	5	
Federal Agency Issues - Coupon												
3136FTMG1	8152sYCCD	FEDERAL NATIONAL MORTGAGE ASSN		11/21/2011	4,000,000.00	4,003,608.00	4,000,000.00	0.500		1.037	143	11/21/2014
		Subtotal and Average	5,666,864.30		4,000,000.00	4,003,608.00	4,000,000.00			1.037	143	
Local Agency Investment Funds												
SYS12004	12004	LOCAL AGENCY INVESTMENT FUND			0.00	0.00	0.00	1.510		1.510	1	
		Subtotal and Average	0.00		0.00	0.00	0.00			0.000	0	
		Total and Average	43,641,054.86		39,749,573.65	39,797,736.27	39,749,573.65			0.338	16	

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Yuba Levee Financing Authority
Portfolio Management
Portfolio Summary
June 30, 2012

Yuba County Pool
915 8th Street
Suite 103
Marysville, CA 95901
(530)749-7840

Investments	Par Value	Market Value	Book Value	% of Portfolio	Term	Days to Maturity	YTM/C 360 Equiv.	YTM/C 365 Equiv.
Federal Agency Coupon Securities	17,880,000.00	18,833,841.05	18,030,535.31	74.67	1,722	618	2.802	2.841
Passbook/Checking Accounts	4,117,982.47	4,118,759.99	4,117,962.47	17.05	1	1	0.221	0.224
Medium Term Notes	2,000,000.00	1,985,992.00	2,000,000.00	8.28	1,821	1,136	1.482	1.502
Investments	23,977,962.47	24,938,593.04	24,148,497.78	100.00%	1,437	556	2.253	2.284
Total Earnings	June 30 Month Ending	Fiscal Year To Date	Fiscal Year Ending					
Current Year	55,324.03	584,366.43	584,366.43					
Average Daily Balance	24,148,497.78	26,731,169.61						

"I certify that this report accurately reflects all investments, pooled or specific, and is in conformity with the investment policy filed with the Board of Supervisors as well as within the parameters of the official bonding documents. A copy of this policy is available at the office of the Treasurer. The market values are provided by the custodial banks and trustees pursuant to the bond documentation."

8/31/12

Dan M. Mierzwa, Treasurer & Tax Collector

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Reporting period 06/01/2012-06/30/2012

Run Date: 08/31/2012 - 13:01

Portfolio YLFA
RC
PM (PRE_PMI) 7.2.5
Report Ver. 7.3.2

Yuba Levee Financing Authority
Portfolio Management
Portfolio Details - Investments
June 30, 2012

Page 1

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM/JC 360	YTM/JC 365	Days to Maturity	Maturity Date
Federal Agency Coupon Securities												
31331YSV3	6000	Federal Farm Credit Bank		09/23/2008	5,118,000.00	5,625,664.66	5,130,122.84	3.850	3.708	3.780	955	02/11/2015
31331YSV3	6001	Federal Farm Credit Bank		09/23/2008	1,132,000.00	1,244,285.34	1,134,881.33	3.850	3.708	3.780	955	02/11/2015
31331YSG6	6018	Federal Farm Credit Bank		09/23/2008	1,310,000.00	1,394,505.48	1,315,741.22	3.750	3.460	3.508	584	02/05/2014
31331YSG6	6019	Federal Farm Credit Bank		09/23/2008	370,000.00	393,867.96	371,621.57	3.750	3.460	3.508	584	02/05/2014
3133XGVF8	6016	Federal Home Loan Bank		09/23/2008	1,250,000.00	1,310,716.25	1,279,986.78	5.125	3.331	3.377	409	08/14/2013
3133XGVF8	6017	Federal Home Loan Bank		09/23/2008	360,000.00	377,486.28	368,630.43	5.125	3.331	3.377	409	08/14/2013
3133M9SD5	6020	Federal Home Loan Bank		09/23/2008	740,000.00	804,470.28	794,459.70	7.100	3.733	3.785	787	08/27/2014
3133M9SD5	6021	Federal Home Loan Bank		09/23/2008	200,000.00	217,424.40	214,718.84	7.100	3.733	3.785	787	08/27/2014
3137EAAV1	6012	Federal Home Loan Mtg Corp		09/23/2008	1,280,000.00	1,310,474.88	1,304,120.14	5.500	3.112	3.155	50	08/20/2012
3137EAAV1	6013	Federal Home Loan Mtg Corp		09/23/2008	370,000.00	375,872.64	374,048.96	5.500	3.112	3.155	50	08/20/2012
3134G3JR2	6030	Federal Home Loan Mtg Corp		02/03/2012	4,000,000.00	4,003,424.00	4,012,760.00	0.450	0.296	0.300	557	01/08/2014
3136F92A2	6014	Federal National Mtg Assn		09/23/2008	1,330,000.00	1,373,030.82	1,337,471.58	4.000	3.344	3.390	226	02/12/2013
3136F92A2	6015	Federal National Mtg Assn		09/23/2008	390,000.00	402,618.06	392,190.92	4.000	3.344	3.390	226	02/12/2013
Subtotal and Average			18,030,535.31		17,860,000.00	18,833,841.05	18,030,535.31		2.802	2.841	618	
Passbook/Checking Accounts												
SYS1004	1004	CAMP Project Fund			1,991,202.63	1,991,592.91	1,991,202.63	0.250	0.247	0.250	1	
SYS1001 A	1001	U S BANK			2,004,148.70	2,004,533.50	2,004,148.70	0.200	0.197	0.200	1	
SYS1002 A	1002	U S BANK			120,328.32	120,350.34	120,328.32	0.200	0.197	0.200	1	
SYS1003	1003	U S BANK			2,282.82	2,283.24	2,282.82	0.100	0.099	0.100	1	
Subtotal and Average			4,117,962.47		4,117,962.47	4,118,759.99	4,117,962.47		0.221	0.224	1	
Medium Term Notes												
36952G4N1	1011	General Electric		08/16/2010	2,000,000.00	1,985,992.00	2,000,000.00	1.260	1.482	1.502	1,136	08/11/2015
Subtotal and Average			2,000,000.00		2,000,000.00	1,985,992.00	2,000,000.00		1.482	1.502	1,136	
Total and Average			24,148,497.78		23,977,962.47	24,938,593.04	24,148,497.78		2.253	2.284	556	

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Portfolio YLEA
RC
PM (PRF_PM2) 7.2.5

Yuba Levee Financing Authority
Portfolio Management
Portfolio Details - Cash
June 30, 2012

Page 2

CUSIP	Investment #	Issuer	Average Balance	Purchase Date	Par Value	Market Value	Book Value	Stated Rate	YTM/C 360	YTM/C 365	Days to Maturity
	Average Balance		0.00								
	Total Cash and Investments		24,148,497.78		23,977,962.47	24,938,593.04	24,148,497.78		2.253	2.284	0
											556

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School Business Consulting

MEMORANDUM

Date: September 3, 2012

To: Gay Todd
Mark Allgire

From: Terri Ryland

Subject: Review of Paragon Extension Request – Revised

Per your request, I have reviewed the various summaries, budgets and documents from the California Department of Education and Paragon Collegiate Academy in order to provide financial comments and analysis related to Paragon Collegiate Academy's request for a two-year extension. My initial review raised a number of significant concerns and/or questions, so I requested additional information from Lisa Reese. This information has now been received and I have adjusted my comments accordingly.

Comments of note in the Executive Summary include:

- In 2011-12, teachers at Paragon Collegiate Academy (PCA) participated in weekly professional development trainings, held on early release days. In 2012-13, teachers will participate in monthly, day-long professional development trainings. I requested documentation to review the school calendar and bell schedules to be sure the required number of days and minutes are being met.
 - *Revision: per review of the annual school calendar and daily bell schedule (except for minimum days), there are 30 minimum days and 150 regular days, for a required total of 180 days. The calculated minutes, assuming a statutory minimum of 180 minutes on minimum days, meets the State-required minimum annual minutes by grade level.*
- PCA currently has an MOU with El Dorado SELPA and a contract with Chico Country Day to provide services to their special education population. In addition, the PCA Executive Summary states that PCA has hired three special education teachers as classroom teachers who serve as case managers for the special education students. It is not clear if these teachers are in addition to the regular classroom teachers, if they perform their special education duties during the scheduled instructional minutes of all students, or some other delivery method. It appears that three additional teachers are not budgeted.

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In addition, there are no specifically identified costs for special education services, such as pupil support salaries, transfers to another agency or payments for professional services to another entity. Special education costs appear to be understated in the 2012-13 budget.

- *Revision: Per a review of the restricted budget supplied on August 21, 1.0 special education teacher is budgeted beginning 2012-13, along with contracted psychologist and therapy services. The special education budget requires a contribution from unrestricted funds of \$5,350 in the first year.*
- PCA was planning to open school this year with 135 students. Is this additional enrollment documented? Are there names on waiting lists or have registration materials been completed? Requests for actual enrollment figures for the current year have not yet been provided.
 - *Revision: Per documentation submitted by PCA, enrollment the second week of school was 125 students. For my budget analysis purposes, and absent documentation of reasons for projected increasing enrollment, enrollment was held constant at 125 for the multi-year projections.*
- Revenue projections are based on increases in ADA of 15.28, 19.1 and 33.23 for the 2012-13 through 2014-15 fiscal years. This cumulative enrollment growth of 67.81 ADA adds \$420,000 in general purpose block grant funding over the three year period. Without any documentation of why this growth is anticipated or even if this year's growth target of 15.28 ADA has yet been achieved, a more conservative revenue projection of level ADA might be more fiscally appropriate.
 - *Revision: per documentation submitted by PCA, enrollment the second week of school was 125 students. For my budget analysis purposes, and absent documentation of reasons for projected increasing enrollment, enrollment was held constant at 125 for the multi-year projections. Both revenue projections and staffing projections were held at the current enrollment level.*
- Block grant revenues are reduced by the potential \$441/ADA mid-year cuts should the Governor's tax increase fail. This is prudent fiscal planning.
- Cash flow projections indicate cash shortfalls in most months up to \$(239,000) in any one month. The cash flow projections anticipate cash deferrals of 37.5% which is a good estimate, but they do not reflect the receipt of \$250,000 in 2012-13, nor the annual repayment amount. In addition, PCA has been approved to have certain of its cash deferrals waived for the 2012-13 fiscal year. While some months are likely to be close, cash balances appear to be positive for the next fiscal year. Of course, this assumes that the revenue and growth assumptions referred to above are realized.

In order to more completely understand the proposed budget and multi-year projections submitted with the extension request, I also reviewed the Second Interim report submitted by PCA for 2011-12. Questions related to the Second Interim report include:

- With a budget of \$43,750 for Federal Meal Reimbursement, zero dollars had been received YTD. Are claims being submitted for reimbursement regularly? Does the program offered meet the requirements for reimbursement?
- There was an additional \$11,000 of Local Revenue projected to be received for the remainder of 2011-12. What was this revenue and was it received?
- A transfer of funds to cover special education services for \$30,500 was removed from the budget - was this service covered in some other account line? Where are special education services budgeted?
- Between the Adopted Budget and the Second Interim budget report, Federal Revenue declined \$75,000 and State Revenue declined \$42,000. In addition, Certificated expenditures increased \$60,000 and Professional Services/Consultants was increased \$60,000. The end result of these significant changes was a budget that went from a surplus of \$250,000 to deficit spending of \$6,000. What was the reason for such significant swings in budgeted revenues and expenditures? Budget changes of this magnitude are worrisome to an oversight agency and create concerns as to the accuracy of the submitted budget and MYP.

Revision: Subsequent to the first draft of this report, responses were received from PCA, including the following in response to the above:

- *"As our first year in operation did not start until July 1, 2011, we were estimating what our revenues and expenses would be to the best of our knowledge. Once the school opened and we were operating we revised our budget to reflect what actually was happening. We over estimated revenues by \$127,111 and under estimated expenses by \$122,083; resulting in a net change of \$249,194 to the negative. The major variances are as follows:*
 - *We were not able to enroll in the Federal Nutrition Program ~ \$44k*
 - *We did not have an LEA plan in place and did not get Title I ~ \$29K*
 - *We overestimated SB740 Program ~\$45K*
 - *We did not have nearly the participation in Lunch ~ 15K*
 - *We needed to hire an additional Teacher ~ \$60K*
 - *Health Insurance came in higher than expected ~ \$7K*
 - *We had to purchase more supplies than expected ~ \$12K"*
- The financial statements indicate a beginning balance of restricted capital assets of \$200,000. What are these assets and from where did they originate? The financials also indicate that part of these assets are Construction in Progress - yet, there are no capital expenditures budgeted until 2014-15. Is there a plan to complete the construction of these assets and how is that construction to be funded?

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September 3, 2012

Ms. Gay Todd and Mr. Mark Allgire

Re: Paragon Collegiate Academy Request for Extension – Revised

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- *Revision: Per PCA, "these costs have been carried on our balance sheet. In 2011, we had to make about \$200K in tenant improvements to our site in order to obtain our occupancy permit. As of June 30, 2011 we closed our books with \$118K in 9420 Buildings and Improvements. The remainder of the improvements were completed over that summer and totaled \$87K that has been carried in 9450 Construction in Progress this year. As of June 30, 2012 this was transferred to 9420 bringing the total improvements to \$206,536 and will be depreciated appropriately."*
- The financial statements indicate a credit card balance of \$43,000; this is highly unusual and a risky, unsecured form of public school debt. How did this excessive balance occur and what are the plans to eliminate it?
 - *Revision: Credit card was used for cashflow purposes and has now been paid off.*
- The Budget and MYP indicate significant growth in categorical, or restricted, funding between 2011-12 and 2012-13. However, the budget is not broken down by Unrestricted and Restricted as is required for periodic reporting. The budget submitted with the charter petition extension request does not appear to have added corresponding restricted expenditures to be matched with these new revenues. Until a budget document that is broken down into Unrestricted and Restricted can be reviewed, it appears that these restricted revenues are being used to cover previously unrestricted-type expenditures.
 - *Revision: After a review of the restricted budgets that were received in late August, and adjusting my budget projections to flat enrollment as discussed above, the three-year MYP appears to be in balance for the next two years, but will have a negative fund balance in 2014-15 if the planned \$100,000 capital improvements remain. See the attached, revised three-year budget projections attached to this memorandum.*

The three-year Multi-Year Projection (MYP) was reviewed to determine additional fiscal assumptions. Comments related to the MYP include:

- While teacher costs were increased in years 2013-14 and 2014-15, the corresponding increases to health & welfare costs were not added to the budget.
- After 2012-13, no new textbooks are budgeted for the increasing student population.
- In 2015-16, the SB740 facilities lease reimbursement amount triples from \$32,000 to \$108,000 without a corresponding increase in budgeted rent/lease costs. It would appear that facility costs are understated by up to \$100,000 in 2015-16.
- *This remains a concern; this topic was not addressed by PCA. However, the 2014-15 year is beyond the scope of this report.*

September 3, 2012

Ms. Gay Todd and Mr. Mark Allgire

Re: Paragon Collegiate Academy Request for Extension – Revised

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- In 2014-15, there is a budget of \$100,000 in capital improvements. What is the funding source for this capital expenditure?

After a thorough review of the documents supplied, there are still significant unresolved issues. While it is likely that the charter school will have sufficient funds to function for at least the next twelve to twenty four months due to the infusion of the \$250,000 revolving loan, there are concerns as to some of the underlying, structural budget assumptions.

- Without the anticipated, undocumented growth in ADA, revenues over the next three years could be significantly less than presented by PCA. Information as to the enrollment data for the current year and the methodology behind the growth assumptions must be provided so that accurate revenue projections can be made.
- More information is required to support the funding to complete the capital construction in progress.
- Internal controls appear lacking which creates risk. Controls that could use attention include:
 - Use of credit cards and maintaining high balances
 - Budget accuracy
 - Timely filing of reimbursement claims
 - Cash flow management
- Budgeted costs appear to be understated for a number of items, most notably:
 - Health & welfare
 - Textbooks for new students
 - Facilities costs in the out years when reimbursement increases drastically

Given the uncertainty regarding growth and cash balances, and the precarious financial position projected in year three, it is difficult to give a complete bill of good health at this point. However, since the extension request is only for two years, and the charter school will be receiving a large infusion of cash from the charter revolving loan program, I believe it is safe to say with a fair amount of certainty that the Academy will be able to maintain fiscal solvency for the two-year period of the extension request. In addition, I believe it would be in the District's best interests for staff to continue their regular and thorough oversight and review responsibilities in order to provide the most up-to-date assistance to the charter school and feedback to management.

Thank you again for the opportunity to be of service to the Marysville Joint Unified School District. Please let me know if you have any questions or would like additional documentation, and I look forward to seeing you at the September 25th board meeting.

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Executive Summary

School: Paragon Collegiate Academy	Charter Number: 1182
Authorizing District: Marysville Joint Unified School District	Date Started Serving Students: 8/15/2011

I. Introduction/Background Information:

Paragon Collegiate Academy is located at 1608 Sampson Street, in Marysville, California. It serves students in K through 8th grade. Paragon Collegiate Academy opened August 15, 2011 with approximately 108 students. Paragon ended the first school year with 108 students. We are anticipating having an enrollment of 125-135 students for our second year.

Paragon is requesting a two year extension on their current charter.

II. Guiding Topics:

A. Educational Program

- Paragon Collegiate Academy is implementing the Core Knowledge Sequence in its second year. This implementation will include long term planning, curriculum mapping, and ongoing professional development. What is the Core Knowledge Sequence?
 - o The Core Knowledge Sequence: Content Guidelines for Kindergarten through Eighth Grade and the Core Knowledge is detailed outlines of specific content (and skills) taught in English/language arts, history, geography, mathematics, science, and the fine arts. As the core of school curriculum it establishes a solid, coherent foundation of learning, along with embedded flexibility for meeting local needs. The Core Knowledge Sequence is not a list of facts to be memorized. Rather, it is a guide to coherent content, designed to encourage steady academic progress as children build knowledge and skills from one grade to the next.
 - o The specificity of the Core Knowledge Sequence distinguishes it from other curricula. While most provide general guidelines concerning skills, they typically offer little help in deciding specific content. The specific content in the Core Knowledge Sequence provides a solid foundation for skills instruction. Moreover, because the Sequence builds knowledge systematically year by year, it helps prevent repetitions and gaps in instruction that can result from vague curricular guidelines (for example, repeated units on "Pioneer Days" or "Saving the Rain Forest;" or inadequate attention to the Bill of Rights, or to the geography of Africa, et cetera).

- Core Knowledge Schools are dedicated to teaching solid academic content and skills to all children. To implement Core Knowledge, many people, including staff and parents, engage in a great deal of thoughtful discussion and cooperative planning. The Sequence's high level of specificity grounds communication among staff members and with parents, providing a shared basis for understanding each child's curriculum and instruction. Teachers make a commitment to teach all the topics in the Core Knowledge Sequence at the assigned grade levels, and this commitment ensures consistency and helps avoid serious gaps and needless repetitions.
- The Sequence serves as the planning document in each classroom. Core Knowledge Schools align the Core Knowledge topics with state and district standards, and then develop curriculum plans for teaching all requisite topics and standards. Core Knowledge enables schools to work more effectively by exploiting "time on task" and providing schools an organizational focus.
- Core Knowledge Sequence is implemented horizontally, vertically, and in an interdisciplinary way. The curriculum is horizontal because every 7th grade teacher in the school teaches the same material at the same time. It is vertical because the 6th grade teachers know what was learned in 5th grade and what they must teach in 7th grade to prepare students for 8th. It is an interdisciplinary curriculum because, for example, when students learn about the 1920's in their history class, they are also learning about jazz artists in their music class, dancing the Charleston in their physical education class, and studying the Scopes Monkey trials in science class and the stock market crash in their math class.
- Alignment of Core Knowledge to California State Standards: The curriculum in grades K-8th will follow state standards and the Core Knowledge Curriculum Sequence ("CK Sequence"). Paragon Collegiate Academy will be working in conjunction with the Core Knowledge Foundation that has a comprehensive alignment of the California State Standards and Core Knowledge standards. This alignment will drive instruction for the K-8 grade levels.
- Paragon Collegiate Academy plans to continue administering multiple assessments to track student progress. The OARS (Online Assessment and Reporting System) assessment is used as a tri-annual benchmark assessment, testing the California state standards.
 - The Online Assessment Reporting System (OARS) is a web-based data management system that facilitates the collection, reporting, and analysis of district and state assessment information. District teachers and administrators use the data and report options in OARS to monitor student progress, to identify curricular areas that may need to be reinforced or re-taught, and to plan for the next instructional unit. OARS assessments are directly aligned to the California State Standards and Paragon uses these as benchmark assessments for all students 3 times per school year.

- Dibels and CBM (curriculum based measures) are used monthly as a progress monitoring tool. Paragon has a Student Study Team that meets weekly for the purpose of identifying at risk students and identifying interventions to support these students. The above mentioned test data is analyzed at these meetings and used to help identify students as well as track their progress. All students are assessed using Diebels and/or CBM upon entering Paragon.
 - o The CBM facilitates instruction and intervention at every tier of RTI through a district-level assessment system for Response to Intervention. This assessment and reporting suite includes a combination of benchmarking, progress monitoring, and comprehensive reporting. Available for grades K–8, the Reading and Mathematics curriculum–based measures examine a full year of academic growth, enabling you to make informed intervention and instructional decisions.
 - o The CBM is used as a screening tool for all incoming students, as well as a monthly progress monitoring tool for at risk students.
 - o The math assessments currently available with the CBM are based on the National Council of Teachers of Mathematics (NCTM) Curriculum Focal Point Standards in Mathematics. Alignment to Common Core Standards is currently in development. In each grade, K–8, you'll find a total of 30 progress monitoring measures: 10 aligned to each of the three main Focal Point standards for each grade level.
 - o The reading assessments available on the system are based on the 'Big Five' constructs of reading reported in the 2000 National Reading Panel report. These constructs are key to the success of students in reading.
 - o The CBM provides a comprehensive measurement and reporting system designed for implementation of Response To Intervention (RTI). It is designed specifically for universal screening, progress monitoring, and analyzing impact of interventions for student success. These CBM assessments (also known as General Outcomes Measures) are easy to administer and provide a reliable and valid measure of growth over time. The measures on CBM assess all the key components of reading and math concepts / skills across the K-8 grade levels. Educators have the option of assessing paper/pencil or through computer-based administration of the measures.
 - o **READING CURRICULUM BASED MEASURES**
 - All reading areas are based on the 'Big Five' constructs of reading reported in the 2000 National Reading Panel report.

READING							
Grade	Phonemic Awareness	Letter Sounds	Letter Names	Word Fluency	Passage Fluency	Vocabulary	Reading Comprehension
K	X	X	X	X			
1	X	X	X	X	X		
2				X	X	X	X
3				X	X	X	X
4					X	X	X
5					X	X	X
6					X	X	X
7					X	X	X
8					X	X	X

- Mathematics is currently based on the National Council of Teachers of Mathematics (NCTM) Curriculum Focal Point Standards in Mathematics

MATHEMATICS						
Grade	Numbers and Operations	Geometry	Measurement	Algebra	Data Analysis	Ratios
K	X	X	X	•	•	
1	X	X	•	X	•	
2	X	•	X	X	•	
3	X	X	•	X	•	
4	X	•	X	X	•	
5	X	X	X	X	•	
6	X	•	•	X	•	X
7	X	X	X	X	•	•
8	X	X	X	X	X	•

- CBM and RTI
 - The flexibility and technical excellence built into the CBM allow students to benefit from research-based decision-making regardless of RTI tier. The universal screening, benchmarking, and progress monitoring measures were developed to provide continuity in data and reporting—giving you the tools to inform instruction and plan intervention for individuals or groups of students.
 - Tier I:
 - In Tier I of RTI, universal screening is conducted three times a year to determine the current level of performance for all students. While focusing on the core curriculum, we use this assessment data to determine who would benefit from differentiated instruction to address individual needs.
 - CBM provides benchmark and progress monitoring assessments for all students.
 - Provides a snapshot of an entire school, grade, or classroom.
 - Provides progress-monitoring assessments that effectively facilitate differentiated instruction.
 - Delivers item-level data to pinpoint student strengths and weaknesses within a content area.

- Tier 2
 - In Tier 2 of RTI, progress monitoring provides the evidence base required for us to make instructional decisions for more specific and intensive intervention to improve student achievement.
 - CBM provides real-time data to efficiently and effectively connect each student with valid interventions.
 - It includes progress-monitoring measures and item analysis reports allowing us to pinpoint instructional areas of concern for each student or group.
- Tier 3
 - In the most intensive level of the RTI framework, progress-monitoring evidence is even more essential. More frequent measures quantify the impact of a specifically designed intervention program for the struggling student by evaluating the rate of improvement over time.
 - CBM provides focused, reliable data at an item level to help customize interventions
 - Allows us to use the data to strategize a program of frequent progress monitoring.
 - Provides the detailed data required to target an individual student's needs.
 - Provides data that directs the process of intensive intervention needed for students at this RTI level.
- Dibels is a very similar assessment to CBM and is used as a secondary data source and for students in higher grades requiring basic reading assessment. As shown in the above chart CBM does not measure phonemic awareness, letter sounds, letter names, and word fluency for students past the 1st grade. The Dibels assessments allow us to have more data regarding reading strengths and weaknesses in the higher grades. All students in grades K-2 are assessed using Dibels and is used as needed in the upper grades.
- Paragon Collegiate Academy will continue to use the Response to Intervention (RTI) model.
 - Paragon Collegiate academy uses the CBM assessment as a universal screener for all students. At the beginning of each school year all students are assessed using the CBM. As new students enter throughout the school year they too are promptly assessed using the CBM.
 - The results from the universal screener allow teachers to modify their instruction to meet the needs of their students identifying areas of weakness and areas of strengths. The results of the CBM help teachers provide necessary interventions in the classroom.
 - The results from the universal screener are also analyzed by school staff to identify at risk students. "At risk" is defined by students not meeting grade level standards. Students that are identified as "at risk" are referred to

Paragon's AAA (Accelerated Academic Achievement) Time. This is an extended school time for students at need that is instructed by Paragon teachers. The teachers work with the individual students on their particular needs in an effort to bring them up to grade level. All students in the AAA program are assessed monthly using the progress monitoring portion of the CBM.

- The CBM is given to all students at Paragon Collegiate Academy three times per year: In the Fall, Winter, and Spring. After each assessment the staff of PCA meet to analyze the data, and to decide how to modify instruction further based on the needs of their students. The data from the CBM is used in conjunction with the OARS assessment results to get a 360 degree view of the student.
- Students not showing progress in the AAA program are then referred to our "student success team." This team consists of all teachers that interact with the student, the parent(s), and the administrator. This team meets on a weekly basis to identify students that considered high risk by assessments, parent input, classroom work, and teacher observation. The team meets to identify additional interventions that may be appropriate to help the student show progress. If after multiple interventions have been implemented if the student is still not showing adequate progress the student will then be referred to the school Psychologist for additional testing.
- The RtI framework centers on three elements critical for reaching student success.
 - First, an emphasis on strategic and formative assessments allows teachers to focus on effective instructional strategies for optimal student learning in the whole class environment. Teachers are encouraged to not only use our school progress monitoring tools and benchmark assessments but to create formative assessments that align to the state standards through the OARS system. They use these as checks for understanding and identify areas that need re-teaching. Please describe what this process looks like at Paragon.
 - . Second, the combination of educational expertise, resources, and parent input provides an avenue for targeting individual students' needs. At Paragon, we have a weekly Student Study team that includes administration, teachers, support staff, as well as parents. During these meetings we identify student(s) at risk and identify interventions that might be useful for these students. The interventions are identified and then a timeline is determined as to how long the intervention(s) will be implemented. After this period of time passes the student is reassessed with the results being brought back to the SST to be analyzed. This cycle is continued until the student shows progress or it is decided that further testing is necessary.
 - Finally, RtI processes prompt educators to share knowledge and create common understandings and supportive professional communities based on what students need to learn in order to meet high standards. At Paragon, the teachers share their expertise at our weekly SST meetings, however during our monthly professional developments; the teachers are also working

- together. The monthly meetings consist of some training but they also include collaboration on strategies and a focus on student assessment results.
- In addition to using this model for academic reasons, Paragon utilizes the RtI methodology in approaching our student behavior.
 - At the beginning level of the RTI program, Paragon uses a school-wide positive reinforcement card called the “Paragon Card.” By investigating these cards on a monthly basis, PCA staff is able to identify behaviors (both positive and negative) that may be forming in a class or across the entire school.
 - The Paragon Card is a school wide behavior plan. It tracks both positive and negative behaviors school wide. Students are given “positive signatures” for following the character counts traits and “negative signatures” for negative behaviors, as well as for academic related reasons such as, not turning in work and being unprepared. These cards are kept monthly and reviewed by the staff at the end of each month. At our monthly in-service meetings the results are evaluated as a team and interventions determined as needed.
 - There are levels of rewards for obtaining set numbers of positives and similarly there are levels of consequences for set numbers of negatives. (I.e. at five positives a student receives an in-class reward, at 10 they receive another reward and so on, until at 20 they are recognized in front of the entire school and given a larger reward. Similarly with negatives, 5 negatives results in a phone call homes, 10 is a phone call and a lunch detention and 15 would result in an office referral.)
 - These work as a mean of communication between students, teachers, and parents.
 - Positives and negatives are given with a code that explains what the positive or negative behavior was.
 - The Paragon Card is signed by a parent on a weekly basis
 - At the end of each month the classroom teacher tallies both positives and negatives and identifies their class’ area of strength and weaknesses. The teacher can then identify whole class lessons that can be taught to improve on these areas.
 - In addition, if a student is receiving an excessive amount of negative marks it can easily be identified as to what areas the student struggles in. (i.e. not turning in homework or being disrespectful) because the behaviors have been tracked. A behavior plan can then be developed for this student as a means of intervention.
 - If a student is continuing to struggle they may be referred to the Student Study Team where other staff and the parents are involved in helping the student change their behavior.
 - As a school wide screener we also compile the results of the cards monthly and evaluate if there is an area of concern that we need to

address as a whole (i.e. bullying) or if there is a celebration we need to have as a school. We also would hope to see a decrease in the number of negatives as the school year progressed and an increase in positive behaviors.

- Curriculum: Paragon Collegiate Academy has implemented the following Curriculum to supplement the Core Knowledge Sequence and to meet the California Standards; this includes materials for all students: What is the Core Knowledge Sequence that the curriculum below supplements?
 - o Reading & Language Arts/Intervention: California Literature and California Treasures
 - o Reading: Accelerated Reader
 - o Mathematics: California Mathematics
 - o Mathematics Intervention: Accelerated Math
 - o Science: Foss Kits
 - o Science: Zingy learning
 - o History/Social Studies: Pearson
- The Core Knowledge Sequence is A Coherent, Cumulative, and Content-Specific Curriculum
 - o The idea behind the *Core Knowledge Sequence* is simple and powerful: knowledge builds on knowledge. For the sake of academic excellence, greater fairness, and higher literacy, Core Knowledge provides a core curriculum that is coherent, cumulative, and content-specific in order to help children establish strong foundations of knowledge, grade by grade.
 - o If all of our children are to be fully educated and participate equally in civic life, then we must provide each of them with the shared body of knowledge that makes literacy and communication possible. This concept, so central to the Core Knowledge Foundation's goal of excellence and equity in education, takes shape in the Core Knowledge Sequence—a pioneering attempt to outline the specific core of shared knowledge that all children should learn in American schools.
 - o The Core Knowledge Sequence is a detailed outlines of specific content (and skills) taught in English/language arts, history, geography, mathematics, science, and the fine arts. (see attached Sequence)
- Instructional Time: (See attached schedule)
 - o Paragon Collegiate Academy complies with and monitors daily implementation of instructional time for the current SBE-adopted standards-based, basic core programs for RLA/ELD. This time is given priority and protected from interruptions: PCA uses the California Literature and California Treasures Curriculum for the RLA/ELD program.
 - o What is name of this curriculum? How is instructional time monitored?
 - a. Kindergarten: 60 minutes
 - b. Grades one through three: 2.5 hours

- c. Grades four through six: 2.0 hours
- d. Grades six through eight: 1.0 and up to 2.0 hours (or up to two periods)
- e. Instructional time is set by the school administration and is monitored through frequent walk-throughs and observations.
- o Paragon Collegiate Academy complies with and monitors daily implementation of instructional time for the current SBE-adopted standards-based, basic core programs for mathematics. PCA uses the California Mathematics Curriculum for general math instruction and Accelerated Math for math intervention and acceleration.
 - o All classes receive a minimum of 60 minutes per day in mathematics.
 - o Instructional time is set by the school administration and is monitored through frequent walk-throughs and observations.
- o Physical Education:
 - o Physical Education: Paragon Collegiate Academy students are taught and assessed based on the State of California's Physical education Standards. Grades K-3 have a daily physical education time built into their schedule where the classroom teacher provides instruction and activities based on the state standards. Grades 4-8 are taught by one of our classroom teachers during our specials time from 2-3 PM daily. (See attached schedule)
 - PE Instructional Minutes:
 - EdCode states that K-8 schools are required to provide 200 minutes for every 10 days of instruction.
 - Our K-3 students currently receive 100min/every week.
 - Our 4-8 students currently average 150min each week
 - o Students at Paragon also have Art class every Tuesday for approximately 1 hour. The Art curriculum is aligned to the Core Knowledge Sequence and teaches about art history, art techniques, art theory etc. We have hired an outside contractor to teach this class.
 - o Students at Paragon also have music class every week. This class is taught during our specials time from 2-3 PM daily and is taught by one of our general education teachers who has a degree in music as well as elementary education. In this class they learn about music theory, music in relation to history, how to read music, and the older students learn how to play instruments. The music curriculum also is aligned to the Core Knowledge Sequence.
 - o For other instructional times please see attached schedule.

- Instructional Goals:
 - o In using our internal assessments (see section below on Instructional Assessments for an example of what we use), PCA was able to identify some areas that our students need specific instruction on. Looking at the school as a whole, we found that many of our students would benefit from specific instruction in certain areas.
 - Mathematics: From the analyzing of assessments used in our first year, the CBM and OARS assessments, it was determined that our students would benefit from instruction relating to Number Operations and Geometry, as well as some attention paid to the introduction of Algebraic Functions to the younger grades. These decisions were made based on the students' scores on these assessments. These areas were identified as areas of weakness based on low scores on the tests.
 - English Language Arts: From the analyzing of assessments used in our first year, the CBM and OARS assessments, it was determined that our students would benefit from instruction relating to as is common with many students, Reading Comprehension is an area that ALL students need specific instruction in; another area that came up is the area of Written and Oral Conventions. These were identified based on low scores on these assessments.

The goals identified below were based on the CBM assessments. In our first year these were the only assessments that were consistent throughout the year. (The OARS system was not in place and ready to assess at the beginning of the 2011-2012 school year, and STAR test results have not been released yet).

- o First Grade
 - ELA: Written and Oral Conventions – Demonstrate the command of the conventions of standard English grammar and usage when writing or speaking. (see above)
 - In PCA's assessment of First Grade students they averaged 60.4% in the area of Written and Oral Conventions.
 - By the end of the 2012-13 school year, our First Grade Students will be averaging 65% in the area of Written and Oral Conventions.
 - By the end of the 2013-2014 school year, our First grade students will be averaging 70% in the area of written and oral conventions.
 - By the end of the 2014-2015 school year, our First grade students will be averaging 75% in the area of written and oral conventions.
 - Math: Operations and Algebraic Thinking – Understand and apply properties of operations and the relationship between addition and subtraction.



- In PCA's assessment of First Grade students they averaged 55.6% in the area of Operations and Algebraic Thinking.
 - By the end of the 2012-13 school year our First Grade Students will be averaging 60% in the area of Operations and Algebraic Thinking.
 - By the end of the 2013-2014 school year our First Grade Students will be averaging 65% in the area of Operations and Algebraic Thinking.
 - By the end of the 2014-2015 school year our First Grade Students will be averaging 70% in the area of Operations and Algebraic Thinking.
- **Second Grade**
- ELA: Written and Oral Conventions – Demonstrate the command of the conventions of standard English grammar and usage when writing or speaking.
 - In PCA's assessment of Second Grade students the averaged 21% in the area of Written and Oral Conventions.
 - By the end of the 2012-13 school year, our Second Grade students will be averaging 50% in the area of Written and Oral Conventions.
 - By the end of the 2013-2014 School Year, our Second Grade students will be averaging 60% in the area of Written and Oral Conventions
 - By the end of the 2014-2015 school year, our Second Grade Students will be averaging 70% in the area of written and oral conventions.
 - Math: Measurement and Geometry – Work with Time and Money
 - In PCA's assessment of Second grade students they averaged 49.5% in the area of Measurement and Geometry.
 - By the end of the 2012-13 school year, our Second Grade students will be scoring 55% in the area of Measurement & Geometry.
 - By the end of the 2013-2014 school year, our second grade students will be scoring 65% in the area of Measurement & Geometry.
 - By the end of the 2014-2015 school year, our second grade students will be scoring 70% in the area of Measurement and Geometry.
- **Third Grade**
- ELA: Reading Comprehension – Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

- In PCA's assessment of Third Grade students they averaged 56% in the area of Reading Comprehension.
 - By the end of the 2012-13 school year, our Third Grade students will be scoring 60% in the area of Reading Comprehension.
 - By the end of the 2013-14 school year, our Third Grade students will be scoring 65% in the area of Reading Comprehension.
 - By the end of the 2014-15 school year, our Third Grade students will be scoring 75% in the area of Reading Comprehension.
- Math: Numbers and Operations – Develop understanding of fractions as numbers.
 - In PCA's assessment of Third Grade students they averaged 62% in the area of Numbers and Operations.
 - By the end of the 2012-13 school year, our Third Grade students will be scoring 65% in the area of Numbers and Operations.
 - By the end of the 2013-14 school year, our Third Grade students will be scoring 70% in the area of Numbers and Operations.
 - By the end of the 2014-15 school year, our Third Grade students will be scoring 75% in the area of Numbers and Operations.
- **Fourth Grade**
 - ELA: Reading Comprehension – Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology.
 - In PCA's assessment of Fourth Grade students they averaged 53% in the area of Reading Comprehension.
 - By the end of the 2012-13 school year, our Fourth Grade students will be scoring 60% in the area of Reading Comprehension.
 - By the end of the 2013-14 school year, our Fourth Grade students will be scoring 65% in the area of Reading Comprehension.
 - By the end of the 2014-15 school year, our Fourth Grade students will be scoring 75% in the area of Reading Comprehension.
 - Math: Math Geometry – Draw and identify lines and angles and classify shapes by properties of their lines and angles

- In PCA's assessment of Fourth Grade students they averaged 69% in the area of Math Geometry.
 - By the end of the 2012-13 school year, our Fourth Grade students will be scoring 70% in the area of Math Geometry.
 - By the end of the 2013-14 school year, our Fourth Grade students will be scoring 75% in the area of Math Geometry.
 - By the end of the 2014-15 school year, our Fourth Grade students will be scoring 80% in the area of Math Geometry.
- **Fifth Grade**
- ELA: Reading Comprehension – Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. .
 - In PCA's assessment of Fifth Grade students, they averaged 65% in the area of Reading Comprehension.
 - By the end of the 2012-13 school year, our Fifth Grade students will be scoring an average of 70% in the area of Reading Comprehension.
 - By the end of the 2013-14 school year, our Fifth Grade students will be scoring an average of 75% in the area of Reading Comprehension.
 - By the end of the 2014-15 school year, our Fifth Grade students will be scoring an average of 80% in the area of Reading Comprehension.
 - Math: Numbers and Operations – Understand the place value system.
 - In PCA's assessment of Fifth Grade students, they averaged 56% in the area of Numbers and Operations.
 - By the end of the 2012-13 school year, our Fifth Grade students will be scoring 60% in the area of Numbers and Operations.
 - By the end of the 2013-14 school year, our Fifth Grade students will be scoring 65% in the area of Numbers and Operations.
 - By the end of the 2014-15 school year, our Fifth Grade students will be scoring 70% in the area of Numbers and Operations.
- **Sixth Grade**
- ELA: Reading Comprehension – Determine the meaning of words, and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

- In PCA's assessment of Sixth Grade students, they averaged 66% in the area of Reading Comprehension.
 - By the end of the 2012-13 school year, our Sixth Grade students will be scoring 70% in the area of Reading Comprehension.
 - By the end of the 2013-14 school year, our Sixth Grade students will be scoring 75% in the area of Reading Comprehension.
 - By the end of the 2014-2015 school year, our Sixth Grade students will be scoring 80% in the area of Reading Comprehension.
 - Math: Numbers and Operations – Apply and extend previous understandings of numbers to the system of rational numbers.
 - In PCA's assessment of Sixth Grade students they averaged 67% in the area of Numbers and Operations.
 - By the end of the 2012-13 school year, our Sixth Grade students will be scoring 70% in the area of Numbers and Operations.
 - By the end of the 2013-14 school year, our Sixth Grade students will be scoring 75% in the area of Numbers and Operations.
 - By the end of the 2014-15 school year, our Sixth Grade students will be scoring 80% in the area of Numbers and Operations.
- **Seventh Grade**
- ELA: Reading Comprehension – By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
 - In PCA's assessment of Seventh Grade students, they averaged 66% in the area of Reading Comprehension.
 - By the end of the 2012-13 school year, our Sixth Grade students will be scoring 70% in the area of Reading Comprehension.
 - By the end of the 2013-14 school year, our SSeventh Grade students will be scoring 75% in the area of Reading Comprehension.
 - By the end of the 2014-2015 school year, our Seventh Grade students will be scoring 80% in the area of Reading Comprehension.

- Math: Number Operations, Algebra and Geometry – Know that there are numbers that are not rational, and approximate them by rational numbers.
 - In PCA’s assessment of Seventh Grade students, they averaged 40% in the area of Number Operations: Algebra and Geometry.
 - By the end of 2012-13 school year, our Seventh Grade students will be scoring 55% in the area of Numbers Operations: Algebra and Geometry
 - By the end of 2013-14 school year, our Seventh Grade students will be scoring 65% in the area of Numbers Operations: Algebra and Geometry
 - By the end of 2014-15 school year, our Seventh Grade students will be scoring 70% in the area of Numbers Operations: Algebra and Geometry
- **Eighth Grade**
 - ELA: Reading Comprehension – By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.
 - In PCA’s assessment of Eighth Grade students, they averaged 55% in the area of Reading Comprehension.
 - By the end of 2012-13 school year, our Eighth Graders will be scoring 65% in the area of Reading Comprehension.
 - By the end of 2013-14 school year, our Eighth Graders will be scoring 75% in the area of Reading Comprehension
 - By the end of 2014-15 school year, our Eighth Graders will be scoring 80% in the area of Reading Comprehension
 - Math: Algebra – Analyze and solve linear equations and pairs of simultaneous linear equations.
 - In PCA’s assessment of our Eighth Grade students, they averaged 55% in the area of Algebra.
 - By the end of the 2012-13 school year, our Eighth Grade students will average 65% in the area of Algebra.
 - By the end of the 2013-14 school year, our Eighth Grade students will average 70% in the area of Algebra.
 - By the end of the 2014-15 school year, our Eighth Grade students will average 75% in the area of Algebra.

- Intervention Strategies:
 - o Grades K through eight are provided with 30-45 minutes (or up to 1 period) additional strategic support at each grade level linked to grade level basic core courses.
 - o At Paragon Collegiate Academy all students will access the core curriculum. In order for students to access the core curriculum they must be taught at their appropriate instructional level. This is especially important for low achieving students. Paragon Collegiate Academy will identify the low achieving students by using the California Star Test results. The following are excerpts of the scale score ranges for the performance levels of the California Standards Tests for English Language Arts and Mathematics. They serve as an example of one criteria to identify students as low achieving. Students scoring at the Below Basic, Below Basic and Basic level and performing low in the embedded assessments will be considered to be identified as a low achieving student.
 - o Paragon Collegiate Academy knows that administrators, teachers, parents, and guardians should use other available information (i.e., other test results, grades, teacher judgments or ratings) about student achievement in conjunction with state test results to produce a more accurate assessment of student achievement. Therefore, curriculum embedded assessments, teacher observations and rubrics will also be utilized to identify low achieving students

Intervention Strategies

Level 1

- Common formative assessments and expectations
- Regular staff meetings to review student progress
- Case management system monitored by the Principal
- Progress reports to parents
- Staff commitment to provide assistance to students
- Grading system that focuses on learning
- Focus on accelerating student progress and meeting student needs
- Development of Personalized Learning Plan (PLP)
- Tutoring, (AAA time)

Level 2

- Students not progressing with initial strategies are moved into secondary strategies
- Tutorial program in classrooms
- After school tutoring
- Mentoring
- Counseling/parent meetings
- Case management meetings to closely monitor student progress in intervention

Level 3

- Formal SST is held to determine interventions strategies to meet the specified need of the student.

Personalized Learning Plan (PLP) (Intervention Strategy Level 1)

In order to ensure that every student is given the opportunity to maximize their learning potential, Paragon Collegiate Academy will develop a PLP for each student. The PLP will provide the teacher, parents and student with a common understanding of the student's learning style and objectives. All parties are then best able to act on that understanding. The PLP will be discussed with the parent(s) at a conference at the end of the first quarter of the school year. This discussion will encompass the student's current progress, learning plan and objectives for the next quarter. PLP's will be revised as necessary and reviewed no less than twice per school year.

Student Success Team (SST) (Intervention Strategy Level 3)

A teacher or team of teachers will be able to identify a student in need of academic assistance at any time. A case management system monitored by the Principal will be used to ensure periodic reviews for all students during progress reporting times (e.g., every six weeks) and end of grading periods.

Paragon Collegiate Academy is committed to working with students who are achieving below grade level to help them perform at expected levels. Paragon Collegiate Academy, operating as a school of the district for special education, will utilize MJUSD'S SST process to develop a plan to address their individual needs.

An SST uses a systematic problem solving approach to assist students with concerns that are interfering with success. The SST clarifies problems and concerns; develops strategies and organizes resources; provides a system for school accountability; and serves to assist and counsel the parent, teacher and student. An SST is a general education function. Many students can benefit from an SST, including but not limited to, those students achieving below or above grade level and students who have experienced emotional trauma, behavioral issues, or language issues.

Anyone who has a concern for a student can refer that student to an SST for consideration. Anyone who is connected with that student can be included in the SST to provide information to share about the student's strengths, concerns and strategies that have been used in the past. These people may include, but are not limited to, teachers, parents, counselors, doctors, administration, social workers and law enforcement.

Paragon Collegiate Academy SST meetings will include 12 steps:

- Team members introduce themselves and their roles
- Purpose and process of the meeting are stated
- Timekeeper is appointed
- Strengths are identified

- Concerns are discussed, clarified and listed
- Pertinent information and modifications are listed
- Concerns are synthesized with one or two chosen for focus
- Strategies to deal with are chosen, options are brainstormed
- Team chooses best strategies to carry into actions
- Individuals make commitments to actions
- Person responsible and timelines for actions are recorded
- Follow-up date is set

After implementation of an SST plan and follow up, if the problem continues, revisions to the plan are discussed or, if necessary, a referral for special education or Section 504 assessment might be deemed necessary by the Student Study Team.

- Students needing strategic intervention are identified through the OARS assessment, Dibels assessments and CBM assessments, as well as through teacher observation and assessment. In subsequent years we will also include data from the STAR test. Students not meeting grade level standards are referred to AAA and/or the Student Study Team.
- Students needing additional support are referred to our AAA program which offers an extended school day to students needing intervention/extra support. This program is an extended school day that runs from 3-4 pm on Monday, Tuesday, and Thursday. This is an average of 3 hours per week with an average of 36 minutes per day. During this time students are given intensive intervention by certified teachers in their area of need, as identified by previously mentioned assessments. Students needing more support than this also are assigned an instructional aide to help support them both in and out of the classroom.
- Paragon employs four instructional aides. The primary duty of the instructional aides to help meet the needs of the students. They provide push-in assistance for our special needs students, as well as at risk students. The instructional aides work alongside the teachers to meet individual student needs.

- Professional Development

- Teachers:
 - In 2011-2012, Teachers at Paragon Collegiate Academy participated in weekly professional development trainings. These were held on our early release days. The trainings consisted of ELA program development, testing/data analysis, student engagement, Accelerated Reader training, ELA/interventions training, SST/interventions training, and more.
 - All teachers at Paragon were part of the professional development hours.

- Teachers received approximately 70 hours of professional development during the 2011-2012 school year.
 - Included in Paragon's professional development model are walk-through observations, feedback, and student assessments. Professional development is on-going. After a training, the teachers are observed using identified strategy and students are assessed to see if progress was made. These results are presented and discussed at the next professional development opportunity.
 - In 2012-2013, Teachers at Paragon Collegiate Academy participate in Monthly, day long professional development trainings focused on school needs, as determined by observation and data.
- Administration: The principal engages in professional development through a variety of resources: Charter School Management, California Charter School Association, California Charter School Development, El Dorado SELPA, Scholastic, and Core Knowledge. Specifically related to our ELA curriculum, all staff was trained by the publishers of California Treasures/Literature in the curriculum, planning, intervention, and differentiation.
- Special Education
 - Paragon Collegiate Academy currently has an MOU with El Dorado SELPA and has contracted with Chico Country Day to provide services to our special education population. Paragon also has employed 3 certified special education teachers as classroom teachers, who are also serve as case managers for our special education students.
- Academic Testing
 - It is the goal of Paragon Collegiate Academy that all students will progress at an accelerated rate through our academic program. Our target is to progress students to increase their assessed levels by one full grade level by the end of each school year (i.e. if a student comes into 5th grade but is reading at a 3rd grade level – our goal is have them reading at least at a 4th grade level by the time he/she leaves 5th grade).
 - Students that are below grade level are identified through our screening testing, and benchmark testing and are referred to AAA in order to provide them with remediation services in an effort to get them caught up to grade level.
 - Students will be assessed within the first few days of school (or enrollment) to assess a baseline for each and every student. Please specify how the data is used to assess student need? Do you have a form that pulls all the data together into a snapshot of student academic levels?
 - Paragon Collegiate Academy utilizes a variety of methods to assess the abilities of its students including but not limited to: What are each of these assessments specifically measuring?

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- OARS Assessments (for students in 2nd through 8th) for Mathematics and English Language Arts, based on CA state standards students may also be tested in Science and Social Sciences/History using the OARS assessment.
 - University of Oregon's DIBELS testing (K – 2nd) : Primary Grades Reading Fluency
 - CBM's (K – 8) :testing Reading and Mathematics concepts
 - WIAT-3 (where appropriate): Identification of Special Education Students
 - Curricular Diagnostic Assessments
 - Anecdotal observations (with evidence)
 - State mandated assessments
 - CELDT testing (where appropriate)
- ALL students will be re-assessed in the same areas each quarter during the school year using the OARS assessments and CBM assessments.
- Students who have been referred to the AAA program will be assessed on a monthly basis using the CBM assessments, to ensure that the need for AAA is still valid.
- All of this data will be compiled and presented to the principal and the rest of the staff on a quarterly basis (or monthly for the AAA students) during our Student Study Team Meetings. During these meetings we will focus on student growth and/or lack thereof and identify further steps to be taken to meet individual student needs.
- Paragon Collegiate Academy has only been open since August 2011 and has not received any state testing data as of today.
- Enrollment:
 - Paragon started the 2011-2012 school year with 108 Students and even with students moving in and out of the area we ended at 108 students in May.
 - Paragon is looking at opening our enrollment for the 2012-2013 school year and not limiting enrollment to particular time periods. This would have helped increase our enrollment in this first year.

B. Finances

- Paragon Collegiate Academy has decided to slow its growth model in order to ensure financial stability. In the 2011-2012 school year we had 6 classrooms with about 110 students. In 2012-2013 we again are planning to have 6 classrooms, but increasing enrollment to about 135 students. Our student goal was 110 in 2011-2012 and we met this goal, our goal for 2012-2013 was 135 students. In our budget we are planning for the worst case scenario and budgeted for 125 students, but our facilities

can hold 135 students, and being that we met our goal in 2011-2012, we anticipate meeting this goal this year.

- In 2013-2014 we plan to add one classroom and approximately 20 students. In 2014-2015 we will add one more classroom and increase enrollment by another 20-25 students. By slowing our growth model, Paragon is ensuring that we do not grow too big too fast and are able to financially sustain the growth and provide students with the necessary materials for success.
 - o To accommodate the students enrolled at Paragon our first year, we had the following class makeup:
 - Kindergarten (self-contained)
 - 1st/2nd Grade combination class
 - 3rd/4th Grade combination class
 - 5th grade (self-contained)
 - 6th grade (self-contained)
 - 7th/8th Grade combination class
 - o In the 2012-2013 School year we will have the following class makeup:
 - Kindergarten (self-contained)
 - 1st Grade (self-contained)
 - 2nd/3rd Grade combination class
 - 4th/5th Grade combination class
 - 5th/6th Grade combination class
 - 7th/8th Grade combination class
 - o In the 2013-2014 school year, we anticipate the following class makeups, however this will be determined by actual enrollment numbers.
 - Kindergarten (self-contained)
 - 1st Grade (self-Contained)
 - 2nd Grade (self-Contained)
 - 3rd/4th Grade Combination class
 - 5th Grade (self-contained)
 - 6th Grade (self-contained)
 - 7th/8th Grade Combination class
- Paragon Collegiate Academy's budget shows a surplus for all subsequent years. The first year, 2011-2012 show a deficit due to construction and startup costs, however this is rectified in all subsequent years. Our budget includes the worst case scenario if the state cuts student funding, showing that Paragon has planned for this incident.
- Paragon's budget does show a cash flow issue in 2012-2013 due to the state deferrals that we plan to accommodate for in one of three ways:
 - o We have applied for the waiver of deferrals through the CDE.
 - o We have applied for the revolving loan of \$250,000 at very little interest
 - o As a last resort we have the option open to us to sell receivables

If there is still a cash flow issue with the budget that was not corrected by these means, Paragon would then re-evaluate our budget and make the necessary adjustments to satisfy our cash flow needs.

- See attached Budget worksheet

C. Legal

- a. Paragon Collegiate Academy is following direction of the California Department of Education regarding cyber bullying.
- b. Paragon Collegiate Academy is following direction from the California Department of Education regarding Kindergarten enrollment age.

D. Food Services

- a. Paragon Collegiate Academy has partnered with Revolution Foods to provide healthy breakfast and lunch options to our students. Revolution Foods prepares all foods fresh, daily and delivers them to Paragon each morning.
- b. Paragon Collegiate Academy has also implemented the "breakfast in the classroom" program to get more students eating a healthy breakfast each day.
- c. Paragon Collegiate Academy currently has a free and reduced population of approximately 75%.

III. Summary

In conclusion, Paragon Collegiate Academy is a thriving school within the Marysville Joint Unified School District. Our enrollment has remained steady throughout the first year, and is increasing as we begin our second year. Paragon is a viable school with a sound financial plan, high parent involvement, increasing enrollment, and a sound curriculum aligned to the California State Standards.

We request this extension to our charter in order to have the opportunity to show multi-year growth and projections in finances, assessment, and student growth.

CH

Marysville Joint Unified School District

Resolution 2012-13/09

**RESOLUTION REGARDING SUFFICIENCY OR INSUFFICIENCY OF
INSTRUCTIONAL MATERIALS**

Whereas, the Governing Board of the Marysville Joint Unified School District, in order to comply with the requirements of Education Code Section 60119, held a public hearing on September 11, 2012 at 6:30 p.m., which is on or before the eighth week of school (between the first day that students attend school and the eighth week from that day) 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, including English learners, in the district, 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, between the 2008-09 through the 2012-13 fiscal years, the definition of "sufficient textbooks or instructional materials" also means that all students who are enrolled in the same course within the district, have standards-aligned textbooks or instructional materials from the same adoption cycle, and;

Whereas, sufficient textbooks and instructional materials were provided to each student, including English learners, that are aligned to the academic content standards and consistent with the cycles and content of the curriculum frameworks in the following subjects: mathematics, science, history-social science, English/language arts, including the English language development component of an adopted program;

Whereas, sufficient textbooks or instructional materials were provided to each pupil enrolled in foreign language or health classes, and;

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Whereas, laboratory science equipment was available for science laboratory classes offered in grades 9-12, inclusive;

Therefore, it is resolved that for the 2012-13 school year, the Marysville Joint Unified 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.

THE FOREGOING RESOLUTION was passed and adopted at its regular meeting of the Governing Board of the Marysville Joint Unified School District on September 25, 2012, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

ATTEST:

Gay S. Todd, Superintendent
Secretary - Board of Trustees

Jeff D. Boom
President - Board of Trustees

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Addendum

Marysville Joint Unified School District Core Programs

2002 Reading/Language Arts/English Language Development Adoption

- SRA/McGraw-Hill, *SRA/Open Court Reading*, 2002*, Gr. K-6
- Hampton Brown, *High Point*, 2001, Gr. 4-8
- McDougal Littell, *McDougal Littell Reading and Language Arts Program*, 2002, Gr. 6-8
- SRA/McGraw-Hill, *SRA/Reach Program*, 2002, Gr. 4-8
- Hampton Brown *Avenues* - grades K-5 (Pilot)

Reading/Language Arts/English Language Development Board Approval 9-12

- McDougal Littell *Language of Literature* 9/27/05
- Prentice Hall Literature *Timeless Voices and Timeless Themes* 6/05/01
- Heinle/Thomson, *Visions 2004* - grades 9-12 1/10/06 (Pilot – LHS only)
- Bedford *The Language of Composition* 5/27/08
- Pacemaker *American Literature* (Alternative Ed Only) 5/23/06
- Pacemaker *English Composition* (Alternative Ed Only) 5/23/06
- Longman Keystone *Keys to Learning Program 4* (9-12 ELA Intervention) 8/2010

2006 History/Social Science

- Pearson Scott Foresman, *Scott Foresman History-Social Science for California*, 2006, Gr. K-5
- Pearson Prentice Hall, *Prentice Hall Social Studies*, 2006, Gr. 6-8

History/Social Science Board Approval 9-12

- Prentice Hall 2006
- Steck-Vaughn *Geography of the US* 2/7/1984
- Prentice Hall *US History (CA)* 12/11/2007
- Prentice Hall *Macgruder's American Government* 5/9/06
- Prentice Hall *Government in America* 9/12/2006
- Prentice Hall *Economics: Principles in Action* 5/9/06
- Prentice Hall *World History: The Modern World* 5/9/2006
- Glencoe McGraw Hill, *Civics Responsibilities and Citizenship* 5/7/96

2007 Science Adoption

- MacMillan Macmillan/McGraw-Hill, *Macmillan/McGraw-Hill California Science*, 2008, Gr. K-5
- Holt, Rinehart and Winston, *Holt California Science: Earth, Life, and Physical Science*, 2007, Gr. 6-8

Science Board Approval 9-12

- Holt, Rinehart, and Winston *Physical Science* 4/24/07
- Prentice Hall *Earth Science* (Geo Science) 4/24/07
- Holt, Rinehart, and Winston *Modern Earth Science* 9/11/12 Pending

- Holt, Rinehart, and Winston *Life Science* 4/24/07
- McDougal Littell *Biology* 4/24/07
- Holt, Rinehart, and Winston *Chemistry* 4/24/07
- Holt, Rinehart, and Winston *Environmental Science* 4/13/04
- Holt, Rinehart, and Winston *Physics* 4/24/07
- Holt, Rinehart, and Winston *Biology* 1/24/07
- Prentice Hall *Forensic Science an Introduction* 8/14/2007
- Pacemaker *Physical Science* (Alternative Ed Only) 5/23/06
- Macmillan McGraw Hill, *Glencoe Health and Guide to Wellness* 5/3/94

2008 Mathematics Adoption K-8

- Harcourt Brace School Publishers, *Saxon Math 2008*, Gr. K-6
- McDougal Litell, *Course 2, Pre-Algebra, CA Edition 2008*, Gr. 7
- Holt, *Algebra Readiness*, CA Edition 2008, Gr. 8
- McDougal Littell *Algebra I, CA Edition 2002*, Gr. 8-12

Mathematics Board Approval 9-12

- Pacemaker Globe Fearon *Pre-Algebra* 10/26/04 (Alternative Ed Only)
- Holt, Rinehart, and Winston *Algebra II* 10/14/03
- Addison Wesley *Geometry* 9/23/03
- Glencoe *Geometry Concepts and Application* 6/28/05
- Key Curriculum Press *Discovering Geometry* 8/26/08
- Mobius Communications *Trigonometry and Its Applications* 4/20/1999
- Addison Wesley *Pre-Calculus* 10/14/03
- Prentice Hall *Calculus* 10/14/03
- WH Freeman *Practice of Statistics* 5/13/2008
- Pacemaker *Basic Mathematics* (Alternative Ed Only) 5/23/06

Foreign Language Board Approval

- Prentice Hall *Ecce Roman II*, 5/23/06
- MacMillan Webster's *New World German Dictionary* 1/25/05
- *Abriendo Paso Lecturas Y Gramatica* 11/8/05
- Pearson Prentice Hall *Sendas Literarias* 11/8/05
- Pearson Prentice Hall *Sendas Literarias 2*; 11/8/05
- Prentice Hall *Paso a Paso 3* 11/8/05
- Cambridge University Press *Cambridge Latin Course Unit 1 and 2*; 7/8/03
- McDougal Littell *Discovering French Blanc* and *Discovering French Rouge* 7/8/03
- Allyn and Bacon *Jenny's First Year Latin* 8/6/02

Marysville Joint Unified School District

Resolution 2012-13/13

DISPOSAL OF SURPLUS AND WORN DISTRICT PROPERTY

WHEREAS, Marysville Joint Unified School District accumulates worn and obsolete property, furniture, equipment, relocatable classrooms, and vehicles; and

WHEREAS, Marysville Joint Unified School District desires to dispose of said worn and obsolete property, furniture, equipment, relocatable classrooms, and vehicles; and

NOW, THEREFORE, BE IT RESOLVED that in accordance with provisions of the Education Code and district policy, the Superintendent or designee is hereby authorized to dispose of property, furniture, equipment, relocatable classrooms, and vehicles through public/private sale, donation, or discard for the 2012-13 school year.

PASSED AND ADOPTED THIS 25th DAY OF SEPTEMBER 2012.

AYES:

NOES:

ABSENT:

ABSTAIN:

ATTEST:

Gay Todd
Superintendent of Schools

Jeff Boom
President to Board of Trustees

Marysville Joint Unified School District

Resolution 2012-13/14

PROCUREMENT THROUGH USE OF VARIOUS STATE CONTRACTS

WHEREAS, the Governing Board has the authority to purchase through another public agency if it is in the best interest of the district; and

NOW, THEREFORE, BE IT RESOLVED that the Governing Board of Marysville Joint Unified School District does declare it to be in the best interest of the district to acquire materials, equipment, supplies, services, and vehicles through use of various State of California Department of General Services contracts, as the district deems necessary. These state contracts may be used through the term of the contract including extensions if the district so chooses; and

NOW, THEREFORE, BE IT FURTHER RESOLVED, THAT THE Governing Board authorizes the district to accept and award purchase orders as needed for the procurement of materials, equipment, supplies, services, and vehicles through use of various State of California Department of General Services contracts.

PASSED AND ADOPTED THIS 25th DAY OF SEPTEMBER 2012.

AYES:

NOES:

ABSENT:

ABSTAIN:

ATTEST:

Gay Todd
Superintendent of Schools

Jeff Boom
President to Board of Trustees

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