



TO: SUPERINTENDENT OF PUBLIC SCHOOLS
PRINCIPAL OF PRIVATE SCHOOLS

FROM: ROGER L. BLAKE

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

DATE: APRIL 19, 2018

Enclosed is a form upon which to record your district and/or school representatives to leagues for **next year, 2018-2019**. It is a form sent every year to you in order to obtain the names of league representatives to every league in the state and to make sure that the league representatives are designated by school district or school governing boards. **It is a legal requirement that league representatives be so designated.**

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

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

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

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

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

Please return the enclosed form no later than June 29, 2018 directly to your CIF Section Office. Addresses of each section are listed on the back of the form. Please contact us if we can give you further information.

2018-2019 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE) no later than June 29, 2018.**

Marysville Joint Unified School District/Governing Board at its 5/22/18 meeting,
(Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2018-2019 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

SEE ATTACHED

NAME OF SCHOOL

NAME OF REPRESENTATIVE

POSITION

ADDRESS

CITY

ZIP

PHONE

FAX

E-MAIL

NAME OF SCHOOL

NAME OF REPRESENTATIVE

POSITION

ADDRESS

CITY

ZIP

PHONE

FAX

E-MAIL

NAME OF SCHOOL

NAME OF REPRESENTATIVE

POSITION

ADDRESS

CITY

ZIP

PHONE

FAX

E-MAIL

NAME OF SCHOOL

NAME OF REPRESENTATIVE

POSITION

ADDRESS

CITY

ZIP

PHONE

FAX

E-MAIL

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

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

Address 1919 B Street City Marysville Zip 95901

Phone (530) 749-6102 Fax _____

(Page 1 of 2)

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

**2018-19 Designation of CIF Representatives to League
for the Marysville Joint Unified School District**

Return to:

CIF Sac-Joaquin Section
Michael Garrison, Commissioner
P.O. Box 289
Lodi, CA 95241

Agendized for Board Approval: **5/22/18**

Lindhurst High School

4446 Olive Drive, Olivehurst, CA 95961

- Bob Eckardt, Principal of Lindhurst High School
P: (530) 741-6150 x 2503
E: beckardt@mjusd.com
- Bob Jensen, Athletic Director of Lindhurst High School
P: (530) 741-6150
E: bjensen@mjusd.com
- Christine Vahldick, Assistant Principal of Lindhurst High School (alternate)
P: (530) 741-6150
E: cvahldick@mjusd.com
- Chris Schmidt, Assistant Principal of Lindhurst High School (alternate)
P: (530) 741-6150
E: cschmidt@mjusd.com

Marysville High School

12 E. 18th Street, Marysville, CA 95901

- Shevaun Mathews, Principal of Marysville High School
P: (530) 741-6180 x 3102
E: smathews@mjusd.com
- David Chiono, Athletic Director of Marysville High School
P: (530) 741-6180
E: dchiono@mjusd.com
- Luke Browning, Assistant Principal of Marysville High School (alternate)
P: (530) 741-6180
E: lbrowning@mjusd.com
- Amy Eggleston-Acosta, Assistant Principal of Marysville High School (alternate)
P: (530) 741-6180
E: aeggleston@mjusd.com



Date: 5/3/2018
Order Number: Q-85009
Revision: 2
Order Form Expiration Date: 7/31/2018

ORDER FORM

Please fax all pages to 1.877.519.9555 or email to orders@edmentum.com
To Pay by Credit Card: Call 214.294.9901 or e-mail creditcardprocessing@edmentum.com

Customer and Billing Address

Customer No.: 226630
Customer Name: Marysville Joint Unif Sch Dist
Billing Address: 1919 B St
Marysville, CA 95901-3798

Products and Services

Marysville Joint Unif Sch Dist

Products	Qty	License Start Date	License End Date	License Term (Months)
Courseware Standard Service Package	1	Year 1	***	12
Courseware: Core Library - Program License	1	8/1/2018	7/31/2019	12
Courseware: Health and PE Library - Program License	1	8/1/2018	7/31/2019	12
Courseware: CTE Library - Program License	1	8/1/2018	7/31/2019	12
Courseware: Electives Library - Program License	1	8/1/2018	7/31/2019	12
Courseware: World Languages Library - Program License	1	8/1/2018	7/31/2019	12
Adaptive Assessment with Prescriptions: Core Library - Program License	40	8/1/2018	7/31/2019	12
Fixed Form Assessment with Prescriptions: Core Library - Program License	1	8/1/2018	7/31/2019	12

Subtotal:	\$76,674.00
Estimated Tax:	\$0.00
Total US Funds:	\$76,674.00

** Unless otherwise specified in this Order Form, the Start Date for your license(s) will be one of the following: (a) the day immediately following the expiration date of the prior license term or (b) the date in which we have accepted your order and have issued log-in credentials for your software license.

*** Services purchased are valid for an annual term. Any service offering that is not used during the applicable term will expire and cannot be carried over or used in subsequent periods.

Adaptive Assessment with Prescriptions Products and Fixed Form Assessment with Prescriptions Products replace the product formerly known as Adaptive Intervention Solution. With the purchase of any Adaptive Assessment Library or Fixed Form Assessment Library, you will get the corresponding subject in the alternate Library for the duration of the contract period, if available.

Order Notes

Up to 2000 Program Licenses: Core, Health & PE, Electives CTE and World Languages Libraries.

Marysville High School, Lindhurst High School, Marysville Community Day School, South Lindhurst Continuation High School, Independent Study School.

Invoicing and Payment Terms

The full amount of Your Order will be invoiced when accepted by Us. Payment is due 15 days after invoice date. .

Edmentum | N.W. 7504, P.O. Box 1450 | Minneapolis, MN 55485-7504 | www.edmentum.com





Date: 5/3/2018
Order Number: Q-85009
Revision: 2
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ORDER FORM

Please fax all pages to 1.877.519.9555 or email to orders@edmentum.com
To Pay by Credit Card: Call 214.294.9901 or e-mail creditcardprocessing@edmentum.com

Terms and Conditions

For the purposes of this Order Form, "you" and "your" refer to Customer, and "we", "us" and "our" refer to edmentum Inc. and affiliates. This Order Form and any documents it incorporates (including the Standard Purchase and License Terms located at <http://www.edmentum.com/standardterms> and the documents it references) form the entire agreement between you and us ("Agreement"). You acknowledge that any terms and conditions in your purchase order or any other documents you provide that enhance our obligations or restrictions or contradict the Agreement do not have force and effect.

Purchase Order

You acknowledge that this Agreement is non-cancellable and you will submit a purchase order for the full amount of this Order Form. Your order will not be scheduled for delivery until you have submitted a purchase order referencing and conforming to this Order Form.

Acceptance

This offer will expire on the Order Form Expiration Date noted above unless we earlier withdraw or extend the offer in writing. I represent that I have read the terms and conditions included in this Agreement, that I am authorized to accept this offer and the Agreements terms and conditions on behalf of the customer identified above and that I do accept this offer on behalf of the customer who agrees to adhere to the Agreements terms and conditions. To the extent that either parties process does not require that I execute this Order Form, I accept, acknowledge and agree to the terms and conditions identified in and referenced in this Agreement as signified by my receipt, use or access of the products and/or services identified. Please fax all pages to 1.877.519.9555 or email to orders@edmentum.com.

Customer Signature:

Name (Printed or Typed):

Title:

Date:

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Federal I.D. 39-1559474
www.renaissance.com

Quote
1897414

Marysville Joint Unified School District - 288097
1919 B St
Marysville, CA 95901-3731
Contact: Lennie Tate - (530) 741-6000
Email: ltate@mjusd.k12.ca.us

Reference ID: 329249
Created: 05/04/2018

Quote Summary

School Count: 21

Renaissance Products & Services Total	\$183,634.00
Applied Discounts	\$(16,078.54)
Shipping and Processing	\$0.00
Sales Tax	\$0.00
Grand Total	USD \$167,555.46


This quote includes: Renaissance Accelerated Reader 360, Renaissance English in a Flash and Renaissance Star 360.

To receive applicable discounts, all orders included on this quote must be received at the same time.

By signing below, you

- agree that this quote, any other quotes issued to you during the Subscription Period and your use of the Applications, the Hosting Services and Services are subject to the Renaissance Terms of Service and License located at <https://doc.renlearn.com/KMNet/R003981304GH3CB5.pdf> which are incorporated herein by reference;
- consent to the Terms of Service and License; and
- consent to the collection, use, and disclosure of the personal information of children under the age of 13 as discussed in the applicable Application Privacy Policy located at <https://www.renaissance.com/privacy-policy/>.

To accept this offer and place an order, please sign and return this quote along with your organization's required purchase order with reference to quote number 1897414. An invoice will be sent upon receipt of this executed quote and your purchase order. Payment is due net 30 days from the invoice date. If your organization does not require a purchase order, please contact our order services team at 877-444-3172 for assistance with placing your order.

Renaissance Learning, Inc.	Marysville Joint Unified School District - 288097
	By:
Name: Al Thurber	Name:
Title: VP - Corporate Controller	Title:
Date: 05/04/2018	Date:

Mail: PO Box 8036, Wisconsin Rapids, WI 54495-8036
Fax: (877)280-7642
Email: electronicorders@renaissance.com

If changes are necessary, or additional information is required, please contact your account executive Paul Ackerman at (866)560-3913, Thank You.

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6

Business Services Department
Approval: UA
Date: 5.10.18

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Quote
1897414

Quote Details

Renaissance Applications

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Star 360 Desktop Upgrade One-Time Fee		1	\$599.00	\$(599.00)	\$0.00
Accelerated Reader 360 Subscription Renewal	07/01/2018 - 06/30/2019	5,600	\$9.70	\$(4,345.54)	\$49,974.46
EIAF Service Real Time Subscription Renewal	07/01/2018 - 06/30/2019	1,400	\$2.70	\$(2,430.00)	\$1,350.00
Star 360 Subscription	07/01/2018 - 06/30/2019	380	\$13.60	\$(4,131.40)	\$4,754.56
Star 360 Subscription Renewal	07/01/2018 - 06/30/2019	7,620	\$13.60	\$(3,390.56)	\$95,341.44
Renaissance Applications Total				\$(16,078.54)	\$151,420.46

Hosting Services

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Annual All Product Renaissance Place Hosting Fee	07/01/2018 - 06/30/2019	1	\$635.00	\$0.00	\$635.00
Annual All Product Renaissance Place Hosting Fee Renewal	07/01/2018 - 06/30/2019	20	\$635.00	\$0.00	\$12,700.00
Hosting Services Total				\$0.00	\$13,335.00

Data Integration Services

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Data Integration Maintenance Fee Level 3 (4001-8000 Students)	07/01/2018 - 06/30/2019	1	\$2,800.00	\$0.00	\$2,800.00
Data Integration Services Total				\$0.00	\$2,800.00

Professional Services

Products & Services	Subscription Period	Quantity	Unit Price	Discount	Total
Renaissance Smart Start Product Training (included with purchase)		21	\$0.00	\$0.00	\$0.00
Professional Services Total				\$0.00	\$0.00

PO Box 8036, Wisconsin Rapids, WI 54495-8036
Phone: (800) 338-4204 | Fax: (877) 280-7642
Federal I.D. 39-1559474
www.renaissance.com

This quote is valid for 30 days. All quotes and orders are subject to availability of merchandise. Professional development expires one year from purchase date. Alterations to this quote will not be honored without Renaissance approval. Please note: Any pricing or discount indicated is subject to change with alterations to the quote. Tax has been estimated and is subject to change without notice. Unless you provide Renaissance with a valid and correct tax exemption certificate applicable to your purchase of product and the product ship-to location, you are responsible for sales and other taxes associated with this order.

United States government and agency transactions into Arizona: The Tax or AZ-TPT item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Arizona Transaction Privilege Tax ('TPT'). The incidence of the TPT is on Renaissance Learning for the privilege of conducting business in the State of Arizona. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Hawaii residents only: Orders shipped to Hawaii residents will be subject to the 4.166% (4.712% O'ahu Is.) Hawaii General Excise tax. United States government and agency transactions into Hawaii: The Tax or General Excise Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the Hawaii General Excise Tax. The incidence of the General Excise Tax is on Renaissance Learning for the privilege of conducting business in the State of Hawaii. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

New Mexico residents only: Orders shipped to New Mexico residents will be subject to the 5.125% (Location Code: 88-888) Gross Receipts tax. United States government and agency transactions into New Mexico: The Tax or Gross Receipts Tax item(s) listed on this quote and subsequent invoice(s) is a charge to recover the cost of the New Mexico Gross Receipts Tax. The incidence of the Gross Receipts Tax is on Renaissance Learning for the privilege of conducting business in the State of New Mexico. Since the tax is not directly imposed on the United States, the constitutional immunity of the United States does not apply.

Students can become their most amazing selves — only when teachers truly shine. Renaissance amplifies teachers' effectiveness in the classroom — transforming data into actionable insights to improve learning outcomes. Remember, we're here to ensure your successful implementation. Please allow 30-90 days for installation and set-up.

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2017-18 MIGRANT EDUCATION REGION 2 MOU

Districts that have an enrollment of fewer than 200 migrant students or an allocation of less than \$25,000 have the option of completing this Memorandum of Understanding.

District Name: Marysville Joint Unified School District

District Contact: Lennie Tate

CONTENTS

- ☐ Section I: MOU/Signature Page
- ☐ Section II: District Demographic Profile (number of migrant/non-migrant students)
- ☐ Section III: District Migrant Parent Advisory Council Membership Roster
- ☐ Section IV: Memorandum of Understanding Service Planning/Evaluation
- ☐ Section V: Assurances (link)

SECTION I

MIGRANT EDUCATION – REGION 2
1870 Bird Street
Oroville, CA 95965
530-532-5749 (office)
DISTRICT MEMORANDUM OF UNDERSTANDING
Between
Butte County Region 2
And
Marysville Joint Unified School District

This agreement is between Butte County Region 2, hereinafter referred to as the region and Marysville Joint Unified School District herein after referred to as the district.

The period covered by this agreement shall be from June 13, 2018 to June 29, 2018. There are currently 139 migrant students in the district as indicated in the attached District/Demographic Profile.

Based on the needs of its Migrant students, the district agrees to provide supplemental service(s) as identified in SECTION IV.

The following staff for the Region will deliver the following services:

The following staff for the District will deliver the following services:

A 5-Day intensive intervention reading program for grades 4-8.

Service/Allowable Activity Staffing Plan

Instructional Service Staffing: Identify the staff positions needed to provide the instructional services above (see Fiscal Handbook).

Title	Classification	Number of	
		Staff	FTE
Teacher	Certificated	4	4.00
Paraprofessional	Classified	4	4.00
Bilingual Support Specialist	Classified	1	1.00

Support Service Staffing: Identify the staff positions needed to provide support for the services above (see Fiscal Handbook).

Title	Classification	Number of	
		Staff	FTE
Bus Driver	Classified	1	1.00

The Region certifies that the Migrant Education District Parent Advisory Council has participated in the development of the Migrant Education program as described. A minimum of six (6) meetings a year will be convened to comply with statutory requirements and provide identified parent training needs.

The District identifies and addresses the needs of migrant children in coordination with other categorical programs. The District will list the services to Migrant students in the LEA plan and in the Single Plan for Student Achievement.

In witness whereof, the following parties have executed this agreement:

Region Director

District Administrator

Date

Date

//

Section II

DISTRICT DEMOGRAPHIC PROFILE

District: <i>(insert name of district)</i>														
Number of Migrant Students Enrolled at Each Grade Level in the District.														
	Pre K	1	2	3	4	5	6	7	8	9	10	11	12	Total
PFS				1		1								2
Migrant	17	8	10	7	7	10	9	6	10	9	12	11	8	9
All*	17	8	10	7	8	10	10	6	10	9	12	11	8	9

*All includes PFS and Migrant students.

Note: If a grade level does not have at least 10 migrant students (to comply with CDE data suppression requirements), combine this with another grade (or grades) to equal no fewer than 10 students.

SECTION III

DISTRICT MIGRANT PARENT ADVISORY COUNCIL

[illegible]

MIGRANT EDUCATION PROGRAM REGION 2

2017–18

Memorandum of Understanding Academic Service Planning/Evaluation

Complete one for each Activity/Program

DISTRICT NAME: Marysville Joint Unified School District

PROPOSED PROJECT COST: \$19,001

PROPOSED AREA OF SERVICE:

School Readiness	<input type="checkbox"/>	English Language Arts	<input checked="" type="checkbox"/>	Mathematics	<input type="checkbox"/>	High School Graduation	<input type="checkbox"/>	Parent Advisory Council	<input type="checkbox"/>
OSY	<input type="checkbox"/>	Health	<input type="checkbox"/>	Parent Involvement	<input type="checkbox"/>	I&R	<input type="checkbox"/>		<input type="checkbox"/>

Description of Proposed Service	
Name of Service:	Intensive Reading Intervention
The Need (Include data & how service is supplemental to core program):	Students are reading more than two years below grade level and need Intensive Instructional Intervention in English Language Arts. 79% of Migrant Education students are reading below grade level.
How (describe the academic focus, the service and the strategies):	SSDP Focus Area: ELA This is a 5-day summer program that will continue with the same program, staffing, and students into July (9 days) with a 2018-19 MOU. This intensive intervention reading program builds reading comprehension, academic vocabulary and writing skills for unsuccessful readers in grades 5 and up. The program incorporates instruction in the five essential components of successful reading intervention outlined by the National Reading Panel—phonics, phonemic awareness, reading fluency, reading comprehension, and vocabulary.
School Year or Summer School Service:	(Check one) <input type="checkbox"/> Regular School Year <input checked="" type="checkbox"/> Summer School
If School Year Service, when:	(Check one) <input type="checkbox"/> Before School <input type="checkbox"/> After School <input type="checkbox"/> Saturday

PART 1: PARTICIPANTS TO BE SERVED:

Grade	# Enrolled	Projected # Participants			Actual # Participants		
		# PFS	# Non-PFS	TOTAL	PFS	Non-PFS	TOTAL
5	9		9	9			
6	6		6	6			
7	10		10	10			
8	9		9	9			
TOTALS	34		34	34			

PART 2: LOCATION, DATES, TIME OF DELIVERY

Minutes per Day	Days per Week	# of Weeks	Total Instructional Hours	Actual Total Instructional Hrs.
200	5	1	16hours 40 min	
Start Date	June 13, 2018	End Date	June 22, 2018	
Location of Service	Yuba Gardens Intermediate School			

PART 3: RESEARCH BASED CURRICULUM:

Grade Level Cluster	Curriculum	Research Based?
Grade 4-8	Read 180 Intensive Reading Intervention	Yes
	This is a supplemental program not currently used in the district.	Yes

PART 4: METHOD OF INSTRUCTION:

<i>Instructional Strategies to be Used</i>
The curriculum, READ 180, is a blended learning model and instructional resources are designed to align with the seven components that comprise the Multi-Tiered Systems of Support framework (MTSS). Planning and data management tools are embedded into instruction and help educators set academic and behavioral goals, customize benchmarks, monitor student progress, and differentiate instruction. This summer program pairs powerful adaptive technology with teacher-led instruction. It is designed to provide personalized, purposeful instruction to accelerate reading success. It provides individualized digital experiences that engage students and ensure the mastery of critical reading skills.

PART 5: EXPECTED OUTCOMES (learning that will occur due to implementation of this program):

Local Quantitative Measures	Targeted Outcome		% Projected Participants to Reach Targeted Outcome		Actual % that reached targeted outcome		Target Met, Not Met, Partially Met?		Why Not/Comments
	PFS	Other MEP	PFS	Other MEP	PFS	Other MEP	PFS	Other MEP	
Pre and Post Reading Inventory		Students attending the full summer program will increase grade level equivalency in reading as evidenced on pre and post assessment data.		100%					
Local Qualitative Measures	Description of Projected Measures						Comments on Results		
Interview and Focus Groups:									
Surveys:	Students will be surveyed on their feeling of success in reading and their expectations for growth.								
Observations:									

PART 6: PERSONNEL:

15

Staffing						
Title	Certificated		Classified		Percent Funded by DSA	Name of Other Program Funding Source
	#	FTE	#	FTE		

Teacher	3	4.0			100		
Teacher	1	.29			100		
Teacher	1	.71			100		
Paraprofessional			4	4	100		
Bilingual Support Specialist			1	1	100		
Bus Driver			1	1	100		

<i>Professional Development</i>				
Need	Title	Description	Dates	Expected Outcomes
Curriculum Training in READ 180	Teacher	Teachers will attend 12 hours of in-service in READ 180 prior to the beginning of summer school.	June 13-14, 2018	Teachers prepared to provide high quality instruction in READ 180.

PART 7: PARENT COMMUNICATION:

Describe plans to communicate with parents to support this intervention: orientation, graduation, home visits, daily phone calls for attendance, etc.

Parents will be notified via school messenger, email, and one on one phone calls via the bilingual support specialist.

Describe Other Support Services Plans (transportation, etc)

Transportation, Nutrition Services

Section IV

**Migrant Education
2016-17 PROPOSED SERVICE
BUDGET DETAIL**

Please follow regional protocol regarding object codes, making sure that they reflect the district's general ledger.

(Check one) ☐ Regular School Year ☒ Summer School

Please identify all costs related to the proposed service. For each line item, use the Standardized Account Code Structure (SACS) object codes. (Insert additional rows as needed.)

Object Code	Description	Amount Service	Amount Admin	Total Projected Amount	Actual Amount
1100	Teachers				
1100	3 Teachers X 4.5 Hours X 5 Days X \$51.45	3,473		8,721	
1100	1 FTE Teacher in Charge X 6 Hours X 5 Days X \$51.45	1,544			
1100	6 Teachers X 6 Hours Professional Development X 2 Day X \$51.45	3,704			
1200	Pupil Support Services				
1300	Supervisor/Administrators				
1900	Other Certificated Salaries				
2100	Instructional Aides				
2100	4 Paraprofessionals X \$21.00 X 5 days X 3 hours	1,260		1,260	
2200	Support Services Salaries				
2200	Bilingual Support Specialist 4 hours X \$21 X 5 Days	420		420	
2300	Supervisor/Administrators				
2400	Clerical, Technical, Office Staff				
2900	Other Classified Salaries				
	1 Bus Driver x \$39.90 X 4 hours X 5 Days	798		798	
3000-3900	Employee Benefits				
3000	Bilingual Support Specialist 4 hours X \$5.63 X 5 Days	113		2,448	
3000	3 Teachers X 4.5 Hours X 5 Days X \$10.52	710			
3000	1 Teacher in Charge X 6 Hours X 5 Days X \$10.52	316	17		

3000	6 Teachers X 6 Hours X 2 Days X \$10.52	757			
3000	4 Paraprofessionals X \$5.63 X 5 days X 3 hours	338			
3000	1 Bus Driver x \$10.69 X 4 hours X 5 Days	214			
4100	Textbooks Curricula Materials				
4100	<p>READ 180 Curriculum 34 - Student Technology & Assessment License Individualized Learning Technology (READ 180_System 44 License), eBooks (46 Titles), eREADS (36 Titles), Workshops Assessments, Reading Inventory, Phonics Inventory 34 - R180 Universal Student Real Workbook Consumable</p> <p>Per student \$213 X 34 students</p> <p>REDUCE THIS AMOUNT</p>				
4200	Books & Reference Materials				
4300	Materials & Supplies				
4300	Classroom Materials (Art supplies, pencils, paper, science consumables, PE equipment) Teachers will provide itemized receipts. \$346 per teacher X 4 Teachers	1,384		3,000	
4300	Science materials (Science consumable materials, cotton balls, straws, seeds, etc.) \$404 per teacher x 4 teachers	1,616			
4400	Non Capitalized Equipment				
4700	Food				
5100	Subagreements for Services				
5200	Travel & Conferences				
		18			
5300	Dues & Memberships				

5400	Insurance				
5500	Operations & Housekeeping				
5600	Rentals, Leases, Repairs & Noncap Improvements				
5700	Transfers of Direct Costs				
5800	Prof/Cons/Serv & Operating Expenses				
5800	Transportation Cost per mile at J-1 rate 125 miles X 5 Days X \$2.00	1,250		1,250	
5900	Communications				
TOTAL PROPOSED EXPENSES				\$17,897	
7000	INDIRECT COST	6.17%		1,104	
TOTAL COST OF PROPOSED SERVICE				\$19,001	

When project ends, complete the blue-shaded areas to evaluate the objective:

- 1. The outputs – did we implement the program as planned?**
- 2. The outcomes - what did students gain from the program's outputs?**

Complete and submit the final document 2 weeks after project end-date.

Certification of Local Educational Agency

I certify that (1) the costs reported are in accordance with federal and state laws and regulations and (2) the costs are aligned to the Migrant Education Program Fiscal Handbook 2015.

SECTION V

ASSURANCES

<http://www.cde.ca.gov/fg/fo/r28/documents/meplegalassurances16.pdf>

The assurances must be signed by both Region and District Administrators.

Migrant Education Plan

Marysville MEP 2018-19

July 1, 2018 - June 30, 2019

Section 1: General Information

Short Description: Marysville MEP 2018-19

Subgrantee Type: District with a MOU

Region: 2 - Butte County Office of Education

County: Yuba

District: Marysville Joint Unified

Performance Period Allocation (85%): \$ 57,826

Carryover: \$ 0

Student Leadership: \$ 0

School Readiness Amount: \$ 0

Family Biliteracy Grant Extension: \$ 0

Speech and Debate: \$ 0

Regional Parent Conference: \$ 0

Other: \$ 0

Total Amount Allocated: \$ 57,826

Who is the subgrantee contact?

Name: Lennie Tate

Title: Executive Director, Educational Services

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Section 2: Allocation & Student Profile

District	Type	Allocation	Students		
			PFS	Non-PFS	Total
Marysville Joint Unified	MOU	\$57,826	2	137	139
		Pre	0	17	17
		K	0	8	8
		1	0	10	10
		2	0	7	7
		3	1	7	8
		4	0	10	10
		5	1	9	10
		6	0	6	6
		7	0	10	10
		8	0	9	9
		9	0	12	12
		10	0	11	11
		11	0	8	8
		12	0	9	9
	Out of School Youth		0	4	4

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District	Type	Allocation	Students		
			PFS	Non-PFS	Total
		Ungraded	0	0	0

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Section 5: Regular School Year

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Section 6: Summer/ Intersession

1. Intensive Reading Intervention

When is this service/allowable activity offered?

Summer

What type of service/allowable activity is this?

Instructional

Note: Instructional services are those educational activities for preschool age children and instruction in elementary and secondary schools, such as tutoring before and after school. MEP Fiscal Handbook

Which service areas does this activity address?

☒ SSDP Focus Area: English Language Arts

☐ SSDP Focus Area: Mathematics

☐ SSDP Focus Area: English Language Development

☐ SSDP Focus Area: High School Graduation/Dropout

☐ SSDP Focus Area: Out of School Youth

☐ SSDP Focus Area: Parent and Family Engagement

☐ SSDP Focus Area: Student Engagement

☐ Other

When will the service/allowable activity be provided?

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☐ After School

☐ Before School

☐ Saturday

☒ Other:

SUMMER

Where would the service/allowable activity be provided?

☐ Home-based

☐ District-wide

☒ Site/Center-based

☐ Region-wide

What is the need for this service/allowable activity based on the data?

Students are reading more than two years below grade level and need Intensive Instructional Intervention in English Language Arts.

Based on Renaissance STAR and Early Literacy Reading Inventories, 79% of Migrant Education students are reading below grade level.

Plan

Describe the plan for this service/allowable activity

Key skills to be learned:

The summer reading intervention program for struggling readers is intensive, with students attending 200 minutes per day for a series of four weeks.

This intensive intervention reading program builds reading comprehension, academic vocabulary and writing skills for unsuccessful readers in grades 5 and up. The program incorporates instruction in the five essential components of successful reading intervention outlined by the National Reading Panel—phonics, phonemic awareness, reading fluency, reading comprehension, and vocabulary.

Student/teacher ratio:

Class size will be limited to a maximum of 10 - 25 students per classroom teacher.

Instructional strategies:

The curriculum, READ 180, is a blended learning model and instructional resources are designed to align with the seven components that comprise the Multi-Tiered Systems of Support framework (MTSS). Planning and data management tools are embedded into instruction and help educators set academic and behavioral goals, customize benchmarks, monitor student progress, and differentiate instruction. This summer program pairs powerful adaptive technology with teacher-led instruction. It is designed to provide personalized, purposeful instruction to accelerate reading success. It provides individualized digital experiences that engage students and ensure the mastery of critical reading skills.

Student grouping method:

A typical *READ 180* session begins with the whole class working together with the teacher. Then, the class breaks up into small groups. Each group takes a turn reading independently, working independently on computers or tablets and working together in teacher-led small groups. At the end of the session, the whole class comes together again, with the teacher, to wrap up the day. Students will be grouped by ability level. Using Response to Intervention Strategies, students will be regularly assessed to move on to the appropriate instructional model. Based on need, students may stay with one teacher, or move onto to other classrooms.

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How instruction will be differentiated:

A student's day in a READ 180 classroom has four main parts: Whole-Group Learning, Small-Group Learning, Independent Reading, and work in the Student Application.

WHOLE- AND SMALL-GROUP INSTRUCTION

During READ 180 Whole- and Small-group Learning, teachers provide direct instruction using the Real Book, a work text that includes six high-interest Workshops with reading selections about topics such as the Bill of Rights, D-Day, and space exploration. Every Workshop also includes systematic instruction in academic vocabulary and language, close reading, and academic writing and research.

After beginning the session with the whole class, students work independently on three rotations: the Student Application, Small-Group Learning, and Independent Reading.

THE STUDENT APPLICATION

The Student Application is the software component of READ 180. Students can choose from a menu of 25 high-interest segments on varying topics including civil rights, breakdancing, and historical figures like Rachel Carson and Nelson Mandela. Each segment begins with an Anchor Video to engage student interest, build background knowledge, and help students form mental images of the subjects they'll be reading about. After watching the Anchor Video, students read passages based on the video content that are geared to their individual reading levels. They continue working with the passages by answering questions using comprehension strategies, building vocabulary and spelling skills using words from the text, and responding to writing prompts based on the passages and video. As students work in the Student Application, the software tracks their progress, reports data to their teacher, and customizes instruction to meet their needs.

INDEPENDENT READING

During Independent Reading, students can choose a grade-appropriate text from the Independent Reading library, which includes 30 paperbacks, 46 eBooks, 5 audiobooks, and 46 nonfiction articles called eReads. All digital texts have supportive features, such as audio, highlighting, and a clickable glossary, to help students as they read independently.

SMALL-GROUP LEARNING

In this rotation, students work with their teachers in their Real Books to deeply analyze texts, master new vocabulary, and demonstrate writing knowledge.

Other strategies besides the SSDP strategies identified for the focus areas:

During the instructional day, students will also choose from a variety of enrichment activities, including science, art, computers, and physical education.

What SSDP strategies will be used to deliver this service/allowable activity?

English Language Arts

What evidence-based curriculum will be used in this instructional service?

READ 180 is a supplemental program specifically for use in the Migrant Education Summer Program. It is not currently used in the Marysville Joint Unified School District. The online licenses will expire and the end of the MEP Summer program. READ 180, a researched and state approved, evidence-based intensive intervention curriculum will be used in this instructional service.

Service/ Allowable Activity Staff Development

What are the specific staff development activities?

Teachers will attend 6 hours of in-service in READ 180 prior to the beginning of summer school.

What dates approximately will the staff development take place?

Date

06/2019

Service/ Allowable Activity Evaluation Plan

What is the expected outcome specific to this service/allowable activity?

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Based on PRE and POST assessment data through Read 180 students will increase their grade level equivalency in reading.

Local Quantitative Measures and Performance Targets

Local Quantitative Measure	Local Performance Target
Pre and Post Assessment	100% of students attending the full summer program will increase grade level equivalency in reading as evidenced on pre and post assessment data.

Local Qualitative Measures and Performance Targets

Local Qualitative Measure	Local Performance Target
Survey	Students will be surveyed on their feeling of success in reading and their expectations for growth.

Service/ Allowable Activity Migrant Students Served

For this activity, what is the number of students served at each level?
Please specify the number of students that are priority for service (PFS) students and non-PFS students.

Grade	PFS	Non-PFS	Total
Pre	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0

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Grade	PFS	Non-PFS	Total
4	0	0	0
5	0	9	9
6	0	6	6
7	0	10	10
8	0	9	9
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Out of School Youth	0	0	0
Ungraded	0	0	0
Total	0	34	34

Service/ Allowable Activity Time

Grade Levels	Students Served	Activity Dates	Sessions	Minutes/ Session	Total Minutes
5 - 8	34	07/02/2018 - 07/11/2019	7	200	1,400
5 - 8	34	06/12/2019 - 06/28/2019	13	200	2,600

Service/ Allowable Activity Staffing Plan

Instructional Service Staffing: Identify the staff positions needed to provide the instructional service described above (see Fiscal Handbook).

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What migrant-funded staffing will support this service/allowable activity?

Title	Classification	Number of	
		Staff	FTE
Teacher	Certificated	4	4.00
Paraprofessional	Classified	4	4.00
Bilingual Support Specialist	Classified	1	1.00

Support Service Staffing: Identify the staff positions needed to provide support for the service described above (see Fiscal Handbook).

What migrant-funded staffing will support this service/allowable activity?

Title	Classification	Number of	
		Staff	FTE
Bus Driver	Classified	1	1.00

Service/ Allowable Activity Budget Detail

Object Code	Description & Itemization of costs	Amount
1100 Teachers	(4 Teachers Total) 3 Teachers X 4.5 Hours X 20 Days X 51.45 = 13891.5 1 Teacher in Charge X 5.5 Hours X 21 Days X 51.45 = 5,942.48 4 Teachers X 12 Hours Professional Development X 1 Day X 51.45 = 2,469.60	\$22,304
2100 Instructional Aides	4 Paraprofessionals X \$20.00 X 20 days X 3 hours = 4800	\$4,800
2200 Support Services Salaries	Bilingual Support Specialist 4 hours X \$20 X 20 Days = 1600	\$1,600
2900 Other Classified Salaries	Bus Driver 1 Bus Driver @ \$38.00 X 4 X 20 Days	\$3,040
3000 Employee Benefits	3 Teachers X 4.5 Hours X 20 Days X 10.02 = 2705.40 1 Teacher in Charge X	\$4,344

Object Code	Description & Itemization of costs	Amount
	5.5 Hours X 21 Days X 10.02 = 1157.31 4 Teachers X 12 Hours X 1 Day X 10.02 = 480.96	
3000 Employee Benefits	4 Paraprofessionals X \$5.36 X 20 days X 3 hours = 1286	\$1,286
3000 Employee Benefits	Bilingual Support Specialist 4 hours X \$5.36 X 20 Days = 428.80	\$429
3000 Employee Benefits	Bus Driver 1 Bus Driver @ \$10.18 X 4 X 20 Days	\$815
4100 Textbooks Curricula Materials	READ 180 Curriculum 34 - Student Technology & Assessment License Individualized Learning Technology (READ 180_System 44 License), eBooks (46 Titles), eREADS (36 Titles), Workshops Assessments, Reading Inventory, Phonics Inventory 34 - R180 Universal Student Real Workbook Consumable per student \$213 X 34 students	\$7,242
4300 Materials & Supplies	Classroom Materials (Art supplies, pencils, paper, science consumables, PE equipment) Teachers will provide itemized receipts. \$608 per teacher X 4 Teachers	\$2,432
5800 Prof/Cons/Serv & Operating Exp.	Transportation Cost per mile at J-1 rate 125 miles X 20 Days X \$2.00	\$5,000
	Total:	\$53,292

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Section 7: School Readiness Regular School Year

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Section 8: School Readiness Summer/ Intercession

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Section 9: Other Education, Health, Nutrition, and Social Services

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Section 10: Identification and Recruitment

For this section include any and all Identification and Recruitment (I&R) activities that will be provided during the school year

Eligible migrant students will be identified and recruited in a proper and timely manner.

To qualify for the Migrant Education Program, a child is considered "migratory" if his or her parent or guardian is a migratory worker in the agricultural, dairy, lumber, or fishing industries or the child is actually a migratory out-of-school youth (OSY) who works in agricultural, dairy, lumber, or fishing industries. In addition, the youth or family must have a qualifying move during the past three years. A qualifying move can range from moving across school district boundaries or from one state to another for the purpose of finding temporary or seasonal employment. The eligibility period for the MEP is three years from the date of the last move, and eligibility is established through an interview conducted by a migrant education recruiter who visits the home, employment, or other community locations.

I & R Program Overview

Provide an overview of your organizational structure, including the activities and personnel that are administered locally and the activities and personnel that are administered by subgrantees through a DSA or MOU if applicable.

I & R Quality Control Plan

Provide a copy of the Regions I&R Quality Control Plan as a separate document to the application. *The Regions Plan may be modeled after the States Quality Control Plan; however, the States Plan may not be substituted in lieu of the Regions Plan.*

Title	File Name	Last Update
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District Staff Roles in the I & R Quality Control Process

What are the roles and responsibilities of your I&R staff members within the region's or district's quality control processes?

Describe how you will utilize I&R staff to identify and recruit eligible migrant students; include the community and school-based activities.

Local Community

What are the characteristics of the community in your local recruiting area?

Migration Pattern Adjustment

What strategies will your I&R staff employ to look for families outside the traditional locales? In some communities, migration patterns are well established and recruiters know where migrant families and youths live; however, migration, employment, and housing patterns change over time.

Regional I & R Coordination

How will your I&R staff coordinate recruitment activities with local districts to create effective recruitment partnerships? How do you ensure that recruitment efforts are robust without being duplicative?

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Recruitment Activities

Provide the numbers of individuals assigned to conduct eligibility interviews and make eligibility determinations, the full-time equivalent that they spend performing I&R activities, and how and where the recruiting is carried out.

Type	Recruiters	FTE	Description
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I & R Staff

Please provide the number of staff in each I&R supervisory and control staff position, the full-time equivalent that they spend performing I&R activities, and the specific tasks carried out in each position. (Note: the budget for I&R activities is part of the Administration section of this application.)

Title	Number of		Description
	Staff	FTE	

I & R Budget

What is the specific budget for I&R activities?

Object Code	Description & Itemization of costs	Amount
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Total: \$ 0

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Section 11 : Parent Advisory Council

Explain how parents and community members are recruited and selected for membership in the PAC. Provide local timelines to ensure PAC compliance with State regulations.

Describe the PAC involvement in the review of the Needs Assessment, planning, and development of the regional application, implementation of services provided to students, and program evaluation.

What are the specific staff development activities planned based on local data? What are the expected outcomes?

What are the specific PAC member development activities to meet the need? Include dates, vendors, or providers if applicable.

Topics for PAC and Staff Development Activities

- ☐ Review key provisions of Title I Part, C ESSA (New)
- ☐ Identifying local needs of migratory students and parents: data analysis and determining strategies to meet identified needs.

- ☐ Meeting engagement, management and facilitation (applicable, such as Greene Act)
- ☐ Instructional strategies for use with parent groups
- ☐ Leadership workshops
- ☐ Other

PAC Members

Include a list of PAC member's names.

District/ School	First Name	Last Name	Eligible Migrant Parent?
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PAC Staffing

What migrant-funded staffing will support PAC activities?

Title	Classification	Staff
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PAC Budget

What is the specific budget for PAC activities? (Costs related to SPAC conference are not included in this section.)

Object Code	Description & Itemization of costs		Amount
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Total: \$0

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Section 13: Administration: Staffing Plan

Indirect Cost Charges

Approved Indirect Rate 7.50 %

Place a checkmark next to services rendered by indirect cost charges

- ☒ Accounting and budgeting ☒ Communications
- ☒ Payroll preparation ☒ Technology support
- ☐ Personnel management ☐ Other: (List Below)

☒ Purchasing

☒ Data Processing

☒ Warehousing

☐ Facilities

☒ Maintenance

☒ I certify that the business office was consulted to determine indirect cost charged items.

Administration Staffing Plan

Personnel Needed to Administer ALL Services Described in the Application

Identify personnel needed to administer all services. A MEP administrator is a professional staff member, other than a teacher or counselor. A MEP administrator may have administrative duties, such as a project director or regional director.

Generally, if the personnel are MEP funded professional staff, not paraprofessionals, and they perform MEP administrative duties, then the LEA may consider them as MEP administrators in their job classifications. (See fiscal handbook)

Title	Type(s)	Classification	Number of	
			Staff	FTE

Administration Budget Detail

Please identify all costs related to administration of all services of the MEP for the Regular School Year, Summer School, etc. For each line item, refer to and use the object codes provided in the instructions.

Summer/ Intersession

Object Code	Description & Itemization of costs	Amount
4300 Materials & Supplies	Custodial Supplies	\$500
7000 Indirect Cost	Indirect Cost Rate is 7.5%	\$4,034
Total:		\$4,534

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Section 14: Legal Assurances & Certifications

<https://www.cde.ca.gov/tg/fo/r28/documents/legalassurance1819.docx>

Upload signed Legal Assurances

Title	File Name	Last Update
Legal Assurances	doc00112720180411134928.pdf	04/11/2018 1:52 PM
Drug Free	Drug_Free.pdf	04/18/2018 4:10 PM
General Assurances	General_Assurances.pdf	04/18/2018 4:10 PM

Migrant Education Program Inventory list

Title	File Name	Last Update
Letterhead MEP Inventory	MEP_Inventory_List.pdf	04/13/2018 11:15 AM

Official Job duty statements from the local Human Resources office for all MEP staff

Title	File Name	Last Update
Bus Driver	Bus_Driver_-_Driver_Trainer.pdf	04/13/2018 11:18 AM
Bilingual Support Specialist	BilingualDistrictSupportSpecialist.pdf	04/13/2018 11:18 AM
Teacher Duty Statement	Secondary_Teacher-Alternative_Ed.pdf	04/13/2018 11:22 AM
Para Educator	PARA_EDUCATOR.pdf	04/18/2018 1:38 PM

Per the Migrant Data Security Guidance Letter released on May 12, 2016, the California Department of Education (CDE) Migrant Education Office (MEO) is requesting from the Migrant Education Program (MEP) subgrantees the current Data Device Inventory information for data devices purchased with migrant funds.

The migrant program will upload the migrant data device inventory, updated for the current fiscal year, if applicable.

If migrant fund was used to purchase data devices that are used to access, store, and/or process student personally identifiable information for the past five year starting from the current fiscal year, the RA and DFDSA migrant programs must upload the latest migrant device inventory in the template provided by the state Migrant Education Office via the link in orange color. This inventory must contain all migrant data devices, including those from the DSAs and MOUs.

For a DSA/MOU district, the migrant program must upload the latest migrant device inventory in the template provided by the state Migrant Education Office via the link in orange color. This district level migrant data device inventory may be filed by the regional office for record keeping. The district may consult with the regional office for inventory completion guidance.

Inventory Template

Migrant Data Device Inventory

Title	File Name	Last Update
MEP Data Device Inventory	MEP_DATA_Inventory_List.pdf	04/13/2018 11:36 AM

Organizational Chart of Migrant Education

Title	File Name	Last Update
Organizational Chart	Organizational_Chart_of_Migrant_Education.pdf	04/13/2018 11:31 AM

Migrant Education Program Summer Waiver Request Form

Summer Waivers

Title	File Name	Last Update
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Budget Signature and Certification

The Budget forms (ME-1 and detail pages) are downloaded, signed, and uploaded by the plan submitter after the plan has been approved.

Cover Page

The cover page is created when the plan is approved.

Once it is created, the plan creator uploads the cover page signed by the Superintendent or Designee and Parent Council Representative.

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Finally, the Migrant Education Program Director or Designee signs the cover page and this final version is uploaded.

Download current cover page.

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Section 14: Legal Assurances & Certifications

Legal Assurances

Legal Assurances

2018–19 Legal Assurances and Certifications for Local Educational Agencies

California Department of Education Migrant Education Program

The operating agency, by signature of its authorized representative on the **signature** page of this document, hereby assures the California Department of Education (CDE) that the local educational agency (LEA) will adhere to all of the legal assurances contained herein and with all other Federal and State statutory and regulatory requirements for the Migrant Education Program (MEP) referenced in this document.

Required Assurances

General assurances and certifications are required for grant applications submitted to the CDE. The General Assurances and Drug-Free Workplace Certification forms are required for applications for funds. (Note that the signed grant application submitted to the CDE confirms a commitment to comply with the general assurances.) Applicants must download the certifications and submit the signed forms with their applications as described below:

- General Assurances form: <http://www.cde.ca.gov/fq/fo/fm/generalassurances2017.asp> (no signature required)
- Drug Free Workplace form: <http://www.cde.ca.gov/fq/fo/fm/drug.asp> (signature required)
- Lobbying Certification form: <http://www.cde.ca.gov/fq/fo/fm/lobby.asp> (signature required)
- Lobbying Disclosure form: <http://www.cde.ca.gov/fq/fo/fm/sflll.asp> (signature required if applicable)

Migrant Assurances

Use of Funds

1. Funds for MEP will be used only:
 - a. For programs and projects, including the acquisition of equipment in accordance with 20 United States Code (USC) sections 6396(b) and 6394[c][1][A]
 - b. To coordinate such programs and projects within the State and other states, as well as with Federal programs that can benefit migratory children and their families. (20 USC 6394[c][1][B])
2. Programs and projects funded for MEP will be carried out in a manner consistent with the objectives of Section 6314, subsections (b) and (d) of Section 6315 and subsections (b) and (c) of Section 6321 of 20 USC, and Part F of 20 USC, Chapter 70, Subchapter 1. (20 USC 6394 [c][2])

Program Purpose

3. Use of MEP funds:
 - a. Support high-quality and comprehensive educational programs and services during the

school year and, as applicable, during summer or intersession periods that address the unique educational needs of migratory children.

- b. Ensure that migratory children who move among the States are not penalized in any manner by disparities among the States in curriculum, graduation requirements, and challenging State academic standards.
- c. To ensure that migratory children receive full and appropriate opportunities to meet the same challenging State academic standards that all children are expected to meet
- d. To help migratory children overcome educational disruption, cultural and language barriers, social isolation, various health-related problems, and other factors that inhibit the ability of such children to succeed in school.
- e. To help migratory children benefit from State and local systemic reforms.

Authorized Activities

- 4. MEP funds shall be used, first, to meet the identified needs of migratory children that:
 - a. Result from the effects of their migratory lifestyle, or are needed to permit migratory children to participate effectively in school
 - b. Are not addressed by services available from other federal or nonfederal programs.
- 5. Migratory children who are eligible to receive services pursuant to Improving Basic Programs Operated by Local Educational Agencies, 20 USC 6311 may receive those services through MEP funds that remain after the agency addresses the identified needs described in 4, above.
- 6. A school that receives MEP funds shall continue to address the identified needs described in 4, above, notwithstanding its participation in schoolwide programs under 20 USC 6314. (20 USC 6396[b][4])

Program Planning, Operation, and Evaluation

- 7. The LEA will ensure that:
 - a. In the planning and operation of programs and projects, there is appropriate consultation with parents of migratory children, including parent advisory councils, for programs of at least one school year in duration, and
 - b. All such programs and projects are carried out in a manner that provides for the same parental involvement as is required for programs and projects under 20 USC 6318, and
 - c. Programs and projects are carried out in a format and language understandable to the parents. (20 USC 6394[c][3][B]).

- d. The LEA will make available to the Migrant Education Program all student academic assessment, immunization, and other health information data for the purpose related to student assessment, program services planning, and the transfer of student records. (20 USC Section 6398[b][2])
 - e. The transfer of school records without parental consent is permitted if the local educational agency transfers the records to other school officials within the agency (whom the agency has determined to have legitimate educational interest) or to officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll. (See 34 Code of Federal Regulations [CFR] 99.31) This exception applies only if the local operating agency notifies parents annually of this policy. (34 CFR 99.34). In addition, the notification of this exception is recorded via parent/guardian signature on the Certificate of Eligibility (COE) form.
 - f. The availability of funds from other federal, state, and local programs must be taken into account. (20 USC 6394(b)[5])
8. In planning and carrying out such programs and projects, there will be adequate provision for addressing the unmet educational needs of preschool migratory children and migratory children who have dropped out of school (20 USC 6394[c][4])
9. The effectiveness of such programs and projects will be determined, where feasible, using the same approaches and standards that will be used to assess the performance of students, schools, and local educational agencies under Improving Basic Programs Operated by Local Educational Agencies, 20 USC 6311 et seq. (20 USC 6394[c][5]).
10. Such programs and projects will provide for:
- a. Advocacy and outreach activities for migratory children and their families, including informing such children and families of, or helping such children and their families gain access to, other education, health, nutrition and social services,
 - b. Professional development programs, including mentoring, for teachers and other program personnel,
 - c. Family literacy programs,
 - d. The integration of information technology into educational and related programs, and
 - e. Programs that facilitate the transition of secondary school students to postsecondary education or employment. (20 USC 6394[c][7]).
11. It will assist the SEA in identifying, and recruiting eligible children, including the identification and recruitment of preschool migratory children and migratory children who have dropped out of school, and will provide its local Migrant Education Region and the SEA with eligibility and needs assessment information, by which the SEA can complete its reporting and subgranting activities. The LEA will implement a program to monitor the eligibility requirements of children and youths enrolled in the Migrant Education Program. (California Education Code (EC) Section 54444.1 [d]). Will establish and implement a system of quality controls for the proper identification and recruitment of eligible migratory children. (34 CFR 200.89[c]).

Priority for Services

12. LEAs shall give priority to migratory children who are failing, or most at risk of failing, to meet the State's challenging academic standards, or have dropped out of school. (20 USC 6394[d]).

Continuation of Services

13. Notwithstanding any other provision of Title I, Part C,
 - a. A child who ceases to be a migratory child during a school term shall be eligible for services until the end of such term,
 - b. A child who is no longer a migratory child may continue to receive services for one additional school year, but only if comparable services are not available through other programs, and
 - c. Secondary school students who were eligible for services in secondary school may continue to be served through credit accrual programs until graduation. (20 USC 6394[e])

Schoolwide Programs

14. Before the school chooses to consolidate in its Schoolwide program funds received under part C of Title I of the ESEA, the school must:
 - a. Use these funds, in consultation with parents of migratory children or organizations representing those parents, or both, first to meet the unique educational needs of migratory students that result from the effects of their migratory lifestyle, and those other needs that are necessary to permit these students to participate effectively in school, as identified through the comprehensive Statewide needs assessment under 34 CFR 200.83, and
 - b. Document that these needs have been met. (34 CFR 200.29[c][1])
15. Funds available under Part C of Title 20 may be used in a Schoolwide program subject to the requirements of 34 CFR 200.29[c][1].

Coordination of Migrant Activities

16. The LEA will coordinate with the SEA to improve intrastate coordination, including the development or improvement of programs for credit accrual and exchange. (20 USC 6398[a][1])

Unique MEP Functions

17. LEAs are to assist in the conduct of any and all of the following activities as deemed necessary by the State:
 - a. Statewide identification and recruitment of eligible migratory children,

- b. Interstate and intrastate coordination of the State MEP and its local projects with other relevant programs local projects in the State and in other States,
- c. Procedures for providing for educational continuity for migratory children through the timely transfer of educational and health records, beyond that required generally by State and local agencies,
- d. Collecting and using information for accurate distribution of subgrant funds,
- e. Development of a statewide needs assessment and a comprehensive State plan for MEP service delivery,
- f. Supervision of instructional and support staff,
- g. Establishment and implementation of a State parent advisory council, and
- h. Conducting an evaluation of the effectiveness of the State MEP. (34 CFR 200.82)

MEP Assessment and Evaluation

- 18. The LEA shall determine the effectiveness of its program and projects in providing migratory children with the opportunity to meet the same challenging State academic standards. (20 USC 6394 and 34 CFR 200.83[a])
- 19. Evaluations of program and project effectiveness shall, wherever feasible, use the same approaches and standards that the State establishes for use to assess the performance of students, schools, and local educational agencies under Title I, Part A. (20 USC 6394)
- 20. In a project where it is not feasible to use the same student assessments that are being used under Title I, Part A, the operating agency must carry out some other reasonable process or processes for examining the effectiveness of the project. (20 USC 6394 generally, and 34 CFR 200.84)
- 21. Operating agencies shall use the results of the assessments carried out under 34 CFR Section 200.84 to improve the services provided to migratory children. (20 USC 6396 generally)

Migratory Children in Private Schools

- 22. Operating agencies must conduct Migrant programs and projects in a manner consistent with the basic requirements of section 8501 of the ESSA. (2 CFR 200.87). Operating agencies should note the changes to those requirements enacted through the Every Student Succeeds Act (ESSA).

Audits and Fiscal Procedures/Cash Management

- 23. Operating agencies agree to maintain fiscal and programmatic records and use fiscal control and operating procedures in accordance with state and federal laws and regulations including those found in Section 435 (b)(2) and (5) of General Education Provisions Act (GEPA) and 2 CFR 200.302, 200.327, 200.328.

24. Operating agencies agree to comply with the audit requirements of 34 CFR 76.910 and the cost principles in Subpart E of 2 CFR Part 200 and the audit requirements in Subpart F of 2 CFR Part 200. As required in 2 CFR 200.305, LEA's must demonstrate the ability to minimize the time elapsing between the receipt and disbursement of migrant funds (Cash Management). LEA's must promptly pay the federal agency any interest greater than \$500 per year that they earned on the cash advances. LEA's must minimize the time between the receipt and disbursement of the federal migrant funds.
(2 CFR 200.305[b])
25. Operating agencies agree to repay the California Department of Education any amounts of Title I funds determined to be expended for non-approvable purposes or in violation of federal or state laws and regulations in accordance with GEPA procedures in 20 USC 1231b-2. (2 CFR 200.338)
26. Operating agencies agree to cooperate with the Inspector General and his/her representatives in the conduct of audits authorized by the Inspector General Act of 1978. Cooperation shall include providing access to records and personnel for the purpose of obtaining clarifications, explanations, and other related information. (2 CFR 200.333-337, and 200.344)
27. Operating agencies agree to expend MEP funds solely on the basis of activities and functions described in regional applications and district service agreements approved by the California Department of Education.
28. Operating agencies agree to keep fiscal records and make fiscal accounting reports for the MEP using forms and procedures developed by the California Department of Education.

Comparability

29. LEAs may receive funds under Title I Comparability, 20 USC 6321(c), only if State and local funds will be used in participating schools to provide services that, taken as a whole, are at least comparable to services that the LEA is providing in schools not receiving Title I, Part A or Migrant Education Program funds. A LEA may determine comparability on a school-by-school basis or on a grade span by grade span basis. The LEA must file with the California Department of Education a written assurance that it has established and implemented:
 - a. An LEA-wide salary schedule
 - b. A policy to ensure equivalence among schools in teachers, administrators, and other staff, and
 - c. A policy to ensure equivalence among schools in the provision of curriculum materials and instructional supplies. (20 U.S.C. 6321[c])
30. The comparability requirements do not apply to an LEA that has only one school for each grade span. (20 U.S.C. 6321[c][4])
32. The LEA has developed procedures for complying with comparability requirements and must maintain records that are updated biennially documenting compliance with those

requirements. (20 U.S.C. Section 6321[c][3])

33. The LEA's Failure to comply with the requirements may result in the loss of Title I funds and/or Migrant Education funds.

Migrant State Assurances

Operation of Regional Offices

1. The regional offices of the MEP agree to render services and/or reimburse school districts for services approved in district service agreements in accordance with state and federal laws and administrative directives from the U.S. Department of Education and the California Department of Education (EC 54444 and 54444.1).
2. Each regional office is responsible for, but not limited to, the provision of the following services:
 - a. Funding to districts operating under service agreements
 - b. Technical assistance to districts operating under service agreements
 - c. Interagency coordination to improve services available to eligible migrant children and their families
 - d. Training for the parents and members of district, regional, and school parent advisory councils
 - e. Professional development services for migrant education staff at the school and district levels
 - f. Direct services to migrant children and their families pursuant to district service agreements. (EC 54444.4[c])

Sub Grantee

3. It is agreed that "Operating agency" means a local educational agency operating under a sub grant of state migrant education funding pursuant to a special arrangement with the department to directly implement the State's migrant education program or projects (A regional office is a local educational agency to which the State Education Agency [SEA] makes a sub grant under this part.). (EC 54441[e] and 20 USC 6399[1])
4. The operating agency will review and recommend, in coordination with the SEA, the approval of the District Service Agreements. The operating agency's review process will be in accordance with SEA procedures to identify and address the unique needs of Migrant children and their families.
(EC sections 54444 [a] and 54444.1[a][d][e])
5. The SEA will review and recommend approval of the operating agency Regional (Direct Funded) Application. The operating agency's review process will be in accordance with SEA procedures. (EC 54444.1[a][d][e])

Service Priorities

6. LEAs agree to establish service priorities for migrant children as established in state and federal laws, the U.S. Department of Education, and the California Department of Education (EC sections 54444 and 54444.1)

Summer School Services

7. Operating agencies agree to conduct summer school programs for eligible migrant students according to the provisions contained in this chapter. (EC 54444.3[a])

Articulation and Coordination

8. Operating agencies agree to operate programs and services for migrant children and their families, which are articulated and coordinated with existing resources from school districts and other state and federal programs. (EC 54443.1[c][10])
9. Operating agencies will solicit and make provisions for the active participation of the parents and guardians of eligible migrant students, including but not limited to, review and comment on the annual program application by the members of the appropriate advisory councils (EC 54444.2)

Staff Development and Support

10. Operating agencies agree to provide adequate professional support to staff serving migrant children and their families. Support must include, but is not limited to, training opportunities, materials, counseling, program review, and leadership. (EC 54444.4[b][3])
11. Operating agencies agree to develop and submit to the California Department of Education, professional development plans which address the needs of staff that serve migrant children and their families (EC 54444.1[e])

Parent Advisory Councils (PACs)

12. Operating agencies agree to establish and operate parent advisory councils in accordance with federal and state laws and regulations, such that:
 - a. The membership of each regional parent advisory council shall be comprised of members who are knowledgeable of the needs of migrant children.
 - b. Membership shall be elected by the parents of migrant children currently enrolled in the operating agencies programs.
 - c. The composition of the council shall be determined by the migrant parents at a general meeting to which all parents of migrant children currently enrolled in the program shall be invited.
 - d. Parents shall be informed, in a language they understand, that the parents have the sole authority to decide on the composition of the council.

- e. All parent candidates for the council shall be nominated by migrant parents.
 - f. All community candidates shall be nominated by the migrant parents.
 - g. All non-parent candidates shall be nominated by the groups they represent (i.e., teachers by teachers, administrators by administrators, other school personnel by other school personnel, and pupils by pupils.
 - h. Each parent advisory council shall hold meetings on a regular basis during the operation of the regular program, but not less than six times during the year.
 - i. At least two-thirds of the members of each parent advisory council shall be the parents of migrant children. (EC 54444.1[d] and 54444.2)
13. All other responsibilities required under other state and federal laws and regulations. (EC 54444.1 and 54444.4) 20 USC 6394[c][3])

Direct Funded Districts

14. A biennial vote (every other year) by the parent advisory council (PAC) of a directly funded district, to approve the participation of that district in the directly funded program, including the approval of a majority of the members who are the parents of migrant children. (EC 54444.1[c])
15. Operating agencies agree to provide each member of an appropriate advisory council, upon request, with a copy of all applicable state and federal laws, regulations, guidelines, audit reports, monitoring reports, and evaluation reports. (EC 54444.2[a][3])
16. Operating agencies agree to offer training programs to members of appropriate advisory councils to enable them to carry out their responsibilities. Training programs shall be developed in consultation with the members and include as appropriate, materials and sessions in a language understandable to each member. (EC 54444.2[a][4] and 54444.4[c][4])
17. Operating agencies agree to provide information regarding the MEP to parents and guardians of migrant children. (EC 5444.4 [b][2])

Evaluation Reports

18. Operating agencies agree to submit evaluation reports, including information on pupil progress, overall program effectiveness, and quality control as required by state and federal laws and U.S. Department of Education directives (EC 54443.1[g])

Fiscal Procedures

19. Operating agencies agree to adhere to fiscal procedures and submit fiscal reports as required by the California Department of Education (EC 54444.1[A][5])

Name of Applicant: Marysville Joint Unified School District

Region/District: Marysville Joint Unified School District

Printed Name of Authorized Representative: Lennie Tate

Signature: 

Date: 4/11/18

Section 14: Legal Assurances & Certifications

Legal Assurances

Drug Free



Home / Finance & Grants / Funding / Funding Tools & Materials

Drug Free Workplace

Certification regarding state and federal drug-free workplace requirements.

Note: Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations (CFR)* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
- b. Establishing an on-going drug-free awareness program to inform employees about:
 1. The dangers of drug abuse in the workplace
 2. The grantee's policy of maintaining a drug-free workplace
 3. Any available drug counseling, rehabilitation, and employee assistance programs
 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
- c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
- d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 1. Abide by the terms of the statement
 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than 5 calendar days after such conviction
- e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d) (2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
- f. Taking one of the following actions, as to any employee who is convicted, within 30 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction:
 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973 (29 U.S.C. Section 794), as amended; or
 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law

enforcement, or other appropriate agency

g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant: Grantee must ensure all such site(s) are identified.

Place of Performance (street address, city, county, state, zip code)

1919 B Street
Marysville, Ca. 95901

Check ☐ if there are workplaces on file that are not identified here.

Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and

B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant: Marysville Joint Unified School District

Name of Program: Migrant Ed Mon 2018-19

Printed Name and Title of Authorized Representative: Lennie Tate, Exec. Dir., Ed. Serv.

Signature: [Signature] Date: 4/18/18

CDE-100DF (May-2007) - California Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-322-5285

Last Reviewed: Monday, March 26, 2018

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Section 14: Legal Assurances & Certifications

Legal Assurances

General Assurances



Home / Finance & Grants / Funding / Funding Tools & Materials

General Assurances 2017-18

General Assurances and Certifications required for grants supported by state or federal funds in 2017-18.

1. Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code §11135; and Chapter 1, Subchapter 4 (commencing with §30) of Division I of Title 5, California Code of Regulations (5 CCR)
2. Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972. Each program or activity conducted by the local educational agency (LEA) will be conducted in compliance with the provisions of Chapter 2, (commencing with §200), Prohibition of Discrimination on the Basis of Sex, of Part 1 of Division 1 of Title I of the California Education Code (EC), as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.
3. Programs and services are and will be in compliance with the affirmative action provisions of the Education Amendments of 1972.
4. Programs and services are and will be in compliance with the Age Discrimination Act of 1975.
5. Programs and services for individuals with disabilities are in compliance with the disability laws. (Public Law (PL) 105-17; 34 Code of Federal Regulations (34 CFR) 300, 303; and Section 504 of the Rehabilitation Act of 1973)
6. When federal funds are made available, they will be used to supplement the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds. (20 United States Code (USC) §6321(b)(1); PL 11 §1118(b)(1))
7. All state and federal statutes, regulations, program plans, and applications appropriate to each program under which federal or state funds are made available through this application will be met by the applicant agency in its administration of each program.
8. Schoolsite councils have developed and approved a Single Plan for Student Achievement (SPSA) for schools participating in programs funded through the consolidated application process, and any other school program they choose to include, and that school plans were developed with the review, certification, and advice of any applicable school advisory committees. (EC §64001)
9. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement for state and federal funds paid to that agency under each program. (5 CCR, §4202)
10. The LEA will make reports to the state agency or board and to the Secretary of Education as may reasonably be necessary to enable the state agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state agency or board or the Secretary deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used. (34 CFR 76.722, 76.730, 76.731, 76.734, 76.760; 2 CFR 200.333)
11. The local governing board has adopted written procedures to ensure prompt response to complaints within 60 days, and has disseminated these procedures to students, employees, parents or guardians,

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district/school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR, §4600 et seq.)

12. The LEA declares that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of 34 CFR Part 82.
13. The LEA has complied with the certification requirements under 34 CFR Part 84 regarding debarment, suspension and other requirements for a drug-free workplace. (34 CFR Part 84)
14. The LEA provides reasonable opportunity for public comment on the application and considers such comment. (20 USC §7846(a)(7); 20 USC, §6318; PL 111-95, §1116(b)(4))
15. The LEA will provide the certification on constitutionally protected prayer that is required by PL 11-95, §8524 and 20 USC §7904.
16. The LEA administers all funds and property related to programs funded through the Consolidated Application. (20 USC §6320(d)(1); PL 11-95, §1117(d)(1))
17. The LEA will adopt and use proper methods of administering each program including enforcement of any obligations imposed by law on agencies responsible for carrying out programs and correction of deficiencies in program operations identified through audits, monitoring or evaluation. (20 USC §7846 (a)(3)(B); PL 114-95, §8306)
18. The LEA will participate in the California Assessment of Student Performance and Progress. EC §60640, et seq.)
19. The LEA assures that classroom teachers who are being assisted by instructional assistants retain their responsibility for the instruction and supervision of the students in their charge. (EC §45344(a))
20. The LEA governing board has adopted a policy on parent involvement that is consistent with the purposes and goals of EC Section 11502. These include all of the following: (a) to engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society; (b) to inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home; (c) to build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities; (d) to train teachers and administrators to communicate effectively with parents; and (e) to integrate parent involvement programs, including compliance with this chapter, into the school's master plan for academic accountability. (EC §§11502, 11504)
21. Results of an annual evaluation demonstrate that the LEA and each participating school are implementing Consolidated Programs that are not of low effectiveness, under criteria established by the local governing board. (5 CCR §3942)
22. The program using consolidated programs funds does not isolate or segregate students on the basis of race, ethnicity, religion, sex, sexual orientation or socioeconomic status. (United States Constitution, Fourteenth Amendment; California Constitution, Article 1, §7; California Government Code §§11135-11138; 42 USC §2000d; 5 CCR, §3934)
23. Personnel, contracts, materials, supplies, and equipment purchased with Consolidated Program funds supplement the basic education program. (EC §§62002)
24. At least 85 percent of the funds for School Improvement Programs, Title I, Title VI and Economic Impact Aid (State Compensatory Education and programs for English learners) are spent for direct services to students. One hundred percent of Miller-Unruh apportionments are spent for the salary of specialist reading teachers. (EC §63001; 5 CCR, §3944(a)(b))
25. State and federal categorical funds will be allocated to continuation schools in the same manner as to comprehensive schools, to the maximum extent permitted by state and federal laws and regulations. (EC §48438)
26. Programs and services are and will be in compliance with Section 8355 of the California Government Code and the Drug-Free Workplace Act of 1988, and implemented at CFR Part 84, Subpart F, for grantees, as

defined at 34 CFR Part 84, Sections 84.105 and 84.110.

27. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009.
28. The Federal grant sub recipient has complied with the Federal Funding Accountability and Transparency Act, as defined in CFR Part 25 (PL 109-282; PL 110-252) regarding the establishment of a Data Universal Numbering System (DUNS) number and maintaining a current/active registration in the System for Award Management Web page at <https://www.sam.gov/portal/SAM/#1>.

Questions: Education Data Office | conappsupport@cde.ca.gov | 916-319-0297

Last Reviewed: Friday, June 9, 2017

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Section 14: Legal Assurances & Certifications

Inventory List

Letterhead MEP Inventory



MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT

LENNIE TATE, EXECUTIVE DIRECTOR, EDUCATIONAL SERVICES
1919 B STREET, MARYSVILLE, CA 95901 (530) 749-6159 FAX (530) 741-7893

The MJUSD does not own any migrant fund purchased equipment and/or device.

Section 14: Legal Assurances & Certifications

Job Duty Statements

Bus Driver

BUS DRIVER - DRIVER TRAINER

DEFINITION

Under direction of the Transportation Supervisor, to supervise the District's school bus driver training program in accordance with State requirements.

DISTINGUISHING CHARACTERISTICS

This class specification describes a specialized bus driving position which is assigned additional duties and responsibilities.

EXAMPLES OF DUTIES

Bus Driver Training Assignment: Instructs District bus drivers in the physical operation of buses in behind-the-wheel training such as proper shifting patterns, braking maneuvers, student crossover methods, and breakdown and accident procedures; instructs bus drivers in the California Highway Patrol bus checklist procedures; conducts classroom sessions covering first aid practices, State laws and rules applicable to school bus drivers, and other areas outlined by the State Department of Education; prepares trainees to obtain a Class II Operator's License; provides required retraining of bus drivers to renew Operator's License; evaluates bus drivers and confers with the Transportation Supervisor in completing bus drivers' formal evaluations; performs regular duties of a bus driver as outlined in the bus driver specification.

LICENSE

Possession of an appropriate California Operator's License issued by the State Department of Motor Vehicles. Possession of a School Bus Driver's Permit issued by the California Highway Patrol, and a standard Red Cross First Aid Certificate.

DESIRABLE QUALIFICATIONS

Knowledge of the following for Bus Driver Training Assignment: Provisions of the California Motor Vehicle Code and State Education Code applicable to the operation of vehicles in transporting students; requirements and subject matter of the Department of Motor Vehicles written and driving tests; basic elements of the learning-teaching process.

Ability to do the following for Bus Driver Training Assignment: Prepare and present instructional material; interpret and explain appropriate laws, rules, and regulations; evaluate bus driving capabilities and performance; drive a school bus and other passenger vehicles safely and efficiently, and instruct others in their proper operation.

Experience for Bus Driver Training Assignment: Four (4) years of successful bus driving experience.

Education for the Bus Driver Training Assignment: As required, to obtain the proper credential authorizing the training of California school bus drivers.

Section 14: Legal Assurances & Certifications

Job Duty Statements

Bilingual Support Specialist

MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT
BILINGUAL DISTRICT SUPPORT SPECIALIST

JOB SUMMARY:

Under general supervision, serve as a communication link in providing primary language assistance between the District and the community; perform clerical support duties and community contact work. Employee in this classification must be able to communicate effectively in English and a second language, as designated in the position posting.

MAJOR DUTIES AND RESPONSIBILITIES (include but not limited to):

Assist parents, staff and students regarding student enrollment, intra-district, inter-district and open enrollment process.

1. Complete reports and compile statistical information.
2. Assist with School Site Council (SSC) and District Advisory Committee (DAC) meetings.
3. Organize materials, forms, resources, etc. for parents.
4. Work with parents and staff on opportunities to build home-school partnerships to ensure the student's success.
5. Coordinate and facilitate school and community volunteers; recruit and assist parents with volunteer opportunities at the school sites.
6. Type letters, reports, and other materials.
7. Maintain manual and automated files and records.
8. Participate in community collaborative partnership meetings.
9. Communicate data and information regarding the District to parents and the community.
10. Receive and respond to inquiries from either office visitors or telephone contacts; resolve conflicts.
11. May participate or attend evening and/or weekend meetings and school related activities.
12. Other related and assigned work as required.

EMPLOYMENT STANDARDS:

Knowledge of:

1. District organization, operations, policies and objectives
2. Modern office methods and equipment, computers and application software
3. Correct English usage, spelling, grammar, punctuation and mathematical concepts
4. Automated record storage, retrieval and management systems
5. Programs available at school sites

Ability to:

1. Learn, interpret and apply policies, rules and regulations and operational procedures
2. Speak, read and write English as well as the ability to speak, read, write and translate a designated second language
3. Organize and perform clerical work
4. Establish and maintain cooperative and effective working relationships
5. Understand and carry out oral and written directions
6. Communicate both orally and in writing in a clear and concise manner
7. Work with discretion and in confidence with student and District information
8. Work independently and as a team member, with minimal oversight
9. Work with (and diffuse) issues resulting in dissatisfied individuals

EXPERIENCE (Desired):

Paid or volunteer experience working with parent and/or community groups and the school/District is required.

EDUCATION:

1. High School Diploma or equivalent is required
2. College graduate preferred

OTHER REQUIREMENTS:

1. Possession of a valid California driver's license and proof of insurance
2. Personal and reliable transportation for job-related travel to and from sites

WORKING CONDITIONS:

Environment:

The work environment characteristics described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. This position will be an office and/or school site environment.

Physical Abilities:

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. The employee must be able to:

1. Lift, carry, push and/or pull items with a strength factor of light work.
2. Hear and speak to exchange information in person and on the telephone.
3. See to read a variety of materials.
4. Possess dexterity of hands and fingers to operate equipment.
5. Stand and walk.
6. Bend at the waist, kneel or crouch.
7. Sit or stand for extended periods of time.
8. Climb a step stool/ladder and reach above shoulders.

Board approved: 7/22/2014

Section 14: Legal Assurances & Certifications

Job Duty Statements

Teacher Duty Statement

Marysville Joint Unified School District

SECONDARY CLASSROOM TEACHER
ALTERNATIVE EDUCATION

JOB SUMMARY:

Under the direction of an executive level administrator, supervises District services to as assigned.

ESSENTIAL FUNCTIONS (to include but not be limited to)

- Teaches a number of courses as determined by the site administrator.
- Instructs students in citizenship, basic communication skills and other general elements of the course of study common to all teachers, as specified in State law and administrative regulations and procedures of the school district.
- Develops individualized contracts and programs for use in assigned courses.
- Provides individual instruction in order to adapt the curriculum to the needs of students with varying intellectual abilities, attitudes and cultural backgrounds.
- Establishes and maintains standards of student behavior needed to provide an orderly, productive classroom environment.
- Evaluates each student's development in course being taught and reports progress.
- Maintains professional competence through participation in inservice education activities provided by the District, and/or in self-selected professional growth activities.
- Works with students in a teaching/counseling-type role.
- Selects and requisitions books, instructional aids and instructional supplies and maintains required inventory records; may request speakers and field trips.
- Communicates with parents and school counselors to discuss the individual student's progress.
- Identifies student needs and cooperates with other professional staff members in assessing and helping students solve health, attitude and learning problems.
- Supervises students in out-of-classroom activities during the assigned working day including participation in and supervision of recreational activities and sports.
- Participates in curriculum and other development programs within the school assignment and/or on a District level. May teach under modular or flexible scheduling plans.

- Performs basic attendance accounting and business services as required.
- May plan and coordinate the work of aides, teacher assistants or other paraprofessionals.

EMPLOYMENT STANDARDS

Required:

- Valid credential issued by the State of California to perform the services of a teacher; authorization in secondary subject area preferred.
- Bachelor's degree, including all courses needed to meet credential requirements; major or minor in secondary subject area preferred.

Desirable:

- Ability to meet District standards for physical and mental health.
- Better than average recommendations from student teaching supervisors or other professionals who have observed the personal characteristics, scholastic attainment, and classroom performance of the teacher.

Section 14: Legal Assurances & Certifications

Job Duty Statements

Para Educator

PARA-EDUCATOR

JOB SUMMARY: Under supervision, to assist teachers in maintaining routine clerical records along with guiding student activities involving games, sports, arts and crafts, and various recreational programs. Assist in supervising other routine matters as assigned and to assist teacher in maintaining discipline.

ESSENTIAL FUNCTIONS: (include but not limited to):

1. Maintains clerical records involving schedules, student names, program activities and bulletins.
2. Arranges supplies and materials in classroom for student use.
3. Assists children in the preparation of drawing and cutouts.
4. Assists in the preparation of graphic and audio-visual materials and equipment.
5. Assists in organizing and directing games and recreational activities both in the classroom and on the playground.
6. Takes students to school office or nurse's office when directed.
7. Assists in maintaining discipline at all times.
8. Assists in grading papers.
9. Performs other related work as assigned.

EMPLOYMENT STANDARDS:

Required:

1. High school diploma and
2. AA Degree or
3. 48 units in college credit or
4. Pass the Adult Education Proficiency Test

Knowledge of:

1. Correct English usage, spelling, grammar, and punctuation.

2. General office procedures and practices with the understanding of the importance of using them properly in the day-to-day operation.
3. Children's recreational activities involving sports, games, arts and crafts.

Ability to:

1. Compile and maintain accurate clerical records and reports as directed, in a concise, clear manner.
2. Organize and supervise children in games, play, or group activities.
3. Speak and write effectively.
4. Operate common office machines and equipment effectively, including the computer or typewriter with a speed of at least 45 WPM.
5. Establish and maintain cooperative and effective working relationships with fellow employees, students, and adults.
6. Understand and carry out oral and written instructions.

Section 14: Legal Assurances & Certifications

Migrant Data Device Inventory

MEP Data Device Inventory



MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT

LENNIE TATE, EXECUTIVE DIRECTOR, EDUCATIONAL SERVICES
1919 B STREET, MARYSVILLE, CA 95901 (530) 749-6159 FAX (530) 741-7893

The subgrantee does not own any migrant fund purchased data device.

Section 14: Legal Assurances & Certifications

Organizational Chart

Organizational Chart

Organizational Chart of Migrant Education

Teacher 1: Open Position

Teacher 2: Open Position

Teacher 3: Open Position

Teacher 4: Open Position

Paraprofessional 1: Open Position

Paraprofessional 2: Open Position

Paraprofessional 3: Open Position

Paraprofessional 4: Open Position

Bilingual Support Specialist: Open Position

Bus Driver: Open Position

Section 14: Legal Assurances & Certifications

Budget Certifications

District Summary BUdget ME-1

Summary Worksheet

Object	Description	Amount Service & Activity	Amount Admin	Total
1000-1999 Certificated Personnel Salaries				
1100	Teachers	\$22,304		\$22,304
1200	Pupil Support Services	\$0		\$0
1300	Supervisor/Administrators		\$0	\$0
1900	Other Certificated Salaries	\$0	\$0	\$0
	<i>Subtotal 1000-1999</i>	\$22,304	\$0	\$22,304
2000-2999 Classified Salaries				
2100	Instructional Aides	\$4,800		\$4,800
2200	Support Services Salaries	\$1,600	\$0	\$1,600
2300	Supervisor/Administrators		\$0	\$0
2400	Clerical, Technical and Office Staff		\$0	\$0
2900	Other Classified Salaries	\$3,040	\$0	\$3,040
	<i>Subtotal 2000-2999</i>	\$9,440	\$0	\$9,440
3000-3999 Benefits				
3000	Employee Benefits	\$6,874	\$0	\$6,874
	<i>Subtotal 3000-3999</i>	\$6,874	\$0	\$6,874
4000-4999 Books and Supplies				
4100	Textbooks Curricula Materials	\$7,242		\$7,242
4200	Books & Reference Materials	\$0	\$0	\$0
4300	Materials & Supplies	\$2,432	\$500	\$2,932
4400	Noncapitalized Equipment	\$0	\$0	\$0
4700	Food	\$0		\$0
	<i>Subtotal 4000-4999</i>	\$9,674	\$500	\$10,174
5000-5999 Services and Other Operating Expenditures				
5100	Subagreements for Services	\$0	\$0	\$0
5200	Travel & Conferences	\$0	\$0	\$0
5300	Dues & Memberships	\$0	\$0	\$0
5400	Insurance	\$0	\$0	\$0
5500	Operations & Housekeeping Services	\$0	\$0	\$0
5600	Rentals, Leases, Repairs & Noncap Imp	\$0	\$0	\$0
5700	Transfers of Direct Costs	\$0	\$0	\$0
5800	Prof/Cons/Serv & Operating Exp.	\$5,000	\$0	\$5,000
5900	Communications	\$0	\$0	\$0
	<i>Subtotal 5000-5999</i>	\$5,000	\$0	\$5,000
6000-6999 Capital Outlay				
6000	Capital Outlay	\$0		\$0
	<i>Subtotal 6000-6999</i>	\$0		\$0
	SUB-TOTAL	\$53,292	\$500	\$53,792
7000	INDIRECT COST		\$4,034	\$4,034
7300	INDIRECT ON DISTRICT SUBAGREEMENTS		\$0	\$0
	TOTAL	\$53,292	\$4,534	\$57,826
	<i>Admin Subtotal for Identification & Recruitment</i>		\$0	
	<i>Admin Subtotal for PAC</i>		\$0	
	<i>Admin Subtotal for Other</i>		\$0	
	<i>Total MEP Admin (without unique admin)</i>		\$4,534	

Section 14: Legal Assurances & Certifications

Budget Certifications

Marysville - ME1

Indirect Cost System Auto Calculation			
	Approved Indirect Rate	Indirect Cost	Indirect On District Subagreements (Regions only)
Total	7.5%	\$2,290	
Indirect Cost Grand Total	\$2,290		

Max District Indirect Rate= 25000

2018-19 Administrative Percentages MEP UNIQUE ADMINISTRATIVE COSTS									
Region/District	Total Preliminary Allocation (T)	Total Administrative Costs (a)	Sub Total PAC Administration (b)	Sub Total I&R Administration (c)	Sub Total Health Administration (d)	Total MEP Unique Administration (b)+(c)+(d)=(e)	Administrative Costs without MEP Unique Administration (a)-(e)=(f)	Total Allocation Without MEP Unique Administration (T)-(e)=(g)	Administrative Percentage (AP)=(f)/(g)
Marysville Joint Unified	\$ 57,826	\$ 4,534	\$ -	\$ -	\$ -	\$ -	\$ 4,534	\$ 57,826	7.8%

Regular School Year Worksheet

Object	Description	Amount- Service	Amount- Admin	Total Regular School Year
1000-1999 Certificated Personnel Salaries				
1100	Teachers			\$0
1200	Pupil Support Services			\$0
1300	Supervisor/Administrators			\$0
1900	Other Certificated Salaries			\$0
	<i>Subtotal 1000-1999</i>	\$0	\$0	\$0
2000-2999 Classified Salaries				
2100	Instructional Aides			\$0
2200	Support Services Salaries			\$0
2300	Supervisor/Administrators			\$0
2400	Clerical, Technical and Office Staff			\$0
2900	Other Classified Salaries			\$0
	<i>Subtotal 2000-2999</i>	\$0	\$0	\$0
3000-3999 Benefits				
3000	Employee Benefits			\$0
	<i>Subtotal 3000-3999</i>	\$0	\$0	\$0
4000-4999 Books and Supplies				
4100	Textbooks Curricula Materials			\$0
4200	Books & Reference Materials			\$0
4300	Materials & Supplies			\$0
4400	Noncapitalized Equipment			\$0
4700	Food			\$0
	<i>Subtotal 4000-4999</i>	\$0	\$0	\$0
5000-5999 Services and Other Operating Expenditures				
5100	Subagreements for Services			\$0
5200	Travel & Conferences			\$0
5300	Dues & Memberships			\$0
5400	Insurance			\$0
5500	Operations & Housekeeping Services			\$0
5600	Rentals, Leases, Repairs & Noncap Imp			\$0
5700	Transfers of Direct Costs			\$0
5800	Prof/Cons/Serv & Operating Exp.			\$0
5900	Communications			\$0
	<i>Subtotal 5000-5999</i>	\$0	\$0	\$0
6000-6999 Capital Outlay				
6000	Capital Outlay			\$0
	<i>Subtotal 6000-6999</i>	\$0		\$0
	SUB-TOTAL	\$0	\$0	\$0
7000	INDIRECT COST			\$0
7300	INDIRECT ON DISTRICT SUBAGREEMENTS			\$0
	TOTAL	\$0	\$0	\$0

Summer School Worksheet

Object	Description	Amount- Service	Amount- Admin	Total Summer School
1000-1999 Certificated Personnel Salaries				
1100	Teachers	\$22,304		\$22,304
1200	Pupil Support Services			\$0
1300	Supervisor/Administrators			\$0
1900	Other Certificated Salaries			\$0
	<i>Subtotal 1000-1999</i>	\$22,304	\$0	\$22,304
2000-2999 Classified Salaries				
2100	Instructional Aides	\$4,800		\$4,800
2200	Support Services Salaries	\$1,600		\$1,600
2300	Supervisor/Administrators			\$0
2400	Clerical, Technical and Office Staff			\$0
2900	Other Classified Salaries	\$3,040		\$3,040
	<i>Subtotal 2000-2999</i>	\$9,440	\$0	\$9,440
3000-3999 Benefits				
3000	Employee Benefits	\$6,874		\$6,874
	<i>Subtotal 3000-3999</i>	\$6,874	\$0	\$6,874
4000-4999 Books and Supplies				
4100	Textbooks Curricula Materials	\$7,242		\$7,242
4200	Books & Reference Materials			\$0
4300	Materials & Supplies	\$2,432	\$500	\$2,932
4400	Noncapitalized Equipment			\$0
4700	Food			\$0
	<i>Subtotal 4000-4999</i>	\$9,674	\$500	\$10,174
5000-5999 Services and Other Operating Expenditures				
5100	Subagreements for Services			\$0
5200	Travel & Conferences			\$0
5300	Dues & Memberships			\$0
5400	Insurance			\$0
5500	Operations & Housekeeping Services			\$0
5600	Rentals, Leases, Repairs & Noncap Imp			\$0
5700	Transfers of Direct Costs			\$0
5800	Prof/Cons/Serv & Operating Exp.	\$5,000		\$5,000
5900	Communications			\$0
	<i>Subtotal 5000-5999</i>	\$5,000	\$0	\$5,000
6000-6999 Capital Outlay				
6000	Capital Outlay			\$0
	<i>Subtotal 6000-6999</i>	\$0		\$0
	SUB-TOTAL	\$53,292	\$500	\$53,792
7000	INDIRECT COST		\$4,034	\$4,034
	TOTAL	\$53,292	\$4,534	\$57,826

School Readiness Regular School Year Worksheet

Object	Description	Amount- Service	Amount- Admin	Total SR Regular School Year
1000-1999 Certificated Personnel Salaries				
1100	Teachers			\$0
1200	Pupil Support Services			\$0
1300	Supervisor/Administrators			\$0
1900	Other Certificated Salaries			\$0
	<i>Subtotal 1000-1999</i>	\$0	\$0	\$0
2000-2999 Classified Salaries				
2100	Instructional Aides			\$0
2200	Support Services Salaries			\$0
2300	Supervisor/Administrators			\$0
2400	Clerical, Technical and Office Staff			\$0
2900	Other Classified Salaries			\$0
	<i>Subtotal 2000-2999</i>	\$0	\$0	\$0
3000-3999 Benefits				
3000	Employee Benefits			\$0
	<i>Subtotal 3000-3999</i>	\$0	\$0	\$0
4000-4999 Books and Supplies				
4100	Textbooks Curricula Materials			\$0
4200	Books & Reference Materials			\$0
4300	Materials & Supplies			\$0
4400	Noncapitalized Equipment			\$0
4700	Food			\$0
	<i>Subtotal 4000-4999</i>	\$0	\$0	\$0
5000-5999 Services and Other Operating Expenditures				
5100	Subagreements for Services			\$0
5200	Travel & Conferences			\$0
5300	Dues & Memberships			\$0
5400	Insurance			\$0
5500	Operations & Housekeeping Services			\$0
5600	Rentals, Leases, Repairs & Noncap Imp			\$0
5700	Transfers of Direct Costs			\$0
5800	Prof/Cons/Serv & Operating Exp.			\$0
5900	Communications			\$0
	<i>Subtotal 5000-5999</i>	\$0	\$0	\$0
6000-6999 Capital Outlay				
6000	Capital Outlay			\$0
	<i>Subtotal 6000-6999</i>	\$0		\$0
	SUB-TOTAL	\$0	\$0	\$0
7000	INDIRECT COST			\$0
	TOTAL	\$0	\$0	\$0

School Readiness Summer School Worksheet

Object	Description	Amount- Service	Amount- Admin	Total School Readiness Summer School
1000-1999 Certificated Personnel Salaries				
1100	Teachers			\$0
1200	Pupil Support Services			\$0
1300	Supervisor/Administrators			\$0
1900	Other Certificated Salaries			\$0
	<i>Subtotal 1000-1999</i>	\$0	\$0	\$0
2000-2999 Classified Salaries				
2100	Instructional Aides			\$0
2200	Support Services Salaries			\$0
2300	Supervisor/Administrators			\$0
2400	Clerical, Technical and Office Staff			\$0
2900	Other Classified Salaries			\$0
	<i>Subtotal 2000-2999</i>	\$0	\$0	\$0
3000-3999 Benefits				
3000	Employee Benefits			\$0
	<i>Subtotal 3000-3999</i>	\$0	\$0	\$0
4000-4999 Books and Supplies				
4100	Textbooks Curricula Materials			\$0
4200	Books & Reference Materials			\$0
4300	Materials & Supplies			\$0
4400	Noncapitalized Equipment			\$0
4700	Food			\$0
	<i>Subtotal 4000-4999</i>	\$0	\$0	\$0
5000-5999 Services and Other Operating Expenditures				
5100	Subagreements for Services			\$0
5200	Travel & Conferences			\$0
5300	Dues & Memberships			\$0
5400	Insurance			\$0
5500	Operations & Housekeeping Services			\$0
5600	Rentals, Leases, Repairs & Noncap Imp			\$0
5700	Transfers of Direct Costs			\$0
5800	Prof/Cons/Serv & Operating Exp.			\$0
5900	Communications			\$0
	<i>Subtotal 5000-5999</i>	\$0	\$0	\$0
6000-6999 Capital Outlay				
6000	Capital Outlay			\$0
	<i>Subtotal 6000-6999</i>	\$0		\$0
	SUB-TOTAL	\$0	\$0	\$0
7000	INDIRECT COST			\$0
	TOTAL	\$0	\$0	\$0

Identification & Recruitment Worksheet

Object	Description	Amount- Service	Amount- Admin	Total Identification & Recruitment
1000-1999 Certificated Personnel Salaries				
1100	Teachers			\$0
1200	Pupil Support Services			\$0
1300	Supervisor/Administrators			\$0
1900	Other Certificated Salaries			\$0
	<i>Subtotal 1000-1999</i>	\$0	\$0	\$0
2000-2999 Classified Salaries				
2100	Instructional Aides			\$0
2200	Support Services Salaries			\$0
2300	Supervisor/Administrators			\$0
2400	Clerical, Technical and Office Staff			\$0
2900	Other Classified Salaries			\$0
	<i>Subtotal 2000-2999</i>	\$0	\$0	\$0
3000-3999 Benefits				
3000	Employee Benefits			\$0
	<i>Subtotal 3000-3999</i>	\$0	\$0	\$0
4000-4999 Books and Supplies				
4100	Textbooks Curricula Materials			\$0
4200	Books & Reference Materials			\$0
4300	Materials & Supplies			\$0
4400	Noncapitalized Equipment			\$0
4700	Food			\$0
	<i>Subtotal 4000-4999</i>	\$0	\$0	\$0
5000-5999 Services and Other Operating Expenditure				
5100	Subagreements for Services			\$0
5200	Travel & Conferences			\$0
5300	Dues & Memberships			\$0
5400	Insurance			\$0
5500	Operations & Housekeeping Services			\$0
5600	Rentals, Leases, Repairs & Noncap Imp			\$0
5700	Transfers of Direct Costs			\$0
5800	Prof/Cons/Serv & Operating Exp.			\$0
5900	Communications			\$0
	<i>Subtotal 5000-5999</i>	\$0	\$0	\$0
6000-6999 Capital Outlay				
6000	Capital Outlay			\$0
	<i>Subtotal 6000-6999</i>	\$0		\$0
	SUB-TOTAL	\$0	\$0	\$0
7000	INDIRECT COST			\$0
	TOTAL	\$0	\$0	\$0

Parent Advisory Council Worksheet

Object	Description	Amount-Service	Amount-Admin	Total PAC
1000-1999 Certificated Personnel Salaries				
1100	Teachers			\$0
1200	Pupil Support Services			\$0
1300	Supervisor/Administrators			\$0
1900	Other Certificated Salaries			\$0
	<i>Subtotal 1000-1999</i>	\$0	\$0	\$0
2000-2999 Classified Salaries				
2100	Instructional Aides			\$0
2200	Support Services Salaries			\$0
2300	Supervisor/Administrators			\$0
2400	Clerical, Technical and Office Staff			\$0
2900	Other Classified Salaries			\$0
	<i>Subtotal 2000-2999</i>	\$0	\$0	\$0
3000-3999 Benefits				
3000	Employee Benefits			\$0
	<i>Subtotal 3000-3999</i>	\$0	\$0	\$0
4000-4999 Books and Supplies				
4100	Textbooks Curricula Materials			\$0
4200	Books & Reference Materials			\$0
4300	Materials & Supplies			\$0
4400	Noncapitalized Equipment			\$0
4700	Food			\$0
	<i>Subtotal 4000-4999</i>	\$0	\$0	\$0
5000-5999 Services and Other Operating Expenditures				
5100	Subagreements for Services			\$0
5200	Travel & Conferences			\$0
5300	Dues & Memberships			\$0
5400	Insurance			\$0
5500	Operations & Housekeeping Services			\$0
5600	Rentals, Leases, Repairs & Noncap Imp			\$0
5700	Transfers of Direct Costs			\$0
5800	Prof/Cons/Serv & Operating Exp.			\$0
5900	Communications			\$0
	<i>Subtotal 5000-5999</i>	\$0	\$0	\$0
6000-6999 Capital Outlay				
6000	Capital Outlay			\$0
	<i>Subtotal 6000-6999</i>	\$0		\$0
	SUB-TOTAL	\$0	\$0	\$0
7000	INDIRECT COST			\$0
	TOTAL	\$0	\$0	\$0

Other Education, Health, Nutrition, and Social Services Worksheet

Object	Description	Amount- Service	Amount- Admin	Total Other
1000-1999 Certificated Personnel Salaries				
1100	Teachers			\$0
1200	Pupil Support Services			\$0
1300	Supervisor/Administrators			\$0
1900	Other Certificated Salaries			\$0
	<i>Subtotal 1000-1999</i>	\$0	\$0	\$0
2000-2999 Classified Salaries				
2100	Instructional Aides			\$0
2200	Support Services Salaries			\$0
2300	Supervisor/Administrators			\$0
2400	Clerical, Technical and Office Staff			\$0
2900	Other Classified Salaries			\$0
	<i>Subtotal 2000-2999</i>	\$0	\$0	\$0
3000-3999 Benefits				
3000	Employee Benefits			\$0
	<i>Subtotal 3000-3999</i>	\$0	\$0	\$0
4000-4999 Books and Supplies				
4100	Textbooks Curricula Materials			\$0
4200	Books & Reference Materials			\$0
4300	Materials & Supplies			\$0
4400	Noncapitalized Equipment			\$0
4700	Food			\$0
	<i>Subtotal 4000-4999</i>	\$0	\$0	\$0
5000-5999 Services and Other Operating Expenditures				
5100	Subagreements for Services			\$0
5200	Travel & Conferences			\$0
5300	Dues & Memberships			\$0
5400	Insurance			\$0
5500	Operations & Housekeeping Services			\$0
5600	Rentals, Leases, Repairs & Noncap Imp			\$0
5700	Transfers of Direct Costs			\$0
5800	Prof/Cons/Serv & Operating Exp.			\$0
5900	Communications			\$0
	<i>Subtotal 5000-5999</i>	\$0	\$0	\$0
6000-6999 Capital Outlay				
6000	Capital Outlay			\$0
	<i>Subtotal 6000-6999</i>	\$0		\$0
	SUB-TOTAL	\$0	\$0	\$0
7000	INDIRECT COST			\$0
	TOTAL	\$0	\$0	\$0

Summary Worksheet

Object	Description	Amount Service & Activity	Amount Admin	Total
1000-1999 Certificated Personnel Salaries				
1100	Teachers	\$22,304		\$22,304
1200	Pupil Support Services	\$0		\$0
1300	Supervisor/Administrators		\$0	\$0
1900	Other Certificated Salaries	\$0	\$0	\$0
	<i>Subtotal 1000-1999</i>	\$22,304	\$0	\$22,304
2000-2999 Classified Salaries				
2100	Instructional Aides	\$4,800		\$4,800
2200	Support Services Salaries	\$1,600	\$0	\$1,600
2300	Supervisor/Administrators		\$0	\$0
2400	Clerical, Technical and Office Staff		\$0	\$0
2900	Other Classified Salaries	\$3,040	\$0	\$3,040
	<i>Subtotal 2000-2999</i>	\$9,440	\$0	\$9,440
3000-3999 Benefits				
3000	Employee Benefits	\$6,874	\$0	\$6,874
	<i>Subtotal 3000-3999</i>	\$6,874	\$0	\$6,874
4000-4999 Books and Supplies				
4100	Textbooks Curricula Materials	\$7,242		\$7,242
4200	Books & Reference Materials	\$0	\$0	\$0
4300	Materials & Supplies	\$2,432	\$500	\$2,932
4400	Noncapitalized Equipment	\$0	\$0	\$0
4700	Food	\$0	\$0	\$0
	<i>Subtotal 4000-4999</i>	\$9,674	\$500	\$10,174
5000-5999 Services and Other Operating Expenditures				
5100	Subagreements for Services	\$0	\$0	\$0
5200	Travel & Conferences	\$0	\$0	\$0
5300	Dues & Memberships	\$0	\$0	\$0
5400	Insurance	\$0	\$0	\$0
5500	Operations & Housekeeping Services	\$0	\$0	\$0
5600	Rentals, Leases, Repairs & Noncap Imp	\$0	\$0	\$0
5700	Transfers of Direct Costs	\$0	\$0	\$0
5800	Prof/Cons/Serv & Operating Exp.	\$5,000	\$0	\$5,000
5900	Communications	\$0	\$0	\$0
	<i>Subtotal 5000-5999</i>	\$5,000	\$0	\$5,000
6000-6999 Capital Outlay				
6000	Capital Outlay	\$0		\$0
	<i>Subtotal 6000-6999</i>	\$0		\$0
	SUB-TOTAL	\$53,292	\$500	\$53,792
7000	INDIRECT COST		\$4,034	\$4,034
7300	INDIRECT ON DISTRICT SUBAGREEMENTS		\$0	\$0
	TOTAL	\$53,292	\$4,534	\$57,826
	<i>Admin Subtotal for Identification & Recruitment</i>		\$0	
	<i>Admin Subtotal for PAC</i>		\$0	
	<i>Admin Subtotal for Other</i>		\$0	
	<i>Total MEP Admin (without unique admin)</i>		\$4,534	

Section 14: Legal Assurances & Certifications

Cover Page

Marysville



Migrant Education

Regional Application ~~2017-18~~

2018-19 *K12*

Sub grantee Name:
Marysville Joint Unified

Total Grant Amount Requested: \$57,828
School Readiness Grant Amount: \$0

Type of Program: (check one) Centralized District Reimbursement Mixed

Local Educational Agency: CDS: 5872738 Contact: Phone: (530) 749-8902
Marysville Joint Unified Lennie Tate Fax: (530) 741-7853
1919 B St. Executive Director, Educational Services
Marysville, CA 95965-4854 ltate@mjud.k12.ca.us

CERTIFICATION: I hereby certify that all applicable state and federal rules and regulations will be observed to the best of my knowledge, that the information contained in this application is correct and complete; that the PAC has had active involvement in the planning, development and review of this application, and that the assurances are accepted as the basic conditions in the operation of this project/program for local participation and assistance.

Printed Name of Superintendent or Designee	Telephone Number
Gay S. Todd, Ed.D.	530-749-6101
Superintendent or Designee Signature	Date
<i>Gay Todd</i>	4/19/18
Printed Name of Migrant Education Program Director	Telephone Number
Kim Guzzetti	530-532-5749
Migrant Education Program Director or Designee Signature	Date
<i>Kim Guzzetti</i>	4/25/18
Printed Name of Parent Advisory Council Representative	Telephone Number
Parent Advisory Council Representative Signature	Date

summer program only - NO PAC required.



Accelerate Learning Inc.

STEMscopes Quote

Quote/Invoice Number 00023822

Account Name MARYSVILLE JOINT UNIF SCH DIST

Shipping Address 1919 B St
Marysville, California 95901-3798
United States

Contact Name Lennie Tate

Email ltate@mjud.k12.ca.us

Phone (530) 749-6902

MAIL PO & CHECKS TO:

Division Accelerate Learning Inc.

Company Address PO BOX 732464
Dallas, 75373-2464

Fax (281) 833-4510

Phone (800) 531-0864

Created Date 5/14/2018

Prepared By John Hopkins

Description STEMscopes CA trial training on June 13th from 8 to 11 am

The quantity below represents the total number of students for each grade level.

Product	ISBN	Quantity	Years	Sales Price	Total Price
PD Face to Face Understanding the 5E + Intervention / Acceleration Learning Cycle (up to 3 hours)	9781643057910	1.00	1 Year	\$900.00	\$900.00
Subtotal				\$900.00	
Shipping				\$0.00	
Order Total				\$900.00	

Curriculum Licenses: The online curriculum must be purchased for students in order to purchase supplemental print and hands-on kits.

Permitted Use: ALI grants the customer a non-exclusive, non-transferable and non-assignable license, during the term of this agreement to use the content for educational purposes and only with authorized users paid for by the customer. Customer may not sell, sublicense, disclose, assign, or transfer the online kit content.

Copyright Protection: ALI retains all rights, titles, and interests in and to its copyrighted materials.

Product Returns/Exchanges: No refunds or cancellations for online products. Print or kit materials damaged upon delivery may be returned for replacement product.

Payment Terms: Payment is due net 30 days after receipt of invoice.

Freight Charges: Standard freight charge is 8% of the price of the print or kit product purchased. There are no freight charges for online products.

User Information: ALI reserves the right to collect and store all user information for district reporting.

Sales Tax: All order are subject to applicable sales tax.

CUSTOMER SERVICE

Phone: 281-833-4500

Fax: 281-833-4510

Email: stemscopes@acceleratelearning.com

Website: www.acceleratelearning.com

Grant Award Notification

GRANTEE NAME AND ADDRESS Marysville Joint Unified School District 1919 B Street Marysville, CA 95901-3731				CDE GRANT NUMBER			
				FY	PCA	Vendor Number	Suffix
				17	14332	7273	00
Attention Gayle Todd, Superintendent Program Office				STANDARDIZED ACCOUNT CODE STRUCTURE			COUNTY
				Resource Code	Revenue Object Code		58
Telephone 530-741-6000				5630	8290		INDEX
Name of Grant Program Education for Homeless Children and Youth							0604
GRANT DETAILS	Original/Prior Amendments	Amendment Amount	Total	Amend. No.	Award Starting Date	Award Ending Date	
	\$25,305.25	\$2,016.52	\$27,321.77	2	7/1/15	9/30/18	
CFDA Number	Federal Grant Number	Federal Grant Name			Federal Agency		
84.196A	S196A17005	Education for Homeless Children and Youth			U.S. Department of Education		
This is to inform you that the award for the Education for Homeless Children and Youth Program has been amended to reflect an increase as well as extending the grant period through September 30, 2018. 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.							
Please return the original, signed Grant Award Notification (AO-400) within 10 working days to: Shoshannah Fuentes, Associate Governmental Program Analyst Coordinated School Health and Safety Office California Department of Education 1430 N Street, Suite 6408 Sacramento, CA 95814-5901							
California Department of Education Contact Shoshannah Fuentes				Job Title Associate Governmental Program Analyst			
E-mail Address sfuentes@cde.ca.gov					Telephone 916-319-0384		
Signature of the State Superintendent of Public Instruction or Designee <i>Tom Tomlison</i>					Date April 27, 2018		
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 <i>Gay Todd</i>					Date 05/07/18		