

Local Control and Accountability Plan (LCAP) Every Student Succeeds Act (ESSA) Federal Addendum Template

LEA name:

Marysville Joint Unified School District

CDS code:

58-72736

Link to the LCAP:

(optional)

[<http://www.mjUSD.com/District/Departments/Business-Services-Division/LCAP-and-Budget-Information/index.html>link.]

For which ESSA programs will your LEA apply?

Choose from:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE I, PART D

Prevention and Intervention Programs for
Children and Youth Who Are Neglected,
Delinquent, or At-Risk

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

*(NOTE: This list only includes ESSA
programs with LEA plan requirements;
not all ESSA programs.)*

Title I, Part A
Title III, Part A
Title IV, Part A

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources;

however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The Marysville Joint Unified School District (MJUSD) uses federal funds to supplement and enhance actions and services funded with state funds that are designed to close the achievement gap and support all students in meeting challenging state academic standards as reflected in our LCAP.

The MJUSD uses all federal funds to supplement the three goals of our LCAP:

LCAP Goal 1: Provide learning opportunities that result in increased academic achievement and ensure quality classroom instruction for all students, including support systems that meet the needs of the targeted population.

LCAP Goal 2: Enhance the current learning environment to ensure that our schools provide a physically and emotionally safe environment that is culturally responsive to all students.

LCAP Goal 3: Increase parent, family, and community involvement in the education of all students.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Supplemental federal funds compliment the core program and extend a multi-tiered system of support to enhance positive outcomes for all students. Federal funding works in conjunction with state supplemental and concentration dollars to enhance the improvement framework that focuses on rigorous state academic standards, differentiated and student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.

Needs assessments at both the district and school level determine areas in need of supplemental resources to support academic and socio-emotional growth. Data analysis and stakeholder input drive the needs assessment process. Site based School Plans for Student Achievement align school goals with state priorities and LCAP goals. Stakeholder groups include parents, students, community members, and staff.

The MJUSD LCAP incorporates the MJUSD LEA plan and guides the use of LCFF funds available to the district. All Title I, Title II, Title III, and Title IV funds are aligned to the MJUSD LCAP goals. The district's 2018-19 unduplicated student count is 82%. All MJUSD goals are designed to close the achievement gap and meet the needs of targeted students. With the established goals and programs defined in the LCAP, all students benefit from these services. The expenditures of these funds are outlined in the activities and allocations in the development of MJUSD's three strategic goals. Stakeholder input through the public forums framed the MJUSD LCAP plan that largely features centrally distributed services to English learners, students of low-income families, and foster youth through site specific programs and personnel.

Through district stakeholder surveys, stakeholder meetings, and administrative input based on ongoing data analysis described in the LCAP metrics, information is collected and analyzed to ensure all federal funds supplement the activities defined in the LCAP.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 (<i>as applicable</i>)

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The MJUSD used the Educator Equity: LCAP Addendum Criteria and Guidance process for data collection. Using district and school data from DataQuest, most recent data available (2017-18), MJUSD conducted a local equity gap analysis in the following steps: Data Collection, Equity Gap Analysis, Root Cause Analysis and Strategy Development, and Stakeholder Engagement. Six tables were created and analyzed to answer each of the Equity Gap Analysis questions. The MJUSD had no ineffective teachers or teachers on Limited Assignment Permits.

With a districtwide average of 21% inexperienced teachers and an average of 60% minority students, there is not a pattern of inexperienced teachers being more likely to teach at a school with a high minority enrollment. Using the data collected and the district average as a separation point, 21% of teachers in schools with the highest percentage of minority students have two or fewer years of teaching experience, 20% of teachers in schools with the lowest percentage of minority students have two or fewer years of teaching experience. This represents an equity gap of 1%.

With a districtwide average of 21% inexperienced teachers and an average of 80% low income students, there is a pattern of inexperienced teachers being more likely to teach at a school with a high low-income enrollment. Using the data collected and the average above as a separation point, 25% of teachers in schools with the highest percentage of minority students have two or fewer years of teaching experience, 15% of teachers in schools with the lowest percentage of minority students have two or fewer years of teaching experience. This represents an equity gap of 10%.

The district sets high standards for hiring and makes every effort to recruit and retain highly qualified educators. The MJUSD has found that many of our teachers with fewer than two years of experience come to the district highly motivated with current training in skills and techniques that set them equal to their more experienced peers in providing high quality instruction. Once experienced, we lose many of our teachers to other districts due to our geographic location and local economy. Because of

this, many of our teachers commute from other areas early in their career and eventually find jobs closer to their area of residence. Annually, the district looks to hire 10% of its teaching pool. With credentialing requirements, our harder to staff single subject vacancies at the secondary level are more likely to be filled with less experienced teachers with the appropriate credentialing. The district encompasses 75 miles north to south. Teachers serving in the outlying schools tend to reside and raise their families in these areas as well, resulting in these sites maintaining a more experienced teaching staff. Without facing the ordeals and negative educational outcomes of involuntary transfers, the district strives to hire and entice more experienced educators to serve our needier sites through providing ongoing opportunities for professional development, a competitive salary schedule relative to surrounding districts, maintaining equitable class size ratios, and providing up to date instructional materials and facilities.

Actions to address disparities: Through our work with Professional Learning Communities, the MJUSD continues to improve and refine monitoring of data to better serve hard to staff positions and sites. The district continues to provide high quality professional development, wage increases, and incentives to encourage teacher recruitment and retention.

Effect on LCAP: Through the LCAP process, stakeholders were engaged in setting goals and priorities of the LCAP to promote equitable access to experienced, highly qualified teachers:

- Action 1 in the LCAP describes providing professional development to ensure CA credentialing mandates and to deepen educator knowledge of effective instructional strategies, instructional practices, and Common Core instruction.
- Action 9 in the LCAP describes salary increases allowing for increased instructional time and/or student services in order to provide additional learning opportunities for EL, Students with Disabilities, and Foster Youth while retaining and attracting highly qualified teachers.

Parent and Family Engagement

ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The MJUSD recognizes parents and families are their children's first and most influential teachers and that sustained parent and family engagement contributes greatly to student achievement and a positive school environment. Parents and families are involved in a range of activities at both the school and district level from advisory, decision-making, and advocacy roles to activities that support learning at home.

The district Parent and Family Engagement Policy is distributed annually to all parents and guardians as part of our Annual Notice to Parents at the beginning of each new school year. The Parent and Family Engagement Policy is based upon Board Policy and Administrative Regulations to ensure compliance with both Federal and State regulations. It is updated annually based on recommended changes from the California School Board Association and through feedback received from parent advisory groups such as the District Advisory Committee and the District English Learner Advisory Committee. The policy is available on the district website with hard copies available in school offices.

Parents and families are encouraged to assist in leadership and governance capacities in our schools through the School Site Council and English Learner Advisory Committee. At the district level,

parents and families help guide decisions through the LCAP Budget Committee and District Advisory Committee. Annual Title I meetings are conducted at all Title I sites. The meetings create a scheduled platform for interaction on the Title I program, but dialogue is active throughout the entire school year.

Parents and families provide insight and input on the comprehensive needs assessment to assist with the creation of a Title I program that provides supplemental services and resources to assist its students in meeting grade level standards. Site Councils approve all Title I expenditures which ensures a collective responsibility between the school and parent/community stakeholders to meet the educational needs of students who are not achieving at grade level. Parents and families are encouraged to be a part of the planning, design, implementation, and evaluation on an ongoing basis.

One percent of the district's Title I allocation is distributed to school sites to determine the most effective implementation of parent involvement money which allows sites, in concert with their Site Council, to select strategies that complement their unique school culture. All schools jointly develop a school level parent and family engagement policy with parents and family members. The policy is dually approved by the School Site Council and the Board of Trustees and distributed to all parents. In addition, a school-parent compact which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This compact describes specific ways the school and families will partner to help children achieve high academic standards. Both parents and school leadership sign the compact.

A host of varied methods to encourage parent and family engagement are incorporated into the educational program. Sites send home newsletters and updates to keep parents and families apprised of opportunities designed specifically to welcome them to the campus. A telephone message system is also utilized to keep parents updated on parent and family engagement opportunities as well as other important notifications. Back-to-school nights kick off the school year and set the tone for active engagement. Many sites publish parent handbooks that contain a calendar of events marking important parent and family engagement opportunities. The district hosts a website with individual links to all school sites. The website is utilized at both the district and site level, as well as by the Board of Trustees, to post information and keep parents and families up to date. Parents and families are also involved in proactive approaches to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success. To the extent practicable, all communications are presented in a format and language the parents can understand.

Site administration, with the assistance of staff and students, provides reports at school board meetings. Rotating schools highlight unique parent and family engagement activities such as curriculum nights, educational field trips, parent and student organizations, booster clubs, festivals, fairs, fundraisers, open houses, and campus beautification days. The student-elected high school representative to the board also shares a report that encompasses activities at the high schools. The Superintendent and district administrators keep the board apprised of updates from district level committees that involve parents and families such as the District Advisory Committee, English Learner Advisory Committee, and the Wellness Policy Committee to name a few.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Currently, all Title I sites operate in a schoolwide Title I model.

When the district has Title I Targeted Assistance Schools (TAS), TAS follow all Title I program guidelines but direct services only to students who are failing, or at most risk of failing, to meet the challenging state academic standards and are in the greatest need of supplemental assistance. Eligible Title I students are identified based on multiple, educationally related, objective criteria. A minimum of two reading/language arts and two mathematics assessment measures at each grade level determine which students are performing below grade level and eligible for Title I academic supports. The same two measures must be used with all students within a grade level and preferably across grade levels. In addition, students in a TAS are eligible for Title I if they meet one or more of the following criteria: participated in a Head Start or Title I preschool at any time within the previous two years, attend a community day program, served in the previous two years under the Migrant Education Program, or identified as homeless.

Based on the school's comprehensive needs assessment, the School Site Council is responsible for the development, annual review, and update of the School Plan for Student Achievement (SPSA). The SPSA is the strategic plan that all schools in the district utilize to map the goals, actions, and strategies to increase student success.

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Homeless Education Program ensures students in homeless situations have the right to go to school no matter where they live or how long they have lived there, get help enrolling and succeeding in school, stay at their school of origin, get transportation to their school of origin, go to the local school in the area where they are living, immediately enroll, attend classes, and participate fully in school activities, even if students do not have a parent with them or documents such as proof of residency, immunization records, other medical records, school records, or other documents. Homeless students have the same opportunity to meet the same high academic achievement standards as all students.

The Homeless Education Program works to remove barriers to education. Through Title I, grant funding and generous community support, we provide school supplies, clothes, shoes, and hygiene items. We arrange for home to school transportation, and connect families with school programs such as preschool, English learners, special education, Title I services, career technical education, and after-school programs. We also refer families to community health, mental health, dental, and other health and welfare services.

Our comprehensive program leverages internal and external resources and partnerships to assist homeless students and their families. Our integrated approach to providing services begins with being accessible to our families. Identified homeless families have a phone number they can call early in the mornings, in the evenings, and on weekends to connect with our program.

Attendance is the cornerstone of our Homeless Education Program. School provides a safe, nurturing, and structured environment where students build a foundation for life-long learning that will position them to make choices about their future. Not only are the abc's and 123's mastered in school, but social and emotional skills are packaged in the educational experience preparing students for success in college and career. Homeless students are also guaranteed two meals a day when they attend school.

In a district that spans 75 geographic miles and serves extremely rural communities in the foothills, transportation is a challenge for our families and the district too. Our local transit system doesn't reach many of our school communities so we have been creative and built solid partnerships to ensure we are able to help remove this barrier to education for our families. The district assists parents with the transportation of homeless students to their school of origin through various avenues such as utilizing current home-to-school transportation services provided through the MJUSD Transportation Department, providing bus passes from the local transit authority, coordinating with other public agencies, providing gas cards for parents, or through customized district transportation.

Annual training for administrators, teachers, school office personnel, and student support staff on the provisions of the McKinney-Vento Homeless Assistance Act occurs through a series of back to school meetings. The PD continues throughout the school year at school staff meetings. Homeless education information is also presented throughout the year during monthly administrative meetings. Homeless education training includes the following statutory requirements for McKinney-Vento legislation relative to the education of homeless children and youth, issues related to homelessness and the unique needs of children and youth in homeless situations, and the community resources available to assist homeless students.

The MJUSD annually reserves a minimum of 1% of its Title I, Part A allocation for homeless education services. An hour and a half of secretarial support for the Homeless Education Program is provided each day through the Title I homeless reservation to maintain homeless records, correctly identify homeless students in the student data system, create purchase orders for the Homeless Education Program, obtain bus passes and gas cards, and provide additional homeless education support to the Homeless Liaison and the Homeless Advocate. One hour a day of the Director of Categorical Programs/Homeless Liaison is also covered under the Title I homeless reservation. Title I reservation funds are used to provide supplemental materials and supplies for homeless students as well as print the McKinney-Vento forms that are included in all back to school packets and school registration packets. The Homeless Education Program goes through boxes of business cards each year during our outreach efforts as well as a host of other informational pieces.

Student Transitions

ESSA SECTIONS 1112(b)(8) and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) through coordination with institutions of higher education, employers, and other local partners; and
- (B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Passport Program is an effective strategy that allows the district to maintain a strong linkage between the preschool and elementary school. Our Passport Program is a data collection instrument that is designed to create a smooth transition for children as they leave the preschool program and move on to kindergarten. Not only does it provide valuable information from the preschool teacher about each individual child, but it also surveys each child's parent so the kindergarten teacher has a better understanding of the needs of the entire family. A Passport meeting will be held at the end of each school year so the collected data may be shared amongst the preschool teacher, kindergarten teacher, Child Development Director, and school principal ensuring a smooth transition between the preschool and elementary school. Additional strategies to ensure continuity of children's learning will take place in the form of coordinated professional development activities of preschool and kindergarten teachers in order to align prekindergarten and kindergarten curricula and goals as well as arranging for the preschool teacher and kindergarten teacher to observe in each other's classroom.

Middle to high school transitions are supported through various activities and outreach at both the middle and high schools. Events focusing on high school and career and college readiness target parents and students alike. Preview nights at the high schools welcome incoming 9th graders and their families to the high school campuses. High school counselors present to all 8th grade classrooms and schedule individual appointments with students. Parents are also encouraged to attend the meeting and participate in building the academic plans. Field trips in 8th grade allow students to tour the high school campus and walk through CTE and elective courses exposing students to future opportunities. Summer newsletters are also sent home to families to extend communication and encourage active engagement. Back-to-school nights kick off the freshman school year with another invitation for families to participate.

High school to college and career transitions are a focus for the MJUSD and continue to develop as we enhance CTE pathways. Partnerships with our local community college are strengthened as we continue to develop dual enrollment and articulated courses. Culinary, engineering, computer science, and administrative justice dual enrollment courses are proposed for the 2019-20 school year. Articulated classes in agriculture, early childhood education, and welding are also slated. Industry representatives participate on advisory committees at both the school and district level to help the district tailor CTE curriculum to meet employment demands.

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

LCAP funding provides part-time Literary Resource Technicians at all elementary and middle schools, and the general fund supports a full-time library support position at both comprehensive high schools. Many elementary and middle sites elect to extend library hours through site supplemental funding.

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The MJUSD's systems of professional growth and improvement includes induction for teachers, principals, and other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership skills. Professional growth and improvement is focused on providing high quality first instruction, closing the achievement gap, and ensuring all students are prepared for college and/or career. Professional development ranges from new teacher induction to leadership training for potential and current administration. Participants complete evaluations at all trainings tied to the California Standards for the Teaching Profession and student outcomes.

All LCAP metrics including student performance and needs based on formative and summative assessment data (qualitative and quantitative), educators' capabilities and needs, progress in school and district initiatives, data on the effectiveness of current professional development, and stakeholder input guides professional development planning. To identify individual students and student groups not meeting expectations in English language arts, mathematics, behavior, attendance, and progression toward success in college and career, multiple measures as described in the LCAP are used by district educators. These include the state five-by-five and dashboard data, data analysis through Aeries Dashboard and Illuminate. Annual teacher needs assessments, administrative feedback, and student data are used to formalize professional development plans for district educational staff that best serve students in their journey to college and/or career readiness.

Title II funds supplement district funds used for professional development for teachers, principals, and other school leaders. Professional development focuses on closing the achievement gap and improving the performance of underperforming student groups.

- The MJUSD is in a constant process of developing site-based Professional Learning Communities; providing an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.

PLCs operate under the assumption that the key to improved learning for students is continuous job-embedded learning for educators.

- The MJUSD continues to develop our Multi-Tiered Systems of Support implementing Universal Design for Learning to help teachers design lessons that engage students of all performance levels.
- The MJUSD supports Positive Behavioral Interventions and Supports to decrease disciplinary incidents and increase the amount of time students spend in class learning.
- The MJUSD provides core curriculum training for all teachers including special education teachers and paraprofessionals to support students who are not successful in learning to read using our core program and current intervention programs.
- The MJUSD provides new teacher induction to help teachers new to the profession become highly effective as quickly as possible.
- Instructional Networking Academies tied to the California Standards for the Teaching Profession provide teachers leadership opportunities and ongoing professional development aligned with more individualized needs relating to subject area, grade level, and common interest groups. Academies support mastery of discipline-based knowledge including content in the core curriculum and academic standards.

Professional Development includes the following:

- Use of effective, subject-specific teaching methods, strategies, and skills
- Use of technologies to enhance instruction
- Sensitivity to and ability to meet the needs of diverse student populations, including, but not limited to, students of various racial and ethnic groups, students with disabilities, English language learners, economically disadvantaged students, gifted and talented students, and at-risk students
- Understanding of how academic and career technical instruction can be integrated and implemented to increase student learning
- Knowledge of strategies that enable parents/guardians to participate fully and effectively in their children's education
- Effective classroom management skills and strategies for establishing a climate that promotes respect, fairness, and discipline, including conflict resolution and intolerance and hatred prevention
- Ability to relate to students, understand their various stages of growth and development, and motivate them to learn
- Ability to interpret and use data and assessment results to guide instruction
- Knowledge of topics related to student health, safety, and welfare

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

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With a district unduplicated count of 80.99%, all sites comprehensive support and improvement activities under Section 1111(d) and under Section 1124(c) are offered districtwide.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The MJUSD uses data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this section. First and foremost, consultation is implemented through the LCAP process where we consult with all stakeholders including parents, community members, students, board members, administrators, and bargaining units as the district plan is developed and evaluated. In addition, district surveys, school site councils, D/ELAC, and DAC provide ongoing feedback and review.

The LCAP is also the tool used to define data to be gathered, metrics to be measured, and evaluation of effectiveness of district goals and activities.

The MJUSD uses information and various sources of data to anchor decisions about planning, implementing, and assessing quality professional learning including the following:

- Students Achievement Data
- School Climate
- Stakeholder Surveys (LCAP, Healthy Kids, D/ELAC, Professional Development Needs, ELSSA)
- Information from district initiatives (PLC, RTI, PBIS, MTSS, UDL)
- Link to CSTPs

The MJUSD is in consultation with stakeholders to implement the use of the Professional Learning System Review: A Companion Tool for the Quality Professional Learning Standards provided through CDE.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title III funded professional development activities are in addition to the MJUSD's core program for English learners and in alignment with Goal 1, 2, and 3 of the LCAP. By providing training from

experts such as Dr. Luis Cruz, Dr. Kate Kinsella and Margarita Espinosa Calderon and Project GLAD and SLOP, teachers receive additional high-quality professional development with an emphasis on designated ELD instruction. Research- and evidence-based ELD instructional strategies proven to support student language acquisition Specially Designed Academic Instruction in English (SDAIE), ELD strategies, cultural diversity, effective instructional practices for culturally diverse students, and curriculum planning are cornerstones of the Title III professional development.

Through the LCAP and Title II, additional districtwide professional development in Professional Learning Communities, Universal Design for Learning, Multi-Tiered Systems of Support, English-language arts, math, and other curricular areas is designed to address the individual needs of all students including English learners. Professional development is provided districtwide for our adopted English Language Arts / English Language Development program to teachers, principals, support staff, and district administrators. ELD instruction is a core piece of these trainings including assessment and instructional strategies for all students with specific strategies and resources for English learners.

Areas in which teachers have requested additional professional development include the following:

- More in depth understanding of the ELD curriculum
- Additional classroom management for ensuring designated ELD instruction is sustainable and occurs in a timely manner
- Additional training in cooperative learning strategies to promote student engagement and academic success
- A greater understanding of cross-cultural needs
- More in depth professional development in ELD Standards, strategies, and pedagogy
- Ongoing strategies in supporting EL students in the English language specifically designated ELD

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The MJUSD serves approximately 70 immigrant students with the majority of whom are English learners.

The purpose of the MJUSD immigrant education program is to provide enhanced instructional opportunities for immigrant children and youth. Title III Immigrant funds provide the following:

- Family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children through the Parent Institute of Quality Education
- Supplemental curriculum supporting student access to core standards and curriculum

The LCAP provides 1.5 FTE Bilingual Support Specialists, funding for state approved core instructional materials, and many additional supports and services to provide all students a well-rounded education.

Title III Programs and Activities

ESSA SECTION 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

State-adopted ELA/ELD curriculum is used for designated ELD at both the elementary and secondary levels. ELD instruction is supplemented with computer-based, adaptive language software programs to provide additional targeted individualized practice and intensive intervention reading programs. The MJUSD enhances instruction in the core academic subjects by providing walkthroughs with teachers and training in data analysis and immediate intervention to increase student participation and academic success. The MJUSD builds teacher capacity and understanding of English learner needs through upgrading and defining specific classroom objectives and instructional strategies to promote student learning and language acquisition. By providing Project Glad and SIOP, teachers receive additional high-quality professional development in researched based ELD instructional strategies proven to support student language acquisition. The MJUSD provides state approved ELA/ELD curriculum through LCFF funding as written into the MJUSD LCAP. Additional programs are purchased with supplemental funds to specifically improve English learner student performance in reading (Renaissance English learner software program and English in a Flash).

Research-based best practices form the basis for these core and intervention programs include the following:

- Small group instruction
- Use of evidence-based instructional materials
- High academic expectations and a clear academic focus
- Preventing long-term English learners
- Careful design and planning which establishes clearly defined needs and goals
- A clear focus on using designated ELD time effectively

English learner students access core content subjects through SDAIE instruction. Core content instruction is based on state grade level standards and teachers utilizing appropriate strategies to ensure comprehensibility of instruction for English learner students.

The majority of English learners are served in mainstream English language arts with daily instruction in ELD targeted to their language proficiency needs and grade level instruction in the core content areas with ongoing attention to the language demands of the instruction.

To supplement the core program, summer intensive intervention reading programs in collaboration with Migrant Education are offered with English learner students given priority for participation. In addition to designated ELD received during the day, general education funds provide struggling English learners reading intervention groups tailored to their levels of reading proficiency. At the secondary level, English learner students have opportunities to participate in college/career activities, CTE, JROTC, Advanced Placement courses, dual enrollment with Yuba College, work-based learning opportunities like internships and job-shadowing, and work-ready certification programs.

To promote parental and community participation in programs for ELs, the MJUSD also provides the supplemental services of district level translators and the phone messenger services of School

Messenger provided through LCFF/LCAP to improve the timeliness, quantity, and quality of our parent notifications.

English Proficiency and Academic Achievement

ESSA Section 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Achieving English proficiency: the MJUSD uses multiple measures to track and evaluate student acquisition of the English language including the state dashboard, Aeries analytics, Illuminate, and our universal screener STAR 360. Biannually, school sites are presented with significant data on all students including English learners. At the site level, staff review the data and determine the levels of intervention required for students not making satisfactory growth. The district monitors English learner student progress regularly to assist in reclassification efforts. Communication is frequent and specific to English learner students who are not making progress. The district identifies English learner students who are at-risk of becoming LTELs (Long term English learners) or who are already considered LTEL.

Meeting challenging state academic standards: the MJUSD monitors individual English learners through the use of multiple measures including the state language assessment ELPAC, CAASPP, district benchmark data generated through a variety of assessments, and formative assessment from the classroom.

The MJUSD holds the school sites accountable through the review of the completion of all mandatory forms including the review of student academic data, and site administrator observations of employee performance in regards to supporting English learners. The MJUSD contracts a consultant supported through unrestricted funds to work with site level administration to ensure all requirements are appropriately completed. The LEA will continue to promote EL parental and community involvement through Family Nights (ELA, math, and science).

The MJUSD also provides an EL Master Plan as a resource to support the school community in understanding English learner accountability requirements.

Measures for Monitoring:

1. Annual principal's Assurances Checklist (EL Form #27)
2. Site monitoring checklists (ELD, SDAIE, etc.) (EL Forms #28: English Learner Program Implementation Checklist, #29: Specially Designed Academic Instruction in English Checklist)
3. Annual EL Monitoring (EL Forms #30, #31)

All require forms and due dates for the mandatory activities can be found on the district's website under Departments, Educational Services, English Learner.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The MJUSD will leverage Title IV, Part A to create access to, and opportunities for, a well-rounded education for all students; school conditions for student learning in order to create a healthy and safe environment; and access to personalized learning experience supported by technology and professional development for the effective use of data and technology.

During the 2018-19 school year, the MJUSD worked with district music teachers and site administrators to assess the need for musical instruments as the district is slowly rebuilding a music education program. This summer a one-time music instrument investment will be made to enrich the music program and expand the program's reach with Title IV and allow more low-income students access. Music education was recently revived with LCAP funding.

The results of the 2019-20 LCAP needs assessment positioned elementary school counselors as the number one priority. Site administrators at all grade levels and high school and middle school counselors have voiced the need for elementary counselors. The need was confirmed during the LCAP survey and budget process. Currently, the district does not have counselors at the elementary school level. Based on Board approval, LCAP funding will be shifted next year to add 2 FTE to provide counseling services for young students in need of early intervention and mental health support. With 5,500 elementary students in the district, the need far surpasses the capacity that 2 new counseling staff can handle effectively. Title IV funding will increase the FTE extending well-rounded educational opportunities and help ensure safe and healthy students. The counseling services provided will touch on multiple disciplines and elements of Title IV allowability.

iLit, English language development and independent reading program, will be implemented in our high schools next year for intensive reading intervention. Professional development will be provided with Title IV at the beginning of the 2019-20 school year for teachers and para educators to maximize the program's effectiveness. The literacy suite for intervention can help students gain two grade levels of reading growth in a single year.

2019-20 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca19assurancetoc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Gay Starkey
Authorized Representative's Signature	
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	06/18/2019

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2019-20 Protected Prayer Certification

ESSA Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269

Protected Prayer Certification Statement

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Gay Starkey
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	06/18/2019
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the Comment field. (Maximum 500 characters)	

*****Warning*****

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2019-20 LCAP Federal Addendum Certification**CDE Program Contact:**Local Agency Systems Support Office, LCFF@cde.ca.gov, 916-323-5233

To receive funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to apply for funds, the LEA must certify that the 2017/18–2019/20 LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification the LEA is agreeing to submit the LCAP Federal Addendum that has been approved by the local governing board or governing body of the LEA to the California Department of Education (CDE), and acknowledging that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

County Offices of Education and School Districts Enter the original approval date of the county office of education or school district 2017/18–2019/20 LCAP	09/01/2017
Note: For districts, the date should be the day your county office of education (COE) approved your 2017/18–2019/20 LCAP. For COEs, it should be the date the CDE approved your 2017/18–2019/20 LCAP.	
Charter Schools Enter the adoption date of the charter school LCAP	
Authorized Representative's Full Name	Gay Starkey
Authorized Representative's Title	Superintendent

*****Warning*****

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2019-20 Application for Funding**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/18/2019
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District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	Graciela Zambrano
DELAC review date	02/21/2019
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	http://www.mjusd.com/documents/District/Departments/Educational%20Services/English%20Learner/18-19%20DELAC/Agenda/2-21-19%20-%20DELAC%20Agenda%20-%20English.pdf
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

Application for Categorical Programs

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes

*****Warning*****

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2019-20 Application for Funding

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, conappsupport@cde.ca.gov, 916-319-0297

Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title IV, Part A (Student Support) ESSA Sec. 1112(b) SACS 4127	Yes

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TENTATIVE AGREEMENT
Between
MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT
And the
OPERATORS ENGINEERS LOCAL UNION #3

The Marysville Joint Unified School District ("District") and Operators Engineers Local Union #3 (OE3) are parties to a Memorandum of Understanding ("MOU") which expires on June 30, 2022. The parties reached a tentative agreement ("TA") on May 24, 2019, incorporating the following:

1. Total Compensation Offer for the 2018/2019 School Year

The parties agreed to a total compensation package that reflects a four point zero percent (4.0%) offer structured in the following manner. In the event another bargaining group reaches agreement with a greater increase, a "Me, too" clause shall go into effect.

a. Salary Schedule

Effective July 1, 2018, each wage range for job title represented by OE3 shall be improved by two point zero percent (2.0%).

b. One-time, off-schedule Bonus

Retroactive to July 1, 2018, the District will provide a one-time, off-schedule payment equivalent to two point zero percent (2.0%). This payment shall be given only to employees rendering service in good standing with the District after January 31, 2019.

2. District Language Proposals

The Parties agree to resolve the District's language proposals (Article 4: Hours and Overtime) and Article 8: Temporary Assignment to Other Duties and Compensation) to be modified in the following way:

Article 4: The following shall be added:

"Employee(s) *may* be required to work the full two (2) hours of a call-out overtime assignment. A subsequent alarm call call-out, while already within the two (2) previous hours, shall not constitute a separate call-out.

Article 8: The following statement shall be added at the end of the current paragraph:

"This shall not apply to any assignment outside the OE3 unit."

3. OE3 Language Proposals

The Parties agree to resolve OE3's language proposals (Article 1: Recognition) to reflect in the following way:

"The Articles and provisions contained in this Memorandum of Understanding constitute a bilateral and binding agreement by and between the Governing Board of Trustees of the Marysville Joint Unified School District, hereafter know as the "District," and all sub-units of the Operating Engineers Local Union No. 3 Bargaining Unit, hereafter known as the "union," the exclusive representative for employees covers by this Agreement.

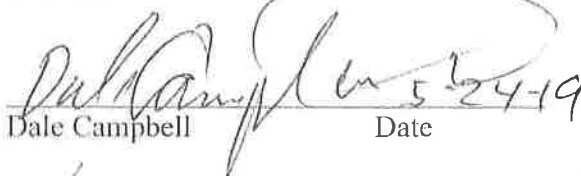
Any provision applicable to less than all sub-units shall be found in the Appendix.

A.

- 1.2.1 Clerical Unit – Appendix A
- 1.2.2 Food Services Unit – Appendix A
- 1.2.3 Maintenance/Operations Unit – Appendix A
- 1.2.4 Transportation Unit – Appendix A

- 1.3 This Agreement is entered into in accordance with Chapter 10.7 of the Government Code.

For OE3:


Dale Campbell Date 5/24/19


Cathey Gingrich Date 5/24/2019

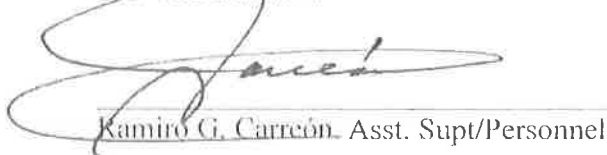

Kathy Maldonado Date 5/24/19


Ron Phillips Date 5/24/2019


Fran Tune Date 5/24/19


Joe Wildman, OE3 Labor Rep Date 5/24/2019

For The District:


Ramiro G. Carreón Asst. Supt/Personnel


Date May 24, 2019

PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
in accordance with AB 1200 (Chapter 1213/Statutes 1992), AB 2756 (Chapter 52/Statutes 2004), GC 3547.5

Name of School District: Marysville Joint Unified School District
 Name of Bargaining Unit: OE3
 Certificated, Classified, Other: Classified

The proposed agreement covers the period beginning: July 1, 2018 and ending: June 30, 2019
 (date) (date)

The Governing Board will act upon this agreement on: June 18, 2019
 (date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation

Bargaining Unit Compensation		Fiscal Impact of Proposed Agreement			
		(Complete Years 2 and 3 for multiyear and overlapping agreements only)			
All Funds - Combined		Annual Cost Prior to Proposed Settlement	Year 1 Increase/(Decrease) 2018-19	Year 2 Increase/(Decrease) 2019-20	Year 3 Increase/(Decrease) 2020-21
1.	Salary Schedule Including Step and Column	\$ 12,830,686	\$ 513,227		
			4.00%	0.00%	0.00%
2.	Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.				
	Description of Other Compensation				
3.	Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 3,269,532	\$ 150,848	\$ -	
			4.61%	0.00%	0.00%
4.	Health/Welfare Plans				
5.	Total Bargaining Unit Compensation Add Items 1 through 4 to equal 5	\$ 16,100,218	\$ 664,075	\$ -	\$ -
			4.12%	0.00%	0.00%
6.	Total Number of Bargaining Unit Employees (Use FTEs if appropriate)	816.86			
7.	Total Compensation <u>Average</u> Cost per Bargaining Unit Employee	\$ 19,710	\$ 813	\$ -	\$ -
			4.12%	0.00%	0.00%

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Marysville Joint Unified School District
OE3

8. What was the negotiated percentage change? For example, if the change in "Year 1" was for less than a full year, what is the annualized percentage of that change for "Year 1"?

The District agrees to a total compensation package that reflects a two point zero percent (2.0%) increase to the salary schedule effective as of July 1, 2018, with an additional off-schedule payment of two point zero percent (2.0%) retro active to July 1, 2018.

9. Were any additional steps, columns, or ranges added to the salary schedules? (If yes, please explain.)

No.

10. Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

Effective July 1, 2018, all OE3 represented job titles and their respective wage ranges shall be improved by two point zero percent (2.0%) and all OE3 represented employees rendering in good standing with the District after January 31, 2019, shall receive an additional two point percent (2.0%) one-time off-schedule payment. This payment shall be retroactive to July 1, 2018.

11. Does this bargaining unit have a negotiated cap for Health and Welfare benefits?

Yes ☒ No ☐

If yes, please describe the cap amount.

District pays \$901.80 per month for each eligible OE3 member for Health and Welfare benefits.

B. Proposed negotiated changes in noncompensation items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

n/a

C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

There is no negative impact on instructional and support programs to accommodate the settlement as there will be no staff, program or service reductions.

D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

None.

E. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

n/a

F. Source of Funding for Proposed Agreement:

1. Current Year

The District has sufficient Fund Balance and anticipates funding the ongoing obligations in subsequent years using revenue generated by the Governor's proposed Local Control Funding Formula (LCFF).

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years?

The District has sufficient Fund Balance and anticipates funding the ongoing obligations in subsequent years using revenue generated by the Governor's proposed Local Control Funding Formula (LCFF).

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

n/a

Marysville Joint Unified School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**Unrestricted General Fund**

Bargaining Unit:

OE3

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 03-12-2019)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
LCFF Revenue 8010-8099	\$ 100,954,384		\$ -	\$ 100,954,384
Federal Revenue 8100-8299	\$ 14,204		\$ -	\$ 14,204
Other State Revenue 8300-8599	\$ 3,414,730		\$ -	\$ 3,414,730
Other Local Revenue 8600-8799	\$ 866,570		\$ -	\$ 866,570
TOTAL REVENUES	\$ 105,249,888		\$ -	\$ 105,249,888
EXPENDITURES				
Certificated Salaries 1000-1999	\$ 38,982,107	\$ -		\$ 38,982,107
Classified Salaries 2000-2999	\$ 12,869,938	\$ 383,180		\$ 13,253,118
Employee Benefits 3000-3999	\$ 19,441,994	\$ 112,624		\$ 19,554,618
Books and Supplies 4000-4999	\$ 6,578,684		\$ -	\$ 6,578,684
Services, Other Operating Expenses 5000-5999	\$ 8,417,036		\$ -	\$ 8,417,036
Capital Outlay 6000-6999	\$ 2,491,165		\$ -	\$ 2,491,165
Other Outgo 7100-7299 7400-7499	\$ 3,422,957		\$ -	\$ 3,422,957
Indirect/Direct Support Costs 7300-7399	\$ (1,913,606)		\$ -	\$ (1,913,606)
TOTAL EXPENDITURES	\$ 90,290,275	\$ 495,804	\$ -	\$ 90,786,079
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ 1,959,732	\$ -	\$ -	\$ 1,959,732
Contributions 8980-8999	\$ (14,130,316)	\$ (81,985)	\$ -	\$ (14,212,301)
OPERATING SURPLUS (DEFICIT)*	\$ (1,130,435)	\$ (577,789)	\$ -	\$ (1,708,224)
BEGINNING FUND BALANCE				
9791	\$ 28,743,844			\$ 28,743,844
Prior-Year Adjustments/Restatements 9793/9795				\$ -
ENDING FUND BALANCE	\$ 27,613,409	\$ (577,789)	\$ -	\$ 27,035,620
COMPONENTS OF ENDING BALANCE:				
Nonspendable Amounts 9711-9719	\$ 350,425	\$ -	\$ -	\$ 350,425
Restricted Amounts 9740				
Committed Amounts 9750-9760	\$ 2,715,549	\$ -	\$ -	\$ 2,715,549
Assigned Amounts 9780	\$ 4,598,417	\$ -	\$ -	\$ 4,598,417
Reserve for Economic Uncertainties 9789	\$ 3,840,000	\$ 17,334	\$ -	\$ 3,857,334
Unassigned/Unappropriated Amount 9790	\$ 16,109,018	\$ (595,123)	\$ -	\$ 15,513,895

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Marysville Joint Unified School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**Restricted General Fund**

Bargaining Unit:

OE3

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 03-12-2019)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
LCFF Revenue 8010-8099			\$ -	\$ -
Federal Revenue 8100-8299	\$ 8,737,543		\$ -	\$ 8,737,543
Other State Revenue 8300-8599	\$ 7,606,581		\$ -	\$ 7,606,581
Other Local Revenue 8600-8799	\$ 3,606,896		\$ -	\$ 3,606,896
TOTAL REVENUES	\$ 19,951,020		\$ -	\$ 19,951,020
EXPENDITURES				
Certificated Salaries 1000-1999	\$ 6,679,691	\$ -	\$ -	\$ 6,679,691
Classified Salaries 2000-2999	\$ 5,556,663	\$ 63,362	\$ -	\$ 5,620,025
Employee Benefits 3000-3999	\$ 7,750,523	\$ 18,623	\$ -	\$ 7,769,146
Books and Supplies 4000-4999	\$ 3,248,738		\$ -	\$ 3,248,738
Services, Other Operating Expenses 5000-5999	\$ 6,488,585		\$ -	\$ 6,488,585
Capital Outlay 6000-6999	\$ 2,030,844		\$ -	\$ 2,030,844
Other Outgo 7100-7299 7400-7499	\$ 3,300,300		\$ -	\$ 3,300,300
Indirect/Direct Support Costs 7300-7399	\$ 690,479		\$ -	\$ 690,479
TOTAL EXPENDITURES	\$ 35,745,823	\$ 81,985	\$ -	\$ 35,827,808
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ -	\$ -	\$ -	\$ -
Contributions 8980-8999	\$ 14,130,316	\$ 81,985	\$ -	\$ 14,212,301
OPERATING SURPLUS (DEFICIT)*	\$ (1,664,487)	\$ -	\$ -	\$ (1,664,487)
BEGINNING FUND BALANCE 9791	\$ 5,031,291			\$ 5,031,291
Prior-Year Adjustments/Restatements 9793/9795	\$ -			\$ -
ENDING FUND BALANCE	\$ 3,366,804	\$ -	\$ -	\$ 3,366,804
COMPONENTS OF ENDING BALANCE:				
Nonspendable Amounts 9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted Amounts 9740	\$ 3,366,806		\$ -	\$ 3,366,806
Committed Amounts 9750-9760				
Assigned Amounts 9780				
Reserve for Economic Uncertainties 9789		\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount 9790	\$ (2)	\$ -	\$ -	\$ (2)

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Marysville Joint Unified School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**Combined General Fund**

Bargaining Unit:

OE3

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 03-12-2019)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
LCFF Revenue 8010-8099	\$ 100,954,384		\$ -	\$ 100,954,384
Federal Revenue 8100-8299	\$ 8,751,747		\$ -	\$ 8,751,747
Other State Revenue 8300-8599	\$ 11,021,311		\$ -	\$ 11,021,311
Other Local Revenue 8600-8799	\$ 4,473,466		\$ -	\$ 4,473,466
TOTAL REVENUES	\$ 125,200,908		\$ -	\$ 125,200,908
EXPENDITURES				
Certificated Salaries 1000-1999	\$ 45,661,798	\$ -	\$ -	\$ 45,661,798
Classified Salaries 2000-2999	\$ 18,426,601	\$ 446,542	\$ -	\$ 18,873,143
Employee Benefits 3000-3999	\$ 27,192,517	\$ 131,247	\$ -	\$ 27,323,764
Books and Supplies 4000-4999	\$ 9,827,422		\$ -	\$ 9,827,422
Services, Other Operating Expenses 5000-5999	\$ 14,905,621		\$ -	\$ 14,905,621
Capital Outlay 6000-6999	\$ 4,522,009		\$ -	\$ 4,522,009
Other Outgo 7100-7299 7400-7499	\$ 6,723,257		\$ -	\$ 6,723,257
Indirect/Direct Support Costs 7300-7399	\$ (1,223,127)		\$ -	\$ (1,223,127)
TOTAL EXPENDITURES	\$ 126,036,098	\$ 577,789	\$ -	\$ 126,613,887
OTHER FINANCING SOURCES/USES				
Transfer In and Other Sources 8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ 1,959,732	\$ -	\$ -	\$ 1,959,732
Contributions 8980-8999	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*	\$ (2,794,922)	\$ (577,789)	\$ -	\$ (3,372,711)
BEGINNING FUND BALANCE				
9791	\$ 33,775,135			\$ 33,775,135
Prior-Year Adjustments/Restatements 9793/9795	\$ -			\$ -
ENDING FUND BALANCE	\$ 30,980,213	\$ (577,789)	\$ -	\$ 30,402,424
COMPONENTS OF ENDING BALANCE:				
Nonspendable Amounts 9711-9719	\$ 350,425	\$ -	\$ -	\$ 350,425
Restricted Amounts 9740	\$ 3,366,806	\$ -	\$ -	\$ 3,366,806
Committed Amounts 9750-9760	\$ 2,715,549	\$ -	\$ -	\$ 2,715,549
Assigned Amounts 9780	\$ 4,598,417	\$ -	\$ -	\$ 4,598,417
Reserve for Economic Uncertainties 9789	\$ 3,840,000	\$ 17,334	\$ -	\$ 3,857,334
Unassigned/Unappropriated Amount 9790	\$ 16,109,016	\$ (595,123)	\$ -	\$ 15,513,893

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Marysville Joint Unified School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**Fund 12 - Child Development Fund**

Bargaining Unit:

OE3

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 03-12-2019)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
Federal Revenue 8100-8299	\$ 82,132		\$ -	\$ 82,132
Other State Revenue 8300-8599	\$ 2,661,006		\$ -	\$ 2,661,006
Other Local Revenue 8600-8799	\$ 10,686		\$ -	\$ 10,686
TOTAL REVENUES	\$ 2,753,824		\$ -	\$ 2,753,824
EXPENDITURES				
Certificated Salaries 1000-1999	\$ 802,575	\$ -	\$ -	\$ 802,575
Classified Salaries 2000-2999	\$ 691,811	\$ 3,470	\$ -	\$ 695,281
Employee Benefits 3000-3999	\$ 523,335	\$ 1,020	\$ -	\$ 524,355
Books and Supplies 4000-4999	\$ 394,491		\$ -	\$ 394,491
Services, Other Operating Expenses 5000-5999	\$ 116,085		\$ -	\$ 116,085
Capital Outlay 6000-6999	\$ -		\$ -	\$ -
Other Outgo 7100-7299 7400-7499	\$ 183,976		\$ -	\$ 183,976
Indirect/Direct Support Costs 7300-7399	\$ -		\$ -	\$ -
TOTAL EXPENDITURES	\$ 2,712,273	\$ 4,490	\$ -	\$ 2,716,763
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*	\$ 41,551	\$ (4,490)	\$ -	\$ 37,061
BEGINNING FUND BALANCE				
9791	\$ 388,170			\$ 388,170
Prior-Year Adjustments/Restatements 9793/9795	\$ -			\$ -
ENDING FUND BALANCE	\$ 429,722	\$ (4,490)	\$ -	\$ 425,232
COMPONENTS OF ENDING BALANCE:				
Nonspendable Amounts 9711-9719		\$ -	\$ -	\$ -
Restricted Amounts 9740	\$ 407,488	\$ (4,490)	\$ -	\$ 402,998
Committed Amounts 9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned Amounts 9780	\$ 22,233	\$ -	\$ -	\$ 22,233
Reserve for Economic Uncertainties 9789	\$ -	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount 9790	\$ 0	\$ -	\$ -	\$ 0

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Marysville Joint Unified School District

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**Fund 13/61 - Cafeteria Fund**

Bargaining Unit:

OE3

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 03-12-2019)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
LCFF Revenue 8010-8099	\$ -		\$ -	\$ -
Federal Revenue 8100-8299	\$ 6,993,969		\$ -	\$ 6,993,969
Other State Revenue 8300-8599	\$ 513,583		\$ -	\$ 513,583
Other Local Revenue 8600-8799	\$ 91,456		\$ -	\$ 91,456
TOTAL REVENUES	\$ 7,599,007		\$ -	\$ 7,599,007
EXPENDITURES				
Certificated Salaries 1000-1999	\$ 318	\$ -	\$ -	\$ 318
Classified Salaries 2000-2999	\$ 2,694,730	\$ 63,215	\$ -	\$ 2,757,945
Employee Benefits 3000-3999	\$ 1,261,984	\$ 18,580	\$ -	\$ 1,280,564
Books and Supplies 4000-4999	\$ 2,829,833		\$ -	\$ 2,829,833
Services, Other Operating Expenses 5000-5999	\$ 254,733		\$ -	\$ 254,733
Capital Outlay 6000-6999	\$ 127,950		\$ -	\$ 127,950
Other Outgo 7100-7299 7400-7499	\$ -		\$ -	\$ -
Indirect/Direct Support Costs 7300-7399	\$ 379,586		\$ -	\$ 379,586
TOTAL EXPENDITURES	\$ 7,549,135	\$ 81,795	\$ -	\$ 7,630,930
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*	\$ 49,873	\$ (81,795)	\$ -	\$ (31,922)
BEGINNING FUND BALANCE				
9791	\$ 1,094,060			\$ 1,094,060
Prior-Year Adjustments/Restatements 9793/9795	\$ -			\$ -
ENDING FUND BALANCE	\$ 1,143,933	\$ (81,795)	\$ -	\$ 1,062,138
COMPONENTS OF ENDING BALANCE:				
Nonspendable Amounts 9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted Amounts 9740	\$ 1,143,933	\$ (81,795)	\$ -	\$ 1,062,138
Committed Amounts 9750-9760	\$ -	\$ -	\$ -	\$ -
Assigned Amounts 9780	\$ -	\$ -	\$ -	\$ -
Reserve for Economic Uncertainties 9789	\$ -	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount 9790	\$ (0)	\$ -	\$ -	\$ (0)

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

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Marysville Joint Unified School District
OE3**Explanations for Column 3 "Other Revisions" entered on Pages 4a through 4h:**

Page 4a: Unrestricted General Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4b: Restricted General Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4d: Fund 11 - Adult Education Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4e: Fund 12 - Child Development Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4f: Fund 13/61 - Cafeteria Fund	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4g: Other	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Page 4h: Other	Amount	Explanation
Revenues	\$ -	
Expenditures	\$ -	
Other Financing Sources/Uses	\$ -	

Additional Comments:

Marysville Joint Unified School District

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS**Unrestricted General Fund MYP**

Bargaining Unit:

OE3

Object Code	2018-19	2019-20	2020-21
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
LCFF Revenue 8010-8099	\$ 100,954,384	\$ 104,232,914	\$ 107,029,283
Federal Revenue 8100-8299	\$ 14,204	\$ 1,000	\$ 1,000
Other State Revenue 8300-8599	\$ 3,414,730	\$ 1,862,400	\$ 1,862,400
Other Local Revenue 8600-8799	\$ 866,570	\$ 565,870	\$ 565,870
TOTAL REVENUES	\$ 105,249,888	\$ 106,662,184	\$ 109,458,553
EXPENDITURES			
Certificated Salaries 1000-1999	\$ 38,982,107	\$ 40,235,386	\$ 41,040,094
Classified Salaries 2000-2999	\$ 13,253,118	\$ 13,518,180	\$ 13,788,544
Employee Benefits 3000-3999	\$ 19,554,618	\$ 21,158,097	\$ 22,893,061
Books and Supplies 4000-4999	\$ 6,578,684	\$ 4,647,071	\$ 4,795,065
Services, Other Operating Expenses 5000-5999	\$ 8,417,036	\$ 8,478,897	\$ 8,683,238
Capital Outlay 6000-6999	\$ 2,491,165	\$ 841,429	\$ 841,429
Other Outgo 7100-7299 7400-7499	\$ 3,422,957	\$ 1,345,408	\$ 1,341,708
Indirect/Direct Support Costs 7300-7399	\$ (1,913,606)	\$ (1,913,606)	\$ (1,913,606)
Other Adjustments			\$ -
TOTAL EXPENDITURES	\$ 90,786,079	\$ 88,310,862	\$ 91,469,532
OTHER FINANCING SOURCES/USES			
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ 1,959,732	\$ 2,000,000	\$ 2,000,000
Contributions 8980-8999	\$ (14,212,301)	\$ (15,857,909)	\$ (15,989,021)
OPERATING SURPLUS (DEFICIT)*	\$ (1,708,224)	\$ 493,413	\$ (0)
BEGINNING FUND BALANCE 9791	\$ 28,743,844	\$ 27,035,620	\$ 27,529,033
Prior-Year Adjustments/Restatements 9793/9795	\$ -		
ENDING FUND BALANCE	\$ 27,035,620	\$ 27,529,033	\$ 27,529,033
COMPONENTS OF ENDING BALANCE:			
Nonspendable Amounts 9711-9719	\$ 350,425	\$ 350,425	\$ 345,803
Restricted Amounts 9740			
Committed Amounts 9750-9760	\$ 2,715,549	\$ 1,785,549	\$ 855,549
Assigned Amounts 9780	\$ 4,598,417	\$ 4,598,417	\$ 4,598,417
Reserve for Economic Uncertainties 9789	\$ 3,857,334	\$ 3,636,893	\$ 3,764,050
Unassigned/Unappropriated Amount 9790	\$ 15,513,895	\$ 17,157,749	\$ 17,965,214

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

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Marysville Joint Unified School District

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS**Restricted General Fund MYP**

Bargaining Unit:

OE3

	Object Code	2018-19	2019-20	2020-21
		Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES				
LCFF Revenue	8010-8099	\$ -		\$ -
Federal Revenue	8100-8299	\$ 8,737,543	\$ 6,995,675	\$ 6,969,560
Other State Revenue	8300-8599	\$ 7,606,581	\$ 4,587,927	\$ 4,587,927
Other Local Revenue	8600-8799	\$ 3,606,896	\$ 3,477,388	\$ 3,477,388
TOTAL REVENUES		\$ 19,951,020	\$ 15,060,990	\$ 15,034,875
EXPENDITURES				
Certificated Salaries	1000-1999	\$ 6,679,691	\$ 6,924,899	\$ 7,063,397
Classified Salaries	2000-2999	\$ 5,620,025	\$ 5,732,426	\$ 5,847,074
Employee Benefits	3000-3999	\$ 7,769,146	\$ 8,406,216	\$ 9,095,526
Books and Supplies	4000-4999	\$ 3,248,738	\$ 1,811,950	\$ 1,855,618
Services, Other Operating Expenses	5000-5999	\$ 6,488,585	\$ 3,890,931	\$ 3,009,803
Capital Outlay	6000-6999	\$ 2,030,844	\$ 213,644	\$ 213,644
Other Outgo	7100-7299 7400-7499	\$ 3,300,300	\$ 3,300,300	\$ 3,300,300
Indirect/Dirrect Support Costs	7300-7399	\$ 690,479	\$ 638,534	\$ 638,534
Other Adjustments			\$ -	\$ -
TOTAL EXPENDITURES		\$ 35,827,808	\$ 30,918,899	\$ 31,023,896
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources	8900-8979	\$ -	\$ -	
Transfers Out and Other Uses	7600-7699	\$ -	\$ -	\$ -
Contributions	8980-8999	\$ 14,212,301	\$ 15,857,909	\$ 15,989,021
OPERATING SURPLUS (DEFICIT)*		\$ (1,664,487)	\$ (0)	\$ 0
BEGINNING FUND BALANCE	9791	\$ 5,031,291	\$ 3,366,804	\$ 3,366,804
Prior-Year Adjustments/Restatements	9793/9795	\$ -		
ENDING FUND BALANCE		\$ 3,366,804	\$ 3,366,804	\$ 3,366,804
COMPONENTS OF ENDING BALANCE:				
Nonspendable Amounts	9711-9719	\$ -		
Restricted Amounts	9740	\$ 3,366,806	\$ 3,366,804	\$ 3,366,804
Committed Amounts	9750-9760			
Assigned Amounts	9780			
Reserve for Economic Uncertainties	9789	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount	9790	\$ (2)	\$ (0)	\$ (0)

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

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Marysville Joint Unified School District

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS**Combined General Fund MYP**

Bargaining Unit:

OE3

Object Code	2018-19	2019-20	2020-21
	Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES			
LCFF Revenue 8010-8099	\$ 100,954,384	\$ 104,232,914	\$ 107,029,283
Federal Revenue 8100-8299	\$ 8,751,747	\$ 6,996,675	\$ 6,970,560
Other State Revenue 8300-8599	\$ 11,021,311	\$ 6,450,327	\$ 6,450,327
Other Local Revenue 8600-8799	\$ 4,473,466	\$ 4,043,258	\$ 4,043,258
TOTAL REVENUES	\$ 125,200,908	\$ 121,723,174	\$ 124,493,428
EXPENDITURES			
Certificated Salaries 1000-1999	\$ 45,661,798	\$ 47,160,285	\$ 48,103,491
Classified Salaries 2000-2999	\$ 18,873,143	\$ 19,250,606	\$ 19,635,618
Employee Benefits 3000-3999	\$ 27,323,764	\$ 29,564,313	\$ 31,988,586
Books and Supplies 4000-4999	\$ 9,827,422	\$ 6,459,021	\$ 6,650,683
Services, Other Operating Expenses 5000-5999	\$ 14,905,621	\$ 12,369,828	\$ 11,693,041
Capital Outlay 6000-6999	\$ 4,522,009	\$ 1,055,073	\$ 1,055,073
Other Outgo 7100-7299 7400-7499	\$ 6,723,257	\$ 4,645,708	\$ 4,642,008
Indirect/Direct Support Costs 7300-7399	\$ (1,223,127)	\$ (1,275,072)	\$ (1,275,072)
Other Adjustments		\$ -	\$ -
TOTAL EXPENDITURES	\$ 126,613,887	\$ 119,229,762	\$ 122,493,428
OTHER FINANCING SOURCES/USES			
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ 1,959,732	\$ 2,000,000	\$ 2,000,000
Contributions 8980-8999	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*	\$ (3,372,711)	\$ 493,412	\$ 0
BEGINNING FUND BALANCE 9791	\$ 33,775,135	\$ 30,402,424	\$ 30,895,836
Prior-Year Adjustments/Restatements 9793/9795	\$ -		
ENDING FUND BALANCE	\$ 30,402,424	\$ 30,895,836	\$ 30,895,837
COMPONENTS OF ENDING BALANCE:			
Nonspendable Amounts 9711-9719	\$ 350,425	\$ 350,425	\$ 345,803
Restricted Amounts 9740	\$ 3,366,806	\$ 3,366,804	\$ 3,366,804
Committed Amounts 9750-9760	\$ 2,715,549	\$ 1,785,549	\$ 855,549
Assigned Amounts 9780	\$ 4,598,417	\$ 4,598,417	\$ 4,598,417
Reserve for Economic Uncertainties 9789	\$ 3,857,334	\$ 3,636,893	\$ 3,764,050
Unassigned/Unappropriated Amount 9790	\$ 15,513,893	\$ 17,157,749	\$ 17,965,214

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

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I. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES**1. State Reserve Standard**

		2018-19	2019-20	2020-21
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 128,573,619	\$ 121,229,762	\$ 124,493,428
b.	Less: Special Education Pass-Through Funds	\$ -	\$ -	\$ -
c.	Net Expenditures, Transfers Out, and Uses	\$ 128,573,619	\$ 121,229,762	\$ 124,493,428
d.	State Standard Minimum Reserve Percentage for this District Enter percentage →	3.00%	3.00%	3.00%
e.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, or \$50,000)	\$ 3,857,209	\$ 3,636,893	\$ 3,734,803

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9789)	\$ 3,857,334	\$ 3,636,893	\$ 3,764,050
b.	General Fund Budgeted Unrestricted Unassigned/Unappropriated Amount (9790)	\$ 15,513,895	\$ 17,157,749	\$ 17,965,214
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9789)	\$ -	\$ -	\$ -
d.	Special Reserve Fund (Fund 17) Budgeted Unassigned/Unappropriated Amount (9790)	\$ -	\$ -	\$ -
e.	Total Available Reserves	\$ 19,371,229	\$ 20,794,642	\$ 21,729,264
f.	Reserve for Economic Uncertainties Percentage	15.07%	17.15%	17.45%

3. Do unrestricted reserves meet the state minimum reserve amount?

2018-19

Yes

☒

No

☐

2019-20

Yes

☒

No

☐

2020-21

Yes

☒

No

☐**4. If no, how do you plan to restore your reserves?**

Public Disclosure of Proposed Collective Bargaining Agreement
Marysville Joint Unified School District
OE3

Page 7

5. **Does the Total Compensation Increase/(Decrease) on Page 1, Section A, #5 agree with the Total Increase/(Decrease) for all funds as a result of the settlement(s)? Please explain any variance.**

Total Compensation Increase/(Decrease) on Page 1, Section A, #5	\$ 664,075
General Fund balance Increase/(Decrease), Page 4c, Column 2	\$ (577,789)
Adult Education Fund balance Increase/(Decrease), Page 4d, Column 2	\$ -
Child Development Fund balance Increase/(Decrease), Page 4e, Column 2	\$ (4,490)
Cafeteria Fund balance Increase/(Decrease), Page 4f, Column 2	\$ (81,795)
Other Fund balance Increase/(Decrease), Page 4g, Column 2	\$ -
Other Fund balance Increase/(Decrease), Page 4h, Column 2	\$ -
Total all fund balances Increase/(Decrease) as a result of the settlement(s)	\$ (664,074)

Variance \$ 1

Variance Explanation:

6. **Will this agreement create or increase deficit financing in the current or subsequent years?**

"Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If a deficit is shown below, provide an explanation and any deficit reduction plan, as necessary.

<u>General Fund Combined</u>	<u>Surplus/ (Deficit)</u>	<u>(Deficit) %</u>	<u>Deficit primarily due to:</u>
Current FY Surplus/(Deficit) before settlement(s)?	\$ (2,794,922)	(2.2%)	Deficit primarily due to carryover.
Current FY Surplus/(Deficit) after settlement(s)?	\$ (3,372,711)	(2.6%)	Deficit primarily due to carryover.
1st Subsequent FY Surplus/(Deficit) after settlement(s)?	\$ 493,412	0.4%	
2nd Subsequent FY Surplus/(Deficit) after settlement(s)?	\$ 31,978,042	25.7%	

Deficit Reduction Plan (as necessary):

Were "Other Adjustments" amount(s) entered in the multiyear projections (pages 5a and 5b) for 1st and 2nd

7. **Subsequent FY?**

"Other Adjustments" could indicate that a budget reduction plan was/is being developed to address deficit spending, and to rebuild reserves. Any amount shown below must have an explanation. If additional space is needed, attach a separate sheet, or use page 9a.

<u>MYP</u>	<u>Amount</u>	<u>"Other Adjustments" Explanation</u>
1st Subsequent FY Unrestricted, Page 5a	\$ -	
1st Subsequent FY Restricted, Page 5b	\$ -	
2nd Subsequent FY Unrestricted, Page 5a	\$ -	
2nd Subsequent FY Restricted, Page 5b	\$ -	

OE3

J. COMPARISON OF PROPOSED CHANGE IN TOTAL COMPENSATION TO CHANGE IN LCFF FUNDING FOR THE NEGOTIATED PERIOD

The purpose of this form is to determine if the district has entered into bargaining agreements that would result in salary increases that are expected to exceed the projected increase in LCFF funding.

(fill out columns for which there is an agreement)

	Prior Year	2018-19	2019-20	2020-21
a. LCFF Funding per ADA	9,024.03	9,140.72	9,236.96	9,236.96
b. Amount Change from Prior Year Funding per ADA		116.69	96.24	-
c. Percentage Change from Prior Year Funding per ADA		1.29%	1.05%	0.00%
d. Total Compensation Amount Change (from Page 1, Section A, Line 5)		664,075.00	-	-
e. Total Compensation Percentage Change (from Page 1, Section A, Line 5)		4.12%	0.00%	0.00%
f. Proposed agreement is within/exceeds change in LCFF Funding (f vs. e)		Exceeds	-	-

K. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF THE COLLECTIVE BARGAINING AGREEMENT

This certification page must be signed by the district's Superintendent and Chief Business Official at the time of public disclosure and is intended to assist the district's Governing Board in determining whether the district can meet the costs incurred under the tentative Collective Bargaining Agreement in the current and subsequent years. The absence of a certification signature or if "I am unable to certify" is checked should serve as a "red flag" to the district's Governing Board.

In accordance with the requirements of Government Code Sections 3540.2 and 3547.5, the Superintendent and Chief Business Official of the Marysville Joint Unified School District, hereby certify that the District can meet the costs incurred under this Collective Bargaining Agreement during the term of the agreement from July 1, 2018 to June 30, 2019.

Board Actions

The board actions necessary to meet the cost of the agreement in each year of its term are as follows:

Current Year

Budget Adjustment Categories:

Revenues/Other Financing Sources
Expenditures/Other Financing Uses
Ending Balance(s) Increase/(Decrease)

Budget Adjustment Increase/(Decrease)

\$	-
\$	664,074
\$	(664,074)

Subsequent Years

Budget Adjustment Categories:

Revenues/Other Financing Sources
Expenditures/Other Financing Uses
Ending Balance(s) Increase/(Decrease)

Budget Adjustment Increase/(Decrease)

\$	-
\$	-
\$	-

Budget Revisions

If the district does not adopt and submit within 45 days all of the revisions to its budget needed in the current year to meet the costs of the agreement at the time of the approval of the proposed collective bargaining agreement, the county superintendent of schools is required to issue a qualified or negative certification for the district on its next interim report.

Assumptions

See attached page for a list of the assumptions upon which this certification is based.

Certifications

☒ I hereby certify ☐ I am unable to certify



District Superintendent
(Signature)

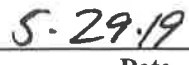


Date

☒ I hereby certify ☐ I am unable to certify



Chief Business Official
(Signature)



Date

Marysville Joint Unified School District

OE3

Assumptions and Explanations (enter or attach documentation)

The assumptions upon which this certification is made are as follows:

The District has sufficient Fund Balance and anticipates funding the ongoing obligations in subsequent years using revenue generated by the Governor's proposed Local Control Funding Formula (LCFF).

Concerns regarding affordability of agreement in subsequent years (if any):

The District has sufficient Fund Balance and anticipates funding the ongoing obligations in subsequent years using revenue generated by the Governor's proposed Local Control Funding Formula (LCFF).

L. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Sections 3540.2(a) and 3547.5.

Marysville Joint Unified School District

District Name

District Superintendent
(Signature)

6/18/19

Date

Michael R. Hodson

Contact Person

530-749-6114

Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on June 19, 2018, took action to approve the proposed agreement with the OE3 Bargaining Unit(s).

President (~~or Clerk~~), Governing Board
(Signature)

6/18/19

Date

PUBLIC DISCLOSURE OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
in accordance with AB 1200 (Chapter 1213/Statutes 1992), AB 2756 (Chapter 52/Statutes 2004), GC 3547.5

Name of School District: Marysville Joint Unified School District - MCAA Charter School
Name of Bargaining Unit: OE3
Certificated, Classified, Other: Classified

The proposed agreement covers the period beginning: July 1, 2018 and ending: June 30, 2019
(date) (date)

The Governing Board will act upon this agreement on: June 18, 2019
(date)

Note: This form, along with a copy of the proposed agreement, must be submitted to the County Office at least ten (10) working days prior to the date the Governing Board will take action.

A. Proposed Change in Compensation

Bargaining Unit Compensation All Funds - Combined			Fiscal Impact of Proposed Agreement (Complete Years 2 and 3 for multiyear and overlapping agreements only)			
			Annual Cost Prior to Proposed Settlement	Year 1 Increase/(Decrease) 2018-19	Year 2 Increase/(Decrease) 2019-20	Year 3 Increase/(Decrease) 2020-21
1.	Salary Schedule Including Step and Column	\$ 137,799	\$ 5,512			
			4.00%	0.00%	0.00%	
2.	Other Compensation Stipends, Bonuses, Longevity, Overtime, Differential, Callback or Standby Pay, etc.					
	Description of Other Compensation					
3.	Statutory Benefits - STRS, PERS, FICA, WC, UI, Medicare, etc.	\$ 38,732	\$ 1,620			
			4.18%	0.00%	0.00%	
4.	Health/Welfare Plans					
5.	Total Bargaining Unit Compensation Add Items 1 through 4 to equal 5	\$ 176,531	\$ 7,132	\$ -	\$ -	
			4.04%	0.00%	0.00%	
6.	Total Number of Bargaining Unit Employees (Use FTEs if appropriate)	3.00				
7.	Total Compensation <u>Average</u> Cost per Bargaining Unit Employee	\$ 58,844	\$ 2,377	\$ -	\$ -	
			4.04%	0.00%	0.00%	

Marysville Joint Unified School District - MCAA Charter School
OE3

8. What was the negotiated percentage change? For example, if the change in "Year 1" was for less than a full year, what is the annualized percentage of that change for "Year 1"?

Effective July 1, 2018, all OE3 represented job titles and their respective wage ranges shall be improved by two point zero percent (2.0%) and all OE3 represented employees employed by the District after January 31, 2018, shall receive an additional two point percent (2.0%) one-time off-schedule payment. This payment shall be retroactive to July 1, 2018.

9. Were any additional steps, columns, or ranges added to the salary schedules? (If yes, please explain.)

n/a

10. Please include comments and explanations as necessary. (If more room is necessary, please attach an additional sheet.)

n/a

11. Does this bargaining unit have a negotiated cap for Health and Welfare benefits?

Yes ☒ No ☐

If yes, please describe the cap amount.

District pays \$901.80 per month for each eligible OE3 member for Health and Welfare benefits.

B. Proposed negotiated changes in noncompensation items (i.e., class size adjustments, staff development days, teacher prep time, classified staffing ratios, etc.)

C. What are the specific impacts (positive or negative) on instructional and support programs to accommodate the settlement? Include the impact of changes such as staff reductions or increases, program reductions or increases, elimination or expansion of other services or programs (i.e., counselors, librarians, custodial staff, etc.)

There is no negative impact on instructional and support programs to accommodate the settlement as there will be no staff, program or service reductions

Marysville Joint Unified School District - MCAA Charter School
OE3

D. What contingency language is included in the proposed agreement (e.g., reopeners, etc.)?

None.

E. Identify other major provisions that do not directly affect the district's costs, such as binding arbitrations, grievance procedures, etc.

n/a

F. Source of Funding for Proposed Agreement:

1. Current Year

The District has sufficient Fund Balance and anticipates funding the ongoing obligations in subsequent years using revenue generated by the Governor's proposed Local Control Funding Formula (LCFF).

2. If this is a single year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years?

3. If this is a multiyear agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years? (Remember to include compounding effects in meeting obligations.)

The District has sufficient Fund Balance and anticipates funding the ongoing obligations in subsequent years using revenue generated by the Governor's proposed Local Control Funding Formula (LCFF).

Public Disclosure of Proposed Collective Bargaining Agreement
Marysville Joint Unified School District - MCAA Charter School

Page 4a

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET

Bargaining Unit:		Unrestricted General Fund			OE3
	Object Code	Column 1 Latest Board- Approved Budget Before Settlement (As of 03/12/2019)	Column 2 Adjustments as a Result of Settlement (compensation)	Column 3 Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Column 4 Total Revised Budget (Columns 1+2+3)
REVENUES					
LCFF Revenue	8010-8099	\$ 3,660,339		\$ -	\$ 3,660,339
Federal Revenue	8100-8299	\$ -		\$ -	\$ -
Other State Revenue	8300-8599	\$ 175,543		\$ -	\$ 175,543
Other Local Revenue	8600-8799			\$ -	\$ -
TOTAL REVENUES		\$ 3,835,882		\$ -	\$ 3,835,882
EXPENDITURES					
Certificated Salaries	1000-1999	\$ 1,726,177	\$ 5,512		\$ 1,731,689
Classified Salaries	2000-2999	\$ 169,820			\$ 169,820
Employee Benefits	3000-3999	\$ 709,616	\$ 1,620		\$ 711,236
Books and Supplies	4000-4999	\$ 183,805		\$ -	\$ 183,805
Services, Other Operating Expenses	5000-5999	\$ 199,138		\$ -	\$ 199,138
Capital Outlay	6000-6999	\$ 175,077		\$ -	\$ 175,077
Other Outgo	7100-7299	\$ -		\$ -	\$ -
	7400-7499				
Indirect/Direct Support Costs	7300-7399	\$ 641,807		\$ -	\$ 641,807
TOTAL EXPENDITURES		\$ 3,805,440	\$ 7,132	\$ -	\$ 3,812,572
OTHER FINANCING SOURCES/USES					
Transfers In and Other Sources	8900-8979		\$ -	\$ -	\$ -
Transfers Out and Other Uses	7600-7699	\$ -	\$ -	\$ -	\$ -
Contributions	8980-8999	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*		\$ 30,442	\$ (7,132)	\$ -	\$ 23,310
BEGINNING FUND BALANCE					
	9791	\$ 698,028			\$ 698,028
Prior-Year Adjustments/Restatements	9793/9795				\$ -
ENDING FUND BALANCE		\$ 728,470	\$ (7,132)	\$ -	\$ 721,338
COMPONENTS OF ENDING BALANCE:					
Nonspendable Amounts	9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted Amounts	9740				
Committed Amounts	9750-9760		\$ -	\$ -	\$ -
Assigned Amounts	9780	\$ 40,000	\$ -	\$ -	\$ 40,000
Reserve for Economic Uncertainties	9789	\$ 321,395	\$ 214	\$ -	\$ 321,609
Unassigned/Unappropriated Amount	9790	\$ 367,075	\$ (7,346)	\$ -	\$ 359,729

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Marysville Joint Unified School District - MCAA Charter School

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**Restricted General Fund**

Bargaining Unit:

OE3

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 03/12/2019)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
LCFF Revenue 8010-8099	\$ -		\$ -	\$ -
Federal Revenue 8100-8299	\$ -		\$ -	\$ -
Other State Revenue 8300-8599	\$ 142,221		\$ -	\$ 142,221
Other Local Revenue 8600-8799	\$ 21,786		\$ -	\$ 21,786
TOTAL REVENUES	\$ 164,007		\$ -	\$ 164,007
EXPENDITURES				
Certificated Salaries 1000-1999		\$ -	\$ -	\$ -
Classified Salaries 2000-2999	\$ -	\$ -	\$ -	\$ -
Employee Benefits 3000-3999	\$ 107,102	\$ -	\$ -	\$ 107,102
Books and Supplies 4000-4999	\$ 64,554		\$ -	\$ 64,554
Services, Other Operating Expenses 5000-5999	\$ 36,425		\$ -	\$ 36,425
Capital Outlay 6000-6999	\$ -		\$ -	\$ -
Other Outgo 7100-7299 7400-7499			\$ -	\$ -
Indirect/Direct Support Costs 7300-7399	\$ 3,916		\$ -	\$ 3,916
TOTAL EXPENDITURES	\$ 211,997	\$ -	\$ -	\$ 211,997
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ -	\$ -	\$ -	\$ -
Contributions 8980-8999	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*	\$ (47,990)	\$ -	\$ -	\$ (47,990)
BEGINNING FUND BALANCE 9791	\$ 321,700			\$ 321,700
Prior-Year Adjustments/Restatements 9793/9795	\$ -			\$ -
ENDING FUND BALANCE	\$ 273,710	\$ -	\$ -	\$ 273,710
COMPONENTS OF ENDING BALANCE:				
Nonspendable Amounts 9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted Amounts 9740	\$ 273,710	\$ -	\$ -	\$ 273,710
Committed Amounts 9750-9760				
Assigned Amounts 9780				
Reserve for Economic Uncertainties 9789		\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount 9790	\$ -	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

L

Marysville Joint Unified School District - MCAA Charter School

G. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**Combined General Fund**

Bargaining Unit:

OE3

Object Code	Column 1	Column 2	Column 3	Column 4
	Latest Board- Approved Budget Before Settlement (As of 03/12/2019)	Adjustments as a Result of Settlement (compensation)	Other Revisions (agreement support and/or other unit agreement) Explain on Page 4i	Total Revised Budget (Columns 1+2+3)
REVENUES				
LCFF Revenue 8010-8099	\$ 3,660,339		\$ -	\$ 3,660,339
Federal Revenue 8100-8299	\$ -		\$ -	\$ -
Other State Revenue 8300-8599	\$ 317,764		\$ -	\$ 317,764
Other Local Revenue 8600-8799	\$ 21,786		\$ -	\$ 21,786
TOTAL REVENUES	\$ 3,999,889		\$ -	\$ 3,999,889
EXPENDITURES				
Certificated Salaries 1000-1999	\$ 1,726,177	\$ 5,512	\$ -	\$ 1,731,689
Classified Salaries 2000-2999	\$ 169,820	\$ -	\$ -	\$ 169,820
Employee Benefits 3000-3999	\$ 816,718	\$ 1,620	\$ -	\$ 818,338
Books and Supplies 4000-4999	\$ 248,359		\$ -	\$ 248,359
Services, Other Operating Expenses 5000-5999	\$ 235,563		\$ -	\$ 235,563
Capital Outlay 6000-6999	\$ 175,077		\$ -	\$ 175,077
Other Outgo 7100-7299 7400-7499	\$ -		\$ -	\$ -
Indirect/Direct Support Costs 7300-7399	\$ 645,723		\$ -	\$ 645,723
TOTAL EXPENDITURES	\$ 4,017,437	\$ 7,132	\$ -	\$ 4,024,569
OTHER FINANCING SOURCES/USES				
Transfer In and Other Sources 8900-8979	\$ -	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ -	\$ -	\$ -	\$ -
Contributions 8980-8999	\$ -	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*	\$ (17,548)	\$ (7,132)	\$ -	\$ (24,680)
BEGINNING FUND BALANCE				
9791	\$ 1,019,728			\$ 1,019,728
Prior-Year Adjustments/Restatements 9793/9795	\$ -			\$ -
ENDING FUND BALANCE	\$ 1,002,180	\$ (7,132)	\$ -	\$ 995,048
COMPONENTS OF ENDING BALANCE:				
Nonspendable Amounts 9711-9719	\$ -	\$ -	\$ -	\$ -
Restricted Amounts 9740	\$ 273,710	\$ -	\$ -	\$ 273,710
Committed Amounts 9750-9760	#VALUE!	\$ -	\$ -	#VALUE!
Assigned Amounts 9780	\$ 40,000	\$ -	\$ -	\$ 40,000
Reserve for Economic Uncertainties 9789	\$ 321,395	\$ 214	\$ -	\$ 321,609
Unassigned/Unappropriated Amount 9790	#VALUE!	\$ (7,346)	\$ -	#VALUE!

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts in Columns 1 and 4 must be positive

Public Disclosure of Proposed Collective Bargaining Agreement
Marysville Joint Unified School District - MCAA Charter School

Page 5a

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Unrestricted General Fund MYP

Bargaining Unit:

OE3

		2018-19	2019-20	2020-21
		Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
Object Code				
REVENUES				
LCFF Revenue	8010-8099	\$ 3,660,339	\$ 3,822,034	\$ 3,957,367
Federal Revenue	8100-8299	\$ -	\$ -	\$ -
Other State Revenue	8300-8599	\$ 175,543	\$ 63,500	\$ 63,500
Other Local Revenue	8600-8799	\$ -	\$ -	\$ -
TOTAL REVENUES		\$ 3,835,882	\$ 3,885,534	\$ 4,020,867
EXPENDITURES				
Certificated Salaries	1000-1999	\$ 1,731,689	\$ 1,766,323	\$ 1,801,649
Classified Salaries	2000-2999	\$ 169,820	\$ 173,216	\$ 176,681
Employee Benefits	3000-3999	\$ 711,236	\$ 781,484	\$ 853,136
Books and Supplies	4000-4999	\$ 183,805	\$ 189,724	\$ 195,491
Services, Other Operating Expenses	5000-5999	\$ 199,138	\$ 205,550	\$ 268,038
Capital Outlay	6000-6999	\$ 175,077	\$ -	\$ -
Other Outgo	7100-7299 7400-7499	\$ -	\$ -	\$ -
Indirect/Direct Support Costs	7300-7399	\$ 641,807	\$ 619,096	\$ 654,692
Other Adjustments				\$ -
TOTAL EXPENDITURES		\$ 3,812,572	\$ 3,735,393	\$ 3,949,687
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources	8900-8979	\$ -	\$ -	\$ -
Transfers Out and Other Uses	7600-7699	\$ -		\$ -
Contributions	8980-8999	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*		\$ 23,310	\$ 150,141	\$ 71,180
BEGINNING FUND BALANCE	9791	\$ 698,028	\$ 721,338	\$ 871,479
Prior-Year Adjustments/Restatements	9793/9795	\$ -		
ENDING FUND BALANCE		\$ 721,338	\$ 871,479	\$ 942,659
COMPONENTS OF ENDING BALANCE:				
Nonspendable Amounts	9711-9719	\$ -		
Restricted Amounts	9740			
Committed Amounts	9750-9760	\$ -	\$ -	\$ -
Assigned Amounts	9780	\$ 40,000		
Reserve for Economic Uncertainties	9789	\$ 321,609	\$ 310,018	\$ 327,162
Unassigned/Unappropriated Amount	9790	\$ 359,729	\$ 561,461	\$ 615,497

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

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Marysville Joint Unified School District - MCAA Charter School

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS**Restricted General Fund MYP**

Bargaining Unit:

OE3

Object Code			
	2018-19 Total Revised Budget After Settlement	2019-20 First Subsequent Year After Settlement	2020-21 Second Subsequent Year After Settlement
REVENUES			
LCFF Revenue 8010-8099	\$ -	\$ -	\$ -
Federal Revenue 8100-8299	\$ -	\$ -	\$ -
Other State Revenue 8300-8599	\$ 142,221	\$ 142,949	\$ 142,949
Other Local Revenue 8600-8799	\$ 21,786	\$ -	\$ -
TOTAL REVENUES	\$ 164,007	\$ 142,949	\$ 142,949
EXPENDITURES			
Certificated Salaries 1000-1999	\$ -		\$ -
Classified Salaries 2000-2999	\$ -	\$ -	\$ -
Employee Benefits 3000-3999	\$ 107,102	\$ 122,449	\$ 122,449
Books and Supplies 4000-4999	\$ 64,554	\$ 17,386	\$ 17,386
Services, Other Operating Expenses 5000-5999	\$ 36,425		\$ -
Capital Outlay 6000-6999	\$ -	\$ -	\$ -
Other Outgo 7100-7299 7400-7499	\$ -	\$ -	
Indirect/Direct Support Costs 7300-7399	\$ 3,916		
Other Adjustments		\$ -	\$ -
TOTAL EXPENDITURES	\$ 211,997	\$ 139,835	\$ 139,835
OTHER FINANCING SOURCES/USES			
Transfers In and Other Sources 8900-8979	\$ -	\$ -	\$ -
Transfers Out and Other Uses 7600-7699	\$ -	\$ -	\$ -
Contributions 8980-8999	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*	\$ (47,990)	\$ 3,114	\$ 3,114
BEGINNING FUND BALANCE			
9791	\$ 321,700	\$ 273,710	\$ 276,824
Prior-Year Adjustments/Restatements 9793/9795	\$ -		
ENDING FUND BALANCE	\$ 273,710	\$ 276,824	\$ 279,938
COMPONENTS OF ENDING BALANCE:			
Nonspendable Amounts 9711-9719	\$ -	\$ -	\$ -
Restricted Amounts 9740	\$ 273,710	\$ 276,824	\$ 279,938
Committed Amounts 9750-9760			
Assigned Amounts 9780			
Reserve for Economic Uncertainties 9789	\$ -	\$ -	\$ -
Unassigned/Unappropriated Amount 9790	\$ -	\$ -	\$ -

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

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Public Disclosure of Proposed Collective Bargaining Agreement
Marysville Joint Unified School District - MCAA Charter School

Page 5c

H. IMPACT OF PROPOSED AGREEMENT ON SUBSEQUENT YEARS

Combined General Fund MYP

Bargaining Unit:

OE3

	Object Code	2018-19	2019-20	2020-21
		Total Revised Budget After Settlement	First Subsequent Year After Settlement	Second Subsequent Year After Settlement
REVENUES				
LCFF Revenue	8010-8099	\$ 3,660,339	\$ 3,822,034	\$ 3,957,367
Federal Revenue	8100-8299	\$ -	\$ -	\$ -
Other State Revenue	8300-8599	\$ 317,764	\$ 206,449	\$ 206,449
Other Local Revenue	8600-8799	\$ 21,786	\$ -	\$ -
TOTAL REVENUES		\$ 3,999,889	\$ 4,028,483	\$ 4,163,816
EXPENDITURES				
Certificated Salaries	1000-1999	\$ 1,731,689	\$ 1,766,323	\$ 1,801,649
Classified Salaries	2000-2999	\$ 169,820	\$ 173,216	\$ 176,681
Employee Benefits	3000-3999	\$ 818,338	\$ 903,933	\$ 975,585
Books and Supplies	4000-4999	\$ 248,359	\$ 207,110	\$ 212,877
Services, Other Operating Expenses	5000-5999	\$ 235,563	\$ 205,550	\$ 268,038
Capital Outlay	6000-6999	\$ 175,077	\$ -	\$ -
Other Outgo	7100-7299 7400-7499	\$ -	\$ -	\$ -
Indirect/Direct Support Costs	7300-7399	\$ 645,723	\$ 619,096	\$ 654,692
Other Adjustments			\$ -	\$ -
TOTAL EXPENDITURES		\$ 4,024,569	\$ 3,875,228	\$ 4,089,522
OTHER FINANCING SOURCES/USES				
Transfers In and Other Sources	8900-8979	\$ -	\$ -	\$ -
Transfers Out and Other Uses	7600-7699	\$ -	\$ -	\$ -
Contributions	8980-8999	\$ -	\$ -	\$ -
OPERATING SURPLUS (DEFICIT)*		\$ (24,680)	\$ 153,255	\$ 74,294
BEGINNING FUND BALANCE	9791	\$ 1,019,728	\$ 995,048	\$ 1,148,303
Prior-Year Adjustments/Restatements	9793/9795	\$ -		
ENDING FUND BALANCE		\$ 995,048	\$ 1,148,303	\$ 1,222,597
COMPONENTS OF ENDING BALANCE:				
Nonspendable Amounts	9711-9719	\$ -	\$ -	\$ -
Restricted Amounts	9740	\$ 273,710	\$ 276,824	\$ 279,938
Committed Amounts	9750-9760	\$ -	\$ -	\$ -
Assigned Amounts	9780	\$ 40,000	\$ -	\$ -
Reserve for Economic Uncertainties	9789	\$ 321,609	\$ 310,018	\$ 327,162
Unassigned/Unappropriated Amount	9790	\$ 359,729	\$ 561,461	\$ 615,497

*Net Increase (Decrease) in Fund Balance

NOTE: 9790 amounts must be positive

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Public Disclosure of Proposed Collective Bargaining Agreement
Marysville Joint Unified School District - MCAA Charter School
OE3

Page 6

I. IMPACT OF PROPOSED AGREEMENT ON UNRESTRICTED RESERVES

1. State Reserve Standard

		2018-19	2019-20	2020-21
a.	Total Expenditures, Transfers Out, and Uses (Including Cost of Proposed Agreement)	\$ 4,024,569	\$ 3,875,228	\$ 4,089,522
b.	Less: Special Education Pass-Through Funds	\$ -	\$ -	\$ -
c.	Net Expenditures, Transfers Out, and Uses	\$ 4,024,569	\$ 3,875,228	\$ 4,089,522
d.	State Standard Minimum Reserve Percentage for this District Enter percentage →	4.00%	4.00%	4.00%
e.	State Standard Minimum Reserve Amount for this District (For districts with less than 1,001 ADA, this is the greater of Line a, times Line b, or \$50,000)	\$ 160,983	\$ 155,009	\$ 163,581

2. Budgeted Unrestricted Reserve (After Impact of Proposed Agreement)

a.	General Fund Budgeted Unrestricted Designated for Economic Uncertainties (9789)	\$ 321,609	\$ 310,018	\$ 327,162
b.	General Fund Budgeted Unrestricted Unassigned/Unappropriated Amount (9790)	\$ 359,729	\$ 561,461	\$ 615,497
c.	Special Reserve Fund (Fund 17) Budgeted Designated for Economic Uncertainties (9789)	\$ -	\$ -	\$ -
d.	Special Reserve Fund (Fund 17) Budgeted Unassigned/Unappropriated Amount (9790)	\$ -	\$ -	\$ -
e.	Total Available Reserves	\$ 681,338	\$ 871,479	\$ 942,659
f.	Reserve for Economic Uncertainties Percentage	16.93%	22.49%	23.05%

3. Do unrestricted reserves meet the state minimum reserve amount?

2018-19

Yes ☒

No ☐

2019-20

Yes ☒

No ☐

2020-21

Yes ☒

No ☐

4. If no, how do you plan to restore your reserves?

5. Does the Total Compensation Increase/(Decrease) on Page 1, Section A, #5 agree with the Total Increase/(Decrease) for all funds as a result of the settlement(s)? Please explain any variance.

Total Compensation Increase/(Decrease) on Page 1, Section A, #5	\$	7,132
General Fund balance Increase/(Decrease), Page 4c, Column 2	\$	(7,132)
Adult Education Fund balance Increase/(Decrease), Page 4d, Column 2	\$	-
Child Development Fund balance Increase/(Decrease), Page 4e, Column 2	\$	-
Cafeteria Fund balance Increase/(Decrease), Page 4f, Column 2	\$	-
Other Fund balance Increase/(Decrease), Page 4g, Column 2	\$	-
Other Fund balance Increase/(Decrease), Page 4h, Column 2	\$	-
Total all fund balances Increase/(Decrease) as a result of the settlement(s)	\$	(7,132)

Variance \$ (0)

Variance Explanation:

6. Will this agreement create or increase deficit financing in the current or subsequent years?

"Deficit Financing" is defined to exist when a fund's expenditures and other financing uses exceed its revenues and other financing sources in a given year. If a deficit is shown below, provide an explanation and any deficit reduction plan, as necessary.

General Fund Combined	Surplus/ (Deficit)	(Deficit) %	Deficit primarily due to:
Current FY Surplus/(Deficit) before settlement(s)?	\$ (17,548)	(0.4%)	
Current FY Surplus/(Deficit) after settlement(s)?	\$ (24,680)	(0.6%)	
1st Subsequent FY Surplus/(Deficit) after settlement(s)?	\$ 153,255	4.0%	
2nd Subsequent FY Surplus/(Deficit) after settlement(s)?	\$ 74,294	1.8%	

Deficit Reduction Plan (as necessary):

Were "Other Adjustments" amount(s) entered in the multiyear projections (pages 5a and 5b) for 1st and 2nd

7. Subsequent FY?

"Other Adjustments" could indicate that a budget reduction plan was/is being developed to address deficit spending, and to rebuild reserves. Any amount shown below must have an explanation. If additional space is needed, attach a separate sheet, or use page 9a.

MYP	Amount	"Other Adjustments" Explanation
1st Subsequent FY Unrestricted, Page 5a	\$ -	
1st Subsequent FY Restricted, Page 5b	\$ -	
2nd Subsequent FY Unrestricted, Page 5a	\$ -	
2nd Subsequent FY Restricted, Page 5b	\$ -	

OE3

J. COMPARISON OF PROPOSED CHANGE IN TOTAL COMPENSATION TO CHANGE IN LCFF FUNDING FOR THE NEGOTIATED PERIOD

The purpose of this form is to determine if the district has entered into bargaining agreements that would result in salary increases that are expected to exceed the projected increase in LCFF funding.

(fill out columns for which there is an agreement)

	Prior Year	2018-19	2019-20	2020-21
a. LCFF Funding per ADA	370.91	378.79	378.79	378.79
b. Amount Change from Prior Year Funding per ADA	7.88	-	-	-
c. Percentage Change from Prior Year Funding per ADA	2.12%	0.00%	0.00%	0.00%
d. Total Compensation Amount Change (from Page 1, Section A, Line 5)	7,132.00	-	-	-
e. Total Compensation Percentage Change (from Page 1, Section A, Line 5)	4.04%	0.00%	0.00%	0.00%
f. Proposed agreement is within/exceeds change in LCFF Funding (f vs. e)	Exceeds	-	-	-

K. CERTIFICATION NO. 1: CERTIFICATION OF THE DISTRICT'S ABILITY TO MEET THE COSTS OF THE COLLECTIVE BARGAINING AGREEMENT

This certification page must be signed by the district's Superintendent and Chief Business Official at the time of public disclosure and is intended to assist the district's Governing Board in determining whether the district can meet the costs incurred under the tentative Collective Bargaining Agreement in the current and subsequent years. The absence of a certification signature or if "I am unable to certify" is checked should serve as a "red flag" to the district's Governing Board.

In accordance with the requirements of Government Code Sections 3540.2 and 3547.5, the Superintendent and Chief Business Official of the Marysville Joint Unified School - MCAA District, hereby certify that the District can meet the costs incurred under this Collective Bargaining Agreement during the term of the agreement from July 1, 2018 to June 30, 2019.

Board Actions

The board actions necessary to meet the cost of the agreement in each year of its term are as follows:

Current Year**Budget Adjustment Categories:**

Revenues/Other Financing Sources
Expenditures/Other Financing Uses
Ending Balance(s) Increase/(Decrease)

**Budget Adjustment
Increase/(Decrease)**

\$	-
\$	7,132
\$	(7,132)

Subsequent Years**Budget Adjustment Categories:**

Revenues/Other Financing Sources
Expenditures/Other Financing Uses
Ending Balance(s) Increase/(Decrease)

**Budget Adjustment
Increase/(Decrease)**

\$	-
\$	-
\$	-

Budget Revisions


If the district does not adopt and submit within 45 days all of the revisions to its budget needed in the current year to meet the costs of the agreement at the time of the approval of the proposed collective bargaining agreement, the county superintendent of schools is required to issue a qualified or negative certification for the district on its next interim report.

Assumptions

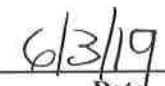
See attached page for a list of the assumptions upon which this certification is based.

Certifications

☒ I hereby certify ☐ I am unable to certify



District Superintendent
(Signature)

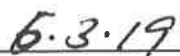


Date

☒ I hereby certify ☐ I am unable to certify



Chief Business Official
(Signature)



Date

Marysville Joint Unified School District - MCAA Charter School

OE3

Assumptions and Explanations (enter or attach documentation)

The assumptions upon which this certification is made are as follows:

The District has sufficient Fund Balance and anticipates funding the ongoing obligations in subsequent years using revenue generated by the Governor's proposed Local Control Funding Formula (LCFF).

Concerns regarding affordability of agreement in subsequent years (if any):

The District has sufficient Fund Balance and anticipates funding the ongoing obligations in subsequent years using revenue generated by the Governor's proposed Local Control Funding Formula (LCFF).

L. CERTIFICATION NO. 2

The disclosure document must be signed by the district Superintendent at the time of public disclosure and by the President or Clerk of the Governing Board at the time of formal board action on the proposed agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200 and Government Code Sections 3540.2(a) and 3547.5.

Marysville Joint Unified School District
District Name

District Superintendent
(Signature)

6/18/19
Date

Michael R. Hodson
Contact Person

530-749-6114
Phone

After public disclosure of the major provisions contained in this summary, the Governing Board at its meeting on June 18, 2019, took action to approve the proposed agreement with the OE3 Bargaining Unit(s).

President (or Clerk), Governing Board
(Signature)

6/18/19
Date



June 5, 2019

1121 L Street

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Suite 1060

•

Sacramento

•

California 95814

•

TEL: 916 . 446 . 7517

•

FAX: 916 . 446 . 2011

•

www.sscal.com

Mr. Ramiro G. Carreón
Assistant Superintendent, Personnel Services
Marysville Joint Unified School District
1919 B Street
Marysville, CA 95901

Re: Proposal for Search and Recruitment of an Assistant Superintendent,
Business Services

Dear Mr. Carreón:

Thank you for your interest in our Executive Search Services. Our firm serves numerous local school agencies in the search for Chief Business Officials/Chief Finance Officers (CBOs/CFOs), and we would be pleased to serve Marysville Joint Unified School District (District) in searching, recruiting, and filling your Assistant Superintendent, Business Services position.

Outline of Executive Search Procedures

We can mold the search recruitment and selection process to meet the unique needs of the District. Generally, we use the following steps to assist local school agencies:

- a. **Selection Criteria:** We will interview you and others designated by you for the purpose of obtaining background information and setting criteria for the selection process. It is important that there be a positive "fit" between the candidate finalists and the top administrative team, and we believe these initial conversations will help to establish selection guides. As a result of the selection criteria conversations, we will develop and propose a recruitment brochure for your review.
- b. **Mail and Advertising Campaign:** We will propose and, following your approval, distribute widely a District brochure to appropriate persons, institutions, and organizations. Additionally, we will, following your approval, conduct an advertising campaign in selected industry publications. If the District desires more extensive national advertising and recruitment, that process can be included.
- c. **Recruitment:** We will provide active recruitment and make appropriate contacts throughout a broad-based education network to secure a desirable pool of qualified candidates.

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- d. **Application Processing:** We will receive all candidate application materials and will maintain all needed communications regarding applicant files with all prospective candidates.
- e. **Paper Screening:** We will provide paper screening of all applicants' materials and ensure that the District is appropriately involved in the selection of initial candidates.
- f. **Interview Process and Selection:** District interviews will be conducted including the top candidates organized in a format with two interview panels (to be created by School Services of California, Inc., [SSC] and client), one consisting of individuals with school business technical experience and a second comprising District leadership, other school agency stakeholders, and community members. Final interviews generally include the top District leadership. The second round interviews may include candidates from out of the area. In such an instance, the travel expenses for a candidate's second round interview are typically an obligation of the District. If the District is not covering the travel expenses for the candidate, the candidate would be responsible for those costs.
- g. **Reference Checking:** We will conduct the reference checking of leading candidates using listed references and our contacts in both the business and educational communities. In addition to a very intensive reference-checking process, final candidates will undergo a degree verification and credit check.
- h. **Selection:** We will provide the process to assist the District in the selection of the top candidate.

We continually emphasize that our role is only to advise, assure the District of a vigorous recruitment effort, provide a thorough screening process, and provide time-consuming detail work. Throughout the process, we are clearly conscious of and meticulous in ensuring that the decision is that of the District and not our staff.

Your selection process will be tailored to meet the needs and desires of the District. The adopted process will ensure the development of objective criteria to be used in the recruitment and screening of applicants and be in accord with the District's affirmative action policies, Fair Employment Practices guidelines, and other legal restrictions.

Timeline

Every effort will be made to complete the process within a timeline that will enable the person selected to assume the duties of the Assistant Superintendent, Business Services by a date established by the District but, in general, the search and selection process will take approximately 90-120 days. A detailed, agreed-upon timeline will be provided prior to the commencement of the search.

Experienced Service

Our staff brings a wealth of knowledge regarding the functions and obligations that are imposed on the top business/administrative leader of a school agency. For more than 40 years, our company has focused on the governance, management, and business of California public schools. This

intense specialization and unique knowledge gives us a special ability to serve local school agencies that demand the very best candidates available.

Responsibilities associated with the District search would be handled by two members of our search team. The same individuals work with the District throughout the entire process—there are no substitute advisors entering the process after the initial decision is made. Our search team members are:

- **Debbie Fry**, Associate Vice President, provides support to school districts, charter schools, county offices, and community college districts in school finance and budgeting, collective bargaining, employer-employee relations, human resources, special education, and general consulting. Debbie brings a wealth of experience in the areas of school finance, employment, personnel management, and special education. Debbie completed the Fiscal Crisis & Management Assistance Team (FCMAT) CBO Mentor Program, earned her Chief Business Official (CBO) certification from the California Association of School Business Officials (CASBO), and is a certified Administrator of School Finance and Operations from the Association of School Business Officials (ASBO) International. She has served in increasingly responsible fiscal positions in California school districts for more than 20 years and most recently served as the CBO and Director of Human Resources for the Metropolitan Education District. Debbie graduated from Ashford University with a Master's degree in Business Administration.
- **John Gray**, CIA, President & CEO, contributes tremendous practical experience to the management consulting team and serves SSC's clients by conducting fiscal health analyses, providing collective bargaining assistance, preparing multiyear financial projections, performing school district efficiency studies, conducting internal control reviews, conducting district office organization reviews, and directing executive search services. Prior to joining SSC, John served as the Director of Fiscal Services for the Fresno Unified School District. Prior to joining Fresno Unified, he served as Audit Supervisor for the Ticor Title Insurance Company and Auditing Officer for Union Bank. He has also performed consulting work for the Fiscal Crisis & Management Assistance Team (FCMAT). John received his Bachelor of Science degree in Accounting from California State University, Fresno, and his Master's degree in Administrative Leadership from Fresno Pacific University.
- **Suzanne Speck**, Vice President, provides support to school districts, county offices, and community college districts in governance, management, collective bargaining, employer-employee relations, human resources, special education, and general consulting. Suzanne is responsible for leadership of SSC's executive search services and brings a wealth of experience in the area of employment, personnel management, strategic planning, and organizational development. She served on the Fiscal Crisis & Management Assistance Team for human resources in South Monterey Joint Union High School District, Compton Community College District, and Inglewood Unified School District. Suzanne has served school districts in California for more than 20 years as a special education teacher, principal, and Assistant Superintendent, Human Resources. Suzanne holds a Bachelor's degree in Special Education and Early Childhood Education from Radford University, Radford, Virginia. She received two credentials and her Master's degree in Education Administration from California State University, Sacramento.

- **Kathleen Spencer**, Vice President, works with school districts, charter schools, county offices of education, and community colleges to implement effective and efficient operations through innovative strategies. She serves educational agencies in strengthening operations and resource management through organizational reviews, shared services and efficiency studies, budget reviews, comparative analyses of school district resources and staffing, total compensation studies, and facilities reviews. She specializes in the impacts of federal health care reform and the demands on employers to provide cost effective and legally compliant benefits. Kathleen also provides negotiations support to local educational agencies (LEA) and has prepared and presented many school district factfinding cases, resulting in positive and improved labor relations for both the LEA and employee group. Kathleen received her Bachelor's degree from California State University, Sacramento, focusing on social sciences and research.
- **Sheila G. Vickers**, Vice President, provides support to school districts, county offices, and community college districts in collective bargaining, legislative issues, human resources, information systems, executive search services, fiscal health analyses, and other management consulting services. She is a presenter at statewide workshops on school finance, collective bargaining, human resources, and employee benefits. She has served on Fiscal Crisis & Management Assistance Teams (FCMAT) for human resources and finance, and as a county-appointed fiscal advisor for school districts in financial distress. For 11 years prior to joining SSC, Sheila served in various financial roles in both K-12 public school districts and community colleges. Sheila received her Master's of Business Administration from California State University, Sacramento (CSUS), with emphasis on Management Information Systems. Her Bachelor of Science degree, also from CSUS, is in Business Administration with concentrations in Accounting and Management Information Systems.

The Cost of the Service

The base fee for the above assistance is \$16,500, plus direct out-of-pocket expenses. "Expenses" are defined as actual expenses for items such as advertising, brochure printing, mailing, telephone, travel costs, duplicating, and screening and reference checking. Enclosed is a standard contract for search services. If you are in agreement with the terms of the proposal, please process the contract in accord with District procedures, return it to our office, and a final executed Agreement will be returned.

The terms of this proposal are valid for 60 days from the date of this letter. After that period, new terms may be agreed upon after further review of the needs of the District.

Again, thank you for your confidence in our company and we look forward to having an opportunity to work with you in this vital project.

Sincerely,



DEBBIE FRY
Associate Vice President

AGREEMENT FOR SEARCH & RECRUITMENT SERVICES

Search for Assistant Superintendent, Business Services

This is an Agreement between the **MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT**, hereinafter referred to as "Client," and **SCHOOL SERVICES OF CALIFORNIA, INC.**, hereinafter referred to as "Consultant," entered into as of June 5, 2019.

RECITALS

WHEREAS, the Client needs assistance with its Assistant Superintendent, Business Services search and selection process; and

WHEREAS, Consultant is professionally trained and competent to provide these services; and

WHEREAS, the authority for entering into this Agreement is contained in Section 53060 of the Government Code and such other provisions of California law as may be applicable;

NOW, THEREFORE, the parties to this Agreement do hereby mutually agree as follows:

1. Consultant agrees to assist the Client in the selection of an Assistant Superintendent, Business Services in the following manner:


Interview appropriate district officials, print a brochure, recruit candidates, receive applications and confidential papers and assemble files, assist the expert panel in the screening process, and all other matters pertinent to assisting the Superintendent in the selection of an Assistant Superintendent, Business Services.

2. The Client agrees to pay Consultant for services rendered under this Agreement a base price of \$16,500, plus expenses. Consultant will bill the Client at appropriate intervals for services completed and expenses accrued to that date. "Expenses" are defined as actual expenses for items such as advertising, brochure printing, mailing, telephone, travel costs, duplicating, and screening and reference checking.

The terms of this Agreement are valid for sixty (60) days from June 5, 2019, unless this contract is executed. After that period, new terms may be agreed upon after further review of the needs of the Client.

3. This Agreement shall be effective as of June 5, 2019, and shall terminate upon completion of the project, which is estimated to be September 30, 2019.
4. It is expressly understood and agreed to by both parties that Consultant, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor, and is not an employee of the Client.

IN WITNESS WHEREOF, the parties have caused this Agreement to be executed as indicated below.

BY 

RAMIRO G. CARREÓN
Assistant Superintendent, Personnel Services
Marysville Joint Unified School District

DATE: 06/05/2019

BY: _____
DEBBIE FRY
Associate Vice President
School Services of California, Inc.

DATE: _____

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