



# Marysville Joint Unified School District

## High School Textbook/Instructional Materials Adoption

☒ Primary textbook/materials
 ☒ Supplemental textbooks/materials (Intervention and acceleration materials exempt)
 ☒ Updated Version (Previously Board approved)
 ☒ Novel

For use beginning with the semester of: ☒ Fall ☒ Spring ☒ Year: 2020

Textbook(s)/Material(s) Title: Theatrical Design and Production: An Introduction to Scene Design

Author(s): J. Michael Gillette and Rich Dionne

Publisher: McGraw-Hill Education Copyright: 2019

ISBN: ISBN-13: 978-1259922305 ISBN-10: 1259922308 Hard Copy Cost: \$228

Site Funding Source: General Fund Digital Cost: \$33

Grades: 9-12 Projected # of Books: 30

Course Title(s): Technical Theatre II Course ID(s): \_\_\_\_\_

Does this textbook(s)/materials(s) contain information that a parent/guardian or student may find objectionable?

☒ Yes: \_\_\_\_\_ ☒ No

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

☒ Yes, thorough coverage/alignment
 ☒ Yes, moderate coverage/alignment (Supplemental materials may be required)

☒ Meets the legal compliance requirements of 60040-60048 and 60052

[https://leginfo.ca.gov/faces/codes\\_displayText.xhtml?lawCode=EDC&division=1&title=2&part=33&chapter=1&article=3](https://leginfo.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=1&title=2&part=33&chapter=1&article=3)

☒ Meets the intent of board policy and administrative regulation 6161.1

Submitted by: Valeri Mathews Site: MCAA

Approved by:

Lindhurst High School Department Chair: Maria Lamar

Date: 4/17/20

Lindhurst High School Principal: Bob Eckardt

Date: 4/19/20

Marysville High School Department Chair: Amy Eggleston

Date: 3/20/20

Marysville High School Principal: Amy Eggleston  
(Assistant principal)

Date: 3/20/20

Reviewed by:

☒ Marysville Charter Academy Principal

By Phone By Email In Person

Date: 3/16/20

☒ South Lindhurst High School Principal

Date: 4/14/20

☒ Community Day School Principal

Date: 4/20/20

☒ District Parent Advisory Committee

In Person

Date: \_\_\_\_\_

☒ District School Board Approval

Date: \_\_\_\_\_



# Marysville Joint Unified School District

## High School Textbook/Instructional Materials Adoption

☒ Primary textbook/materials
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 (Intervention and acceleration materials exempt)
 ☒ Updated Version  
 (Previously Board approved)
 ☒ Novel

For use beginning with the semester of: ☒ Fall ☒ Spring Year: 2020

Textbook(s)/Material(s) Title: The Backstage Handbook: An Illustrated Almanac of Technical Info

Author(s): Paul Carter

Publisher: Broadway Press Copyright: 1994

ISBN: ISBN-13: 978-1259922305 ISBN-10: 1259922308 Hard Copy Cost: \$21.34

Site Funding Source: General Fund Digital Cost: N/A

Grades: 9-12 Projected # of Books: 30

Course Title(s): Technical Theatre II Course ID(s): \_\_\_\_\_

Does this textbook(s)/materials(s) contain information that a parent/gaurdian or student may find objectionable?

☒ Yes: \_\_\_\_\_ ☒ No

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

☒ Yes, thorough coverage/alignment
 ☒ Yes, moderate coverage/alignment  
 (Supplemental materials may be required)

☒ Meets the legal compliance requirements of 60040-60048 and 60052  
[https://leginfo.ca.gov/faces/codes\\_displayText.xhtml?lawCode=EDC&division=4&title=2&part=33&chapter=1&article=3](https://leginfo.ca.gov/faces/codes_displayText.xhtml?lawCode=EDC&division=4&title=2&part=33&chapter=1&article=3)

☒ Meets the intent of board policy and administrative regulation 6161.1

Submitted by: Valeri Mathews Site: MCAA

### Approved by:

Lindhurst High School Department Chair: Maria Lamas

Lindhurst High School Principal: Bob Eckardt

Marysville High School Department Chair: Amy Eggleston

Marysville High School Principal: Amy Eggleston

### Reviewed by:

☒ Marysville Charter Academy Principal

☒ South Lindhurst High School Principal

☒ Community Day School Principal

☒ District Parent Advisory Committee

By Phone By Email In Person

☒ ☒ ☒

☒ ☒ ☒

☒ ☒ ☒

In Person

Date: 9/17/20

Date: 4/19/20

Date: 3/20/20

Date: 3/20/20

Date: 3/14/20

Date: 4/16/20

Date: 4/20/20

Date: \_\_\_\_\_

☒ District School Board Approval

Date: \_\_\_\_\_



# Marysville Joint Unified School District High School Textbook/Instructional Materials Adoption

☒ Primary textbook/materials    ☒ Supplemental textbooks/materials  
(Intervention and acceleration materials exempt)    ☒ Updated Version  
(Previously Board approved)    ☒ Novel

For use beginning with the semester of: ☒ Fall    ☒ Spring    ☒ Year: 2020

Textbook(s)/Material(s) Title: Technical Theater for Nontechnical People Third Edition

Author(s): Drew Campbell

Publisher: Allworth Press    Copyright: 2016

ISBN: ISBN-10: 1621535428 ISBN-13: 978-1621535423    Hard Copy Cost: \$14.29

Site Funding Source: General Fund    Digital Cost: \$13.99

Grades: 9-12    Projected # of Books: 30

Course Title(s): Technical Theatre I and II    Course ID(s): \_\_\_\_\_

Does this textbook(s)/materials(s) contain information that a parent/gaurdian or student may find objectionable?

☒ Yes: \_\_\_\_\_    ☒ No

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

☒ Yes, thorough coverage/alignment    ☒ Yes, moderate coverage/alignment  
(Supplemental materials may be required)

☒ Meets the legal compliance requirements of 60040-60048 and 60052

[https://leginfo.ca.gov/faces/codes\\_displayText.xhtml?lawCode=ECC&division=4.&title=2.&part=33.&chapter=1.&article=3](https://leginfo.ca.gov/faces/codes_displayText.xhtml?lawCode=ECC&division=4.&title=2.&part=33.&chapter=1.&article=3)

☒ Meets the intent of board policy and administrative regulation 6161.1

Submitted by: Valeri Mathews    Site: MCAA

## Approved by:

Lindhurst High School Department Chair: Maria Lamas    Date: 4/17/20

Lindhurst High School Principal: BOB Eckardt    Date: 4/19/20

Marysville High School Department Chair: Amy Eggertson    Date: 3/20/20

Marysville High School Principal: Amy Eggertson    Date: 3/20/20

(Assistant principal)

## Reviewed by:

☒ Marysville Charter Academy Principal

☒ South Lindhurst High School Principal

☒ Community Day School Principal

☒ District Parent Advisory Committee

By Phone    By Email    In Person



Date: 3/16/20



Date: 4/16/20



Date: 4/20/20

In Person

Date: \_\_\_\_\_

☒ District School Board Approval

Date: \_\_\_\_\_



Marysville Joint Unified School District  
**New Course / Textbook (New or Revised)**  
**Approval Protocol**

1. Teachers at a site propose new course/textbook idea or identify the need for revisions to an existing course/textbook (content/pacing revision, title change) and discuss with site department chair, counseling department and administration.
2. Department Chair communicates with department chairs at other high schools.
3. Teachers write/revise course outline (using request for new course, course proposal template, signature page, and or textbook approval template). Department members from each school are encouraged to work collaboratively with each other to write/revise course outlines.
4. The completed new/revise forms are reviewed and signed by all high school department chairs during the joint Department chair meeting. If changes are recommended, the suggestions are returned to the originated site for review/revision.
5. Educational Services may ask for revisions and another presentation.
6. Educational Services places proposed courses/textbooks on the District Parent Advisory Committee agenda for review/approval.
  - a. The teacher or department chair requesting new/revise courses/textbooks will need to present to the District Parent Advisory Committee and will be contacted by Educational Services regarding meeting details.
7. Once the District Parent Advisory Committee approves, Educational Services creates the board agenda item and submits to the Superintendent's office for the Board of Trustee meeting. Board approval of new/revise courses/textbooks is required.
8. When course/textbook is approved by the Board, Educational Services sends a copy of the HS School Course details form to technology for AERIES entry.
9. Educational Services sends a copy of the approved course form with the course ID to each high school's administration for inclusion in the course description catalog. The site will collaborate to complete submission process.

# MJUSD Request for New Course

(Due no later than November 1<sup>st</sup>)

Course Type (Select One)	High School
Short Course Title (15 sp)	Tech Theatre II
Long Course Title (30 sp)	Technical Theatre II
Default/Max Credit	5 / 10
CALPADS Course Code (4 digit number) <a href="https://docs.google.com/spreadsheets/d/19KlbpTGPx1-PIpml6Ci52Mz1QjmUED8mOUOtiqYQDUw/edit#gid=0">https://docs.google.com/spreadsheets/d/19KlbpTGPx1-PIpml6Ci52Mz1QjmUED8mOUOtiqYQDUw/edit#gid=0</a>	7242
College Prep (Select one)	Yes
Grade Range	7 8 ✓ 9 ✓ 10 ✓ 11 ✓ 12
Term (Select One)	Year
California Scholarship Foundation List (Select One) <a href="https://csf-cjsf.org/standardized-csf-course-lists/">https://csf-cjsf.org/standardized-csf-course-lists/</a>	C- List IIIC
Subject Area 1 (Graduation Requirements)	H- Fine Arts/Foreign Language
Subject Area 2 (Graduation Requirements)	Z- Electives
Subject Area 3 (Graduation Requirements)	
Course Level Type (Select One)	32- General (Pre K - Grade 12)
Department (Select One)	Fine Arts
Alternate Sub Category (If Applicable) <a href="https://docs.google.com/spreadsheets/d/1Kv9FikQMaFihTtwK0I-4-eAF_9wvr9Wp65CbGbKPhB8/edit#gid=0">https://docs.google.com/spreadsheets/d/1Kv9FikQMaFihTtwK0I-4-eAF_9wvr9Wp65CbGbKPhB8/edit#gid=0</a>	N/A
Content Standards (Select One)	1. Current Standard
UC/CSU Entrance (A-G)	F- Visual and Performing Arts
UC/CSU Entrance- Honors (Select One)	No
Educational Services Approval (For Office Use Only)	
Board Approval (For Office Use Only)	
Course ID Number (Technology assigns after Board approval) (For Office Use Only)	

5

# Proposal for New High School Course

(Offered onsite)

Rationale for the course (include reasons for adding/changing course):

This course will be the CTE Art, Media and Entertainment: Production and Managerial Arts pathway capstone course that follows a student's successful completion of the Technical Theatre I class at MCAA. This course is in the approval process to be articulated with the Yuba College Community District. Students that complete the course requirements with a "C" or better may be awarded 3.0 hours of College credit that is transferable to UC/CSU's.

Course description (include graduation or CSU/UC "A-G" requirement fulfillment):

Students will review the roles and functions of all the members of the production teams, basic etiquette, and practice team work skills with team building exercises. Students will also review the basic flow and schedules of a production using examples from actual school productions. This course is being submitted to UCOP to fulfill the CSU/UC "F" requirement as well as the CTE graduation requirements in the Arts, Media and Entertainment Pathway.

Course goals (3-5 broad educational goals):

1. Students will demonstrate a general understanding and acquire the basic skills in all things behind the scenes in the theatre environment.
  2. Students will develop communication, collaborative, scheduling, problem solving, creative and leadership skills to organize people, materials, marketing, venues, sets, props, lighting, sound requirements necessary for a successful arts production.
  3. Students will master, practice, monitor and teach others in the areas of theatre safety, protocols, and etiquette.
- Upon successful completion of this course students will be prepared for an intern or entry level technical position in a community or professional theatre.

California State Standards: (if not applicable, explain i.e. appropriate CTE standards):

CTE: Arts, Media and Entertainment Knowledge and Performance Anchor Standards  
CTE: Arts, Media and Entertainment Production and Managerial Arts Pathway

Instructional resources (textbooks-include publisher/year/edition, supplemental materials, technology, etc.  
Core textbook: Supplemental resources):

Refer to the textbook/instructional materials approval form.

Is a new textbook required? ☒ Yes ☐ No

(If yes, complete the textbook/instructional materials approval form.)

[https://drive.google.com/open?id=1iXVbidiRsJA2BhvpToYsYi\\_MncGUQN0a](https://drive.google.com/open?id=1iXVbidiRsJA2BhvpToYsYi_MncGUQN0a)

☒ Form submitted with proposal. ☐ Form will be submitted independently.

UC A-G Application Submitted? ☒ Yes ☐ No

If no, when will the application be submitted? (Date) \_\_\_\_\_

Signature Page required

# Course Proposal for Community College Course

(Include Request for New course)

Yuba College course code:	THART 45A
Yuba College course name:	Stagecraft 1
Transferable to four year college?	<input checked="" type="checkbox"/> CSU and/or <input checked="" type="checkbox"/> UC <input type="checkbox"/> N/A
Number of college units and HS credits:	<u>3</u> College Units = <u>10</u> HS Credits
CALPADS Course Code (4 digit number) <a href="https://docs.google.com/spreadsheets/d/19KlbpTGPx1-PIPl6Ci52Mz1QjmUED8mOUOtiqYQDUw/edit#gid=0">https://docs.google.com/spreadsheets/d/19KlbpTGPx1-PIPl6Ci52Mz1QjmUED8mOUOtiqYQDUw/edit#gid=0</a>	7242

Course description (from Community College course catalog):

Practices, terminology, and organization of contemporary theatre technology; exercises in construction and implementation of all technical aspects of production (sets, lighting, sound, costumes, properties, stage management, make-up). Integrated with Yuba College theatre productions.

Instructional resources (textbooks-include publisher/year/edition, supplemental materials, technology, etc.  
Core textbook: Supplemental resources):

Information included on textbook/instructional materials approval form.

Site: Marysville Charter Academy for the Arts

Site Principal Signature: 

Date: 3/16/20

Signature Page Not Required

# Signature Page

Submitted by: Angelica Zermeno

Site: Marysville Charter Academy for the Arts

## Approved by:

New and revised courses require site principal and department agreement that the requested course is not currently described in AERIES under a different course ID and/or title.

Lindhurst High School Department Chair: Maria Lamas Date: 4/17/20  
1 Email Approval

Lindhurst High School Principal: Bob Eckardt Date: 4/19/20  
1 Email Approval

Marysville High School Department Chair: Amy Eggleston Date: 3/20/20  
1 Email Approval

Marysville High School Principal: Amy Eggleston Date: 3/20/20  
(Assistant Principal)  
1 Email Approval

## Reviewed by:

	By Phone	By Email	In Person	
<input checked="" type="checkbox"/> Marysville Charter Academy Principal	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Date: <u>3/16/20</u>
<input checked="" type="checkbox"/> South Lindhurst High School Principal	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Date: <u>4/16/20</u>
<input checked="" type="checkbox"/> Community Day School Principal	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	Date: <u>4/20/20</u>
<input checked="" type="checkbox"/> District Parent Advisory Committee				Date: _____

☒ District School Board Approval

Date: \_\_\_\_\_





Marysville Joint Unified School District

## **New Course / Textbook (New or Revised) Approval Protocol**

1. Teachers at a site propose new course/textbook idea or identify the need for revisions to an existing course/textbook (content/pacing revision, title change) and discuss with site department chair, counseling department and administration.
2. Department Chair communicates with department chairs at other high schools.
3. Teachers write/revise course outline (using request for new course, course proposal template, signature page, and or textbook approval template). Department members from each school are encouraged to work collaboratively with each other to write/revise course outlines.
4. The completed new/revise forms are reviewed and signed by all high school department chairs during the joint Department chair meeting. If changes are recommended, the suggestions are returned to the originated site for review/revision.
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6. Educational Services places proposed courses/textbooks on the District Parent Advisory Committee agenda for review/approval.
  - a. The teacher or department chair requesting new/revise courses/textbooks will need to present to the District Parent Advisory Committee and will be contacted by Educational Services regarding meeting details.
7. Once the District Parent Advisory Committee approves, Educational Services creates the board agenda item and submits to the Superintendent's office for the Board of Trustee meeting. Board approval of new/revise courses/textbooks is required.
8. When course/textbook is approved by the Board, Educational Services sends a copy of the HS School Course details form to technology for AERIES entry.
9. Educational Services sends a copy of the approved course form with the course ID to each high school's administration for inclusion in the course description catalog. The site will collaborate to complete submission process.

# MJUSD Request for New Course

(Due no later than November 1<sup>st</sup>)

Course Type (Select One)	High School <span style="float: right;">▼</span>
Short Course Title (15 sp)	Dental Asst ROP
Long Course Title (30 sp)	Dental Assisting ROP
Default/Max Credit	5 / 10
CALPADS Course Code (4 digit number) <a href="https://docs.google.com/spreadsheets/d/19KlbpTGPx1-PIpml6Ci52Mz1QjmUED8mOUOtjqYQDUw/edit#gid=0">https://docs.google.com/spreadsheets/d/19KlbpTGPx1-PIpml6Ci52Mz1QjmUED8mOUOtjqYQDUw/edit#gid=0</a>	7922
College Prep (Select one)	No <span style="float: right;">▼</span>
Grade Range	7      8      9      10      ✓ 11      ✓ 12
Term (Select One)	Year <span style="float: right;">▼</span>
California Scholarship Foundation List (Select One) <a href="https://csf-csf.org/standardized-csf-course-lists/">https://csf-csf.org/standardized-csf-course-lists/</a>	
Subject Area 1 (Graduation Requirements)	N- Other Science <span style="float: right;">▼</span>
Subject Area 2 (Graduation Requirements)	V- Vocational <span style="float: right;">▼</span>
Subject Area 3 (Graduation Requirements)	Z- Electives <span style="float: right;">▼</span>
Course Level Type (Select One)	32- General (Pre K - Grade 12) <span style="float: right;">▼</span>
Department (Select One)	Non Departmental <span style="float: right;">▼</span>
Alternate Sub Category (If Applicable) <a href="https://docs.google.com/spreadsheets/d/1Kv9FikQMaFihTtwK0I-4-eAF_9wvr9Wp65CbGbKPhB8/edit#gid=0">https://docs.google.com/spreadsheets/d/1Kv9FikQMaFihTtwK0I-4-eAF_9wvr9Wp65CbGbKPhB8/edit#gid=0</a>	
Content Standards (Select One)	1. Current Standard <span style="float: right;">▼</span>
UC/CSU Entrance (A-G)	
UC/CSU Entrance- Honors (Select One)	
Educational Services Approval (For Office Use Only)	
Board Approval (For Office Use Only)	
Course ID Number (Technology assigns after Board approval) (For Office Use Only)	

# Proposal for New High School Course

(Offered onsite)

Rationale for the course (include reasons for adding/ changing course):

Marysville High School has a fully functional dental lab that was closed years ago. This renewed course (CTE) is designed to give students knowledge, skills and practice necessary to obtain entry-level employment within a dental facility. This course will provide students additional opportunities in the Health Science and Medical Technology Industry Sector.

Course description (include graduation or CSU/UC "A-G" requirement fulfillment):

Please see course description attached.

Course goals (3-5 broad educational goals):

See attached.

California State Standards: (if not applicable, explain i.e. appropriate CTE standards):

CTE Standards attached.

Instructional resources (textbooks-include publisher/year/edition, supplemental materials, technology, etc.  
Core textbook: Supplemental resources):

Pending Dental Board approval of textbook.

Is a new textbook required? ☒ Yes ☐ No

(If yes, complete the textbook/instructional materials approval form.)

[https://drive.google.com/open?id=1iXVbidiRsJA2BhvpToYsYi\\_MncGUQN0a](https://drive.google.com/open?id=1iXVbidiRsJA2BhvpToYsYi_MncGUQN0a)

☒ Form submitted with proposal.

☐ Form will be submitted independently.

UC A-G Application Submitted? ☒ Yes ☐ No

If no, when will the application be submitted? (Date) \_\_\_\_\_

**Signature Page required**

||

## Signature Page

Submitted by: Shevaun Mathews

Site: Marysville High School

### Approved by:

New and revised courses require site principal and department agreement that the requested course is not currently described in AERIES under a different course ID and/or title.

Lindhurst High School Department Chair: \_\_\_\_\_

Date: \_\_\_\_\_

Lindhurst High School Principal: See Attached email

Date: 4.29.20

Marysville High School Department Chair: See attached email

Date: 4.29.20

Marysville High School Principal: Shevaun Mathews

Date: 4.29.20

### Reviewed by:

☐ Marysville Charter Academy Principal

By Phone



By Email



In Person



Date: 4.29.20 See attached

☐ South Lindhurst High School Principal



Date: 4.29.20

☐ Community Day School Principal



Date: 4.28.20 See attached

☐ District Parent Advisory Committee

In Person

Date: \_\_\_\_\_

☐ District School Board Approval

Date: \_\_\_\_\_

## Signature Page

Submitted by: Shevaun Mathews Site: Marysville High School

**Approved by:**

New and revised courses require site principal and department agreement that the requested course is not currently described in AERIES under a different course ID and/or title.

Lindhurst High School Department Chair: \_\_\_\_\_ Date: \_\_\_\_\_

Lindhurst High School Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Marysville High School Department Chair: \_\_\_\_\_ Date: \_\_\_\_\_

Marysville High School Principal: \_\_\_\_\_ Date: \_\_\_\_\_

**Reviewed by:**

☒ Marysville Charter Academy Principal

☐ South Lindhurst High School Principal

☐ Community Day School Principal

☐ District Parent Advisory Committee

By Phone

By Email

In Person



Date: 4-29-20



Date: \_\_\_\_\_



Date: \_\_\_\_\_

In Person

Date: \_\_\_\_\_

☐ District School Board Approval

Date: \_\_\_\_\_

Attached Image

CDS

David Gray <dgray@mjud.k12.ca.us>

Tue, Apr 28, 2020 at 6:40 PM

To: Shevaun Mathews <smathews@mjud.k12.ca.us>

Cc: Bob Eckardt <beckardt@mjud.k12.ca.us>, Tim Malone <tmalone@mjud.k12.ca.us>, David Jones <djones@mjud.k12.ca.us>, Amy Eggleston <aeggleston@mjud.k12.ca.us>, Jami Larson <jlarson@mjud.k12.ca.us>

That would be great!

Sent from my iPad

On Apr 28, 2020, at 4:54 PM, Shevaun Mathews <smathews@mjud.k12.ca.us> wrote:

[Quoted text hidden]  
<1191\_001.pdf>

**Attached Image**

**Moveen Khan** <mkhan@mjustd.k12.ca.us>  
To: Shevaun Mathews <smathews@mjustd.k12.ca.us>  
Cc: Amy Eggleston <aeggleston@mjustd.k12.ca.us>

Wed, Apr 29, 2020 at 8:00 AM

Shevaun,  
Good morning.  
I went through the course proposal and all looks good. I am glad that this course is coming back to MHS!  
You have my approval.  
Thank you!

[Quoted text hidden]

--  
*Sincerely,*

*Moveen Khan*

*Teacher*

*Marysville High School*

*Advisor: MHS Business Club/ SkillsUSA Chapter ([www.skillsUSA.org](http://www.skillsUSA.org))/ SAGE([www.sageglobal.org](http://www.sageglobal.org))*

*Department Chair (CTE/FINE ARTS)*

## Attached Image

Bob Eckardt <beckardt@mjud.k12.ca.us> **LHS**  
To: Shevaun Mathews <smathews@mjud.k12.ca.us>

Wed, Apr 29, 2020 at 8:29 AM

Yep, good for me. I am meeting with our CTE chair today so he will get the ok today too.

**From:** Shevaun Mathews <smathews@mjud.k12.ca.us>  
**Sent:** Tuesday, April 28, 2020 4:54 PM  
**To:** Bob Eckardt <beckardt@mjud.k12.ca.us>; Tim Malone <tmalone@mjud.k12.ca.us>; David Jones <djones@mjud.k12.ca.us>; David Gray <dgray@mjud.k12.ca.us>  
**Cc:** Amy Eggleston <aeggleston@mjud.k12.ca.us>; Jami Larson <jlarson@mjud.k12.ca.us>  
**Subject:** Fwd: Attached Image

Hi Everyone,

Attached is a course proposal to begin ROP/CTE Dental program at Marysville High School. This is a partnership with ROP. If you remember, Marysville High School had a robust dental program that ended in 2010. Our lab is still intact. ROP will provide the instructor and upgrade the lab and Marysville High will provide the existing classroom and dental facilities. The course is open to other high school students.

Bob, could you look this over and if you approve, reply to my email and I will attach it to the proposal. Could you also send it to your CTE chair for review?

Thank you,

Shevaun

----- Forwarded message -----  
From: **MHS-Office** <canon@mjud.com>  
Date: Tue, Apr 28, 2020 at 4:42 PM  
Subject: Attached Image  
To: Shevaun Mathews <smathews@mjud.com>

Shevaun Mathews  
Principal

16



Marysville High School

12 E. 18th Street

Marysville, CA 95901

530.741.6180 x 3102



[Quoted text hidden]



Angela Hale &lt;ahale@mjuds.k12.ca.us&gt;

---

**FW: Dental Update**

1 message

---

**Amy Stratton** <astratton@mjuds.k12.ca.us>  
To: Angela Hale <ahale@mjuds.k12.ca.us>  
Cc: Rocco Greco <rgreco@mjuds.k12.ca.us>

Tue, May 5, 2020 at 9:57 AM

Agreement to the dental course from LHS. Attach with the dental course agenda please.

Amy

Amy Stratton

Coordinator of K-12 Educational Programs

Marysville Joint Unified School District

1919 B Street

Marysville, Ca 95901

530-749-6903

**From:** Jami Larson <jlarson@mjuds.k12.ca.us>

**Sent:** Monday, May 4, 2020 3:12 PM

**To:** Shevaun Mathews <smathews@mjuds.com>

**Cc:** Rocco Greco <rgreco@mjuds.com>; Amy Stratton <astratton@mjuds.com>; Amy Eggleston <aeggleston@mjuds.com>; John Ithurburn <jithurburn@mjuds.com>; Moveen Khan <mkhan@mjuds.com>

**Subject:** Dental Update

Dental Update

Below is the email with Troy Spangler's, LHS CTE Chair, thumbs up for the dental class. I am going over to pick up the dental textbook tomorrow afternoon. I will bring it down to Ed Services this week.

Jami

**From:** Jami Larson

**Sent:** Monday, May 04, 2020 3:03 PM

**To:** Troy Spangler

**Subject:** RE: Attached Image

18

Yes. LHS is welcome. ☺

**From:** Troy Spangler  
**Sent:** Monday, May 04, 2020 2:45 PM  
**To:** Jami Larson  
**Subject:** Re: Attached Image

Good afternoon Jami

Are LHS students going to be able to take it as well?

Looks good to me !

Thank you for all you do!

Sent from my iPhone

On May 4, 2020, at 1:59 PM, Jami Larson <jlarson@mjud.k12.ca.us> wrote:

Hi Troy,

Can you take a look at the proposal for the Dental Assisting class at MHS that will be provided through a partnership with ROP? Thanks. You are the only one who hasn't signed off.

Jami

**From:** Shevaun Mathews  
**Sent:** Monday, May 04, 2020 1:12 PM  
**To:** Amy Stratton; Rocco Greco  
**Cc:** Jami Larson; Amy Eggleston; John Ithurburn; Moveen Khan  
**Subject:** Fwd: Attached Image

Hi Amy and Rocco,

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Attached is the course proposal for the ROP/MHS Dental course. I have attached the description along with emails from other sites that have reviewed the document. The only person I have not heard from is the CTE chair at LHS. If you have any questions please let me know, or if you would like to see any revisions. Jami

and Eric Pomeroy are working on the textbook submission. I believe it may have to go to the dental board first. (?)

Thank you for consideration of this course,

Shevaun Mathews

----- Forwarded message -----

From: **MHS-Office** <canon@mjustd.com>

Date: Mon, May 4, 2020 at 1:08 PM

Subject: Attached Image

To: Shevaun Mathews <smathews@mjustd.com>

--

Shevaun Mathews

Principal

Marysville High School

12 E. 18th Street

Marysville, CA 95901

530.741.6180 x 3102



***"The Mission of Marysville High School is that ALL students will learn at a high level to ensure college and/or career readiness."***

<1198\_001.pdf>

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**Course Title:**  
**Transcript/Report Card Title:**

**Dental Assisting ROP**  
**Dental Asst ROP**

**Course ID:**  
**CALPADS: 7922**

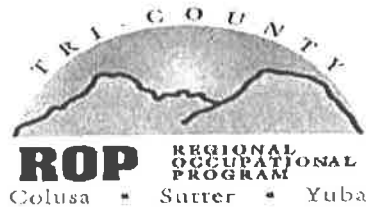
The Dental Assisting 1 course is designed to give students the knowledge, skills, and practice necessary to obtain entry-level employment within a dental facility. This 360 hour course includes classroom, laboratory and clinical instruction designed to provide training in the fundamentals of assisting the dentist: chair side duties, equipment sterilization, dental materials preparation, patient communication, and general office procedures. Instruction includes introduction to additional dental education opportunities as well as a CPR certificate, infection control certificate, and X-ray certificate.

**Prerequisites:**

- Successful Completion of 2 years of science including Biology with a "C" or higher
- Successful completion of 2 years of math including Integrated I with a "C" or higher
- Successful completion of 2 years English with a "C" or higher
- Completion of a career assessment indicating interest
- Must be able to provide own transportation to clinical site
- Recommendation of Counselor

**Course Information:**

<b>CSU/UC a-g requirements met:</b>	<b>No</b>
<b>NCAA eligibility requirements met:</b>	<b>No</b>
<b>Concentrator/Capstone</b>	<b>Yes</b>
<b>Student Internship</b>	<b>Yes</b>
<b>Articulation</b>	<b>No</b>



## Dental Assisting 1

### Course Information:

**CALPADS CODE:** 7922

**Course Leads to:** Post-Secondary Education, Certification, and Employment

**Industry Sector:** Health Science and Medical Technology

**Career Pathway:** Patient Care - 198      **Course Level:** Capstone

**Classroom Hours:** 280

**Work Based Learning:** 80 (required)

**Approved Textbook/Curriculum:** Defined by the Dental Board of California

POST-SECONDARY EDUCATION	INDUSTRY CERTIFICATIONS	EMPLOYMENT (O*NET)
Articulation with College: No Dual Enrollment with College: No UC Approved a-g elective credit: No	Radiation Safety (Dental X-ray) Infection Control AHA CPR	
COLLEGE MAJORS	NEXT STEPS	
Dental Assisting Dental Hygiene Medical Assisting Pre-Dentistry	Dental Assistant/RDA Program Dental Hygiene Program Pre-Dentistry	31-9091.00 Dental Assistants 29-1021.00 Dentists, General 51-9081.00 Dental Laboratory Technicians 29-2021.00 Dental Hygienists 29-1024.00 Prostodontists 29-1023.00 Orthodontists 29-1022.00 Oral and Maxillofacial Surgeons

### Prerequisites:

- **Successful Completion of 2 years of science including Biology with a "C" or higher**
- **Successful completion of 2 years of math including Integrated I with a "C" or higher**
- **Successful completion of 2 years English with a "C" or higher**
- **Completion of a career assessment indicating interest**
- **Recommendation of Counselor**

### Course Description:

Dental Assisting is a foundation course that prepares individuals to assist the dentist in the delivery of dental treatment and to function as an integral member of the dental healthcare team while performing chairside assisting and related office and laboratory procedures. The course will combine classroom theory with lab and clinical practice to teach dental terminology, dental science, chairside procedures, and radiology. Students who successfully complete the program will earn a Radiation Safety Certificate and an Infection Control Certificate recognized by the Dental Board of California. Course includes American Heart Association CPR training.

Integrated throughout the course are standards for Career Ready Practice and Academic Content Standards which include: appropriate technical skills and academic knowledge; communication skills; career planning; applied technology; critical thinking and problem solving; personal health and financial literacy; citizenship, integrity, ethical leadership and effective management; work productively while integrating cultural and global competence; creativity and innovation; reliable research strategies, and environment, social and economic impacts of decisions.

## **I. ORIENTATION**

- A. Introduce course and facilities
- B. Discuss syllabus and major objectives
- C. Explain attendance, grading, classroom procedures, code of conduct
- D. Complete course safety test

## **II. CAREERS IN THE DENTAL PROFESSION**

- A. Research and report on the specialized occupations within the dental industry sector
- B. Identify the steps in the hiring process from application to employment
- C. List the eligibility requirements for various dental assistant positions
- D. Explain the impact of pre-employment activities on employability (e.g., financial irresponsibility, criminal record, improper social media behavior, etc.)
- E. Identify the reasons for disqualification
- F. Describe the physical fitness requirements and the impact of nutrition and a healthy lifestyle on employability/job performance

## **III. PREPARING FOR COLLEGE AND CAREERS**

- A. Review and Discuss California CTE Model Curriculum Standards for Career Ready Practice
- B. Create an Education Plan and a Career Plan aligned with personal goals
- C. Create a Resumé
- D. Create a Career Portfolio
- E. Complete a handwritten/hand-printed Job Application neatly, legibly and with no corrections or mistakes
- F. Practice a professional job interview
- G. Evening of Excellence Essay
- H. Mock Interview

## **IV. INTRODUCTION TO THE DENTAL PROFESSION**

- A. Explore the history and development of dentistry and compare advances in current dental practice
- B. Trace the advancement of dentistry through technology and evaluate the impact technology has made on the quality and scope of dental care
- C. Understand the importance of national, state, and local professional organizations
- D. Define and explain the different dental specialties
- E. Understand the California State Dental Practice Act
- F. Describe the educational process for licensure, registration, and continuing education and the related processes and timelines
- G. Describe dental jurisprudence and ethics
- H. Identify and explain the sections of the Dental Practice Act, including:
  - 1. General Supervision (sections 1067 (J) 1085 (B) and 1086 (A-C))
  - 2. Direct Supervision (sections 1067 (I) 1085 (C) and 1086 (D))
- I. Understand all terms in the California Dental Practice Act
- J. Understand and explain patient's rights

## **V. DENTAL TERMINOLOGY**

- A. Identify word roots and their meanings
- B. Identify combining vowels and forms
- C. Identify common prefixes and suffixes
- D. Correctly write and use compound words
- E. Correctly define, use, pronounce, and write dental terminology for all body systems
- F. Correctly use, pronounce, and write terms for testing, measurements, and diagnosis
- G. Identify common dental abbreviations used in both the clinical and clerical areas
- H. Identify commonly used ADA codes

## **VI. INFECTION CONTROL**

- A. Understand disease transmission and pathology
  - B. Explain disease producing organisms and elements
  - C. Identify disease transmission methods affecting the dental profession
  - D. Explain the impact of HIV, Herpes, Hepatitis, Tetanus, MRSA, VRE, and Tuberculosis on the dental office and the dental professional
  - E. Understand significant diseases and their origins, symptoms, treatment, and prognosis
  - F. Demonstrate daily personal hygiene practices
  - G. Understand OSHA and its importance to the dental profession
    - a Explain the OSHA hazards communication regulation and justify its importance to the dental industry
    - b Discuss the relationship and importance of adhering to the OSHA standards both in the classroom and clinical setting
    - c Understand the components of a dental practice infection control program
    - d Identify the employee categories listed by OSHA
  - H. Understand Standard Precautions and its importance to the dental profession
    - a Develop an understanding of technical terminology utilized in adherence to standard precautions
    - b Identify protective attire mandated for dental personnel
    - c Demonstrate proper handwashing technique
    - d Demonstrate proper use of protective masks, eyewear, and gloves
    - e Relate methods of identifying high-risk patients
  - I. Understand sterilization methods for various pieces of dental equipment
    - a Differentiate between sterilization and disinfection
    - b Perform proper instrument cleaning and sterilization according to OSHA guidelines
    - c Utilize basic procedures and considerations necessary for a safe environment
  - J. Identify medical waste and describe proper procedures for disposal
- Utilize Material Safety Data Sheets and relate their importance to a professional dental team

## **VII. EMERGENCY PREPAREDNESS**

- A. Understand basic emergency preparedness in a dental office in relation to fires and earthquakes
- B. Establish listing of emergency information
- C. Demonstrate the role of the dental assistant in a medical emergency
- D. Determine components of an emergency procedure
- E. Inspect and have knowledge of proper emergency kit and tray requirements
- F. Understand use of oxygen in a medical emergency
- G. Identify and perform basic supportive procedures for selected emergencies
- H. Complete professional level CPR/AED course according to AHA or Red Cross standards
- I. Understand steps to be taken by employer and employee in the event of a needle stick, blood spatter, or puncture incident



## **VIII. BASIC CHAIRSIDE PROCEDURES**

### **A. Dental office Design/ Essential Equipment**

1. Identify components and major equipment of a professional dental office
2. Understand proper use of compressor and system and vacuum system
3. Understand and demonstrate the effective flow of work in a professional dental office

### **B. Equipment**

1. Understand organization, time, and efficiency of design of dental treatment rooms
2. Identify the proper use and care of parts of the dental unit
3. Arrange and position the dental chair, dental stools, unit, and light according to treatment site requirements
4. Understand and utilize clock positions

### **C. Treatment Room Preparation**

1. Prepare treatment room according to OSHA guidelines
2. Prepare treatment room for high-risk or surgical procedures

### **D. Patient Preparation and Dismissal**

1. Properly seat patient for various procedures
2. Identify and practice methods for reducing patient anxiety
3. Apply OSHA guidelines for presentation and set up of armamentarium for dental procedures
4. Describe proper dismissal of patient including safety instructions

### **E. Oral Evacuation**

1. Understand wash field, direct and indirect vision
2. Describe and follow guidelines established by operating zones
3. Demonstrate proficiency by participating in operative procedures utilizing the three-way syringe and high volume evacuation positioning techniques

### **F. Moisture Control**

1. Summarize the need for moisture control
2. Maintain moisture control using high volume and low volume suction techniques
3. Perform limited area and full mouth rinse
4. Describe and understand full mouth precautions

#### Production and nature of radiation

1. Understand the physical aspect of radiation and its application to safety in the dental office
2. Define ALARA and discuss the biological and cumulative effects of radiation on human tissue
3. Understand how x-rays are produced
4. Identify the maximum possible doses of ionizing radiation, and personnel monitoring, and discuss the importance of each
5. Explain the hazards of primary, secondary, and scatter radiation
6. Identify the operative components of a radiation machine
7. Explain variables such as mill amperage, kilo voltage, exposure time, and length of the PID device, and how they can affect technique
8. Describe the safety precautions to be used when using radiation
9. Complete the state mandated radiological safety written and performance exams

#### C. X-Ray Film and Processing

1. Explain the rationale for using fast speed film
2. Identify the composition, sizes, specific uses, and storage of radiographic films
3. Discuss darkroom requirements and safety and infection control considerations
4. Describe the processing techniques, the composition of the solutions, and the storage of the final radiographs
5. Properly demonstrate how to change solutions and maintain and clean processing equipment
6. Demonstrate proper disposal of used chemistry per EPA-mandated guidelines
7. Manually process films using darkroom
8. Demonstrate how to duplicate radiographs
9. Understand the auto processing of film

#### D. Anatomic Landmarks

1. Utilize and apply anatomical guidelines as applied to intraoral and extra oral radiography
  2. Prepare patients for film exposure following quality assurance requirements and follow standard precautions
  3. Discuss psychological preparation of patient prior to and during exposures and their relationship to reducing the need for retakes
- #### E. Exposure Techniques
1. Compare and contrast the principles of the paralleling technique and bisecting angle technique
  2. Apply the intraoral film placement guides for maxillary/ mandibular periapical/ interproximal exposures
  3. Understand the adjustments that are necessary when exposing occlusal film, film on children, and film on edentulous patients
4. Complete two FMX on DXTTR using BIA/ XCP techniques to ADA standards
  5. Complete two interproximal exposures on DXTTR using BIA/ XCP techniques to ADA standards

#### F Radiographic Full Mouth Surveys and Interproximal Surveys

1. Understand steps to expose panoramic radiographs
2. Following standard precautions and quality assurance procedures, properly expose on patients four complete (18) FMX sets (no more than three retakes per set) according to ADA standards

#### G. Digital X-Ray Technology

1. Understand the basic concepts of digital x-rays
2. Outline the advantages and disadvantages of digital x-rays
3. Explain and understand the equipment that is needed for digital x-rays, such as x-ray unit, intraoral sensors, computer, monitor and imaging software
4. Understand sensor preparation and related infection control

#### H. Impression Scanning

## ESSENTIAL STANDARDS AND KEY ASSIGNMENTS

**INDUSTRY SECTOR: Health Science and Medical Technology**

**ESSENTIAL PATHWAY STANDARD – Patient Care, 1,2,5,6,7,8,9**

**KEY ASSIGNMENT**

**ESSENTIAL PATHWAY STANDARD - B2.0**

**KEY ASSIGNMENT**

**ESSENTIAL PATHWAY STANDARD – B3.0**

**KEY ASSIGNMENT**

**ESSENTIAL PATHWAY STANDARD – B4.0**

**KEY ASSIGNMENT**

**ESSENTIAL PATHWAY STANDARDS – B5.0**

**KEY ASSIGNMENT**

**CTE MODEL CURRICULUM STANDARDS FOR CAREER READY PRACTICE**

- 1. Apply appropriate technical skills and academic knowledge.** Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They make connections between abstract concepts with real-world applications and recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.
- 2. Communicate clearly, effectively, and with reason.** Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.
- 3. Develop an education and career plan aligned with personal goals.** Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.
- 4. Apply technology to enhance productivity.** Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology. They understand the inherent risks—personal and organizational—of technology applications, and they take actions to prevent or mitigate these risks.
- 5. Utilize critical thinking to make sense of problems and persevere in solving them.** Career-ready individuals

recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.

**6. Practice personal health and understand financial literacy.** Career-ready individuals understand the relationship between personal health and workplace performance. They contribute to their personal well-being through a healthy diet, regular exercise, and mental health activities. Career-ready individuals also understand that financial literacy leads to a secure future that enables career success.

**7. Act as a responsible citizen in the workplace and the community.** Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.

**8. Model integrity, ethical leadership, and effective management.** Career-ready individuals consistently act in ways that align with personal and community-held ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management's actions and attitudes can have on productivity, morale, and organizational culture.

**9. Work productively in teams while integrating cultural and global competence.** Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.

**10. Demonstrate creativity and innovation.** Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the improvement of the organization. They consider unconventional ideas and suggestions by others as solutions to issues, tasks, or problems. They discern which ideas and suggestions may have the greatest value. They seek new methods, practices, and ideas from a variety of sources and apply those ideas to their own workplace practices.

**11. Employ valid and reliable research strategies.** Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.

**12. Understand the environmental, social, and economic impacts of decisions.** Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact other people, organizations, the workplace, and the environment. They are aware of and utilize new technologies, understandings, procedures, and materials and adhere to regulations affecting the nature of their work. They are cognizant of impacts on the social condition, environment, workplace, and profitability of the organization.

## CTE ANCHOR STANDARDS—Common Core English Language Arts Alignment

### 1: Academics

Analyze and apply appropriate academic standards required for successful industry sector pathway completion leading to postsecondary education and employment. Refer to the industry sector alignment matrix for identification of standards. Note: alignment listed within each sector Anchor Standard

### 2: Communications Language Standard

Acquire and accurately use general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the (career and college) readiness level; demonstrate independence in gathering vocabulary

knowledge when considering a word or phrase important to comprehension or expression. LS 9-10, 11-12.6 Anchor Standard

### **3: Career Planning and Management Speaking and Listening Standard**

Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. SLS 11-12.2 Anchor Standard

### **4: Technology Writing Standard**

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments and information. WS 11-12.6 Anchor Standard

### **5: Problem Solving and Critical Thinking Writing Standard**

Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. WS 11-12.7 Anchor Standard

### **6: Health and Safety Reading Standards for Science and Technical Subjects**

Determine the meaning of symbols, key words, and other domain-specific words and phrases as they are used in a specific scientific or technical context. RSTS 9-10 11-12.4 Anchor Standard

### **7: Responsibility and Flexibility Speaking and Listening Standard**

Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing their own clearly and persuasively. SLS 9-10 11-12.1 Anchor Standard

### **8: Ethics and Legal Responsibilities Speaking and Listening Standard**

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the work. SLS 11-12.1d Anchor Standard

### **9: Leadership and Teamwork Speaking and Listening Standard**

Work with peers to promote civil, democratic discussions and decision making; set clear goals and deadlines; and establish individual roles as needed. SLS 11-12.1b Anchor Standard

### **10: Technical Knowledge and Skills Writing Standard**

Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. WS 11-12.6 Anchor Standard

### **11: Demonstration and Application**

Demonstrate and apply the knowledge and skills contained in the industry-sector anchor standards, pathway standards, and performance indicators in classroom, laboratory, and workplace settings, and the career technical student organization.



Feb 2020

PO# R19-03959  
 15 days  
 x 56.58  
 \$ 848.70



# MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT

## Memorandum of Understanding (MOU) between Parent and Marysville Joint Unified School District (District)

### Reimbursement/Payment of In Lieu Transportation

Date: December 16, 2019

Per the Individual Education Plan (IEP) dated 9-17-2019, parent will be reimbursed for mileage to school.

The District agrees to provide mileage reimbursement for travel to and from school on days in which school is in session. Mileage reimbursement rate paid according to the IRS Standard rate. Currently .575 cents per mile.

Parent is the responsible party for transportation/safety and assumes all liability regarding the transportation of student to school.

Home address: \_\_\_\_\_

Student attendance will be verified monthly by the Student Services Office and parent will be reimbursed according to actual attendance of the child at a rate of:

49.2 miles to school and from school = 98.4 miles per school day x .575 cents = \$56.58 per day of attendance. Agreement is pending board approval/ratification and district acknowledges retroactive payment beginning with September 17, 2019.

Reimbursement will be processed by the District Business Office on a monthly basis and will be sent to the address listed above.

By signing below, parties acknowledge full acceptance of the terms of the terms above:

[Signature] 2/9/20  
 Parent Signature Date

[Signature] 5-14-20  
 Business Services Date

Approval Date

Date of Board Approval: \_\_\_\_\_

Business Services Department

Approval: PL

Date: 5-14-20

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## ADDENDUM A Terms of Teleservices Assignment

This Terms of Teleservices Assignment is subject to the terms and conditions of that certain Client Services Agreement between the parties outlined below.

### Assignment Details

ProCare Therapy will contract with VocoVision for the provisions of telepractice services to Client. Client will pay ProCare Therapy for the hours worked by Telepractitioner under the following terms:

<b>Telepractitioner:</b>	Jessica Irving		
<b>Client:</b>	MARYSVILLE JOINT UNIFIED		
<b>Assignment Start Date:</b>	6/8/2020	<b>Assignment End Date:</b>	07/03/2020
<b>Position:</b>	Tele-SLP		
<b>Hours per Week:</b>	25		
<b>Bill Rate per Hour</b>	\$ 92.00	<i>Bill Rate is all-inclusive</i>	
<b>Technology Fee:</b>	\$ 0		

One VocoVision station per full time position at no cost. Additional stations can be provided with a \$1,000 per unit refundable deposit and \$200 per unit nonrefundable configuration and shipping charge. Deposit will be refunded to the school district upon return of the station(s) in working condition within fifteen (15) days of the assignment being completed.

**Miscellaneous:** Not Applicable

**MARYSVILLE JOINT UNIFIED**

**PROCARE THERAPY, LLC**

\_\_\_\_\_  
Client Representative Signature

\_\_\_\_\_  
Date

Penny Lauseng

\_\_\_\_\_  
Print Name

Assistant Superintendent, Business Services

\_\_\_\_\_  
Title

DocuSigned by:

*Asma Javed*

5/18/2020

\_\_\_\_\_  
ProCare Therapy Signature

\_\_\_\_\_  
Date

Asma Javed

\_\_\_\_\_  
Print Name

Account Executive

\_\_\_\_\_  
Title

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Business Services Department

Approval: *PL*

Date: 5-18-20



## ADDENDUM B Teleservices Provisions

**Client Responsibilities.** Client agrees to the following items to facilitate VocoVision's provision of Services:

- (a) Client shall be responsible for providing a secure environment for VocoVision hardware and software ("Equipment") installed and operated at Client's designated location(s).
- (b) Client will provide sufficient infrastructure to support the proper operation of the Equipment, including network connectivity equal or superior to DSL access.
- (c) Client warrants that its facilities and operations will comply at all times with all federal, state and local safety and health laws, regulations and standards.
- (d) Client warrants that it will not use the Equipment for any purpose other than as contemplated hereunder, and acknowledges that VocoVision is not responsible for any damages associated with such impermissible use.
- (e) Client agrees to provide appropriate local support to facilitate remote telepractitioner's ability to fulfill the responsibilities outlined in Addendum C: Duties and Responsibilities.

**Scheduling.** Client agrees to the minimum hours of Services per week as stipulated in Addendum A: Terms of Teleservices Assignment, and will schedule the appropriate number of student speech sessions and other related services each week to meet or exceed the minimum hours requirement. Client and telepractitioner will agree upon a weekly schedule for Services which will be loaded into the VocoVision system. Any revisions to the schedule must be submitted to the VocoVision Operations Department no later than 12:00 PM EST Friday for Services the following week. VocoVision requires a 24-hour notice to cancel scheduled Services. One cancellation without notice is permitted per school year. Additional cancellations with less than 24 hours' notice will be billed at the regular rate. Note that VocoVision telepractitioners are encouraged to complete non-therapy work (e.g., paperwork, planning, file reviews, etc.) during any such cancellation time.

**Administrative Responsibilities.** Client shall be responsible for orienting telepractitioners to Client's policies and procedures regarding the submission of any requisite paperwork which must be tendered for reimbursement by funding entities such as Medicare, Medicaid, or health insurance. Such paperwork may include, but is not limited to individual education plans or Client-specific program plans. During the contracted assignment, should telepractitioners fail to submit paperwork as required per Client's policies and procedures, Client must notify VocoVision in writing within three (3) business days of alleged failure. Failure to notify VocoVision within the three (3) day period shall negate any Client claim to withhold payment due to paperwork non-compliance by telepractitioners. Within three (3) business days following the conclusion of a contracted assignment, Client shall conduct a final review to determine whether the completion of additional paperwork is needed from the telepractitioners. Failure to notify VocoVision prior to the fourth (4th) day after conclusion of the assignment will negate any Client claim to withhold payment due to paperwork non-compliance by telepractitioner.

### MARYSVILLE JOINT UNIFIED

### PROCARE THERAPY, LLC

Client Representative Signature

Date

Penny Lauseng

Print Name

Assistant Superintendent, Business Services

Title

Decoded by:

*Asma Javed*

5/18/2020

ProCare Therapy Signature

Date

Asma Javed

Print Name

Account Executive

Title

32

Business Services Department

Approval: *PR*

Date: *5-18-20*





## ADDENDUM C Duties and Responsibilities

### Duties and Responsibilities

The duties and responsibilities of a Telepractitioner include, but are not limited to the following:

- Collaborates with the school district to identify students' communication characteristics, support resources, as well as any physical, sensory, cognitive, behavioral and motivational needs to determine the benefit a student may receive through telepractice.
- Collaborates with the school district to determine assessment resources - including their potential benefits and limitations - in the telepractice setting, and to develop a plan to assess students appropriately.
- Monitors effectiveness of services, and modifies evaluation and treatment plans as needed.
- Maintains appropriate documentation of delivered services in a format consistent with professional standards and client requirements.
- Complies with state and federal regulations to maintain student privacy and security.
- Facilitates behavior management strategies in students as appropriate.
- Provides information and counseling to families and school personnel as needed

#### MARYSVILLE JOINT UNIFIED

#### PROCARE THERAPY, LLC

<p>Client Representative Signature _____ Date _____</p> <p>Penny Lauseng _____</p> <p>Print Name _____</p> <p>Assistant Superintendent, Business Services _____</p> <p>Title _____</p>	<p>DocuSigned by: <u>Asma Javed</u> 5/18/2020</p> <p>Procure Therapy Signature _____ Date _____</p> <p>Asma Javed _____</p> <p>Print Name _____</p> <p>Account Executive _____</p> <p>Title _____</p>
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Business Services Department  
Approval: PL  
Date: 5.18.20



**ADDENDUM D**  
**VocoVision Equipment Policies**

**VocoVision Damaged Equipment Policy**

If, during the course of contracted services, VocoVision computer equipment sustains damage or is missing components (keyboard, audio accessories, etc.), it should be reported immediately to the VocoVision Operations Department at 1-866-779-7005. Replacement equipment will be shipped to Client as needed. The costs of repairing or replacing the equipment (including shipping) will be charged to Client, but in no case shall exceed \$1,000 per unit.

At the end of the VocoVision contract period, all equipment must be returned in original packaging within 15 days of completion of services. All returned equipment will be inspected for both physical and internal damage. If equipment is found to be damaged, VocoVision reserves the right to withhold from Client deposit the cost of repairing or replacing the damaged equipment. If no Client deposit exists, VocoVision will bill Client for such charges and will provide supporting documentation of all costs.

**Please initial**

**Packaging**


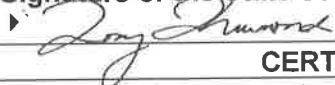

All packaging, boxes and containers used to ship VocoVision equipment are considered property of VocoVision and must not be discarded. Packaging should be stored and kept in good condition during the course of the contract and must be used for return shipping at the conclusion of services. If VocoVision packaging is lost or damaged, Client is solely responsible for obtaining replacement packaging to ensure undamaged return of equipment to VocoVision. In such cases, we strongly recommend the use of a professional packaging and shipping service, such as the UPS Store or a FedEx retail location.

**Please initial**

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Business Services Department  
Approval: PR  
Date: 5.18.20

## Grant Award Notification

<b>GRANTEE NAME AND ADDRESS</b> Gary Cena, Superintendent Marysville Joint Unified 1919 B Street Marysville, CA 95901-3731		<b>CDE GRANT NUMBER</b>			
		FY	PCA	Vendor Number	Suffix
<b>Attention</b> Gary Cena	 MAY 05 2020	19	25437	72736	00
		<b>STANDARDIZED ACCOUNT CODE STRUCTURE</b>			<b>COUNTY</b>
<b>Program Office</b> Office of the Superintendent		<b>Resource Code</b>		<b>Revenue Object</b>	58
<b>Telephone</b> 530-741-6000		6387		8590	<b>INDEX</b>
<b>Name of Grant Program</b> Career Technical Education Incentive Grant					0615
<b>GRANT DETAILS</b>	<b>Original/Prior Amendments</b>	<b>Amendment Amount</b>	<b>Total</b>	<b>Amend. No.</b>	<b>Award Starting Date</b>
	0	0	\$264,713	0	<b>Award Ending Date</b> December 31, 2021
<b>CFDA Number</b>	<b>Federal Grant Number</b>	<b>Federal Grant Name</b>			<b>Federal Agency</b>
N/A	N/A	N/A			N/A
I am pleased to inform you that you have been funded for the Career Technical Education Incentive Grant.  This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.  Please return the original, signed Grant Award Notification (AO-400) to:  <div style="text-align: center;">           Sarah Chambers, Associate Governmental Program Analyst            Career and College Transition Division, Career Technical Education Leadership Support Office            California Department of Education            1430 N Street, Suite 4202            Sacramento, CA 95814-5901         </div>					
<b>California Department of Education Contact</b> Erle Hall			<b>Job Title</b> Education Programs Consultant		
<b>E-mail Address</b> Ehall@cde.ca.gov				<b>Telephone</b> 916-323-2564	
<b>Signature of the State Superintendent of Public Instruction or Designee</b> 				<b>Date</b> April 23, 2020	
<b>CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS</b> On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both; and I agree to comply with all requirements as a condition of funding.					
<b>Printed Name of Authorized Agent</b> Gary Cena			<b>Title</b> Superintendent		
<b>E-mail Address</b> gcena@mjUSD.com				<b>Telephone</b> 530-749-6100	
<b>Signature</b> 				<b>Date</b>	

May 4, 2020

Gary Cena, Superintendent  
Marysville Joint Unified School District  
1919 B Street  
Marysville, CA 95901

RE: General Election, November 3, 2020

Dear Superintendent Cena,

Attached you will find a list of your Board of Trustees, the trustee areas they represent and the expiration date for their term. According to this list, your school district has four trustees whose terms will expire December 11, 2020. Upon reviewing this information, if you identify any discrepancies, please notify my office and the necessary corrections will be made immediately. This information has been confirmed with the Yuba County Election's office.

With regard to the upcoming election, certain actions should be taken to avoid charges being assessed against the Board. If your Board has adopted a policy regarding candidates' statements and tie votes, you need not adopt resolutions. If not, your Board should adopt resolutions addressing these two issues. Sample resolutions are attached for your review. Should your Board wish to pay for candidates' statements or hold run-off elections in the event of tie votes, this may be specified. This information will be furnished to all candidates when they pick up their nomination papers. The first day for candidates to do this is July 13, 2020. I would; therefore, urge that your Board take action on this, if necessary, prior to that date and furnish this office with a copy of your resolutions or Board Policy no later than July 1, 2020.

Education Code §5323 requires all Governing Board Elections be consolidated. In accordance with the provisions of this code, enclosed you will find a Notice of Consolidated Election and a Specification of Election Order which will identify the Trustee's terms which are expiring and the Trustee areas. Please note that the Specification of Election Order requires action by your Board and should be returned to this office no later than July 1, 2020.

I have also enclosed an Election Calendar listing the remaining requirements and deadlines for the election. Candidacy forms may be obtained from the Yuba County Clerk/Recorders Office – Election's Department, 915 8<sup>th</sup> Street, Suite 107, Marysville.

If you have any questions or concerns regarding the above information, please contact my executive assistant, Halee Pomeroy at [halee.pomeroy@yubacoe.k12.ca.us](mailto:halee.pomeroy@yubacoe.k12.ca.us) or 749-4853. I would also appreciate you forwarding all requested documentation to her attention.

Sincerely,  


Francisco Reveles, Ed.D.  
Yuba County Superintendent of Schools

Enclosures

## NOTICE OF CONSOLIDATED ELECTION

To the GOVERNING BOARD OF THE MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT of the County of Yuba, State of California.

You are hereby notified that Section 5000 of the Education Code requires district governing board member elections for the following districts to be held in your school district on November 3, 2020:

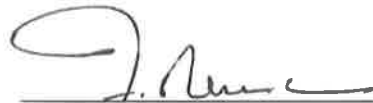
- Marysville Joint Unified School District
- Yuba Community College District
- Yuba County Board of Education

Education Code Section 5340 states school district governing board or community college district governing board member elections for two or more districts of any type to be held in the same district or area on the same day shall be consolidated so that a person entitled to vote in both or all of such elections may do so at the same time and place and using the same ballot.

The number of governing board members to be elected:

- Four – Marysville Joint Unified School District
- Four - Yuba Community College District
- Three - Yuba County Office of Education

Dated: May 4, 2020



Francisco Reveles, Ed.D., Superintendent  
Yuba County Office of Education

**YUBA COUNTY**  
**SCHOOL DISTRICTS AND BOARD OF EDUCATION**

Note: Any boundary lines, whether to trustee area or school district boundary, falls under the Federal Voting Rights Act of 1965 and must be submitted to the Federal Department of Justice for a preclearance.

Yuba County is one of 4 Counties in the State of California that falls under the Federal Voting Rights Act of 1965. The other counties are Kings, Merced and Monterey.

**Yuba County Board of Education**

<u>Trustee Area</u>	<u>Member</u>	<u>Term Expires</u>
1	Marjorie Renicker	2022
2	John Nicoletti	2020 (short term)
3	Alisan Hastey	2020 (short term)
4	Desiree Hastey	2020
5	Eva Teagarden	2022

**Camptonville School District**

At Large	Lydia Miyasato	2020
	Charlotte Jokerst	2020 (short term)
	Sidonie Christian	2022
	Jessica Prince	2020
	Reid Percy	2020 (short term)

**Marysville Joint Unified School District**

<u>Trustee Area</u>	<u>Member</u>	<u>Term Expires</u>
1	Randy Davis	2020
2	Frank J. Crawford	2022
2	Susan Scott	2020
3	Randy L. Rasmussen	2022
3	Jim Flurry	2020
4	Jeff Boom	2022
4	Paul Allison	2020

**Plumas Lake Elementary School District**

At Large	Derek Bratton	2022
	Mrs. Frankye Doig	2022
	Michelle Perrault	2020
	Angela Covil	2022
	David Villanueva	2020

**Wheatland School District**

At Large	Raegean Waltz	2022
	Ish Medina	2022
	Kathy Herbert	2020
	Nicole Crabb	2020
	Ronna Eaton	2022

**Wheatland Union High School District**

At Large	Frank D. Webb, Jr.	2022
	Tony Lopez	2022
	Shawndel Meder	2020
	Patricia Agles	2020
	Anna Newman	2020

**Yuba Community College District**

<u>Trustee Area</u>	<u>Member</u>	<u>Term Expires</u>
1	Ric Teagarden	2022
2	Brent Hastey	2020
3	David Wheeler	2022
4	Michael Pasquale	2020
5	Jesse Ortiz	2022
6	Susan Alves	2020
7	V. Richard Savarese	2020

Updated April 2020

## GENERAL ELECTION CALENDAR

### ELECTION: NOVEMBER 3, 2020

<u>Primary Responsibility</u>	<u>Date/Deadline</u>	<u>Action Required</u>
County Superintendent	June 26, 2020 (130 days to E)	<b>CONSOLIDATION OF SCHOOL ELECTIONS –</b> Last day for County Superintendent of Schools to notify, in writing, the school district governing boards when a consolidated election is required to be held. (E.C. 5340, 5342)
School Board	July 1, 2020 (125 days to E)	<b>SCHOOL DISTRICT RESOLUTION CALLING ELECTION</b> - By this date the School District Governing Board (s) shall have adopted their resolutions designating the election particulars and have delivered same to County Superintendent having jurisdiction. The resolution shall contain " <b>Specifications of the Election Order.</b> " The notice is to contain: (1) elective offices to be filled; (2) whose to pay the cost of candidates' statements; and (3) word limitation of same (unless Board has bylaw regarding this). (E.C. 5322)
County Superintendent	July 6, 2020 (120 days to E)	<b>COUNTY SUPERINTENDENT TO CALL ELECTION</b> - Only the County Superintendent may formally call a regular school district election and must do so by this date and deliver the "Order of Election" and "Order of Consolidation" to the County Clerk regardless of whether or not all resolutions from the schools under his/her jurisdiction have been received. (E.C. 5324, 5325)
Candidate	July 13, 2020 through August 7, 2020 (113-88 days to E)	<b>NOMINATION PERIOD</b> - Period for obtaining, circulating and filing nomination papers and executing Declaration of Candidacy. School district candidates must appear in person at the Elections Office to execute Declaration of Candidacy. (El. 10603)
Candidate	July 31, 2020	<b>FPPC SEMI-ANNUAL FILING DEADLINE</b> - Semi-annual Campaign Disclosure Statements are due this date for any candidate, office holder, or committee with activity during the first half of the calendar year for period ending <b>June 30, 2020.</b>



<u>Primary Responsibility</u>	<u>Date/Deadline</u>	<u>Action Required</u>
Candidate	August 7, 2020 (88 days to E)	<p><b>***CLOSE OF REGULAR NOMINATION PERIOD***</b></p> <p>Last day candidate(s) may file completed nomination papers by 5:00 p.m.</p> <p>Determination of filing extension to be made at this time. (El. 10603)</p>
Candidate	August 10, 2020* through August 12, 2020 (87-83 days to E)	<p><b>FILING PERIOD EXTENSION</b> - Period during which additional nomination papers may be obtained, circulated and filed by non-close of the nomination period the incumbent has not filed for re-election. (El. 10604)</p> <p><i>*Date changed due to August 8, 2020 being a Saturday.</i></p>
Candidate	August 10, 2020 (85 days to E)	<p><b>WITHDRAWAL OF CANDIDATES' STATEMENT</b> - Up until 5:00 p.m. of the working day following the close of the normal or extended nomination period any candidate who filed a candidates' statement with their papers may withdraw that previously filed statement and be refunded their deposit. Statement may be withdrawn, but not changed.</p>
Candidate	August 12, 2020 (83 days to E)	<p><b>FILING PERIOD EXTENSION CLOSES</b> – Last day for filing Nomination Papers or executing Declarations of Candidacy for any district subject to extension of nominations. (El. 10604)</p>
Voters	August 12, 2020 (83 days to E)	<p><b>PETITION TO CAUSE ELECTION</b> - Last day for a voter of a district (where there were insufficient nominees to cause an election) to file a petition containing the signatures of 10% of the Registered Voters of the District requesting that a school district election be held. (E.C. 5326)</p>
School Board	August 13, 2020 (82 days to E)	<p><b>APPOINTMENT OF CANDIDATES</b> - If there are insufficient nominees to cause an election, an appointment must be made no later than the date of the election (<b>November 3, 2020</b>). (E.C. 5328)</p>

<u>Primary Responsibility</u>	<u>Date/Deadline</u>	<u>Action Required</u>
Voters	September 7, 2020 through October 20, 2020 (57-14 days to E)	<b>STATEMENT OF WRITE-IN CANDIDACY</b> - During this period, all qualified write-in candidates must file their statements of write-in candidacy and nomination papers. (El. 8601, 8604)
Voters	October 19, 2020 (15 days to E)	<b>CLOSE OF VOTER REGISTRATION</b> - Last day for electors to register to vote for the election. The Elections Office will receive affidavits for four (4) days after the deadline and process them as eligible for the election provided that they are executed and postmarked on or before <b>October 19, 2020</b> .
Voters	October 5, 2020 through October 27, 2020 (29-7 days to E)	<b>VOTE BY MAIL VOTER'S BALLOT APPLICATIONS</b> - Period during which the Elections Office may issue Vote by Mail Ballots in response to signed requests. (El. 3001, 3003)
Voters	October 20, 2020 (14 days to E)	<b>DECLARATION OF WRITE-IN CANDIDACY</b> - Last day that any qualified voter may file a Declaration of Write-in Candidacy to be a write-in.
Voters	October 27, 2020 (7 days to E)	<b>VOTE BY MAIL VOTER'S APPLICATION DEADLINE</b> - Last day to receive or mail a voter's application for a Vote by Mail Ballot for this election.
School Board	November 2, 2020 (1 day to E)	<b>APPOINTMENT BY GOVERNING BOARD</b> - If, pursuant to E.C. 5326, a school district election is not held, the qualified person(s) nominated shall be seated at the organizational meeting of the board, or if no person has been nominated or if an insufficient number is nominated, the governing board shall appoint a qualified person(s) at a meeting prior to the day fixed for the election, and such appointee(s) shall be seated at the organizational meeting of the board as if elected at a school district election. (E.C. 5328)
Voters	November 3, 2020	<b>*****ELECTION*****</b> Polls open at 7:00 a.m. and close at 8:00 p.m.

**MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT**

**RESOLUTION 2019-20/33**

On the motion of Trustee \_\_\_\_\_

Duly seconded by Trustee \_\_\_\_\_

**RESOLUTION OF THE GOVERNING BOARD OF THE MARYSVILLE JOINT UNIFIED  
SCHOOL DISTRICT OF YUBA AND BUTTE COUNTIES SETTING FORTH THE BOARD'S  
DESIRE TO ADOPT SPECIFICATIONS OF ELECTION ORDER**

**SPECIFICATIONS OF THE ELECTION ORDER**

**RESOLVED**, that pursuant to Education Code Sections 5304 and 5322, the authority for the specifications of the election order, I hereby specify the following with respect to the Governing Board Member Election in the Marysville Joint Unified School District.

Date of Election: **November 3, 2020**

Purpose of the Election: To elect four (4) members to the Marysville Joint Unified School District's Board of Trustees.

Trustee Area 1: One 4-year term  
Trustee Area 2: One 4-year term  
Trustee Area 3: One 4-year term  
Trustee Area 4: One 4-year term

**CLERK'S CERTIFICATE**

I hereby certify that the foregoing is a full true and correct excerpt from the Journal of the Marysville Joint Unified School District Board of Trustees pertaining to the adoption of the foregoing resolution for a regular meeting held on May 26, 2020 at 5:30 p.m.

AYES:

NOES:

ABSTAIN:

ABSENT:

ATTEST:

\_\_\_\_\_  
Susan Scott, Clerk  
Board of Trustees

5/26/20

**MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT**

**RESOLUTION 2019-20/34**

On the motion of Trustee \_\_\_\_\_

Duly seconded by Trustee \_\_\_\_\_

**RESOLUTION OF THE GOVERNING BOARD OF THE MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT OF YUBA AND BUTTE COUNTIES SETTING FORTH THE BOARD'S DESIRE TO ADOPT THE FOLLOWING RULES AND REGULATIONS PERTAINING TO CANDIDATES' STATEMENTS FOR GOVERNING BOARD ELECTIONS**

**RESOLVED**, that the Marysville Joint Unified School District Board of Trustees, pursuant to Section 13307 of the Election Code, does adopt the following rules and regulations with regard to preparation and publication of candidates' statements and other materials for Governing Board Elections:

1. All candidates will be charged for the candidates' statement which will be included with the sample ballot. The statement shall not exceed 200 words and shall be in the form prescribed by the County Elections.
2. No other material shall be printed or distributed for candidates by the County Election's office.
3. The Governing Board shall not assume any part of the cost of printing, handling, translating, and mailing of candidates' statements.

**PASSED AND ADOPTED BY the Board on the 26<sup>th</sup> day of May 2020 by the following vote:**

AYES:

NOES:

ABSTAIN:

ABSENT:

ATTEST:

\_\_\_\_\_  
Susan Scott, Clerk  
Board of Trustees

5/26/20

**MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT**

**RESOLUTION 2019-20/35**

On the motion of Trustee \_\_\_\_\_

Duly seconded by Trustee \_\_\_\_\_

**RESOLUTION OF THE GOVERNING BOARD OF THE MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT OF YUBA AND BUTTE COUNTIES SETTING FORTH THE BOARD'S DESIRE TO ADOPT THE FOLLOWING WITH REGARD TO TIE VOTES AT GOVERNING BOARD ELECTIONS**

**RESOLVED**, that the Marysville Joint Unified School District Board of Trustees, pursuant to Section 5016 of the Election Code, does adopt the following with regard to tie votes at Governing Board Elections:

In the event the vote of the electorate for any trustee position within this district shall result in a tie, the tie will be resolved by lot, by the Governing Board in accordance with the procedure set out in Section 5016 of the Education Code.

**PASSED AND ADOPTED BY the Board on the 26<sup>th</sup> day of May 2020 by the following vote:**

AYES:

NOES:

ABSTAIN:

ABSENT:

ATTEST:

\_\_\_\_\_  
Susan Scott, Clerk  
Board of Trustees

5/26/20



# **OVERVIEW OF THE IMPACT OF THE MAY REVISE ON THE 2020-21 STATE BUDGET**

**Marysville Joint Unified School District**

**Presented to the Board of Trustees May 26, 2020**



## PURPOSE

The purpose of this presentation is to inform the Board of Trustees and the public, of the significant proposed changes to the 2020-21 State budget due to the COVID-19 pandemic.

These proposed changes, upon enactment, will impact the upcoming 2020-21 MJUSD Budget for Adoption in June.



# OVERVIEW OF CHANGES

- Local Control Funding Formula
- Special Education
- Pension Obligations
- Cash Deferrals
- K-12 Categorical Programs
- One-time Funds to Address Learning Loss
- Perspective
- What's Next?





# LOCAL CONTROL FUNDING FORMULA

Reduction of 7.69% from 2019-20 levels

- General estimate prior to completing the LCFF calculation:

*2019-20 Estimated LCFF = \$102 million*

*X 7.69% = **\$7.8 million***

The LCFF calculation contains many data points. This is a simple estimate, to have a perspective on the proposed reduced funding amount, for planning purposes.

**Rough estimate of amount of reduction**

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# SPECIAL EDUCATION

- Proposed increase in base funding to \$645 per ADA.
- Impact to MJUSD must be calculated.
- Amount of impact will be included with Budget for Adoption in June.



# PENSION OBLIGATIONS



Proposed expense decrease for both 2020-21 and 2021-22

CalSTRS Employer Rate	
2020-21	18.4% to 16.15%
2021-22	18.2% to 16.02%
CalPERS Employer Rate	
2020-21	22.68% to 20.7%
2021-22	24.6% to 22.4%

Reductions to the previously proposed year-over-year increases.

# CASH DEFERRALS



## Deferrals: Here We Go Again

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- Cash deferrals were used during the Great Recession to implement state-level budget cuts and/or improve the state's cash position
- The Governor's May Revision takes a page from the same playbook and proposes the following cash deferrals:
  - Fiscal year 2019-20**

Amount	Period
\$1.9 Billion	June 2020
\$1.9 Billion	July 2020
  - Fiscal year 2020-21**

Amount	Period
\$5.3 Billion	April, May, and June 2021
\$5.3 Billion	July 2021?
- Local school agencies may need to implement local borrowing options to ensure adequate cash to continue paying employees and vendors during these times
  - ◆ While this avoids an additional cut in state revenues to schools, it pushes the administrative and financial burden of borrowing cash to local school agencies



## K-12 CATEGORICAL PROGRAMS

Many categorical programs cut roughly in half to save \$352.9 million.

- Some of the program **reductions** include:
  - Career Technical Education Incentive Grant = \$77.4 million
  - After School Education and Safety = \$100 million

### Child Care and Preschool

- 2.31% COLA suspended and provider rates are cut by 10%
- Elimination of 1% add-on for full-day State Preschool rates
- Suspension of planned expansions in child care and preschool





# ONE-TIME FUNDS TO ADDRESS LEARNING LOSS

May Revise proposes to direct \$4 billion in federal Coronavirus Relief funds to school districts to address learning loss.

- \$1.5 billion based on special education enrollment
- \$2.5 billion based on concentration grant funds (for districts with large numbers of needy students)



# PERSPECTIVE

- The May Revision, in its current version, would have devastating impacts on children in our public education system. The federal government could intervene and lessen the impact.
- Important - the May Revise is NOT the final budget, but is the next step in the process, and is **what a school district uses to finalize its 2020-21 budget.**
- State budget revisions during the fiscal year are likely and could mean more reductions.
- Funding public education appropriately is a moral imperative and also necessary for the reopening of our state and the rebounding of the economy.

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# WHAT'S NEXT?

- Administration recommends MJUSD begin immediately to look at ways to reduce expenses.
- The 2020-21 State budget is required to be enacted by June 15, 2020.
- The MJUSD 2020-21 budget, based on information presented in the May Revision, will be presented to the Board of Trustees on June 23, 2020 for adoption.







**Thank you**

**Questions?**

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