YCOE
Better Together

Francisco Reveles, Ed.D.
Superintendent of Schools
Yuba County Office of Education
935 14th Street | Marysville CA 95901 | 530.749.490

October 26, 2020

Gary Cena, Superintendent, Marysville Joint Unified School District
Duane Triplett, Principal, Yuba Feather Elementary School

RE: Williams Visit ~ Yuba Feather Elementary School

Dear Mr. Cena and Mr. Triplett:

California Education Code Section 1240 requires that the Superintendent of Schools, or his or her designee, visit schools identified in Yuba County and report the results of the visit. This report concerns the visit to Yuba Feather Elementary School. The visit was a positive, professional experience with a focus by the entire staff on improving the learning of each student at Yuba Feather Elementary School.

The purpose of the visit as specified in California Education Code 1240 was:

1. To ensure that students have access to "sufficient" instructional materials in four core subjects of English/language arts, mathematics, history/social science, and science;

2. To assess compliance with facilities maintenance to determine the condition of a facility that "poses an emergency or urgent threat to the health or safety of pupils or staff"; and

3. To determine if the school has provided accurate data for the annual School Accountability Report Card (SARC) related to instructional materials and facilities maintenance.

The law further requires that the Superintendent of Schools, or his/her designee, annually monitor and review:

1. Teacher assignments in Decile 1-3 schools;

2. Receive quarterly reports on complaints filed with the school district concerning insufficient instructional materials, teacher vacancies and misassignment and emergency or urgent facilities issues under the Uniform Complaint Procedure; and

3. Expanded audit review authority in the areas of use of Instructional Materials Program Funds, teacher misassignment and information reported on the School Accountability Report Card.

Before proceeding with the report, let me define some basic terms:

- "Sufficient instructional materials" means every pupil, including English language learners, has a textbook in the four core areas to use in class and to take home.

- "Facilities standards" means that each school district that receives state funding for facilities is required to establish a facilities inspection program and to ensure that each of the schools is maintained in good repair.

- "Good repair" is defined as maintaining schools that are clean, safe, and functional.

During the visit to Yuba Feather Elementary School, the findings related to the areas of instructional materials, facilities, School Accountability Report Card, teacher misassignment, audit findings, and uniform complaint notices are summarized below:

School Facilities:
The facility inspection for health and safety and for the verification of the district's facility evaluation was completed on October 10, 2020. The school's 2020 State Facility Inspection Tool (FIT) is attached. The facility inspection was limited to the fifteen areas identified in the Facility Inspection Tool which was developed by the Office of Public School Construction. Where there is a discrepancy between the FIT and the personal evaluation during the Williams review, the items were brought to the attention of the school administration.

Instructional Materials:
The Williams Verification Visit to Yuba Feather Elementary School was held virtually on October 05, 2020. Due to the passage of SB 820 and pursuant to EC Section 1241 (b)(2)(3), administrator and teacher surveys were utilized in order to gather information and review instructional materials and other relevant informational required in the annual report, during this time that in-person instruction is not being offered. A review of the Instructional Materials Inventory revealed that there were sufficient numbers of English/language arts, math, history/social science, and science textbooks provided to the students at Yuba Feather Elementary School.

School Accountability Report Card:
Yuba County Office of Education is required to review the accuracy of the data reported on the most recent school accountability report cards of Decile 1-3 schools with respect to the availability of sufficient textbooks and instructional materials, and the safety, cleanliness, and adequacy of school facilities, including "good repair." To that end, the 2018-2019 School Accountability Report Card published during the 2019-2020 school year was reviewed.

Teacher Misassignment:
Monitoring for teacher misassignments will be conducted using the new CalSAAS system. Monitorining is based on a snapshot of time, which is taken on Census Day. Reporting will be available in the fourth quarter of the school year.

Audit Review:
There were no audit findings for this site.

Uniform Complaint:
A Uniform Complaint form was posted in every classroom visited by the Williams team. No uniform complaints were reported during the fourth quarter of the 2019-2020 school year (April 1st - June 30th).

The Yuba County Office of Education is available should you have any questions or concerns regarding Williams reporting.

Very truly yours,

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

GENERAL INFORMATION

The Facility Inspection Tool (FIT) has been developed by the Office of Public School Construction to determine if a school facility is in "good repair" as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2). The tool is designed to identify areas of a school site that are in need of repair based upon a visual inspection of the site. In addition, the EC specifies the tool should not be used to require capital enhancements beyond the standards to which the facility was designed and constructed.

Good repair is defined to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional. As part of the school accountability report card, school districts and county offices of education are required to make specified assessments of school conditions including the safety, cleanliness, and adequacy of school facilities and needed maintenance to ensure good repair. In addition, beginning with the 2005/2006 fiscal year, school districts and county offices of education must certify that a facility inspection system has been established to ensure that each of its facilities is maintained in good repair in order to participate in the School Facility Program and the Deferred Maintenance Program. This tool is intended to assist school districts and county offices of education in that determination.

W County superintendents are required to annually visit the schools in the county of his or her office as determined by EC Section 1240. Further, EC Section 1240(c)(2)(I), states the priority objective of the visits made shall be to determine the status of the condition of a facility that poses an emergency or urgent threat to the health or safety of pupils or staff as defined in district policy, or as defined by EC Section 17592.72(c) and the accuracy of data reported on the school accountability report card with the respect to the safety, cleanliness, and adequacy of school facilities, including good repair as required by EC Sections 17014, 17032.5, 17070.75, and 17089. This tool is also intended to assist county offices of education in performing these functions.

The EC also allows individual entities to adopt a local evaluation instrument to be used in lieu of the FIT provided the local instrument meets the criteria specified in EC Section 17002(d) and as implemented in the FIT. Any evaluation instrument adopted by the local educational agency for purpose of determining whether a school facility is maintained in good repair may include any number of additional items but must minimally include the criteria and rating scheme contained in the FIT.

USER INSTRUCTIONS

The FIT is comprised of three parts as follows:

Part I, Good Repair Standard outlines the school facility systems and components, as specified in EC Section 17002(d)(1), that should be considered in the inspection of a school facility to ensure it is maintained in a manner that assures it is clean, safe and functional. Each of the 15 sections in the Good Repair Standard provides a description of a minimum standard of good repair for various school facility categories. Each section also provides examples of clean, safe and functional conditions. The list of examples is not exhaustive. If an evaluator notes a condition that is not mentioned in the examples but constitutes a deficiency, the evaluator can note such deficiency in the applicable category as "other."

Some of the conditions cited in the Good Repair Standard represent items that are critical to the health and safety of pupils and staff. Any deficiencies in these items require immediate attention and, if left unmitigated, could cause severe and immediate injury, illness or death of the occupants. They constitute extreme deficiencies and indicate that the particular building system evaluated failed to meet the standard of good repair at that school site. These critical conditions are identified with underlined text followed by an (X) on the Good Repair Standard. If the underlined statement is not true, then there is an extreme deficiency (to be marked as an "X" on the Evaluation Detail) resulting in a "poor" rating for the applicable category. It is important to note that the list of extreme deficiencies noted in the Good Repair Standard is not exhaustive. Any other deficiency not included in the criteria but meeting the definition above can be noted by the evaluator and generate a poor rating.

Part II, Evaluation Detail is a site inspection template to be used to evaluate the areas of a school on a category by category basis. The design of the inspection template allows for the determination of the scope of conditions across campus. In evaluating each area or space, the user should review each of the 15 categories identified in the Good Repair Standard and make a determination of whether a particular area is in good repair. Once the determination is made, it should be recorded on the Evaluation Detail, as follows:

✓	**No Deficiency - Good Repair:** Insert a check mark if all statements in the Good Repair Standard are true, and there is no indication of a deficiency in the specific category.
D	**Deficiency:** Mark "D" if one or more statement(s) in the Good Repair Standard for the specific category is not true or if there is other clear evidence of the need for repair.
X	**Extreme Deficiency:** Indicate "X" if the area has a deficiency that is considered an "Extreme Deficiency" in the Good Repair Standard or there is a condition that qualifies as an extreme deficiency but is not noted in the Good Repair Standard.
NA	**Not Applicable:** If the Good Repair Standard category (building system or component) does not exist in the area evaluated, mark "NA".

Below are suggested methods for evaluating various systems and areas:

- **Gas and Sewer** are major building systems that may span the entire school campus but may not be evident as applicable building systems in each classroom or common areas. However, because a deficiency in either of these systems could become evident and present a health and safety threat anywhere on campus, the user should not mark "NA" and should instead include an evaluation of these systems in each building space.

- **Roofs** can be easily evaluated for stand alone areas, such as portable classrooms. For permanent buildings containing several areas to be evaluated, roofs should be considered as parts of individual areas in order to accurately account for a scope of any roofing deficiency. For example, a 10 classroom building contains damaged gutters on one side of the building, spanning across five classrooms. Therefore, an evaluator should mark five classrooms as deficient in the roof category and the other five classrooms as in good repair, assuming there are no other visible deficiencies related to roofing.
- **Overall Cleanliness** is intended to be used to evaluate the cleanliness of each space. For example, a user should note a deficiency due to dirty surfaces in Overall Cleanliness, rather than **Interior Surfaces**. At the same time, the user should note such deficiency only in Overall Cleanliness in order to avoid accounting for such deficiency twice, i.e. in two sections.
- The tool is designed to evaluate stand-alone restrooms as separate areas. However, restrooms contained within other spaces, such as a kindergarten classroom or a library, can be evaluated as part of that area under Restrooms. If the area evaluated does not contain a restroom, Restrooms should be marked "NA."
- **Drinking fountains** can exist within individual classrooms or areas, right outside of classrooms or restrooms or other areas, or as stand alone fixtures on playgrounds and sports fields. If a drinking fountain or a set of fountains is located inside a building or immediately outside the area being evaluated, it should be included in the evaluation of that area under Drinking Fountains. If a fountain is located on the school grounds, it should be evaluated as part of that outside space. If there is no drinking fountain in the area evaluated, Drinking Fountains should be marked "NA."
- **Playgrounds/School Grounds**, should be evaluated as separate areas by dividing a campus into sections with defined borders. In this case, several sections of the good repair criteria would not apply to the evaluation, as they do not exist outside of physical building areas, such as **Structural Damage** and **Fire Safety**, for example.

4

Part III includes the **Category Totals and Ranking**, the **Overall Rating**, and a section for **Comments and Rating Explanation**.

Once the inspector completes the site inspection, he or she must total the number of areas evaluated. The inspector must also count all of the spaces deemed in good repair, deficient, extremely deficient, or not applicable under each of the 15 sections. Next, the evaluator must determine the condition of each section by taking the ratio of the number of areas deemed in good repair to the number of areas being evaluated (after subtracting non-applicable spaces from the total number of areas evaluated). If any of the 15 sections received a rating of extreme deficiency, the ratio (i.e., the percentage of good repair) for that section and the category the section is in should default to zero. The total percent per category (A through H) is determined by the total of all percentages of systems in good repair divided by the number of sections in that category. For example, to determine the total percent for the Structural category, add the percentages for the Structural Damage and Roof sections and divide the result by two.

Next, the overall school site score is determined by computing the average percentage rating of the eight categories (i.e., the total of all percentages divided by eight). Finally, the rater should determine the overall School Rating by applying the Percentage Range in the table provided in Part III to the average percentage calculated and taking into consideration the Rating Description provided in the same table.

*Although the FIT is designed to evaluate each school site within a reasonable range of facility conditions, it is possible that an evaluator may identify critical facility conditions that result in an Overall School Rating that does not reflect the urgency and severity of those deficiencies and/or does not match the rating's Description in Part III. In such instances, the evaluator may reduce the resulting school score by one or more grade categories and describe the reasons for the reduction in the space provided for Comments and Rating Explanation.

When completing Part III of the FIT, the instructor should note the date and time of the inspection as well as weather conditions and any other pertinent inspection information in the specific areas provided and utilize the Comments and Rating Explanation Section if needed.

PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks

Gas systems and pipes appear safe, functional, and free of leaks.
Examples include but are not limited to the following:

a. There is no odor that would indicate a gas leak. (X)
b. Gas pipes are not broken and appear to be in good working order. (X)
c. Other

Mechanical Systems

Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:

a. The HVAC system is operable. (X)
b. The facilities are ventilated (via mechanical or natural ventilation).
c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)

5

e. Interior temperatures appear to be maintained within normally accepted ranges.
f. The ventilation units are not generating any excessive noise or vibrations.
g. Other

Sewer

Sewer line stoppage is not evident. Examples include but are not limited to the following:

a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
b. The sanitary system controls odors as designed.
c. Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

a. Walls are free of hazards from tears and holes.
b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
c. Ceiling is free of hazards from missing ceiling tiles and holes.
d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
e. Other

Overall Cleanliness

School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:

a. Area(s) evaluated is free of accumulated refuse, dirt, and grime.
b. Area(s) evaluated is free of unabated graffiti.
c. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
d. Other

Pest/Vermin Infestation

Pest or vermin infestation are not evident.
Examples include but are not limited to the following:

a. There is no evidence of a major pest or vermin infestation. (X)
b. There are no holes in the walls, floors, or ceilings.
c. Rodent droppings or insect skins are not evident.
d. Odor caused by a pest or vermin infestation is not evident.
e. There are no live rodents observed.
f. Other

Electrical (Interior and Exterior)

1. *There is no evidence that any portion of the school has a power failure.* (X)

2. *Electrical systems, components, and equipment appear to be working properly.*
Examples include but are not limited to the following:

a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
c. Other

3. *Lighting appears to be adequate and working properly, including exterior lights.*
Examples include but are not limited to the following:

a. Lighting appears to be adequate.
b. Lighting is not flickering.
c. There is no unusual hum or noise from the light fixtures.
d. Other

Restrooms
Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). The following are examples of compliance with SB 892:

a. Restrooms are maintained and cleaned regularly.
b. Restrooms are fully operational.
c. Restrooms are stocked with toilet paper, soap, and paper towels.
d. Restrooms are open during school hours.
e. Other

Sinks/Fountains (Inside and Outside)
Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following:

a. Drinking fountains are accessible.
b. Water pressure is adequate.
c. A leak is not evident.
d. There is no moss, mold, or excessive staining on the fixtures.
e. The water is clear and without unusual taste or odor.
f. Other

6

Fire Safety
The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:

a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
b. Emergency alarms appear to be functional. (X)
c. Emergency exit signs function as designed, exits are unobstructed. (X)
d. Fire extinguishers are current and placed in all required areas.
e. Fire alarms pull stations are clearly visible.
f. Other

Hazardous Materials (Interior and Exterior)
There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
b. Paint is not peeling, chipping, or cracking.
c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.
d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear to be free of mildew, mold odor and visible mold.
e. Other

Structural Damage
There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

a. Severe cracks are not evident. (X)
b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
e. Other

Roofs (observed from the ground, inside/outside the building)
Roof systems appear to be functioning properly.
Examples include but are not limited to the following:

a. Roofs, gutters, roof drains, and down spouts are free of visible damage.
b. Roofs, gutters, roof drains, and down spouts are intact.
c. Other

Playground/School Grounds
The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional.
Examples include but are not limited to the following:

a. Significant cracks, trip hazards, holes and deterioration are not found.
b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
c. Seating, tables, and equipment are functional and free of significant cracks.
d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
e. Other

Windows/Doors/Gates/Fences (Interior and exterior)
Conditions that pose a safety and/or security risk are not evident.
Examples include but are not limited to the following:

a. There is no exposed broken glass accessible to pupils and staff. (X)
b. Exterior doors and gates are functioning and do not pose a security risk. (X)
c. Windows are intact and free of cracks.
d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
e. Doors are intact.
f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
g. Gates and fences appear to be functional.
h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.
i. Other

PART II: EVALUATION DETAIL Date of Inspection: **10/02/20** School Name: **Yuba Feather Elementary School**

CATEGORY / AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/ SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
Room -2	✓	✓	✓	✓	✓	✓	D	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS:	Cover plates missing on electrical raceway, clean													
Room -1	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:	Very clean and organized													
Room-5	✓	✓	✓	✓	✓	✓	✓	NA	✓	NA	✓	✓	NA	NA	✓
	COMMENTS:	Very clean - well organized													
Library	✓	✓	✓	D	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:	Very Clean and organized stained ceiling tiles west end													
Room -9	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:	Well organized clean													
Room -8	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:	Very well organized - clean													
Room -7	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:	Very Clean													
Exterior Restroom	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:	Very clean impressive													
B-106	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:	Clean and organized													
B-107	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:	Very clean													

Marks: ü= Good Repair (When filling up the electronic version, please use **ctrl+G**); **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL(FIT)
SCHOOL FACILITY CONDITIONS EVALUATION
(REV 05/09)

STATE ALLOCATION BOARD
OFFICE OF PUBLIC SCHOOL CONSTRUCTION

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION Marysville Joint Unified School District		COUNTY Yuba County
SCHOOL SITE Yuba Feather Elementary School PO Box 1458 (15600 Oregon Hill Road) Challenge, California 95925		SCHOOL TYPE (GRADE LEVELS) Kinder to 6th — NUMBER OF CLASSROOMS ON SITE 9
INSPECTOR'S NAME John Mejia	INSPECTOR'S TITLE Maintenance Supervisor-YCOE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) Doug Trower -MJUSD Maint. Supervisor
TIME OF INSPECTION 5:45 AM	WEATHER CONDITION AT TIME OF INSPECTION Clear	

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "✓"s:	10	10	10	9	10	10	9	1	10	9	10	10	1	0	10
	Number of "D"s:	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0
10	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	0	0	0	0	0	9	0	1	0	0	9	10	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	90.00%	100.00%	100.00%	90.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		100.00%
Total Percent per Category (average of above)*		100.00%			90.00%	100.00%		90.00%	100.00%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING: DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE → **97.50%** SCHOOL RATING** → **GOOD**

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus	POOR

COMMENTS AND RATING EXPLANATION: School is well maintained. Very impressive

8

Francisco Reveles, Ed.D.
Superintendent of Schools
Yuba County Office of Education
935 14th Street | Marysville CA 95901 | 530.749.490

October 26, 2020

Gary Cena, Superintendent, Marysville Joint Unified School District
Tracy Pomeroy, Principal, Johnson Park Elementary School

RE: Williams Visit ~ Johnson Park Elementary School

Dear Dr. Cena and Mrs. Pomeroy:

California Education Code Section 1240 requires that the Superintendent of Schools, or his or her designee, visit schools identified in Yuba County and report the results of the visit. This report concerns the visit to Johnson Park Elementary School. The visit was a positive, professional experience with a focus by the entire staff on improving the learning of each student at Johnson Park Elementary School.

The purpose of the visit as specified in California Education Code 1240 was:

1. To ensure that students have access to "sufficient" instructional materials in four core subjects of English/language arts, mathematics, history/social science, and science;

2. To assess compliance with facilities maintenance to determine the condition of a facility that "poses an emergency or urgent threat to the health or safety of pupils or staff"; and

3. To determine if the school has provided accurate data for the annual School Accountability Report Card (SARC) related to instructional materials and facilities maintenance.

The law further requires that the Superintendent of Schools, or his/her designee, annually monitor and review:

1. Teacher assignments in Decile 1-3 schools;

2. Receive quarterly reports on complaints filed with the school district concerning insufficient instructional materials, teacher vacancies and misassignment and emergency or urgent facilities issues under the Uniform Complaint Procedure; and

3. Expanded audit review authority in the areas of use of Instructional Materials Program Funds, teacher misassignment and information reported on the School Accountability Report Card.

Before proceeding with the report, let me define some basic terms:

- "Sufficient instructional materials" means every pupil, including English language learners, has a textbook in the four core areas to use in class and to take home.

- "Facilities standards" means that each school district that receives state funding for facilities is required to establish a facilities inspection program and to ensure that each of the schools is maintained in good repair.

- "Good repair" is defined as maintaining schools that are clean, safe, and functional.

During the visit to Johnson Park Elementary School, the findings related to the areas of instructional materials, facilities, School Accountability Report Card, teacher misassignment, audit findings, and uniform complaint notices are summarized below:

School Facilities:
The facility inspection for health and safety and for the verification of the district's facility evaluation was completed on September 16, 2020. The school's 2020 State Facility Inspection Tool (FIT) is attached. The facility inspection was limited to the fifteen areas identified in the Facility Inspection Tool which was developed by the Office of Public School Construction. Where there is a discrepancy between the FIT and the personal evaluation during the Williams review, the items were brought to the attention of the school administration.

Instructional Materials:
The Williams Verification Visit to Johnson Park Elementary School was held virtually on October 6, 2020. Due to the passage of SB 820 and pursuant to EC Section 1241 (b)(2)(3), administrator and teacher surveys were utilized in order to gather information and review instructional materials and other relevant informational required in the annual report, during this time that in-person instruction is not being offered. A review of the Instructional Materials Inventory revealed that there were sufficient numbers of English/language arts, math, history/social science, and science textbooks provided to the students at Johnson Park Elementary School.

School Accountability Report Card:
Yuba County Office of Education is required to review the accuracy of the data reported on the most recent school accountability report cards of Decile 1-3 schools with respect to the availability of sufficient textbooks and instructional materials, and the safety, cleanliness, and adequacy of school facilities, including "good repair." To that end, the 2018-2019 School Accountability Report Card published during the 2019-2020 school year was reviewed.

Teacher Misassignment:
Monitoring for teacher misassignments will be conducted using the new CalSAAS system. Monitorining is based on a snapshot of time, which is taken on Census Day. Reporting will be available in the fourth quarter of the school year.

Audit Review:
There were no audit findings for this site.

Uniform Complaint:
A Uniform Complaint form was posted in every classroom visited by the Williams team. No uniform complaints were reported during the fourth quarter of the 2019-2020 school year (April 1st - June 30th).

The Yuba County Office of Education is available should you have any questions or concerns regarding Williams reporting.

Very truly yours,

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

GENERAL INFORMATION

The Facility Inspection Tool (FIT) has been developed by the Office of Public School Construction to determine if a school facility is in "good repair" as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2). The tool is designed to identify areas of a school site that are in need of repair based upon a visual inspection of the site. In addition, the EC specifies the tool should not be used to require capital enhancements beyond the standards to which the facility was designed and constructed.

Good repair is defined to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional. As part of the school accountability report card, school districts and county offices of education are required to make specified assessments of school conditions including the safety, cleanliness, and adequacy of school facilities and needed maintenance to ensure good repair. In addition, beginning with the 2005/2006 fiscal year, school districts and county offices of education must certify that a facility inspection system has been established to ensure that each of its facilities is maintained in good repair in order to participate in the School Facility Program and the Deferred Maintenance Program. This tool is intended to assist school districts and county offices of education in that determination.

County superintendents are required to annually visit the schools in the county of his or her office as determined by EC Section 1240. Further, EC Section 1240(c)(2)(I), states the priority objective of the visits made shall be to determine the status of the condition of a facility that poses an emergency or urgent threat to the health or safety of pupils or staff as defined in district policy, or as defined by EC Section 17592.72(c) and the accuracy of data reported on the school accountability report card with the respect to the safety, cleanliness, and adequacy of school facilities, including good repair as required by EC Sections 17014, 17032.5, 17070.75, and 17089. This tool is also intended to assist county offices of education in performing these functions.

The EC also allows individual entities to adopt a local evaluation instrument to be used in lieu of the FIT provided the local instrument meets the criteria specified in EC Section 17002(d) and as implemented in the FIT. Any evaluation instrument adopted by the local educational agency for purpose of determining whether a school facility is maintained in good repair may include any number of additional items but must minimally include the criteria and rating scheme contained in the FIT.

USER INSTRUCTIONS

The FIT is comprised of three parts as follows:

Part I, Good Repair Standard outlines the school facility systems and components, as specified in EC Section 17002(d)(1), that should be considered in the inspection of a school facility to ensure it is maintained in a manner that assures it is clean, safe and functional. Each of the 15 sections in the Good Repair Standard provides a description of a minimum standard of good repair for various school facility categories. Each section also provides examples of clean, safe and functional conditions. The list of examples is not exhaustive. If an evaluator notes a condition that is not mentioned in the examples but constitutes a deficiency, the evaluator can note such deficiency in the applicable category as "other."

Some of the conditions cited in the Good Repair Standard represent items that are critical to the health and safety of pupils and staff. Any deficiencies in these items require immediate attention and, if left unmitigated, could cause severe and immediate injury, illness or death of the occupants. They constitute extreme deficiencies and indicate that the particular building system evaluated failed to meet the standard of good repair at that school site. These critical conditions are identified with underlined text followed by an (X) on the Good Repair Standard. If the underlined statement is not true, then there is an extreme deficiency (to be marked as an "X" on the Evaluation Detail) resulting in a "poor" rating for the applicable category. It is important to note that the list of extreme deficiencies noted in the Good Repair Standard is not exhaustive. Any other deficiency not included in the criteria but meeting the definition above can be noted by the evaluator and generate a poor rating.

Part II, Evaluation Detail is a site inspection template to be used to evaluate the areas of a school on a category by category basis. The design of the inspection template allows for the determination of the scope of conditions across campus. In evaluating each area or space, the user should review each of the 15 categories identified in the Good Repair Standard and make a determination of whether a particular area is in good repair. Once the determination is made, it should be recorded on the Evaluation Detail, as follows:

✓	**No Deficiency - Good Repair:** Insert a check mark if all statements in the Good Repair Standard are true, and there is no indication of a deficiency in the specific category.
D	**Deficiency:** Mark "D" if one or more statement(s) in the Good Repair Standard for the specific category is not true, or if there is other clear evidence of the need for repair.
X	**Extreme Deficiency**: Indicate "X" if the area has a deficiency that is considered an "Extreme Deficiency" in the Good Repair Standard or there is a condition that qualifies as an extreme deficiency but is not noted in the Good Repair Standard.
NA	**Not Applicable:** If the Good Repair Standard category (building system or component) does not exist in the area evaluated, mark "NA".

Below are suggested methods for evaluating various systems and areas:

- **Gas** and **Sewer** are major building systems that may span the entire school campus but may not be evident as applicable building systems in each classroom or common areas. However, because a deficiency in either of these systems could become evident and present a health and safety threat anywhere on campus, the user should not mark "NA" and should instead include an evaluation of these systems in each building space.
- **Roofs** can be easily evaluated for stand alone areas, such as portable classrooms. For permanent buildings containing several areas to be evaluated, roofs should be considered as parts of individual areas in order to accurately account for a scope of any roofing deficiency. For example, a 10 classroom building contains damaged gutters on one side of the building, spanning across five classrooms. Therefore, an evaluator should mark five classrooms as deficient in the roof category and the other five classrooms as in good repair, assuming there are no other visible deficiencies related to roofing.
- **Overall Cleanliness** is intended to be used to evaluate the cleanliness of each space. For example, a user should note a deficiency due to dirty surfaces in Overall Cleanliness, rather than **Interior Surfaces**. At the same time, the user should note such deficiency only in Overall Cleanliness in order to avoid accounting for such deficiency twice, i.e. in two sections.
- The tool is designed to evaluate stand-alone restrooms as separate areas. However, restrooms contained within other spaces, such as a kindergarten classroom or a library, can be evaluated as part of that area under Restrooms. If the area evaluated does not contain a restroom, Restrooms should be marked "NA."
- **Drinking fountains** can exist within individual classrooms or areas, right outside of classrooms or restrooms or other areas, or as stand alone fixtures on playgrounds and sports fields. If a drinking fountain or a set of fountains is located inside a building or immediately outside the area being evaluated, it should be included in the evaluation of that area under Drinking Fountains. If a fountain is located on the school grounds, it should be evaluated as part of that outside space. If there is no drinking fountain in the area evaluated, Drinking Fountains should be marked "NA."
- **Playgrounds/School Grounds**, should be evaluated as separate areas by dividing a campus into sections with defined borders. In this case, several sections of the good repair criteria would not apply to the evaluation, as they do not exist outside of physical building areas, such as **Structural Damage** and **Fire Safety**, for example.

12

Part III includes the **Category Totals and Ranking**, the **Overall Rating**, and a section for **Comments and Rating Explanation.**

Once the inspector completes the site inspection he or she must total the number of areas evaluated. The inspector must also count all of the spaces deemed in good repair, deficient, extremely deficient, or not applicable under each of the 15 sections. Next, the evaluator must determine the condition of each section by taking the ratio of the number of areas deemed in good repair to the number of areas being evaluated (after subtracting non-applicable spaces from the total number of areas evaluated). If any of the 15 sections received a rating of extreme deficiency, the ratio (i.e., the percentage of good repair) for that section and the category the section is in should default to zero. The total percent per category (A through H) is determined by the total of all percentages of systems in good repair divided by the number of sections in that category. For example, to determine the total percent for the Structural category, add the percentages for the Structural Damage and Roof sections and divide the result by two.

Next, the overall school site score is determined by computing the average percentage rating of the eight categories (i.e., the total of all percentages divided by eight). Finally, the rater should determine the overall School Rating by applying the Percentage Range in the table provided in Part III to the average percentage calculated and taking into consideration the Rating Description provided in the same table.

*Although the FIT is designed to evaluate each school site within a reasonable range of facility conditions, it is possible that an evaluator may identify critical facility conditions that result in an Overall School Rating that does not reflect the urgency and severity of those deficiencies and/or does not match the rating's Description in Part III. In such instances, the evaluator may reduce the resulting school score by one or more grade categories and describe the reasons for the reduction in the space provided for Comments and Rating Explanation.

When completing Part III of the FIT, the instructor should note the date and time of the inspection as well as weather conditions and any other pertinent inspection information in the specific areas provided and utilize the Comments and Rating Explanation Section if needed.

PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks
Gas systems and pipes appear safe, functional, and free of leaks.
Examples include but are not limited to the following:

a. <u>There is no odor that would indicate a gas leak.</u> (X)
b. <u>Gas pipes are not broken and appear to be in good working order.</u> (X)
c. Other

Mechanical Systems
Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:

a. <u>The HVAC system is operable.</u> (X)
b. The facilities are ventilated (via mechanical or natural ventilation).
c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
e. Interior temperatures appear to be maintained within normally accepted ranges.
f. The ventilation units are not generating any excessive noise or vibrations.
g. Other

Sewer
Sewer line stoppage is not evident. Examples include but are not limited to the following:

a. <u>There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.</u> (X)
b. The sanitary system controls odors as designed.
c. Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)
Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

a. Walls are free of hazards from tears and holes.
b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
c. Ceiling is free of hazards from missing ceiling tiles and holes.
d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
e. Other

13

Overall Cleanliness
School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:

a. Area(s) evaluated is free of accumulated refuse, dirt, and grime.
b. Area(s) evaluated is free of unabated graffiti.
c. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
d. Other

Pest/Vermin Infestation
Pest or vermin infestation are not evident.
Examples include but are not limited to the following:

a. <u>There is no evidence of a major pest or vermin infestation.</u> (X)
b. There are no holes in the walls, floors, or ceilings.
c. Rodent droppings or insect skins are not evident.
d. Odor caused by a pest or vermin infestation is not evident.
e. There are no live rodents observed.
f. Other

Electrical (Interior and Exterior)
1. <u>There is no evidence that any portion of the school has a power failure.</u> (X)

2. Electrical systems, components, and equipment appear to be working properly.
Examples include but are not limited to the following:

a. <u>There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access.</u> (X)
b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
c. Other

3. Lighting appears to be adequate and working properly, including exterior lights.
Examples include but are not limited to the following:

a. Lighting appears to be adequate.
b. Lighting is not flickering.
c. There is no unusual hum or noise from the light fixtures.
d. Other

Restrooms
Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). The following are examples of compliance with SB 892:

a. Restrooms are maintained and cleaned regularly.
b. Restrooms are fully operational.
c. Restrooms are stocked with toilet paper, soap, and paper towels.
d. Restrooms are open during school hours.
e. Other

Sinks/Fountains (Inside and Outside)
Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following:

a. Drinking fountains are accessible.
b. Water pressure is adequate.
c. A leak is not evident.
d. There is no moss, mold, or excessive staining on the fixtures.
e. The water is clear and without unusual taste or odor.
f. Other

Fire Safety
The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:

a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
b. Emergency alarms appear to be functional. (X)
c. Emergency exit signs function as designed, exits are unobstructed. (X)
d. Fire extinguishers are current and placed in all required areas.
e. Fire alarms pull stations are clearly visible.
f. Other

Hazardous Materials (Interior and Exterior)
There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
b. Paint is not peeling, chipping, or cracking.
c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.
d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear to be free of mildew, mold odor and visible mold.
e. Other

Structural Damage
There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

a. Severe cracks are not evident. (X)
b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
e. Other

Roofs (observed from the ground, inside/outside the building)
Roof systems appear to be functioning properly. Examples include but are not limited to the following:

a. Roofs, gutters, roof drains, and down spouts are free of visible damage.
b. Roofs, gutters, roof drains, and down spouts are intact.
c. Other

Playground/School Grounds
The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:

a. Significant cracks, trip hazards, holes and deterioration are not found.
b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
c. Seating, tables, and equipment are functional and free of significant cracks.
d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
e. Other

Windows/Doors/Gates/Fences (Interior and exterior)
Conditions that pose a safety and/or security risk are not evident. Examples include but are not limited to the following:

a. There is no exposed broken glass accessible to pupils and staff. (X)
b. Exterior doors and gates are functioning and do not pose a security risk. (X)
c. Windows are intact and free of cracks.
d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
e. Doors are intact.
f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
g. Gates and fences appear to be functional.
h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.
i. Other

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL
SCHOOL FACILITY CONDITIONS EVALUATION
(REV 05/09)

STATE ALLOCATION BOARD
OFFICE OF PUBLIC SCHOOL CONSTRUCTION

PART II: EVALUATION DETAIL Date of Inspection: 09/16/20 School Name: Johnson Park Elementary School

AREA \ CATEGORY	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUNDS/ CHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
Room 3	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:														
Room 6	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:	Clean & Organized													
Room 11	NA	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:	Clean & Organized													
Room 12	NA	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:	Clean & Organized													
Room 16	NA	✓	✓	✓	✓	✓	D	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:	Clean & Organized - Exterior light out													
Room 25	NA	✓	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	NA	NA	✓
	COMMENTS:	Clean and very organized													
Room 23	NA	✓	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	NA	NA	✓
	COMMENTS:	Very Clean and well organized													
Library P110	NA	✓	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	NA	NA	✓
	COMMENTS:	Clean & Organized													
Room 1	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:	Clean & Organized													
Main Office	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:	Well Organized													
Grounds	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓	✓	NA	✓	✓
	COMMENTS:	Well Groomed -Clean													

15

Marks: ✓ = Good Repair (When filling up the electronic version, please use **ctrl+G**); D = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable
Use additional sheets as necessary.

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL(FIT)
SCHOOL FACILITY CONDITIONS EVALUATION
(REV 05/09)

STATE ALLOCATION BOARD
OFFICE OF PUBLIC SCHOOL CONSTRUCTION

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION: Marysville Joint Unified School District		COUNTY: Yuba County
SCHOOL SITE: Johnson Park Elementary School, 4364 Lever Ave, Marysville, California 95901		SCHOOL TYPE (GRADE LEVELS): Kinder to 6th; NUMBER OF CLASSROOMS ON SITE: 27
INSPECTOR'S NAME: John Mejia	INSPECTOR'S TITLE: YCOE Maintenance Supervisor	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE): Doug Trower-Maintenance Supervisor
TIME OF INSPECTION: 5:15 AM	WEATHER CONDITION AT TIME OF INSPECTION: Clear	

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "✓"s:	5	11	8	10	11	11	10	3	8	10	11	11	0	1	11
	Number of "D"s:	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0
11	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	6	0	3	1	0	0	0	8	3	1	0	0	11	10	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	90.91%	100.00%	100.00%	100.00%	100.00%	100.00%		100.00%	100.00%
Total Percent per Category (average of above)*		100.00%			100.00%	100.00%		90.91%	100.00%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE →	98.86%	SCHOOL RATING** →	GOOD

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION: School is very clean, Well Maintained

Francisco Reveles, Ed.D.
Superintendent of Schools
Yuba County Office of Education
935 14th Street | Marysville CA 95901 | 530.749.490

October 26, 2020

Gary Cena, Superintendent, Marysville Joint Unified School District
Jill Segner, Principal, Cedar Lane Elementary School

RE: Williams Visit - Cedar Lane Elementary School

Dear Mr. Cena and Ms. Segner:

California Education Code Section 1240 requires that the Superintendent of Schools, or his or her designee, visit schools identified in Yuba County and report the results of the visit. This report concerns the visit to Cedar Lane Elementary School. The visit was a positive, professional experience with a focus by the entire staff on improving the learning of each student at Cedar Lane Elementary School.

The purpose of the visit as specified in California Education Code 1240 was:

1. To ensure that students have access to "sufficient" instructional materials in four core subjects of English/language arts, mathematics, history/social science, and science;

2. To assess compliance with facilities maintenance to determine the condition of a facility that "poses an emergency or urgent threat to the health or safety of pupils or staff"; and

3. To determine if the school has provided accurate data for the annual School Accountability Report Card (SARC) related to instructional materials and facilities maintenance.

The law further requires that the Superintendent of Schools, or his/her designee, annually monitor and review:

1. Teacher assignments in Decile 1-3 schools;

2. Receive quarterly reports on complaints filed with the school district concerning insufficient instructional materials, teacher vacancies and misassignment and emergency or urgent facilities issues under the Uniform Complaint Procedure; and

3. Expanded audit review authority in the areas of use of Instructional Materials Program Funds, teacher misassignment and information reported on the School Accountability Report Card.

Before proceeding with the report, let me define some basic terms:

- "Sufficient instructional materials" means every pupil, including English language learners, has a textbook in the four core areas to use in class and to take home.

- "Facilities standards" means that each school district that receives state funding for facilities is required to establish a facilities inspection program and to ensure that each of the schools is maintained in good repair.

- "Good repair" is defined as maintaining schools that are clean, safe, and functional.

During the visit to Cedar Lane Elementary School, the findings related to the areas of instructional materials, facilities, School Accountability Report Card, teacher misassignment, audit findings, and uniform complaint notices are summarized below:

School Facilities:
The facility inspection for health and safety and for the verification of the district's facility evaluation was completed on September 18, 2020. The school's 2020 State Facility Inspection Tool (FIT) is attached. The facility inspection was limited to the fifteen areas identified in the Facility Inspection Tool which was developed by the Office of Public School Construction. Where there is a discrepancy between the FIT and the personal evaluation during the Williams review, the items were brought to the attention of the school administration.

Instructional Materials:
The Williams Verification Visit to Cedar Lane Elementary School was held virtually on October 06, 2020. Due to the passage of SB 820 and pursuant to EC Section 1241 (b)(2)(3), administrator and teacher surveys were utilized in order to gather information and review instructional materials and other relevant informational required in the annual report, during this time that in-person instruction is not being offered. A review of the Instructional Materials Inventory revealed that there were sufficient numbers of English/language arts, math, history/social science, and science textbooks provided to the students at Cedar Lane Elementary School.

School Accountability Report Card:
Yuba County Office of Education is required to review the accuracy of the data reported on the most recent school accountability report cards of Decile 1-3 schools with respect to the availability of sufficient textbooks and instructional materials, and the safety, cleanliness, and adequacy of school facilities, including "good repair." To that end, the 2018-2019 School Accountability Report Card published during the 2019-2020 school year was reviewed.

Teacher Misassignment:
Monitoring for teacher misassignments will be conducted using the new CalSAAS system. Monitorining is based on a snapshot of time, which is taken on Census Day. Reporting will be available in the fourth quarter of the school year.

Audit Review:
There were no audit findings for this site.

Uniform Complaint:
A Uniform Complaint form was posted in every classroom visited by the Williams team. No uniform complaints were reported during the fourth quarter of the 2019-2020 school year (April 1st - June 30th).

The Yuba County Office of Education is available should you have any questions or concerns regarding Williams reporting.

Very truly yours,

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

GENERAL INFORMATION

The Facility Inspection Tool (FIT) has been developed by the Office of Public School Construction to determine if a school facility is in "good repair" as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2). The tool is designed to identify areas of a school site that are in need of repair based upon a visual inspection of the site. In addition, the EC specifies the tool should not be used to require capital enhancements beyond the standards to which the facility was designed and constructed.

Good repair is defined to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional. As part of the school accountability report card, school districts and county offices of education are required to make specified assessments of school conditions including the safety, cleanliness, and adequacy of school facilities and needed maintenance to ensure good repair. In addition, beginning with the 2005/2006 fiscal year, school districts and county offices of education must certify that a facility inspection system has been established to ensure that each of its facilities is maintained in good repair in order to participate in the School Facility Program and the Deferred Maintenance Program. This tool is intended to assist school districts and county offices of education in that determination.

County superintendents are required to annually visit the schools in the county of his or her office as determined by EC Section 1240. Further, EC Section 1240(c)(2)(I), states the priority objective of the visits made shall be to determine the status of the condition of a facility that poses an emergency or urgent threat to the health or safety of pupils or staff as defined in district policy, or as defined by EC Section 17592.72(c) and the accuracy of data reported on the school accountability report card with the respect to the safety, cleanliness, and adequacy of school facilities, including good repair as required by EC Sections 17014, 17032.5, 17070.75, and 17089. This tool is also intended to assist county offices of education in performing these functions.

The EC also allows individual entities to adopt a local evaluation instrument to be used in lieu of the FIT provided the local instrument meets the criteria specified in EC Section 17002(d) and as implemented in the FIT. Any evaluation instrument adopted by the local educational agency for purpose of determining whether a school facility is maintained in good repair may include any number of additional items but must minimally include the criteria and rating scheme contained in the FIT.

USER INSTRUCTIONS

The FIT is comprised of three parts as follows:

Part I, Good Repair Standard outlines the school facility systems and components, as specified in EC Section 17002(d)(1), that should be considered in the inspection of a school facility to ensure it is maintained in a manner that assures it is clean, safe and functional. Each of the 15 sections in the Good Repair Standard provides a description of a minimum standard of good repair for various school facility categories. Each section also provides examples of clean, safe and functional conditions. The list of examples is not exhaustive. If an evaluator notes a condition that is not mentioned in the examples but constitutes a deficiency, the evaluator can note such deficiency in the applicable category as "other."

Some of the conditions cited in the Good Repair Standard represent items that are critical to the health and safety of pupils and staff. Any deficiencies in these items require immediate attention and, if left unmitigated, could cause severe and immediate injury, illness or death of the occupants. They constitute extreme deficiencies and indicate that the particular building system evaluated failed to meet the standard of good repair at that school site. These critical conditions are identified with underlined text followed by an (X) on the Good Repair Standard. If the underlined statement is not true, then there is an extreme deficiency (to be marked as an "X" on the Evaluation Detail) resulting in a "poor" rating for the applicable category. It is important to note that the list of extreme deficiencies noted in the Good Repair Standard is not exhaustive. Any other deficiency not included in the criteria but meeting the definition above can be noted by the evaluator and generate a poor rating.

Part II, Evaluation Detail is a site inspection template to be used to evaluate the areas of a school on a category by category basis. The design of the inspection template allows for the determination of the scope of conditions across campus. In evaluating each area or space, the user should review each of the 15 categories identified in the Good Repair Standard and make a determination of whether a particular area is in good repair. Once the determination is made, it should be recorded on the Evaluation Detail, as follows:

✓	**No Deficiency - Good Repair:** Insert a check mark if all statements in the Good Repair Standard are true, and there is no indication of a deficiency in the specific category.
D	**Deficiency:** Mark "D" if one or more statement(s) in the Good Repair Standard for the specific category is not true, or if there is other clear evidence of the need for repair.
X	**Extreme Deficiency**: Indicate "X" if the area has a deficiency that is considered an "Extreme Deficiency" in the Good Repair Standard or there is a condition that qualifies as an extreme deficiency but is not noted in the Good Repair Standard.
NA	**Not Applicable:** If the Good Repair Standard category (building system or component) does not exist in the area evaluated, mark "NA".

Below are suggested methods for evaluating various systems and areas:

- **Gas** and **Sewer** are major building systems that may span the entire school campus but may not be evident as applicable building systems in each classroom or common areas. However, because a deficiency in either of these systems could become evident and present a health and safety threat anywhere on campus, the user should not mark "NA" and should instead include an evaluation of these systems in each building space.
- **Roofs** can be easily evaluated for stand alone areas, such as portable classrooms. For permanent buildings containing several areas to be evaluated, roofs should be considered as parts of individual areas in order to accurately account for a scope of any roofing deficiency. For example, a 10 classroom building contains damaged gutters on one side of the building, spanning across five classrooms. Therefore, an evaluator should mark five classrooms as deficient in the roof category and the other five classrooms as in good repair, assuming there are no other visible deficiencies related to roofing.
- **Overall Cleanliness** is intended to be used to evaluate the cleanliness of each space. For example, a user should note a deficiency due to dirty surfaces in Overall Cleanliness, rather than **Interior Surfaces**. At the same time, the user should note such deficiency only in Overall Cleanliness in order to avoid accounting for such deficiency twice, i.e. in two sections.
- The tool is designed to evaluate stand-alone restrooms as separate areas. However, restrooms contained within other spaces, such as a kindergarten classroom or a library, can be evaluated as part of that area under Restrooms. If the area evaluated does not contain a restroom, Restrooms should be marked "NA."
- **Drinking fountains** can exist within individual classrooms or areas, right outside of classrooms or restrooms or other areas, or as stand alone fixtures on playgrounds and sports fields. If a drinking fountain or a set of fountains is located inside a building or immediately outside the area being evaluated, it should be included in the evaluation of that area under Drinking Fountains. If a fountain is located on the school grounds, it should be evaluated as part of that outside space. If there is no drinking fountain in the area evaluated, Drinking Fountains should be marked "NA."
- **Playgrounds/School Grounds**, should be evaluated as separate areas by dividing a campus into sections with defined borders. In this case, several sections of the good repair criteria would not apply to the evaluation, as they do not exist outside of physical building areas, such as **Structural Damage** and **Fire Safety**, for example.

20

Part III includes the **Category Totals and Ranking**, the **Overall Rating**, and a section for **Comments and Rating Explanation**.

Once the inspector completes the site inspection, he or she must total the number of areas evaluated. The inspector must also count all of the spaces deemed in good repair, deficient, extremely deficient, or not applicable under each of the 15 sections. Next, the evaluator must determine the condition of each section by taking the ratio of the number of areas deemed in good repair to the number of areas being evaluated (after subtracting non-applicable spaces from the total number of areas evaluated). If any of the 15 sections received a rating of extreme deficiency, the ratic (i.e., the percentage of good repair) for that section and the category the section is in shoulc default to zero. The total percent per category (A through H) is determined by the total of all percentages of systems in good repair divided by the number of sections in that category. For example, to determine the total percent for the Structural category, add the percentages for the Structural Damage and Roof sections and divide the result by two.

Next, the overall school site score is determined by computing the average percentage rating of the eight categories (i.e., the total of all percentages divided by eight). Finally, the rater should determine the overall School Rating by applying the Percentage Range in the table provided in Part III to the average percentage calculated and taking into consideration the Rating Description provided in the same table.

*Although the FIT is designed to evaluate each school site within a reasonable range of facility conditions, it is possible that an evaluator may identify critical facility conditions that result in an Overall School Rating that does not reflect the urgency and severity of those deficiencies and/or does not match the rating's Description in Part III. In such instances, the evaluator may reduce the resulting school score by one or more grade categories and describe the reasons for the reduction in the space provided for Comments and Rating Explanation.

When completing Part III of the FIT, the instructor should note the date and time of the inspection as well as weather conditions and any other pertinent inspection information in the specific areas provided and utilize the Comments and Rating Explanation Section if needed.

PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks
Gas systems and pipes appear safe, functional, and free of leaks. Examples include but are not limited to the following:

a. There is no odor that would indicate a gas leak. (X)
b. Gas pipes are not broken and appear to be in good working order. (X)
c. Other

Mechanical Systems
Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:

a. The HVAC system is operable. (X)
b. The facilities are ventilated (via mechanical or natural ventilation).
c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
e. Interior temperatures appear to be maintained within normally accepted ranges.
f. The ventilation units are not generating any excessive noise or vibrations.
g. Other

Sewer
Sewer line stoppage is not evident. Examples include but are not limited to the following:

a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
b. The sanitary system controls odors as designed.
c. Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)
Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

a. Walls are free of hazards from tears and holes.
b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
c. Ceiling is free of hazards from missing ceiling tiles and holes.
d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
e. Other

21

Overall Cleanliness
School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:

a. Area(s) evaluated is free of accumulated refuse, dirt, and grime.
b. Area(s) evaluated is free of unabated graffiti.
c. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
d. Other

Pest/Vermin Infestation
Pest or vermin infestation are not evident. Examples include but are not limited to the following:

a. There is no evidence of a major pest or vermin infestation. (X)
b. There are no holes in the walls, floors, or ceilings.
c. Rodent droppings or insect skins are not evident.
d. Odor caused by a pest or vermin infestation is not evident.
e. There are no live rodents observed.
f. Other

Electrical (Interior and Exterior)
1. *There is no evidence that any portion of the school has a power failure.* (X)

2. *Electrical systems, components, and equipment appear to be working properly. Examples include but are not limited to the following:*

a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
c. Other

3. *Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following:*

a. Lighting appears to be adequate.
b. Lighting is not flickering.
c. There is no unusual hum or noise from the light fixtures.
d. Other

Restrooms
Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). The following are examples of compliance with SB 892:

a. Restrooms are maintained and cleaned regularly.
b. Restrooms are fully operational.
c. Restrooms are stocked with toilet paper, soap, and paper towels.
d. Restrooms are open during school hours.
e. Other

Sinks/Fountains (Inside and Outside)
Drinking fountains appear to be accessible and functioning as intended. Examples include but are not limited to the following:

a. Drinking fountains are accessible.
b. Water pressure is adequate.
c. A leak is not evident.
d. There is no moss, mold, or excessive staining on the fixtures.
e. The water is clear and without unusual taste or odor.
f. Other

Fire Safety
The fire equipment and emergency systems appear to be functioning properly. Examples include but are not limited to the following:

a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
b. Emergency alarms appear to be functional. (X)
c. Emergency exit signs function as designed, exits are unobstructed. (X)
d. Fire extinguishers are current and placed in all required areas.
e. Fire alarms pull stations are clearly visible.
f. Other

Hazardous Materials (Interior and Exterior)
There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
b. Paint is not peeling, chipping, or cracking.
c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.
d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear to be free of mildew, mold odor and visible mold.
e. Other

22

Structural Damage
There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

a. Severe cracks are not evident. (X)
b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
e. Other

Roofs (observed from the ground, inside/outside the building)
Roof systems appear to be functioning properly. Examples include but are not limited to the following:

a. Roofs, gutters, roof drains, and down spouts are free of visible damage.
b. Roofs, gutters, roof drains, and down spouts are intact.
c. Other

Playground/School Grounds
The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional. Examples include but are not limited to the following:

a. Significant cracks, trip hazards, holes and deterioration are not found.
b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
c. Seating, tables, and equipment are functional and free of significant cracks.
d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
e. Other

Windows/Doors/Gates/Fences (Interior and exterior)
Conditions that pose a safety and/or security risk are not evident. Examples include but are not limited to the following:

a. There is no exposed broken glass accessible to pupils and staff. (X)
b. Exterior doors and gates are functioning and do not pose a security risk. (X)
c. Windows are intact and free of cracks.
d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
e. Doors are intact.
f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
g. Gates and fences appear to be functional.
h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.
i. Other

PART II: EVALUATION DETAIL Date of Inspection: **09/18/20** School Name: Cedar Lane Elementary School

AREA \ CATEGORY	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/ SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
Main Office	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:	**Well Organized - Clean**													
C-105	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:	**Very Organized -Very Clean**													
C-106	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:	**Very Clean- Organized**													
D-105	✓	✓	✓	✓	✓	✓	✓	NA	✓	D	✓	✓	NA	NA	✓
	COMMENTS:	**Very Clean & Organized - Fire Extinguisher needs to be hung on a bracket**													
D106	✓	✓	✓	✓	✓	✓	✓	NA	✓	D	✓	✓	NA	NA	✓
	COMMENTS:	**Well Maintained- Very Clean -Fire Extinguisher needs to be hung on a bracket**													
P-202	✓	✓	NA	✓	✓	✓	D	NA	NA	✓	✓	✓	NA	NA	✓
	COMMENTS:	**Very Clean- TV needs to be strapped in place**													
P-203	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	NA	NA	✓
	COMMENTS:	**Clean & Organized**													
P-205	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	NA	NA	✓
	COMMENTS:	**Very Nice classroom - Very well organized - Top Notch**													
G-109	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:	**Very Clean & Organized**													
Library	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:	**Well Organized -Very Clean**													

23

Marks: ü= Good Repair (When filling up the electronic version, please use **ctrl+G**); **D** = Deficiency; **X** = Extreme Deficiency; **NA** =

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL(FIT)
SCHOOL FACILITY CONDITIONS EVALUATION
(REV 05/09)

STATE ALLOCATION BOARD
OFFICE OF PUBLIC SCHOOL CONSTRUCTION

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION: Marysville Joint Unified School District		COUNTY: Yuba County	
SCHOOL SITE: Cedar Lane Elementary School, 841 Cedar Lane. Marysville, California 95901		SCHOOL TYPE (GRADE LEVELS): Kinder to 6th	NUMBER OF CLASSROOMS ON SITE: 32
INSPECTOR'S NAME: John Mejia	INSPECTOR'S TITLE: YCOE Maintenance Supervisor	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE): Doug Trower-MJUSD Maint. Supervisor	
TIME OF INSPECTION: 5:15 AM	WEATHER CONDITION AT TIME OF INSPECTION: Clear		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "✓"s:	10	10	7	10	10	10	9	2	7	8	10	10	0	0	10
	Number of "D"s:	0	0	0	0	0	0	1	0	0	2	0	0	0	0	0
10	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	3	0	0	0	0	8	3	0	0	0	10	10	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	90.00%	100.00%	100.00%	80.00%	100.00%	100.00%			100.00%
Total Percent per Category (average of above)*		100.00%			100.00%	100.00%		90.00%	100.00%		90.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE →	97.50%	SCHOOL RATING** →	GOOD

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION: School is well maintained

Francisco Reveles, Ed.D.
Superintendent of Schools
Yuba County Office of Education
935 14th Street | Marysville CA 95901 | 530.749.490

October 26, 2020

Gary Cena, Superintendent, Marysville Joint Unified School District
Randy Swann, Principal, Linda Elementary School

RE: Williams Visit ~ Linda Elementary School

Dear Mr. Cena and Mr. Swann:

California Education Code Section 1240 requires that the Superintendent of Schools, or his or her designee, visit schools identified in Yuba County and report the results of the visit. This report concerns the visit to Linda Elementary School. The visit was a positive, professional experience with a focus by the entire staff on improving the learning of each student at Linda Elementary School.

The purpose of the visit as specified in California Education Code 1240 was:

1. To ensure that students have access to "sufficient" instructional materials in four core subjects of English/language arts, mathematics, history/social science, and science;

2. To assess compliance with facilities maintenance to determine the condition of a facility that "poses an emergency or urgent threat to the health or safety of pupils or staff"; and

3. To determine if the school has provided accurate data for the annual School Accountability Report Card (SARC) related to instructional materials and facilities maintenance.

The law further requires that the Superintendent of Schools, or his/her designee, annually monitor and review:

1. Teacher assignments in Decile 1-3 schools;

2. Receive quarterly reports on complaints filed with the school district concerning insufficient instructional materials, teacher vacancies and misassignment and emergency or urgent facilities issues under the Uniform Complaint Procedure; and

3. Expanded audit review authority in the areas of use of Instructional Materials Program Funds, teacher misassignment and information reported on the School Accountability Report Card.

Before proceeding with the report, let me define some basic terms:

- "Sufficient instructional materials" means every pupil, including English language learners, has a textbook in the four core areas to use in class and to take home.

- "Facilities standards" means that each school district that receives state funding for facilities is required to establish a facilities inspection program and to ensure that each of the schools is maintained in good repair.

- "Good repair" is defined as maintaining schools that are clean, safe, and functional.

During the visit to Linda Elementary School, the findings related to the areas of instructional materials, facilities, School Accountability Report Card, teacher misassignment, audit findings, and uniform complaint notices are summarized below:

School Facilities:
The facility inspection for health and safety and for the verification of the district's facility evaluation was completed on September 22, 2020. The school's 2020 State Facility Inspection Tool (FIT) is attached. The facility inspection was limited to the fifteen areas identified in the Facility Inspection Tool which was developed by the Office of Public School Construction. Where there is a discrepancy between the FIT and the personal evaluation during the Williams review, the items were brought to the attention of the school administration.

Instructional Materials:
The Williams Verification Visit to Linda Elementary School was held virtually on October 06, 2020. Due to the passage of SB 820 and pursuant to EC Section 1241 (b)(2)(3), administrator and teacher surveys were utilized in order to gather information and review instructional materials and other relevant informational required in the annual report, during this time that in-person instruction is not being offered. A review of the Instructional Materials Inventory revealed that there were sufficient numbers of English/language arts, math, history/social science, and science textbooks provided to the students at Linda Elementary School.

School Accountability Report Card:
Yuba County Office of Education is required to review the accuracy of the data reported on the most recent school accountability report cards of Decile 1-3 schools with respect to the availability of sufficient textbooks and instructional materials, and the safety, cleanliness, and adequacy of school facilities, including "good repair." To that end, the 2018-2019 School Accountability Report Card published during the 2019-2020 school year was reviewed.

Teacher Misassignment:
Monitoring for teacher misassignments will be conducted using the new CalSAAS system. Monitorining is based on a snapshot of time, which is taken on Census Day. Reporting will be available in the fourth quarter of the school year.

Audit Review:
There were no audit findings for this site.

Uniform Complaint:
A Uniform Complaint form was posted in every classroom visited by the Williams team. No uniform complaints were reported during the fourth quarter of the 2019-2020 school year (April 1st - June 30th).

The Yuba County Office of Education is available should you have any questions or concerns regarding Williams reporting.

Very truly yours,

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

GENERAL INFORMATION

The Facility Inspection Tool (FIT) has been developed by the Office of Public School Construction to determine if a school facility is in "good repair" as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2). The tool is designed to identify areas of a school site that are in need of repair based upon a visual inspection of the site. In addition, the EC specifies the tool should not be used to require capital enhancements beyond the standards to which the facility was designed and constructed.

Good repair is defined to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional. As part of the school accountability report card, school districts and county offices of education are required to make specified assessments of school conditions including the safety, cleanliness, and adequacy of school facilities and needed maintenance to ensure good repair. In addition, beginning with the 2005/2006 fiscal year, school districts and county offices of education must certify that a facility inspection system has been established to ensure that each of its facilities is maintained in good repair in order to participate in the School Facility Program and the Deferred Maintenance Program. This tool is intended to assist school districts and county offices of education in that determination.

County superintendents are required to annually visit the schools in the county of his or her office as determined by EC Section 1240. Further, EC Section 1240(c)(2)(I), states the priority objective of the visits made shall be to determine the status of the condition of a facility that poses an emergency or urgent threat to the health or safety of pupils or staff as defined in district policy, or as defined by EC Section 17592.72(c) and the accuracy of data reported on the school accountability report card with the respect to the safety, cleanliness, and adequacy of school facilities, including good repair as required by EC Sections 17014, 17032.5, 17070.75, and 17089. This tool is also intended to assist county offices of education in performing these functions.

The EC also allows individual entities to adopt a local evaluation instrument to be used in lieu of the FIT provided the local instrument meets the criteria specified in EC Section 17002(d) and as implemented in the FIT. Any evaluation instrument adopted by the local educational agency for purpose of determining whether a school facility is maintained in good repair may include any number of additional items but must minimally include the criteria and rating scheme contained in the FIT.

27

USER INSTRUCTIONS

The FIT is comprised of three parts as follows:

Part I, Good Repair Standard outlines the school facility systems and componenets, as specified in EC Section 17002(d)(1), that should be considered in the inspection of a school facility to ensure it is maintained in a manner that assures it is clean, safe and functional. Each of the 15 sections in the Good Repair Standard provides a description of a minimum standard of good repair for various school facility categories. Each section also provides examples of clean, safe and functional conditions. The list of examples is not exhaustive. If an evaluator notes a condition that is not mentioned in the examples but constitutes a deficiency, the evaluator can note such deficiency in the applicable category as "other."

Some of the conditions cited in the Good Repair Standard represent items that are critical to the health and safety of pupils and staff. Any deficiencies in these items require immediate attention and, if left unmitigated, could cause severe and immediate injury, illness or death of the occupants. They constitute extreme deficiencies and indicate that the particular building system evaluated failed to meet the standard of good repair at that school site. These critical conditions are identified with underlined text followed by an (X) on the Good Repair Standard. If the underlined statement is not true, then there is an extreme deficiency (to be marked as an "X" on the Evaluation Detail) resulting in a "poor" rating for the applicable category. It is important to note that the list of extreme deficiencies noted in the Good Repair Standard is not exhaustive. Any other deficiency not included in the criteria but meeting the definition above can be noted by the evaluator and generate a poor rating.

Part II, Evaluation Detail is a site inspection template to be used to evaluate the areas of a school on a category by category basis. The design of the inspection template allows for the determination of the scope of conditions across campus. In evaluating each area or space, the user should review each of the 15 categories identified in the Good Repair Standard and make a determination of whether a particular area is in good repair. Once the determination is made, it should be recorded on the Evaluation Detail, as follows:

✓	**No Deficiency - Good Repair:** Insert a check mark if all statements in the Good Repair Standard are true, and there is no indication of a deficiency in the specific category.
D	**Deficiency:** Mark "D" if one or more statement(s) in the Good Repair Standard for the specific category is not true, or if there is other clear evidence of the need for repair.
X	**Extreme Deficiency**: Indicate "X" if the area has a deficiency that is considered an "Extreme Deficiency" in the Good Repair Standard or there is a condition that qualifies as an extreme deficiency but is not noted in the Good Repair Standard.
NA	**Not Applicable:** If the Good Repair Standard category (building system or component) does not exist in the area evaluated, mark "NA".

Below are suggested methods for evaluating various systems and areas:

- **Gas** and **Sewer** are major building systems that may span the entire school campus but may not be evident as applicable building systems in each classroom or common areas. However, because a deficiency in either of these systems could become evident and present a health and safety threat anywhere on campus, the user should not mark "NA" and should instead include an evaluation of these systems in each building space.

- **Roofs** can be easily evaluated for stand alone areas, such as portable classrooms. For permanent buildings containing several areas to be evaluated, roofs should be considered as parts of individual areas in order to accurately account for a scope of any roofing deficiency. For example, a 10 classroom building contains damaged gutters on one side of the building, spanning across five classrooms. Therefore, an evaluator should mark five classrooms as deficient in the roof category and the other five classrooms as in good repair, assuming there are no other visible deficiencies related to roofing.
- **Overall Cleanliness** is intended to be used to evaluate the cleanliness of each space. For example, a user should note a deficiency due to dirty surfaces in Overall Cleanliness, rather than **Interior Surfaces**. At the same time, the user should note such deficiency only in Overall Cleanliness in order to avoid accounting for such deficiency twice, i.e. in two sections.
- The tool is designed to evaluate stand-alone restrooms as separate areas. However, restrooms contained within other spaces, such as a kindergarten classroom or a library, can be evaluated as part of that area under Restrooms. If the area evaluated does not contain a restroom, Restrooms should be marked "NA."
- **Drinking fountains** can exist within individual classrooms or areas, right outside of classrooms or restrooms or other areas, or as stand alone fixtures on playgrounds and sports fields. If a drinking fountain or a set of fountains is located inside a building or immediately outside the area being evaluated, it should be included in the evaluation of that area under Drinking Fountains. If a fountain is located on the school grounds, it should be evaluated as part of that outside space. If there is no drinking fountain in the area evaluated, Drinking Fountains should be marked "NA."
- **Playgrounds/School Grounds**, should be evaluated as separate areas by dividing a campus into sections with defined borders. In this case, several sections of the good repair criteria would not apply to the evaluation, as they do not exist outside of physical building areas, such as **Structural Damage** and **Fire Safety**, for example.

28

Part III includes the **Category Totals and Ranking**, the **Overall Rating**, and a section for **Comments and Rating Explanation**.

Once the inspector completes the site inspection, he or she must total the number of areas evaluated. The inspector must also count all of the spaces deemed in good repair, deficient, extremely deficient, or not applicable under each of the 15 sections. Next, the evaluator must determine the condition of each section by taking the ratio of the number of areas deemed in good repair to the number of areas being evaluated (after subtracting non-applicable spaces from the total number of areas evaluated). If any of the 15 sections received a rating of extreme deficiency, the ratio (i.e., the percentage of good repair) for that section and the category the section is in should default to zero. The total percent per category (A through H) is determined by the tota of all percentages of systems in good repair divided by the number of sections in that category. For example, to determine the total percent for the Structural category, add the percentages for the Structural Damage and Roof sections and divide the result by two.

Next, the overall school site score is determined by computing the average percentage rating of the eight categories (i.e., the total of all percentages divided by eight). Finally, the rater should determine the overall School Rating by applying the Percentage Range in the table provided in Part III to the average percentage calculated and taking into consideration the Rating Description provided in the same table.

*Although the FIT is designed to evaluate each school site within a reasonable range of facility conditions, it is possible that an evaluator may identify critical facility conditions that result in an Overall School Rating that does not reflect the urgency and severity of those deficiencies and/or does not match the rating's Description in Part III. In such instances, the evaluator may reduce the resulting school score by one or more grade categories and describe the reasons for the reduction in the space provided for Comments and Rating Explanation.

When completing Part III of the FIT, the instructor should note the date and time of the inspection as well as weather conditions and any other pertinent inspection information in the specific areas provided and utilize the Comments and Rating Explanation Section if needed.

PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks

Gas systems and pipes appear safe, functional, and free of leaks.
Examples include but are not limited to the following:

a. <u>There is no odor that would indicate a gas leak.</u> (X)
b. <u>Gas pipes are not broken and appear to be in good working order.</u> (X)
c. Other

Mechanical Systems

Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:

a. <u>The HVAC system is operable.</u> (X)
b. The facilities are ventilated (via mechanical or natural ventilation).
c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
e. Interior temperatures appear to be maintained within normally accepted ranges.
f. The ventilation units are not generating any excessive noise or vibrations.
g. Other

Sewer

Sewer line stoppage is not evident. Examples include but are not limited to the following:

a. <u>There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.</u> (X)
b. The sanitary system controls odors as designed.
c. Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

a. Walls are free of hazards from tears and holes.
b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
c. Ceiling is free of hazards from missing ceiling tiles and holes.
d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
e. Other

Overall Cleanliness

School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:

a. Area(s) evaluated is free of accumulated refuse, dirt, and grime.
b. Area(s) evaluated is free of unabated graffiti.
c. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
d. Other

Pest/Vermin Infestation

Pest or vermin infestation are not evident.
Examples include but are not limited to the following:

a. <u>There is no evidence of a major pest or vermin infestation.</u> (X)
b. There are no holes in the walls, floors, or ceilings.
c. Rodent droppings or insect skins are not evident.
d. Odor caused by a pest or vermin infestation is not evident.
e. There are no live rodents observed.
f. Other

Electrical (Interior and Exterior)

1. <u>There is no evidence that any portion of the school has a power failure.</u> (X)

2. Electrical systems, components, and equipment appear to be working properly.
Examples include but are not limited to the following:

a. <u>There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access.</u> (X)
b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
c. Other

3. Lighting appears to be adequate and working properly, including exterior lights.
Examples include but are not limited to the following:

a. Lighting appears to be adequate.
b. Lighting is not flickering.
c. There is no unusual hum or noise from the light fixtures.
d. Other

Restrooms
Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). The following are examples of compliance with SB 892:

a. Restrooms are maintained and cleaned regularly.
b. Restrooms are fully operational.
c. Restrooms are stocked with toilet paper, soap, and paper towels.
d. Restrooms are open during school hours.
e. Other

Sinks/Fountains (Inside and Outside)
Drinking fountains appear to be accessible and functioning as intended.
Examples include but are not limited to the following:

a. Drinking fountains are accessible.
b. Water pressure is adequate.
c. A leak is not evident.
d. There is no moss, mold, or excessive staining on the fixtures.
e. The water is clear and without unusual taste or odor.
f. Other

Fire Safety
The fire equipment and emergency systems appear to be functioning properly.
Examples include but are not limited to the following:

a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
b. Emergency alarms appear to be functional. (X)
c. Emergency exit signs function as designed, exits are unobstructed. (X)
d. Fire extinguishers are current and placed in all required areas.
e. Fire alarms pull stations are clearly visible.
f. Other

Hazardous Materials (Interior and Exterior)
There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
b. Paint is not peeling, chipping, or cracking.
c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.
d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear to be free of mildew, mold odor and visible mold.
e. Other

Structural Damage
There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

a. Severe cracks are not evident. (X)
b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
e. Other

Roofs (observed from the ground, inside/outside the building)
Roof systems appear to be functioning properly.
Examples include but are not limited to the following:

a. Roofs, gutters, roof drains, and down spouts are free of visible damage.
b. Roofs, gutters, roof drains, and down spouts are intact.
c. Other

Playground/School Grounds
The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional.
Examples include but are not limited to the following:

a. Significant cracks, trip hazards, holes and deterioration are not found.
b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
c. Seating, tables, and equipment are functional and free of significant cracks.
d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
e. Other

Windows/Doors/Gates/Fences (Interior and exterior)
Conditions that pose a safety and/or security risk are not evident.
Examples include but are not limited to the following:

a. There is no exposed broken glass accessible to pupils and staff. (X)
b. Exterior doors and gates are functioning and do not pose a security risk. (X)
c. Windows are intact and free of cracks.
d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
e. Doors are intact.
f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
g. Gates and fences appear to be functional.
h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.
i. Other

PART II: EVALUATION DETAIL Date of Inspection: 09/22/20 School Name: Linda Elementary School

AREA \ CATEGORY	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/ SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
Room 5	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:														
Room 2	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:	Very Nice Classroom- Remodeled													
Kinder Room B	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:	Clean- Organized													
Kinder Building	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:	Clean - New Flooring													
P-7	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	NA	NA	✓
	COMMENTS:	New Carpet - Very Clean													
P-9	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	NA	NA	✓
	COMMENTS:	Clean - New Carpet													
P-11	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	NA	NA	✓
	COMMENTS:	Clean - Organized New Carpet													
Room 104	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:	Very Clean & Organized - New Carpet													
Girls Restroom Main Building	✓	✓	✓	✓	✓	✓	✓	✓	D	NA	✓	✓	NA	NA	✓
	COMMENTS:	2 Stalls Out of Service- 1 Sink broken - Push button not working													
Room 113	✓	✓	✓	✓	✓	✓	✓	NA	✓	D	✓	✓	NA	NA	✓
	COMMENTS:	Very Clean & Organized - No Fire Extinguisher													
Room 114	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:	Clean - New Carpet													

31

Marks: ✓ = Good Repair (When filling up the electronic version, please use **ctrl+G**); **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable
Use additional sheets as necessary.

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL(FIT)
SCHOOL FACILITY CONDITIONS EVALUATION
(REV 05/09)

STATE ALLOCATION BOARD
OFFICE OF PUBLIC SCHOOL CONSTRUCTION

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION: Marysville Joint Unified School District		COUNTY: Yuba County	
SCHOOL SITE: Linda Elementary School, 6180 Dunning Ave, Marysville, California 95901		SCHOOL TYPE (GRADE LEVELS): Kinder to 6th	NUMBER OF CLASSROOMS ON SITE: 38
INSPECTOR'S NAME: John Mejia	INSPECTOR'S TITLE: YCOE Maintenance Supervisor	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE): Doug Trower- MJUSD Maint. Supervisor	
TIME OF INSPECTION: 5:15 AM	WEATHER CONDITION AT TIME OF INSPECTION: Clear		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "✓"s:	11	11	8	11	11	11	11	3	7	9	11	11	0	0	11
	Number of "D"s:	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0
11	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	3	0	0	0	0	8	3	1	0	0	11	11	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	87.50%	90.00%	100.00%	100.00%			100.00%
Total Percent per Category (average of above)*		100.00%			100.00%	100.00%		100.00%	93.75%		95.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		GOOD	GOOD		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING: DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE → **98.59%** SCHOOL RATING** → **GOOD**

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75 %-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus	POOR

COMMENTS AND RATING EXPLANATION: **Classrooms are well maintained , very nice.**

YCOE
Better Together

Francisco Reveles, Ed.D.
Superintendent of Schools
Yuba County Office of Education
935 14th Street | Marysville CA 95901 | 530.749.490

October 26, 2019

Gary Cena, Superintendent, Marysville Joint Unified School District
Bob Eckardt, Principal, Lindhurst High School

RE: Williams Visit ~ Lindhurst High School

Dear Mr. Cena and Mr. Eckardt:

California Education Code Section 1240 requires that the Superintendent of Schools, or his or her designee, visit schools identified in Yuba County and report the results of the visit. This report concerns the visit to Lindhurst High School. The visit was a positive, professional experience with a focus by the entire staff on improving the learning of each student at Lindhurst High School.

The purpose of the visit as specified in California Education Code 1240 was:

1. To ensure that students have access to "sufficient" instructional materials in four core subjects of English/language arts, mathematics, history/social science, and science;
2. To assess compliance with facilities maintenance to determine the condition of a facility that "poses an emergency or urgent threat to the health or safety of pupils or staff"; and
3. To determine if the school has provided accurate data for the annual School Accountability Report Card (SARC) related to instructional materials and facilities maintenance.

The law further requires that the Superintendent of Schools, or his/her designee, annually monitor and review:

1. Teacher assignments in Decile 1-3 schools;
2. Receive quarterly reports on complaints filed with the school district concerning insufficient instructional materials, teacher vacancies and misassignment and emergency or urgent facilities issues under the Uniform Complaint Procedure; and
3. Expanded audit review authority in the areas of use of Instructional Materials Program Funds, teacher misassignment and information reported on the School Accountability Report Card.

Before proceeding with the report, let me define some basic terms:

- "Sufficient instructional materials" means every pupil, including English language learners, has a textbook in the four core areas to use in class and to take home.
- "Facilities standards" means that each school district that receives state funding for facilities is required to establish a facilities inspection program and to ensure that each of the schools is maintained in good repair.
- "Good repair" is defined as maintaining schools that are clean, safe, and functional.

During the visit to Lindhurst High School, the findings related to the areas of instructional materials, facilities, School Accountability Report Card, teacher misassignment, audit findings, and uniform complaint notices are summarized below:

School Facilities:
The facility inspection for health and safety and for the verification of the district's facility evaluation was completed on September 14, 2020. The school's 2020 State Facility Inspection Tool (FIT) is attached. The facility inspection was limited to the fifteen areas identified in the Facility Inspection Tool which was developed by the Office of Public School Construction. Where there is a discrepancy between the FIT and the personal evaluation during the Williams review, the items were brought to the attention of the school administration.

Instructional Materials:
The Williams Verification Visit to Lindhurst High School was held virtually on October 5, 2020. Due to the passage of SB 820 and pursuant to EC Section 1241 (b)(2)(3), administrator and teacher surveys were utilized in order to gather information and review instructional materials and other relevant informational required in the annual report, during this time that in-person instruction is not being offered. A review of the Instructional Materials Inventory revealed that there were sufficient numbers of English/language arts, math, history/social science, and science textbooks provided to the students at Lindhurst High School.

School Accountability Report Card:
Yuba County Office of Education is required to review the accuracy of the data reported on the most recent school accountability report cards of Decile 1-3 schools with respect to the availability of sufficient textbooks and instructional materials, and the safety, cleanliness, and adequacy of school facilities, including "good repair." To that end, the 2018-2019 School Accountability Report Card published during the 2019-2020 school year was reviewed.

Teacher Misassignment:
Monitoring for teacher misassignments will be conducted using the new CalSAAS system. Monitorining is based on a snapshot of time, which is taken on Census Day. Reporting will be available in the fourth quarter of the school year.

Audit Review:
There were no audit findings for this site.

Uniform Complaint:
A Uniform Complaint form was posted in every classroom visited by the Williams team. No uniform complaints were reported during the fourth quarter of the 2019-2020 school year (April 1st - June 30th).

The Yuba County Office of Education is available should you have any questions or concerns regarding Williams reporting.

Very truly yours,

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

GENERAL INFORMATION

The Facility Inspection Tool (FIT) has been developed by the Office of Public School Construction to determine if a school facility is in "good repair" as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2). The tool is designed to identify areas of a school site that are in need of repair based upon a visual inspection of the site. In addition, the EC specifies the tool should not be used to require capital enhancements beyond the standards to which the facility was designed and constructed.

Good repair is defined to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional. As part of the school accountability report card, school districts and county offices of education are required to make specified assessments of school conditions including the safety, cleanliness, and adequacy of school facilities and needed maintenance to ensure good repair. In addition, beginning with the 2005/2006 fiscal year, school districts and county offices of education must certify that a facility inspection system has been established to ensure that each of its facilities is maintained in good repair in order to participate in the School Facility Program and the Deferred Maintenance Program. This tool is intended to assist school districts and county offices of education in that determination.

County superintendents are required to annually visit the schools in the county of his or her office as determined by EC Section 1240. Further, EC Section 1240(c)(2)(I), states the priority objective of the visits made shall be to determine the status of the condition of a facility that poses an emergency or urgent threat to the health or safety of pupils or staff as defined in district policy, or as defined by EC Section 17592.72(c) and the accuracy of data reported on the school accountability report card with the respect to the safety, cleanliness, and adequacy of school facilities, including good repair as required by EC Sections 17014, 17032.5, 17070.75, and 17089. This tool is also intended to assist county offices of education in performing these functions.

The EC also allows individual entities to adopt a local evaluation instrument to be used in lieu of the FIT provided the local instrument meets the criteria specified in EC Section 17002(d) and as implemented in the FIT. Any evaluation instrument adopted by the local educational agency for purpose of determining whether a school facility is maintained in good repair may include any number of additional items but must minimally include the criteria and rating scheme contained in the FIT.

35

USER INSTRUCTIONS

The FIT is comprised of three parts as follows:

Part I, Good Repair Standard outlines the school facility systems and components, as specified in EC Section 17002(d)(1), that should be considered in the inspection of a school facility to ensure it is maintained in a manner that assures it is clean, safe and functional. Each of the 15 sections in the Good Repair Standard provides a description of a minimum standard of good repair for various school facility categories. Each section also provides examples of clean, safe and functional conditions. The list of examples is not exhaustive. If an evaluator notes a condition that is not mentioned in the examples but constitutes a deficiency, the evaluator can note such deficiency in the applicable category as "other."

Some of the conditions cited in the Good Repair Standard represent items that are critical to the health and safety of pupils and staff. Any deficiencies in these items require immediate attention and, if left unmitigated, could cause severe and immediate injury, illness or death of the occupants. They constitute extreme deficiencies and indicate that the particular building system evaluated failed to meet the standard of good repair at that school site. These critical conditions are identified with underlined text followed by an (X) on the Good Repair Standard. If the underlined statement is not true, then there is an extreme deficiency (to be marked as an "X" on the Evaluation Detail) resulting in a "poor" rating for the applicable category. It is important to note that the list of extreme deficiencies noted in the Good Repair Standard is not exhaustive. Any other deficiency not included in the criteria but meeting the definition above can be noted by the evaluator and generate a poor rating.

Part II, Evaluation Detail is a site inspection template to be used to evaluate the areas of a school on a category by category basis. The design of the inspection template allows for the determination of the scope of conditions across campus. In evaluating each area or space, the user should review each of the 15 categories identified in the Good Repair Standard and make a determination of whether a particular area is in good repair. Once the determination is made, it should be recorded on the Evaluation Detail, as follows:

✓	**No Deficiency - Good Repair:** Insert a check mark if all statements in the Good Repair Standard are true, and there is no indication of a deficiency in the specific category.
D	**Deficiency:** Mark "D" if one or more statement(s) in the Good Repair Standard for the specific category is not true, or if there is other clear evidence of the need for repair.
X	**Extreme Deficiency**: Indicate "X" if the area has a deficiency that is considered an "Extreme Deficiency" in the Good Repair Standard or there is a condition that qualifies as an extreme deficiency but is not noted in the Good Repair Standard.
NA	**Not Applicable:** If the Good Repair Standard category (building system or component) does not exist in the area evaluated, mark "NA".

Below are suggested methods for evaluating various systems and areas:

• **Gas** and **Sewer** are major building systems that may span the entire school campus but may not be evident as applicable building systems in each classroom or common areas. However, because a deficiency in either of these systems could become evident and present a health and safety threat anywhere on campus, the user should not mark "NA" and should instead include an evaluation of these systems in each building space.

• **Roofs** can be easily evaluated for stand alone areas, such as portable classrooms. For permanent buildings containing several areas to be evaluated, roofs should be considered as parts of individual areas in order to accurately account for a scope of any roofing deficiency. For example, a 10 classroom building contains damaged gutters on one side of the building, spanning across five classrooms. Therefore, an evaluator should mark five classrooms as deficient in the roof category and the other five classrooms as in good repair, assuming there are no other visible deficiencies related to roofing.

• **Overall Cleanliness** is intended to be used to evaluate the cleanliness of each space. For example, a user should note a deficiency due to dirty surfaces in Overall Cleanliness, rather than **Interior Surfaces**. At the same time, the user should note such deficiency only in Overall Cleanliness in order to avoid accounting for such deficiency twice, i.e. in two sections.

• The tool is designed to evaluate stand-alone restrooms as separate areas. However, restrooms contained within other spaces, such as a kindergarten classroom or a library, can be evaluated as part of that area under Restrooms. If the area evaluated does not contain a restroom, Restrooms should be marked "NA."

• **Drinking fountains** can exist within individual classrooms or areas, right outside of classrooms or restrooms or other areas, or as stand alone fixtures on playgrounds and sports fields. If a drinking fountain or a set of fountains is located inside a building or immediately outside the area being evaluated, it should be included in the evaluation of that area under Drinking Fountains. If a fountain is located on the school grounds, it should be evaluated as part of that outside space. If there is no drinking fountain in the area evaluated, Drinking Fountains should be marked "NA."

• **Playgrounds/School Grounds**, should be evaluated as separate areas by dividing a campus into sections with defined borders. In this case, several sections of the good repair criteria would not apply to the evaluation, as they do not exist outside of physical building areas, such as **Structural Damage** and **Fire Safety**, for example.

Part III includes the **Category Totals and Ranking**, the **Overall Rating**, and a section for **Comments and Rating Explanation**.

Once the inspector completes the site inspection, he or she must total the number of areas evaluated. The inspector must also count all of the spaces deemed in good repair, deficient, extremely deficient, or not applicable under each of the 15 sections. Next, the evaluator must determine the condition of each section by taking the ratio of the number of areas deemed in good repair to the number of areas being evaluated (after subtracting non-applicable spaces from the total number of areas evaluated). If any of the 15 sections received a rating of extreme deficiency, the ratio (i.e., the percentage of good repair) for that section and the category the section is in should default to zero. The total percent per category (A through H) is determined by the total of all percentages of systems in good repair divided by the number of sections in that category. For example, to determine the total percent for the Structural category, add the percentages for the Structural Damage and Roof sections and divide the result by two.

Next, the overall school site score is determined by computing the average percentage rating of the eight categories (i.e., the total of all percentages divided by eight). Finally, the rater should determine the overall School Rating by applying the Percentage Range in the table provided in Part III to the average percentage calculated and taking into consideration the Rating Description provided in the same table.

*Although the FIT is designed to evaluate each school site within a reasonable range of facility conditions, it is possible that an evaluator may identify critical facility conditions that result in an Overall School Rating that does not reflect the urgency and severity of those deficiencies and/or does not match the rating's Description in Part III. In such instances, the evaluator may reduce the resulting school score by one or more grade categories and describe the reasons for the reduction in the space provided for Comments and Rating Explanation.

When completing Part III of the FIT, the instructor should note the date and time of the inspection as well as weather conditions and any other pertinent inspection information in the specific areas provided and utilize the Comments and Rating Explanation Section if needed.

PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks
Gas systems and pipes appear safe, functional, and free of leaks. Examples include but are not limited to the following:

a. <u>There is no odor that would indicate a gas leak.</u> (X)
b. <u>Gas pipes are not broken and appear to be in good working order.</u> (X)
c. Other

Mechanical Systems
Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:

a. <u>The HVAC system is operable.</u> (X)
b. The facilities are ventilated (via mechanical or natural ventilation).
c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
e. Interior temperatures appear to be maintained within normally accepted ranges.
f. The ventilation units are not generating any excessive noise or vibrations.
g. Other

Sewer
Sewer line stoppage is not evident. Examples include but are not limited to the following:

a. <u>There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.</u> (X)
b. The sanitary system controls odors as designed.
c. Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)
Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

a. Walls are free of hazards from tears and holes.
b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
c. Ceiling is free of hazards from missing ceiling tiles and holes.
d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
e. Other

37

Overall Cleanliness
School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:

a. Area(s) evaluated is free of accumulated refuse, dirt, and grime.
b. Area(s) evaluated is free of unabated graffiti.
c. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
d. Other

Pest/Vermin Infestation
Pest or vermin infestation are not evident. Examples include but are not limited to the following:

a. <u>There is no evidence of a major pest or vermin infestation.</u> (X)
b. There are no holes in the walls, floors, or ceilings.
c. Rodent droppings or insect skins are not evident.
d. Odor caused by a pest or vermin infestation is not evident.
e. There are no live rodents observed.
f. Other

Electrical (Interior and Exterior)
1. *<u>There is no evidence that any portion of the school has a power failure.</u>* (X)

2. *Electrical systems, components, and equipment appear to be working properly. Examples include but are not limited to the following:*

a. <u>There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access.</u> (X)
b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
c. Other

3. *Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following:*

a. Lighting appears to be adequate.
b. Lighting is not flickering.
c. There is no unusual hum or noise from the light fixtures.
d. Other

Restrooms
Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). The following are examples of compliance with SB 892:

a. Restrooms are maintained and cleaned regularly.
b. Restrooms are fully operational.
c. Restrooms are stocked with toilet paper, soap, and paper towels.
d. Restrooms are open during school hours.
e. Other

Sinks/Fountains (Inside and Outside)
Drinking fountains appear to be accessible and functioning as intended.
Examples include but are not limited to the following:

a. Drinking fountains are accessible.
b. Water pressure is adequate.
c. A leak is not evident.
d. There is no moss, mold, or excessive staining on the fixtures.
e. The water is clear and without unusual taste or odor.
f. Other

Fire Safety
The fire equipment and emergency systems appear to be functioning properly.
Examples include but are not limited to the following:

a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
b. Emergency alarms appear to be functional. (X)
c. Emergency exit signs function as designed, exits are unobstructed. (X)
d. Fire extinguishers are current and placed in all required areas.
e. Fire alarms pull stations are clearly visible.
f. Other

Hazardous Materials (Interior and Exterior)
There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
b. Paint is not peeling, chipping, or cracking.
c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.
d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear to be free of mildew, mold odor and visible mold.
e. Other

38

Structural Damage
There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

a. Severe cracks are not evident. (X)
b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
e. Other

Roofs (observed from the ground, inside/outside the building)
Roof systems appear to be functioning properly.
Examples include but are not limited to the following:

a. Roofs, gutters, roof drains, and down spouts are free of visible damage.
b. Roofs, gutters, roof drains, and down spouts are intact.
c. Other

Playground/School Grounds
The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional.
Examples include but are not limited to the following:

a. Significant cracks, trip hazards, holes and deterioration are not found.
b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
c. Seating, tables, and equipment are functional and free of significant cracks.
d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
e. Other

Windows/Doors/Gates/Fences (Interior and exterior)
Conditions that pose a safety and/or security risk are not evident.
Examples include but are not limited to the following:

a. There is no exposed broken glass accessible to pupils and staff. (X)
b. Exterior doors and gates are functioning and do not pose a security risk. (X)
c. Windows are intact and free of cracks.
d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
e. Doors are intact.
f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
g. Gates and fences appear to be functional.
h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.
i. Other

PART II: EVALUATION DETAIL Date of Inspection: **09/14/20** School Name: **Lindhurst High School**

CATEGORY / AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUND/ SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
GYM	NA	✓	NA	✓	✓	✓	✓	NA	✓	✓	NA	✓	✓	NA	✓
	COMMENTS	**Floor - Resurfaced**													
Southeast Lobby Gym	✓	✓	✓	D	✓	✓	D	D	NA	✓	NA	✓	✓	NA	✓
	COMMENTS	**Paint peeling-tape falling off - Southeast exit sign not working, light covers missing- broken, sink not working girls restroom- wires hanging down south wall**													
G -Building Flight Class	NA	✓	NA	✓	✓	✓	✓	NA	NA	✓	NA	✓	✓	NA	✓
	COMMENTS	**New addition to school**													
F - Building ROTC Class	NA	✓	NA	✓	✓	✓	D	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS	**No Exit sign**													
D -101	NA	✓	✓	D	✓	✓	D	NA	✓	✓	NA	✓	✓	NA	✓
	COMMENTS	**Stained Ceiling tiles- wires on floor trip hazard**													
D - 106	NA	✓	✓	D	✓	✓	✓	NA	✓	✓	NA	✓	✓	NA	✓
	COMMENTS	**Substantial - stained ceiling tiles**													
D - 202	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS	**Very clean - very organized**													
D -206	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	✓	NA	✓
	COMMENTS	**Clean - Organized**													
P -106	NA	✓	NA	✓	✓	✓	D	NA	NA	✓	NA	✓	✓	NA	✓
	COMMENTS	**Wires on Floor - trip hazard**													
F - Building FFA	NA	✓	✓	✓	✓	✓	✓	NA	✓	✓	NA	✓	✓	NA	✓
	COMMENTS	**Clean**													

Marks: ü= Good Repair (When filling up the electronic version, please use **ctrl+G**); **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL(FIT)
SCHOOL FACILITY CONDITIONS EVALUATION
(REV 05/09)

STATE ALLOCATION BOARD
OFFICE OF PUBLIC SCHOOL CONSTRUCTION

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION		COUNTY	
Marysville Joint Unified School District		Yuba County	
SCHOOL SITE		SCHOOL TYPE (GRADE LEVELS)	NUMBER OF CLASSROOMS ON SITE
Lindhurst High School, 4446 Olive Drive, Olivehurst California 95961		9 through 12	73
INSPECTOR'S NAME	INSPECTOR'S TITLE	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE)	
John Mejia	Maintenance Supervisor-YCOE	Doug Trower- MJUSD Maint. Supervisor	
TIME OF INSPECTION	WEATHER CONDITION AT TIME OF INSPECTION		
6:00 AM	Cloudy & Smokey		

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "✓"s:	3	10	6	7	10	10	6	0	7	10	3	10	10	0	10
	Number of "D"s:	0	0	0	3	0	0	4	1	0	0	0	0	0	0	0
10	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	7	0	4	0	0	0	0	9	3	0	7	0	0	10	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	70.00%	100.00%	100.00%	60.00%	0.00%	100.00%	100.00%	100.00%	100.00%	100.00%		100.00%
Total Percent per Category (average of above)*		100.00%			70.00%	100.00%		60.00%	50.00%		100.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			POOR	GOOD		POOR	POOR		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:	DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE →	85.00%	SCHOOL RATING** →	FAIR

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75 %-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

YCOE
Better Together

Francisco Reveles, Ed.D.
Superintendent of Schools
Yuba County Office of Education
935 14th Street | Marysville CA 95901 | 530.749.490

October 26, 2020

Gary Cena, Superintendent, Marysville Joint Unified School District
Rob Gregor, Principal, Olivehurst Elementary School

RE: Williams Visit ~ Olivehurst Elementary School

Dear Mr. Cena and Mr. Gregor:

California Education Code Section 1240 requires that the Superintendent of Schools, or his or her designee, visit schools identified in Yuba County and report the results of the visit. This report concerns the visit to Olivehurst Elementary School. The visit was a positive, professional experience with a focus by the entire staff on improving the learning of each student at Olivehurst Elementary School.

The purpose of the visit as specified in California Education Code 1240 was:

1. To ensure that students have access to "sufficient" instructional materials in four core subjects of English/language arts, mathematics, history/social science, and science;
2. To assess compliance with facilities maintenance to determine the condition of a facility that "poses an emergency or urgent threat to the health or safety of pupils or staff"; and
3. To determine if the school has provided accurate data for the annual School Accountability Report Card (SARC) related to instructional materials and facilities maintenance.

The law further requires that the Superintendent of Schools, or his/her designee, annually monitor and review:

1. Teacher assignments in Decile 1-3 schools;
2. Receive quarterly reports on complaints filed with the school district concerning insufficient instructional materials, teacher vacancies and misassignment and emergency or urgent facilities issues under the Uniform Complaint Procedure; and
3. Expanded audit review authority in the areas of use of Instructional Materials Program Funds, teacher misassignment and information reported on the School Accountability Report Card.

Before proceeding with the report, let me define some basic terms:

- "Sufficient instructional materials" means every pupil, including English language learners, has a textbook in the four core areas to use in class and to take home.
- "Facilities standards" means that each school district that receives state funding for facilities is required to establish a facilities inspection program and to ensure that each of the schools is maintained in good repair.

- "Good repair" is defined as maintaining schools that are clean, safe, and functional.

During the visit to Olivehurst Elementary School, the findings related to the areas of instructional materials, facilities, School Accountability Report Card, teacher misassignment, audit findings, and uniform complaint notices are summarized below:

School Facilities:
The facility inspection for health and safety and for the verification of the district's facility evaluation was completed on Octobers 8, 2020. The school's 2020 State Facility Inspection Tool (FIT) is attached. The facility inspection was limited to the fifteen areas identified in the Facility Inspection Tool which was developed by the Office of Public School Construction. Where there is a discrepancy between the FIT and the personal evaluation during the Williams review, the items were brought to the attention of the school administration.

Instructional Materials:
The Williams Verification Visit to Olivehurst Elementary School was held virtually on October 5, 2020. Due to the passage of SB 820 and pursuant to EC Section 1241 (b)(2)(3), administrator and teacher surveys were utilized in order to gather information and review instructional materials and other relevant informational required in the annual report, during this time that in-person instruction is not being offered. A review of the Instructional Materials Inventory revealed that there were sufficient numbers of English/language arts, math, history/social science, and science textbooks provided to the students at Olivehurst Elementary School.

School Accountability Report Card:
Yuba County Office of Education is required to review the accuracy of the data reported on the most recent school accountability report cards of Decile 1-3 schools with respect to the availability of sufficient textbooks and instructional materials, and the safety, cleanliness, and adequacy of school facilities, including "good repair." To that end, the 2018-2019 School Accountability Report Card published during the 2019-2020 school year was reviewed.

Teacher Misassignment:
Monitoring for teacher misassignments will be conducted using the new CalSAAS system. Monitorining is based on a snapshot of time, which is taken on Census Day. Reporting will be available in the fourth quarter of the school year.

Audit Review:
There were no audit findings for this site.

Uniform Complaint:
A Uniform Complaint form was posted in every classroom visited by the Williams team. No uniform complaints were reported during the fourth quarter of the 2019-2020 school year (April 1st - June 30th).

The Yuba County Office of Education is available should you have any questions or concerns regarding Williams reporting.

Very truly yours,

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

GENERAL INFORMATION

The Facility Inspection Tool (FIT) has been developed by the Office of Public School Construction to determine if a school facility is in "good repair" as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2). The tool is designed to identify areas of a school site that are in need of repair based upon a visual inspection of the site. In addition, the EC specifies the tool should not be used to require capital enhancements beyond the standards to which the facility was designed and constructed.

Good repair is defined to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional. As part of the school accountability report card, school districts and county offices of education are required to make specified assessments of school conditions including the safety, cleanliness, and adequacy of school facilities and needed maintenance to ensure good repair. In addition, beginning with the 2005/2006 fiscal year, school districts and county offices of education must certify that a facility inspection system has been established to ensure that each of its facilities is maintained in good repair in order to participate in the School Facility Program and the Deferred Maintenance Program. This tool is intended to assist school districts and county offices of education in that determination.

County superintendents are required to annually visit the schools in the county of his or her office as determined by EC Section 1240. Further, EC Section 1240(c)(2)(I), states the priority objective of the visits made shall be to determine the status of the condition of a facility that poses an emergency or urgent threat to the health or safety of pupils or staff as defined in district policy, or as defined by EC Section 17592.72(c) and the accuracy of data reported on the school accountability report card with the respect to the safety, cleanliness, and adequacy of school facilities, including good repair as required by EC Sections 17014, 17032.5, 17070.75, and 17089. This tool is also intended to assist county offices of education in performing these functions.

The EC also allows individual entities to adopt a local evaluation instrument to be used in lieu of the FIT provided the local instrument meets the criteria specified in EC Section 17002(d) and as implemented in the FIT. Any evaluation instrument adopted by the local educational agency for purpose of determining whether a school facility is maintained in good repair may include any number of additional items but must minimally include the criteria and rating scheme contained in the FIT.

43

USER INSTRUCTIONS

The FIT is comprised of three parts as follows:

Part I, Good Repair Standard outlines the school facility systems and components, as specified in EC Section 17002(d)(1), that should be considered in the inspection of a school facility to ensure it is maintained in a manner that assures it is clean, safe and functional. Each of the 15 sections in the Good Repair Standard provides a description of a minimum standard of good repair for various school facility categories. Each section also provides examples of clean, safe and functional conditions. The list of examples is not exhaustive. If an evaluator notes a condition that is not mentioned in the examples but constitutes a deficiency, the evaluator can note such deficiency in the applicable category as "other."

Some of the conditions cited in the Good Repair Standard represent items that are critical to the health and safety of pupils and staff. Any deficiencies in these items require immediate attention and, if left unmitigated, could cause severe and immediate injury, illness or death of the occupants. They constitute extreme deficiencies and indicate that the particular building system evaluated failed to meet the standard of good repair at that school site. These critical conditions are identified with underlined text followed by an (X) on the Good Repair Standard. If the underlined statement is not true, then there is an extreme deficiency (to be marked as an "X" on the Evaluation Detail) resulting in a "poor" rating for the applicable category. It is important to note that the list of extreme deficiencies noted in the Good Repair Standard is not exhaustive. Any other deficiency not included in the criteria but meeting the definition above can be noted by the evaluator and generate a poor rating.

Part II, Evaluation Detail is a site inspection template to be used to evaluate the areas of a school on a category by category basis. The design of the inspection template allows for the determination of the scope of conditions across campus. In evaluating each area or space, the user should review each of the 15 categories identified in the Good Repair Standard and make a determination of whether a particular area is in good repair. Once the determination is made, it should be recorded on the Evaluation Detail, as follows:

✓	**No Deficiency - Good Repair:** Insert a check mark if all statements in the Good Repair Standard are true, and there is no indication of a deficiency in the specific category.
D	**Deficiency:** Mark "D" if one or more statement(s) in the Good Repair Standard for the specific category is not true, or if there is other clear evidence of the need for repair.
X	**Extreme Deficiency**: Indicate "X" if the area has a deficiency that is considered an "Extreme Deficiency" in the Good Repair Standard or there is a condition that qualifies as an extreme deficiency but is not noted in the Good Repair Standard.
NA	**Not Applicable:** If the Good Repair Standard category (building system or component) does not exist in the area evaluated, mark "NA".

Below are suggested methods for evaluating various systems and areas:

- **Gas and Sewer** are major building systems that may span the entire school campus but may not be evident as applicable building systems in each classroom or common areas. However, because a deficiency in either of these systems could become evident and present a health and safety threat anywhere on campus, the user should not mark "NA" and should instead include an evaluation of these systems in each building space.

- **Roofs** can be easily evaluated for stand alone areas, such as portable classrooms. For permanent buildings containing several areas to be evaluated, roofs should be considered as parts of individual areas in order to accurately account for a scope of any roofing deficiency. For example, a 10 classroom building contains damaged gutters on one side of the building, spanning across five classrooms. Therefore, an evaluator should mark five classrooms as deficient in the roof category and the other five classrooms as in good repair, assuming there are no other visible deficiencies related to roofing.
- **Overall Cleanliness** is intended to be used to evaluate the cleanliness of each space. For example, a user should note a deficiency due to dirty surfaces in Overall Cleanliness, rather than **Interior Surfaces**. At the same time, the user should note such deficiency only in Overall Cleanliness in order to avoid accounting for such deficiency twice, i.e. in two sections.
- The tool is designed to evaluate stand-alone restrooms as separate areas. However, restrooms contained within other spaces, such as a kindergarten classroom or a library, can be evaluated as part of that area under Restrooms. If the area evaluated does not contain a restroom, Restrooms should be marked "NA."
- **Drinking fountains** can exist within individual classrooms or areas, right outside of classrooms or restrooms or other areas, or as stand alone fixtures on playgrounds and sports fields. If a drinking fountain or a set of fountains is located inside a building or immediately outside the area being evaluated, it should be included in the evaluation of that area under Drinking Fountains. If a fountain is located on the school grounds, it should be evaluated as part of that outside space. If there is no drinking fountain in the area evaluated, Drinking Fountains should be marked "NA."
- **Playgrounds/School Grounds**, should be evaluated as separate areas by dividing a campus into sections with defined borders. In this case, several sections of the good repair criteria would not apply to the evaluation, as they do not exist outside of physical building areas, such as **Structural Damage** and **Fire Safety**, for example.

Part III includes the **Category Totals and Ranking**, the **Overall Rating**, and a section for **Comments and Rating Explanation**.

Once the inspector completes the site inspection, he or she must total the number of areas evaluated. The inspector must also count all of the spaces deemed in good repair, deficient, extremely deficient, or not applicable under each of the 15 sections. Next, the evaluator must determine the condition of each section by taking the ratio of the number of areas deemed in good repair to the number of areas being evaluated (after subtracting non-applicable spaces from the total number of areas evaluated). If any of the 15 sections received a rating of extreme deficiency, the ratio (i.e., the percentage of good repair) for that section and the category the section is in should default to zero. The total percent per category (A through H) is determined by the total of all percentages of systems in good repair divided by the number of sections in that category. For example, to determine the total percent for the Structural category, add the percentages for the Structural Damage and Roof sections and divide the result by two.

Next, the overall school site score is determined by computing the average percentage rating of the eight categories (i.e., the total of all percentages divided by eight). Finally, the rater should determine the overall School Rating by applying the Percentage Range in the table provided in Part III to the average percentage calculated and taking into consideration the Rating Description provided in the same table.

*Although the FIT is designed to evaluate each school site within a reasonable range of facility conditions, it is possible that an evaluator may identify critical facility conditions that result in an Overall School Rating that does not reflect the urgency and severity of those deficiencies and/or does not match the rating's Description in Part III. In such instances, the evaluator may reduce the resulting school score by one or more grade categories and describe the reasons for the reduction in the space provided for Comments and Rating Explanation.

When completing Part III of the FIT, the instructor should note the date and time of the inspection as well as weather conditions and any other pertinent inspection information in the specific areas provided and utilize the Comments and Rating Explanation Section if needed.

PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks
Gas systems and pipes appear safe, functional, and free of leaks.
Examples include but are not limited to the following:

a. There is no odor that would indicate a gas leak. (X)
b. Gas pipes are not broken and appear to be in good working order. (X)
c. Other

Mechanical Systems
Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:

a. The HVAC system is operable. (X)
b. The facilities are ventilated (via mechanical or natural ventilation).
c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
e. Interior temperatures appear to be maintained within normally accepted ranges.
f. The ventilation units are not generating any excessive noise or vibrations.
g. Other

Sewer
Sewer line stoppage is not evident. Examples include but are not limited to the following:

a. There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds. (X)
b. The sanitary system controls odors as designed.
c. Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)
Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

a. Walls are free of hazards from tears and holes.
b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
c. Ceiling is free of hazards from missing ceiling tiles and holes.
d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
e. Other

45

Overall Cleanliness
School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:

a. Area(s) evaluated is free of accumulated refuse, dirt, and grime.
b. Area(s) evaluated is free of unabated graffiti.
c. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
d. Other

Pest/Vermin Infestation
Pest or vermin infestation are not evident.
Examples include but are not limited to the following:

a. There is no evidence of a major pest or vermin infestation. (X)
b. There are no holes in the walls, floors, or ceilings.
c. Rodent droppings or insect skins are not evident.
d. Odor caused by a pest or vermin infestation is not evident.
e. There are no live rodents observed.
f. Other

Electrical (Interior and Exterior)
1. There is no evidence that any portion of the school has a power failure. (X)

2. Electrical systems, components, and equipment appear to be working properly.
Examples include but are not limited to the following:

a. There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access. (X)
b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
c. Other

3. Lighting appears to be adequate and working properly, including exterior lights.
Examples include but are not limited to the following:

a. Lighting appears to be adequate.
b. Lighting is not flickering.
c. There is no unusual hum or noise from the light fixtures.
d. Other

Restrooms
Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). The following are examples of compliance with SB 892:

a. Restrooms are maintained and cleaned regularly.
b. Restrooms are fully operational.
c. Restrooms are stocked with toilet paper, soap, and paper towels.
d. Restrooms are open during school hours.
e. Other

Sinks/Fountains (Inside and Outside)
Drinking fountains appear to be accessible and functioning as intended.
Examples include but are not limited to the following:

a. Drinking fountains are accessible.
b. Water pressure is adequate.
c. A leak is not evident.
d. There is no moss, mold, or excessive staining on the fixtures.
e. The water is clear and without unusual taste or odor.
f. Other

Fire Safety
The fire equipment and emergency systems appear to be functioning properly.
Examples include but are not limited to the following:

a. <u>The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads).</u> (X)
b. <u>Emergency alarms appear to be functional.</u> (X)
c. <u>Emergency exit signs function as designed, exits are unobstructed.</u> (X)
d. Fire extinguishers are current and placed in all required areas.
e. Fire alarms pull stations are clearly visible.
f. Other

Hazardous Materials (Interior and Exterior)
There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

a. <u>Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly).</u> (X)
b. Paint is not peeling, chipping, or cracking.
c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.
d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear to be free of mildew, mold odor and visible mold.
e. Other

46

Structural Damage
There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

a. <u>Severe cracks are not evident.</u> (X)
b. <u>Ceilings & floors are not sloping or sagging beyond their intended design.</u> (X)
c. <u>Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed.</u> (X)
d. <u>There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components.</u> (X)
e. Other

Roofs (observed from the ground, inside/outside the building)
Roof systems appear to be functioning properly.
Examples include but are not limited to the following:

a. Roofs, gutters, roof drains, and down spouts are free of visible damage.
b. Roofs, gutters, roof drains, and down spouts are intact.
c. Other

Playground/School Grounds
The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional.
Examples include but are not limited to the following:

a. Significant cracks, trip hazards, holes and deterioration are not found.
b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
c. Seating, tables, and equipment are functional and free of significant cracks.
d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
e. Other

Windows/Doors/Gates/Fences (Interior and exterior)
Conditions that pose a safety and/or security risk are not evident.
Examples include but are not limited to the following:

a. <u>There is no exposed broken glass accessible to pupils and staff.</u> (X)
b. <u>Exterior doors and gates are functioning and do not pose a security risk.</u> (X)
c. Windows are intact and free of cracks.
d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
e. Doors are intact.
f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
g. Gates and fences appear to be functional.
h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.
i. Other

PART II: EVALUATION DETAIL Date of Inspection: 10/08/20 School Name: Olivehurst Elementary

AREA \ CATEGORY	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUNDS/ SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
Counseling Office	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	NA	✓	NA	NA	✓
COMMENTS:	New carpet fresh paint - very clean - new lighting														
Room 1	✓	✓	✓	✓	✓	✓	✓	NA	✓	D	NA	✓	NA	NA	✓
COMMENTS:	Fresh paint no fire extinguisher - Very clean new lighting														
Room 2	✓	✓	✓	✓	✓	✓	✓	NA	✓	NA	NA	✓	NA	NA	✓
COMMENTS:	Very clean, Fresh paint, New lighting														
Staff Restroom	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	✓	NA	NA	✓
COMMENTS:	Clean														
Room 8	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	NA	✓	NA	NA	✓
COMMENTS:	Clean and organized new lighting														
Room 7	✓	✓	✓	D	✓	✓	✓	NA	✓	✓	NA	✓	NA	NA	✓
COMMENTS:	Stained ceiling tiles chipped tile on floor. Clean & organized														
Room 6	✓	✓	✓	D	✓	✓	✓	NA	✓	✓	NA	✓	NA	NA	✓
COMMENTS:	Clean and organized stained ceiling tiles														
Portable 23	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓	NA	✓	NA	NA	✓
COMMENTS:	Very Clean														
Portable 25	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓	NA	✓	NA	NA	✓
COMMENTS:	Very Clean														
Room 26	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	NA	✓	NA	NA	✓
COMMENTS:	Very nice classroom clean and organized														

Marks: ✓ = Good Repair (When filling up the electronic version, please use **ctrl+G**); **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable
Use additional sheets as necessary.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION Marysville Joint Unified School District		COUNTY Yuba County
SCHOOL SITE Olivehurst Elementary School,1778 McGowan Pkwy Olivehurst, California 95961		SCHOOL TYPE (GRADE LEVELS) / NUMBER OF CLASSROOMS ON SITE 38
INSPECTOR'S NAME John Mejia	INSPECTOR'S TITLE YCOE Maintenance Supervisor	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE) Doug Trower- MJUSD Maintenance Supervisor
TIME OF INSPECTION 5:30 AM	WEATHER CONDITION AT TIME OF INSPECTION Clear	

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "✓"s:	10	10	8	8	10	10	10	1	8	8	0	10	0	0	10
	Number of "D"s:	0	0	0	2	0	0	0	0	0	1	0	0	0	0	0
10	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	0	0	2	0	0	0	0	9	2	1	10	0	10	10	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	80.00%	100.00%	100.00%	100.00%	100.00%	100.00%	88.89%		100.00%			100.00%
Total Percent per Category (average of above)*		100.00%			80.00%	100.00%		100.00%	100.00%		88.89%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			FAIR	GOOD		GOOD	GOOD		FAIR		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category".

OVERALL RATING:

DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE →	96.11%	SCHOOL RATING** →	GOOD

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION: **New lighting upgrade at school site. New playground asphalt school is being well maintained.**

YCOE
Better Together

Francisco Reveles, Ed.D.
Superintendent of Schools
Yuba County Office of Education
935 14th Street | Marysville CA 95901 | 530.749.490

October 26, 2020

Gary Cena, Superintendent, Marysville Joint Unified School District
Jim Hays, Principal, Yuba Gardens Intermediate School

RE: Williams Visit ~ Yuba Gardens Intermediate School

Dear Mr. Cena and Mr. Hays:

California Education Code Section 1240 requires that the Superintendent of Schools, or his or her designee, visit schools identified in Yuba County and report the results of the visit. This report concerns the visit to Yuba Gardens Intermediate School. The visit was a positive, professional experience with a focus by the entire staff on improving the learning of each student at Yuba Gardens Intermediate School.

The purpose of the visit as specified in California Education Code 1240 was:

1. To ensure that students have access to "sufficient" instructional materials in four core subjects of English/language arts, mathematics, history/social science, and science;

2. To assess compliance with facilities maintenance to determine the condition of a facility that "poses an emergency or urgent threat to the health or safety of pupils or staff"; and

3. To determine if the school has provided accurate data for the annual School Accountability Report Card (SARC) related to instructional materials and facilities maintenance.

The law further requires that the Superintendent of Schools, or his/her designee, annually monitor and review:

1. Teacher assignments in Decile 1-3 schools;

2. Receive quarterly reports on complaints filed with the school district concerning insufficient instructional materials, teacher vacancies and misassignment and emergency or urgent facilities issues under the Uniform Complaint Procedure; and

3. Expanded audit review authority in the areas of use of Instructional Materials Program Funds, teacher misassignment and information reported on the School Accountability Report Card.

Before proceeding with the report, let me define some basic terms:

- "Sufficient instructional materials" means every pupil, including English language learners, has a textbook in the four core areas to use in class and to take home.

- "Facilities standards" means that each school district that receives state funding for facilities is required to establish a facilities inspection program and to ensure that each of the schools is maintained in good repair.

- "Good repair" is defined as maintaining schools that are clean, safe, and functional.

During the visit to Yuba Gardens Intermediate School, the findings related to the areas of instructional materials, facilities, School Accountability Report Card, teacher misassignment, audit findings, and uniform complaint notices are summarized below:

School Facilities:
The facility inspection for health and safety and for the verification of the district's facility evaluation was completed on September 17, 2020. The school's 2020 State Facility Inspection Tool (FIT) is attached. The facility inspection was limited to the fifteen areas identified in the Facility Inspection Tool which was developed by the Office of Public School Construction. Where there is a discrepancy between the FIT and the personal evaluation during the Williams review, the items were brought to the attention of the school administration.

Instructional Materials:
The Williams Verification Visit to Yuba Gardens Intermediate School was held virtually on October 6, 2020. Due to the passage of SB 820 and pursuant to EC Section 1241 (b)(2)(3), administrator and teacher surveys were utilized in order to gather information and review instructional materials and other relevant informational required in the annual report, during this time that in-person instruction is not being offered. A review of the Instructional Materials Inventory revealed that there were sufficient numbers of English/language arts, math, history/social science, and science textbooks provided to the students at Yuba Gardens Intermediate School.

School Accountability Report Card:
Yuba County Office of Education is required to review the accuracy of the data reported on the most recent school accountability report cards of Decile 1-3 schools with respect to the availability of sufficient textbooks and instructional materials, and the safety, cleanliness, and adequacy of school facilities, including "good repair." To that end, the 2018-2019 School Accountability Report Card published during the 2019-2020 school year was reviewed.

Teacher Misassignment:
Monitoring for teacher misassignments will be conducted using the new CalSAAS system. Monitorining is based on a snapshot of time, which is taken on Census Day. Reporting will be available in the fourth quarter of the school year.

Audit Review:
There were no audit findings for this site.

Uniform Complaint:
A Uniform Complaint form was posted in every classroom visited by the Williams team. No uniform complaints were reported during the fourth quarter of the 2019-2020 school year (April 1st - June 30th).

The Yuba County Office of Education is available should you have any questions or concerns regarding Williams reporting.

Very truly yours,

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

GENERAL INFORMATION

The Facility Inspection Tool (FIT) has been developed by the Office of Public School Construction to determine if a school facility is in "good repair" as defined by Education Code (EC) Section 17002(d)(1) and to rate the facility pursuant to EC Section 17002(d)(2). The tool is designed to identify areas of a school site that are in need of repair based upon a visual inspection of the site. In addition, the EC specifies the tool should not be used to require capital enhancements beyond the standards to which the facility was designed and constructed.

Good repair is defined to mean that the facility is maintained in a manner that ensures that it is clean, safe, and functional. As part of the school accountability report card, school districts and county offices of education are required to make specified assessments of school conditions including the safety, cleanliness, and adequacy of school facilities and needed maintenance to ensure good repair. In addition, beginning with the 2005/2006 fiscal year, school districts and county offices of education must certify that a facility inspection system has been established to ensure that each of its facilities is maintained in good repair in order to participate in the School Facility Program and the Deferred Maintenance Program. This tool is intended to assist school districts and county offices of education in that determination.

County superintendents are required to annually visit the schools in the county of his or her office as determined by EC Section 1240. Further, EC Section 1240(c)(2)(I), states the priority objective of the visits made shall be to determine the status of the condition of a facility that poses an emergency or urgent threat to the health or safety of pupils or staff as defined in district policy, or as defined by EC Section 17592.72(c) and the accuracy of data reported on the school accountability report card with the respect to the safety, cleanliness, and adequacy of school facilities, including good repair as required by EC Sections 17014, 17032.5, 17070.75, and 17089. This tool is also intended to assist county offices of education in performing these functions.

The EC also allows individual entities to adopt a local evaluation instrument to be used in lieu of the FIT provided the local instrument meets the criteria specified in EC Section 17002(d) and as implemented in the FIT. Any evaluation instrument adopted by the local educational agency for purpose of determining whether a school facility is maintained in good repair may include any number of additional items but must minimally include the criteria and rating scheme contained in the FIT.

51

USER INSTRUCTIONS

The FIT is comprised of three parts as follows:

Part I, Good Repair Standard outlines the school facility systems and components, as specified in EC Section 17002(d)(1), that should be considered in the inspection of a school facility to ensure it is maintained in a manner that assures it is clean, safe and functional. Each of the 15 sections in the Good Repair Standard provides a description of a minimum standard of good repair for various school facility categories. Each section also provides examples of clean, safe and functional conditions. The list of examples is not exhaustive. If an evaluator notes a condition that is not mentioned in the examples but constitutes a deficiency, the evaluator can note such deficiency in the applicable category as "other."

Some of the conditions cited in the Good Repair Standard represent items that are critical to the health and safety of pupils and staff. Any deficiencies in these items require immediate attention and, if left unmitigated, could cause severe and immediate injury, illness or death of the occupants. They constitute extreme deficiencies and indicate that the particular building system evaluated failed to meet the standard of good repair at that school site. These critical conditions are identified with underlined text followed by an (X) on the Good Repair Standard. If the underlined statement is not true, then there is an extreme deficiency (to be marked as an "X" on the Evaluation Detail) resulting in a "poor" rating for the applicable category. It is important to note that the list of extreme deficiencies noted in the Good Repair Standard is not exhaustive. Any other deficiency not included in the criteria but meeting the definition above can be noted by the evaluator and generate a poor rating.

Part II, Evaluation Detail is a site inspection template to be used to evaluate the areas of a school on a category by category basis. The design of the inspection template allows for the determination of the scope of conditions across campus. In evaluating each area or space, the user should review each of the 15 categories identified in the Good Repair Standard and make a determination of whether a particular area is in good repair. Once the determination is made, it should be recorded on the Evaluation Detail, as follows:

✓	**No Deficiency - Good Repair:** Insert a check mark if all statements in the Good Repair Standard are true, and there is no indication of a deficiency in the specific category.
D	**Deficiency:** Mark "D" if one or more statement(s) in the Good Repair Standard for the specific category is not true, or if there is other clear evidence of the need for repair.
X	**Extreme Deficiency**: Indicate "X" if the area has a deficiency that is considered an "Extreme Deficiency" in the Good Repair Standard or there is a condition that qualifies as an extreme deficiency but is not noted in the Good Repair Standard.
NA	**Not Applicable:** If the Good Repair Standard category (building system or component) does not exist in the area evaluated, mark "NA".

Below are suggested methods for evaluating various systems and areas:

- **Gas** and **Sewer** are major building systems that may span the entire school campus but may not be evident as applicable building systems in each classroom or common areas. However, because a deficiency in either of these systems could become evident and present a health and safety threat anywhere on campus, the user should not mark "NA" and should instead include an evaluation of these systems in each building space.
- **Roofs** can be easily evaluated for stand alone areas, such as portable classrooms. For permanent buildings containing several areas to be evaluated, roofs should be considered as parts of individual areas in order to accurately account for a scope of any roofing deficiency. For example, a 10 classroom building contains damaged gutters on one side of the building, spanning across five classrooms. Therefore, an evaluator should mark five classrooms as deficient in the roof category and the other five classrooms as in good repair, assuming there are no other visible deficiencies related to roofing.
- **Overall Cleanliness** is intended to be used to evaluate the cleanliness of each space. For example, a user should note a deficiency due to dirty surfaces in Overall Cleanliness, rather than **Interior Surfaces**. At the same time, the user should note such deficiency only in Overall Cleanliness in order to avoid accounting for such deficiency twice, i.e. in two sections.
- The tool is designed to evaluate stand-alone restrooms as separate areas. However, restrooms contained within other spaces, such as a kindergarten classroom or a library, can be evaluated as part of that area under Restrooms. If the area evaluated does not contain a restroom, Restrooms should be marked "NA."
- **Drinking fountains** can exist within individual classrooms or areas, right outside of classrooms or restrooms or other areas, or as stand alone fixtures on playgrounds and sports fields. If a drinking fountain or a set of fountains is located inside a building or immediately outside the area being evaluated, it should be included in the evaluation of that area under Drinking Fountains. If a fountain is located on the school grounds, it should be evaluated as part of that outside space. If there is no drinking fountain in the area evaluated, Drinking Fountains should be marked "NA."
- **Playgrounds/School Grounds**, should be evaluated as separate areas by dividing a campus into sections with defined borders. In this case, several sections of the good repair criteria would not apply to the evaluation, as they do not exist outside of physical building areas, such as **Structural Damage** and **Fire Safety**, for example.

52

Part III includes the **Category Totals and Ranking**, the **Overall Rating**, and a section for **Comments and Rating Explanation**.

Once the inspector completes the site inspection, he or she must total the number of areas evaluated. The inspector must also count all of the spaces deemed in good repair, deficient, extremely deficient, or not applicable under each of the 15 sections. Next, the evaluator must determine the condition of each section by taking the ratio of the number of areas deemed in good repair to the number of areas being evaluated (after subtracting non-applicable spaces from the total number of areas evaluated). If any of the 15 sections received a rating of extreme deficiency, the ratio (i.e., the percentage of good repair) for that section and the category the section is in should default to zero. The total percent per category (A through H) is determined by the total of all percentages of systems in good repair divided by the number of sections in that category. For example, to determine the total percent for the Structural category, add the percentages for the Structural Damage and Roof sections and divide the result by two.

Next, the overall school site score is determined by computing the average percentage rating of the eight categories (i.e., the total of all percentages divided by eight). Finally, the rater should determine the overall School Rating by applying the Percentage Range in the table provided in Part III to the average percentage calculated and taking into consideration the Rating Description provided in the same table.

*Although the FIT is designed to evaluate each school site within a reasonable range of facility conditions, it is possible that an evaluator may identify critical facility conditions that result in an Overall School Rating that does not reflect the urgency and severity of those deficiencies and/or does not match the rating's Description in Part III. In such instances, the evaluator may reduce the resulting school score by one or more grade categories and describe the reasons for the reduction in the space provided for Comments and Rating Explanation.

When completing Part III of the FIT, the instructor should note the date and time of the inspection as well as weather conditions and any other pertinent inspection information in the specific areas provided and utilize the Comments and Rating Explanation Section if needed.

PART I: GOOD REPAIR STANDARD

(X): If underlined statement is not true, then this is an extreme deficiency (marked as an "X") on the Evaluation Detail resulting in a "poor" rating for the applicable category.

Gas Leaks

Gas systems and pipes appear safe, functional, and free of leaks. Examples include but are not limited to the following:

a. <u>There is no odor that would indicate a gas leak.</u> (X)
b. <u>Gas pipes are not broken and appear to be in good working order.</u> (X)
c. Other

Mechanical Systems

Heating, ventilation, and air conditioning systems (HVAC) as applicable are functional and unobstructed. Examples include but are not limited to the following:

a. <u>The HVAC system is operable.</u> (X)
b. The facilities are ventilated (via mechanical or natural ventilation).
c. The ventilation units are unobstructed and vents and grills are without evidence of excessive dirt or dust.
d. There appears to be an adequate air supply to all classrooms, work spaces, and facilities (i.e. no strong odor is present, air is not stuffy)
e. Interior temperatures appear to be maintained within normally accepted ranges.
f. The ventilation units are not generating any excessive noise or vibrations.
g. Other

Sewer

Sewer line stoppage is not evident. Examples include but are not limited to the following:

a. <u>There are no obvious signs of flooding caused by sewer line back-up in the facilities or on the school grounds.</u> (X)
b. The sanitary system controls odors as designed.
c. Other

Interior Surfaces (Floors, Ceilings, Walls, and Window Casings)

Interior surfaces appear to be clean, safe, and functional. Examples include but are not limited to the following:

a. Walls are free of hazards from tears and holes.
b. Flooring is free of hazards from torn carpeting, missing floor tiles, holes.
c. Ceiling is free of hazards from missing ceiling tiles and holes.
d. There is no evidence of water damage (e.g. no condensation, dampness, staining, warping, peeling, mineral deposits, etc.)
e. Other

53

Overall Cleanliness

School grounds, buildings, common areas, and individual rooms appear to have been cleaned regularly. Examples include but are not limited to the following:

a. Area(s) evaluated is free of accumulated refuse, dirt, and grime.
b. Area(s) evaluated is free of unabated graffiti.
c. Restrooms, drinking fountains, and food preparation or serving areas appear to have been cleaned each day that school is in session.
d. Other

Pest/Vermin Infestation

Pest or vermin infestation are not evident. Examples include but are not limited to the following:

a. <u>There is no evidence of a major pest or vermin infestation.</u> (X)
b. There are no holes in the walls, floors, or ceilings.
c. Rodent droppings or insect skins are not evident.
d. Odor caused by a pest or vermin infestation is not evident.
e. There are no live rodents observed.
f. Other

Electrical (Interior and Exterior)

1. <u>There is no evidence that any portion of the school has a power failure.</u> (X)

2. Electrical systems, components, and equipment appear to be working properly. Examples include but are not limited to the following:

a. <u>There are no exposed electrical wires. Electrical equipment is properly covered and secured from pupil access.</u> (X)
b. Outlets, access panels, switch plates, junction boxes and fixtures are properly covered and secured from pupil access.
c. Other

3. Lighting appears to be adequate and working properly, including exterior lights. Examples include but are not limited to the following:

a. Lighting appears to be adequate.
b. Lighting is not flickering.
c. There is no unusual hum or noise from the light fixtures.
d. Other

Restrooms
Restrooms in the vicinity of the area being evaluated appear to be accessible during school hours, clean, functional and in compliance with SB 892 (EC Section 35292.5). The following are examples of compliance with SB 892:

a. Restrooms are maintained and cleaned regularly.
b. Restrooms are fully operational.
c. Restrooms are stocked with toilet paper, soap, and paper towels.
d. Restrooms are open during school hours.
e. Other

Sinks/Fountains (Inside and Outside)
Drinking fountains appear to be accessible and functioning as intended.
Examples include but are not limited to the following:

a. Drinking fountains are accessible.
b. Water pressure is adequate.
c. A leak is not evident.
d. There is no moss, mold, or excessive staining on the fixtures.
e. The water is clear and without unusual taste or odor.
f. Other

Fire Safety
The fire equipment and emergency systems appear to be functioning properly.
Examples include but are not limited to the following:

a. The fire sprinklers appear to be in working order (e.g., there are no missing or damaged sprinkler heads). (X)
b. Emergency alarms appear to be functional. (X)
c. Emergency exit signs function as designed, exits are unobstructed. (X)
d. Fire extinguishers are current and placed in all required areas.
e. Fire alarms pull stations are clearly visible.
f. Other

Hazardous Materials (Interior and Exterior)
There does not appear to be evidence of hazardous materials that may pose a threat to pupils or staff. Examples include but are not limited to the following:

a. Hazardous chemicals, chemical waste, and flammable materials are stored properly (e.g. locked and labeled properly). (X)
b. Paint is not peeling, chipping, or cracking.
c. There does not appear to be damaged tiles or other circumstances that may indicate asbestos exposure.
d. Surfaces (including floors, ceilings, walls, window casings, HVAC grills) appear to be free of mildew, mold odor and visible mold.
e. Other

54

Structural Damage
There does not appear to be structural damage that has created or could create hazardous or uninhabitable conditions. Examples include but are not limited to the following:

a. Severe cracks are not evident. (X)
b. Ceilings & floors are not sloping or sagging beyond their intended design. (X)
c. Posts, beams, supports for portable classrooms, ramps, and other structural building members appear to be intact, secure and functional as designed. (X)
d. There is no visible evidence of severe cracks, dry rot, mold, or damage that undermines the structural components. (X)
e. Other

Roofs (observed from the ground, inside/outside the building)
Roof systems appear to be functioning properly.
Examples include but are not limited to the following:

a. Roofs, gutters, roof drains, and down spouts are free of visible damage.
b. Roofs, gutters, roof drains, and down spouts are intact.
c. Other

Playground/School Grounds
The playground equipment and school grounds in the vicinity of the area being evaluated appear to be clean, safe, and functional.
Examples include but are not limited to the following:

a. Significant cracks, trip hazards, holes and deterioration are not found.
b. Open "S" hooks, protruding bolt ends, and sharp points/edges are not found in the playground equipment.
c. Seating, tables, and equipment are functional and free of significant cracks.
d. There are no signs of drainage problems, such as flooded areas, eroded soil, water damage to asphalt, or clogged storm drain inlets.
e. Other

Windows/Doors/Gates/Fences (Interior and exterior)
Conditions that pose a safety and/or security risk are not evident.
Examples include but are not limited to the following:

a. There is no exposed broken glass accessible to pupils and staff. (X)
b. Exterior doors and gates are functioning and do not pose a security risk. (X)
c. Windows are intact and free of cracks.
d. Windows are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
e. Doors are intact.
f. Doors are functional and open, close, and lock as designed, unless there is a valid reason they should not function as designed.
g. Gates and fences appear to be functional.
h. Gates and fences are intact and free of holes and other conditions that could present a safety hazard to pupils, staff, or others.
i. Other

STATE OF CALIFORNIA
FACILITY INSPECTION TOOL
SCHOOL FACILITY CONDITIONS EVALUATION
(REV 05/09)

STATE ALLOCATION BOARD
OFFICE OF PUBLIC SCHOOL CONSTRUCTION

PART II: EVALUATION DETAIL Date of Inspection: 09/17/20 School Name: Yuba Gardens Intermediate School

CATEGORY / AREA	1 GAS LEAKS	2 MECH/HVAC	3 SEWER	4 INTERIOR SURFACES	5 OVERALL CLEANLINESS	6 PEST/VERMIN INFESTATION	7 ELECTRICAL	8 RESTROOM	9 SINKS/ FOUNTAINS	10 FIRE SAFETY	11 HAZARDOUS MATERIALS	12 STRUCTURAL DAMAGE	13 ROOFS	14 PLAYGROUNDS/ SCHOOL GROUNDS	15 WINDOWS/ DOORS/ GATES/FENCES
Main Office	✓	✓	NA	✓	✓	✓	✓	✓	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:	New Carpet													
Room 2	NA	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:	Well organized													
Room 3	✓	✓	✓	✓	✓	✓	✓	NA	✓	D	✓	✓	NA	NA	✓
	COMMENTS:	No fire extinguisher													
Room 7	✓	✓	✓	✓	D	✓	D	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:	Messy classroom- electrical wires on floor - lights not working - light covers hanging down													
Room 11	✓	✓	✓	✓	✓	✓	✓	NA	D	✓	✓	✓	NA	NA	✓
	COMMENTS:	Drinking fountain broken- TV needs to be strapped down													
Science Bld.	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:	Very clean and organized -new walls put in place, stained ceiling tiles													
Room 15 Art	✓	✓	✓	✓	✓	✓	✓	NA	D	✓	✓	✓	NA	NA	✓
	COMMENTS:	Drinking fountain broken- Clean													
Room 14	✓	✓	✓	✓	✓	✓	✓	NA	✓	✓	✓	✓	NA	NA	✓
	COMMENTS:	Clean and Organized													
P-205	NA	✓	NA	D	✓	✓	D	NA	NA	✓	✓	✓	NA	NA	✓
	COMMENTS:	Trim missing on ceiling-cove base missing-coming of the base , walls peeling off , wires hanging down from ceiling													
P- 208	NA	✓	NA	✓	✓	✓	✓	NA	NA	✓	✓	✓	NA	NA	✓
	COMMENTS:	Clean and Organized													

Marks: ✓ = Good Repair (When filling up the electronic version, please use **ctrl+G**); **D** = Deficiency; **X** = Extreme Deficiency; **NA** = Not Applicable
Use additional sheets as necessary.

SCHOOL DISTRICT/COUNTY OFFICE OF EDUCATION: Marysville Joint Unified School District		COUNTY: Yuba County
SCHOOL SITE: Yuba Gardens Intermediate School, 1964 11th Ave Olivehurst, California 95961		SCHOOL TYPE (GRADE LEVELS): 7th - 8th; NUMBER OF CLASSROOMS ON SITE: 47
INSPECTOR'S NAME: John Mejia	INSPECTOR'S TITLE: YCOE Maintenance Supervisor	NAME OF DISTRICT REPRESENTATIVE ACCOMPANYING THE INSPECTOR(S) (IF APPLICABLE): Doug Trower, MJUSD Maint. Supervisor
TIME OF INSPECTION: 5:15 AM	WEATHER CONDITION AT TIME OF INSPECTION: Clear	

PART III: CATEGORY TOTALS AND RANKING (round all calculations to two decimal places)

TOTAL NUMBER OF AREAS EVALUATED	CATEGORY TOTALS	A. SYSTEMS			B. INTERIOR	C. CLEANLINESS		D. ELECTRICAL	E. RESTROOMS/FOUNTAINS		F. SAFETY		G. STRUCTURAL		H. EXTERNAL	
		GAS LEAKS	MECH/HVAC	SEWER	INTERIOR SURFACES	OVERALL CLEANLINESS	PEST/VERMIN INFESTATION	ELECTRICAL	RESTROOMS	SINKS/ FOUNTAINS	FIRE SAFETY	HAZARDOUS MATERIALS	STRUCTURAL DAMAGE	ROOFS	PLAYGROUND/ SCHOOL GROUNDS	WINDOWS/DOORS/ GATES/FENCES
↓	Number of "✓"s:	7	10	7	9	9	10	8	1	6	9	10	10	0	0	10
	Number of "D"s:	0	0	0	1	1	0	2	0	2	1	0	0	0	0	0
10	Number of "X"s:	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	Number of N/As:	3	0	3	0	0	0	0	9	2	0	0	0	10	10	0
Percent of System in Good Repair Number of "✓"s divided by (Total Areas - "NA"s)*		100.00%	100.00%	100.00%	90.00%	90.00%	100.00%	80.00%	100.00%	75.00%	90.00%	100.00%	100.00%			100.00%
Total Percent per Category (average of above)*		100.00%			90.00%	95.00%		80.00%	87.50%		95.00%		100.00%		100.00%	
Rank (Circle one) GOOD = 90%-100% FAIR = 75%-89.99% POOR = 0%-74.99%		GOOD			GOOD	GOOD		FAIR	FAIR		GOOD		GOOD		GOOD	

*Note: An extreme deficiency in any area automatically results in a "poor" ranking for that category and a zero for "Total Percent per Category"

OVERALL RATING: DETERMINE AVERAGE PERCENTAGE OF 8 CATEGORIES ABOVE → 93.44% SCHOOL RATING** → GOOD

**For School Rating, apply the Percentage Range below to the average percentage determined above, taking into account the rating Description below.

PERCENTAGE	DESCRIPTION	RATING
99%-100%	The school meets most or all standards of good repair. Deficiencies noted, if any, are not significant and/or impact a very small area of the school.	EXEMPLARY
90%-98.99%	The school is maintained in good repair with a number of non-critical deficiencies noted. These deficiencies are isolated, and/or resulting from minor wear and tear, and/or in the process of being mitigated.	GOOD
75.%-89.99%	The school is not in good repair. Some deficiencies noted are critical and/or widespread. Repairs and/or additional maintenance are necessary in several areas of the school site.	FAIR
0%-74.99%	The school facilities are in poor condition. Deficiencies of various degrees have been noted throughout the site. Major repairs and maintenance are necessary throughout the campus.	POOR

COMMENTS AND RATING EXPLANATION:

K21-0101

GREENFIELD LEARNING

Lexia
A Rosetta Stone® Company

October 14, 2020

Lexia Reading New Proposal for Loma Rica Elementary School

5150 Fruitland Rd, Marysville, CA 95901
Kathleen Hansen, khansen@mjusd.com
Site Code: 9196-0933-0931-7808
Quote valid through November 29, 2020

Student Licenses (Includes Minimum Success Partnership):

☐ Through 7/31/21	29	Lexia Reading licenses	$ 1,670

Total: $1,670

Your **SIS**: ____________________
Tech Contact Name: Carla Tingle
Email: ctingle@mjusd.com

Do you use **CLEVER**? ___Yes ___No
Title: Secretary
Phone: (530) 741-6144

The subscription service includes:

a. Access to *Lexia Reading Core5*, at school and at home, via browser on PC or MAC, Chromebooks, iPad2+, iPad Mini and certain Android tablets. See tech specs:http://lexialearning.com/files/support/C5SysReq.pdf & http://www.lexialearning.com/files/support/Core5_FAQ_android.pdf
b. Access to *Lexia PowerUp Literacy*, at school and at home, via browser on PC or MAC, Chromebooks. See tech specs: http://www.lexialearningresources.com/PowerUp/reference/PowerUp_SysReq.pdf.
c. Data hosting and reporting functions at www.myLexia.com and the teacher/ administrator myLexia APP for iPhone/iPad free at the APP store. See Technical Setup for details.
d. Lexia Reading scripted lesson plans, independent student worksheets and instructional connections.
e. System updates, 800-line tech support, local support & implementation and On-Demand training videos.
f. Please note that Lexia fully adheres to the strictest data privacy and FERPA requirements, as identified in AB1584 and SB1177. For details, please see: http://www.lexialearning.com/privacypolicy/index.html & http://www.lexialearning.com/lexia-website-properties-terms-of-use

Please send all purchase orders and payments to:

Greenfield Learning Inc., Attn: Tim Stewart
PO Box 3024, Half Moon Bay, CA 94019
Phone: 800-363-5547 Fax: 650-726-1156 Email orders: orders@greenfieldlearning.com

TERMS & CONDITIONS

Prices included herein are exclusive of all applicable taxes, including sales tax, VAT or other duties or levies imposed by any federal, state or local authority, which are the responsibility of Customer and in USD. Any taxes shown are estimates for informational purposes only. Customer will provide documentation in support of tax-exempt status upon request. Pricing is valid 60 days, unless otherwise specified on the quote. Greenfield Learning will invoice the total price set forth above upon Customer's acceptance and receipt of a signed purchase order. **Payment is due net 30 days of invoice.**

TERM

This quote serves as an Order Agreement and becomes effective upon its acceptance by both parties. The

1

57

Business Services Department
Approval : PL
Date: 10-26-20

GREENFIELD LEARNING

Lexia

A Rosetta Stone Company

Product/Services purchased pursuant to this Agreement will begin on or about the start date set forth above and continue in effect for the Product/Service Term set forth above ("Subscription Period"). Unless otherwise set forth herein, all Product licenses shall have the same start and end dates and all Services must be used within the Subscription Period; **unused Product licenses or Services are not eligible for refund or credit.** Without prejudice to its other rights, Greenfield Learning may suspend delivery of the Product/Services in the event that Customer fails to make any payment when due.

ORDER PROCESSING

To submit an order, please fax this quote along with the applicable Purchase Order to: **650-726-1156**, or send by email to **orders@greenfieldlearning.com**.

Note: *Each Purchase Order must include a copy of the Lexia quote.*

Penny Lauseng-MJUSD
Asst. Supt of Business Services

58

Business Services Department
Approval : PC
Date: 10-2-20

Vocabulary.com

FROM	REPRESENTATIVE	QUOTE FOR
Vocabulary.com 777 Mariners Island Blvd. Suite 600 San Mateo, CA 94404	Etirza Clark eclark@vocabulary.com phone: (520) 214-6783 fax: (212) 285-8999	Marysville High School Holly Gottfried 12 E 18th St Marysville, CA 95901 USA phone: 5307416180 hgottfried@mjusd.com

Quote #1075543

Thank you for your continued interest in Vocabulary.com. We are pleased to present you with the following quote. To accept this quote, sign in the appropriate place below, and fax (or scan and email) all pages of the quote along with your valid purchase order or payment information back to us at the fax number above.

Vocabulary.com Subscription

SKU	Description	Quantity	Rate	12 Months	24 Months	36 Months
VCSL1E-1	Vocabulary.com: 1 Year Site License - Price Per Student	900	$4.00	$3,600.00	$7,200.00	$10,800.00
	Multiyear Discount				-$720.00	-$1,620.00
			Subtotal (after discount)	$3,600.00	$6,480.00	$9,180.00

Choose One Option:

	12 Months ☒	24 Months ☐	36 Months ☐
Total Price	$3,600.00	$7,200.00	$10,800.00
Discount		-$720.00	-$1,620.00
Discount Percent		10%	15%
Pay this amount	**$3,600.00**	**$6,480.00**	**$9,180.00**

59

Fall 2020 Vocabulary.com PD offerings

Virtual PD

Essentials ($495 each or $795 for E1 and E2 bundled for audiences of 50 or less; $995 each or $1795 for 50-200 attendees)

- Essentials I: Effective strategies for meaningful vocabulary instruction (90 minutes)
    - Everything you need for effective implementation of Vocabulary.com in your classroom. Best practices for combining independent activities and text-based assignments for personalized instruction, strategies for using curated lists to align vocab instruction with your curriculum, and recommendations for using leaderboards to engage and motivate your students.

- Essentials II: Best practices for personalized learning in the data-driven classroom (90 minutes)
    - Deep dive into Vocabulary.com's customization options, personalized learning tools, and gamified approach. Emphasis on effective strategies for using performance data to support students. Practical recommendations for supporting daily instruction and boosting student engagement.

On-site PD

- Vocabulary.com On-site: ($3,200)
    - This session is a personalized 4.5 hours on everything you need to know for effective Vocabulary.com implementation, plus 1.5 hours of guided teacher planning time.

- Flex On-site (starts at $2,200)
    - Our 90-minute flex sessions are focused on practical strategies for using Vocabulary.com in daily instruction. Opt for one or more sessions on the same day based on your schedule and PD needs. Starts at $2,200 for one 90-minute on-site, additional 90-minute sessions for $500 each.

Vocabulary.com

BILLING CONTACT

Please verify the following information is correct:

Name	Holly Gottfried
Institution	Marysville High School
Address 1	12 E 18th St
Address 2	
City/State	Marysville, CA
Postal Code	95901
Country	USA
Phone	5307416180 Fax
Email	hgottfried@mjusd.com

☐ If the information you provided (displayed to the left) is incorrect or incomplete, please check this box and update it in the space below.

Name	
Institution	
Address 1	
Address 2	
City/State	
Postal Code	
Country	
Phone	Fax
Email	

TECHNICAL CONTACT

For subscriptions to Vocabulary.com, we require that you provide us with a technical contact to facilitate setting up your subscription. If no technical contact is provided, we will use the billing contact listed above.

Name	
Institution	
Address 1	
Address 2	
City/State	
Postal Code	
Country	
Phone	Fax
Email	

61

Vocabulary.com

PAYMENT OPTIONS (CHOOSE ONE)

[X] **Purchase Order**

Please attach your purchase order to the quote and return it to your representative. Please reference Quote #1075543 on any correspondence.

Our Federal Tax ID number is 11-3382653.

[ ] **Check / Money Order**

Make check payable to Vocabulary.com or our parent company, Thinkmap, Inc.

[ ] **Credit Card**

Type [ ] Visa / Mastercard [ ] American Express

Name on Card

Card Number

Exp. Date

CVV / Security Code

Billing Zip

TERMS

By signing below, you are:

1. Agreeing that you have the authority to make purchasing decisions for your institution.
2. Accepting the offer indicated above, and agreeing to pay as per terms above. (All overdue payments will be subject to a late payment charge at the rate of 1.5% per 30 days of delinquency, or if lower, the maximum rate permitted by applicable law.)
3. Becoming party to and concerting to be bound by the terms and conditions of the license agreement that is available at https://www.vocabulary.com/terms/.
4. Agreeing not to disclose or share login information, or otherwise provide access to Vocabulary.com except in a manner that agrees with the terms of the quote provided above.

Signature

Name Penny Lausen

Institution MJUSD

Date

Title Asst Supt. of Business Services

ORDER PROCESS

Once we receive this signed quote and either payment or a valid purchase order, we will provide you with access to our "Sign-up Wizard." This web site helps you quickly set up your subscription so that your population can get started using Vocabulary.com. During the sign-up process, you will provide us with contact information and initiate your subscription.

AUTHENTICATION OPTIONS

If you decide to purchase a subscription to Vocabulary.com, we work with you to set up authentication so that your population can access Vocabulary.com in as efficient a manner as possible. To learn more about the authentication options available to you, please visit the following URL: https://www.vocabulary.com/authentication/

ProCare Therapy

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:

Telepractitioner:	Graciela Libardo		
Client:	Marysville Joint Unified School District		
Assignment Start Date:	10/29/2020	**Assignment End Date:**	6/30/2021
Position:	Tele-SLP		
Hours per Week:	30.00		
Bill Rate per Hour	$ 92.00	*Bill Rate is all-inclusive**	
Technology Fee:	$ N/A		

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: N/A

** Sales tax will be added to professional fees if required by state law and client is not a tax-exempt entity.*

Marysville Joint Unified School District		**PROCARE THERAPY, LLC**	
Penny Lausen	10/26/20	DocuSigned by: Asma Javed 2D6B2750E63F47C...	10/23/2020
Client Representative Signature	Date	ProCare Therapy Signature	Date
Penny Lausen		Asma Javed	
Print Name		Print Name	
ASST Supt. of Business Services		Account Executive	
Title		Title	

63

Business Services Department
Approval : PL
Date: 10-26-20

ProCare Therapy

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 School District		**PROCARE THERAPY, LLC**	
Penny Lausen	10/26/20	DocuSigned by: Asma Javed 2D6B2750E63F47C...	10/23/2020
Client Representative Signature	Date	ProCare Therapy Signature	Date
Penny Lausen		Asma Javed	
Print Name		Print Name	
Asst. Supt. of Business Services		Account Executive	
Title		Title	

ProCare Therapy

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 School District

Penny Lawson 10/26/20
Client Representative Signature Date

Penny Lawson
Print Name

Asst. Supt. of Business Services
Title

PROCARE THERAPY, LLC

DocuSigned by:
Asma Javed 10/23/2020
ProCare Therapy Signature Date

Asma Javed
Print Name

Account Executive
Title

ProCare Therapy

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

Letter of Agreement

October 14, 2020

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

Dear Gary Cena,

This letter serves as an Agreement between Marysville Joint Unified School District (MJUSD) of Marysville, CA, and Live Action Digital (LAD3D) of Lincoln, CA. The Intention of this Agreement is for LAD to produce a Covid-19 Prevention Plan Video for use by the schools in MJUSD.

As content for the video is developed, such as the script, video clips, graphics and animations, MJUSD agrees to a collaborative relationship with LAD in which it will provide feedback and guidance.

At successful completion of the Covid-19 Prevention Plan Video, MJUSD agrees to pay the sum of $2,500 to LAD3D. MJUSD is then granted the right to use the video for the benefit of all the schools in the MJUSD. This usage right granted to MJUSD is only for schools in the MJUSD. LAD3D has the right to use the content and experience in business relationships with other school districts.

After completion of this Agreement, LAD3D will continue to update the MJUSD version of the video. LAD3D can also create customized versions for each school in the MJUSD for an additional, yet to be determined fee, and would like to continue having a collaborative relationship with MJUSD for other school related video animations.

The parties to this Agreement are:

Marysville Joint Unified School District
By: Gary Cena
Gary Cena, Superintendent
Date: 10-30-20

Live Action Digital
By: Q B White
QB White
Date: 10-15-2020

Business Services Department
Approval : PR
Date: 10-30-20

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

LEA Name

Marysville Joint Unified School District

CDS Code:

58727360000000

Link to the LCAP:

(optional)

https://drive.google.com/file/d/1vAUozpNxcZY7Vw_9iZpT5bIKOCkq5kkt/view (English)

https://drive.google.com/file/d/1qgl8j77FJ0wlnZW_TNHK12WkN_7gdHts/view (Spanish)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by State and Local Educational Agencies

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.)*

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.

Marysville Joint Unified School District (MJUSD) administers federal funds to supplement and enhance actions and services provided 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.

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 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.

Title I

Title I funds are primarily used for the purpose of supporting students who are not performing at grade level in Title I schools through additional support staff and resources specific to remediating educational gaps. The purpose of Title I is to provide children significant opportunity to receive a fair, equitable, and high-quality education and to close educational achievement gaps.

Title II

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.

- MJUSD is in a constant process of developing site-based Professional Learning Communities (PLC) and 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.
- MJUSD continues to develop our Multi-Tiered Systems of Support and implement Universal Design for Learning to help teachers design lessons that engage students of all performance levels.
- MJUSD supports Positive Behavioral Interventions and Supports (PBIS) to decrease disciplinary incidents and increase the amount of time students spend in class learning.
- 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.
- 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 opportunity and ongoing professional development tied to more individualized needs of subject area, grade level, and common interest groups. Mastery of discipline-based knowledge including academic content in the core curriculum and academic standards.

Professional Development includes:

- Use of effective, subject-specific teaching methods, strategies, and skills.
- Use of technologies to enhance instruction specifically pertaining to engagement and distance learning strategies.
- 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 education (CTE) 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.

Title III

Title III funding helps ensure English learners (ELs) attain English language proficiency and meet state academic standards. ELs make up 21% of our district student population. Dashboard data is unavailable due to COVID-19 for the most recent year; however, MJUSD knows continual service improvement is needed in this area. MJUSD serves 492 Long Term English Learners (LTEL) and approximately 200 additional students at-risk of becoming an LTEL.

Our Title III Goals:
- Close the achievement gap by ensuring ELs have the support they need.
- Differentiate instruction for ELs and monitor progress through iLit (literacy suite for intervention, English language development, and independent reading).
- Build background knowledge and vocabulary effectively.

In order to support these goals, our staff requires expert training in the following:
- Practical strategies for teaching academic vocabulary, reading, and writing using evidence-based instruction (specifically Designated English Language Development (ELD)) currently taught through iLit at the secondary level and our Common ELD program at the elementary level.
- Support in constructing common assessments for ELs and monitoring student progress through multiple measures including iLit.
- Aid in implementing systems for student assessment and placement.

MJUSD continues to provide professional development to improve the quality of Designated ELD through working with our new ELD Program Specialist, parent liaisons, paraeducators, and our added ELD instructors.

We met with parents of ELs through District English Learner Advisory Committee (DELAC) and site-based English Learner Advisory Committee (ELAC) and as part of our LCAP development process. They are supportive of district endeavors and requested we continue to develop best practices to ensure their children are prepared for college and career with an emphasis on assisting students in acquiring biliteracy.

This year, parents of ELs participated in two different Parents for Quality Education (PIQE) Institutes. These parents learned strategies and skills to better help and advocate for their children. Parents requested PIQE be continued on an annual basis. Through the LCAP, the MJUSD supports general education and Title III supplemental services by providing a Bilingual Support Specialists. We are maintaining these supports and courses in a virtual model due to COVID-19 this year.

In addition, the district strives to support ELs though summer programs in collaboration with Migrant Education and other district resources.

Title IV

Title IV funds are directed to increase capacity to provide all students with access to a well-rounded education, improve conditions for student learning, and improve use of technology to improve the academic achievement and digital literacy 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.

MJUSD LCAP incorporates the MJUSD LEA plan and guides the use of LCFF funds available to the district through Supplemental and Concentration Grant funds generated by unduplicated high-need pupil counts. All Title I, Title II, Title III, and Title IV funds are aligned to the MJUSD LCAP Goals.

During the 2019-20 school year, MJUSD had an unduplicated student count of 83.40%. 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 largely feature centrally distributed services to English learners, students of low-income families, and foster youth through site-specific programs and personnel. MJUSD is expending these funds to provide access to greater numbers of highly qualified staff who are well prepared to collaborate and implement researched-based California standards aligned curriculum, a strong system of support and collaboration amongst all stakeholders, additional access to intervention and acceleration, health and counseling services, and a broad course of study in a healthy well-maintained environment for all students.

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 *(as applicable)*

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 *(as applicable)*

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 *(as applicable)*

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.

Under the ESSA Provisions Addressed Within the LCAP section, state priority alignment numbers are provided to demonstrate where ESSA provisions are referenced in the LCAP.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

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.

Under the ESSA Provisions Addressed Within the LCAP section, state priority alignment numbers are provided to demonstrate where ESSA provisions are referenced in the LCAP.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

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

Under the ESSA Provisions Addressed Within the LCAP section, state priority alignment numbers are provided to demonstrate where ESSA provisions are referenced in the LCAP.

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(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

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

Title I funds are allocated to schools on the number of children from low-income families who reside in the school's attendance area. MJUSD uses free and reduced-price lunches as the poverty criteria to identify the percentage of children from low-income families to determine a school's Title I eligibility. Even though the district participates in the universal meal program, known as "Community Eligibility" program, the district continues to use multiple measures to collect data that qualifies as eligible poverty data for Title I purposes. The relevant Community Eligibility percentage of identified students and direct certification data combined with household income applications as reported to the California Department of Education serve as the basis of our free and reduced-price lunch percentages. At least 35% of a school's student population must come from low-income families to qualify for Title I funding. Twenty-one of our schools operate a schoolwide Title I program. Funding is generated based on socio-economic status, but services are directed to academically at-risk students.

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:

MJUSD conducted a local equity gap analysis to appropriately describe the local process for identifying and addressing disparities.

The local gap analysis process included the following steps:

Step One—Data Collection

Step Two—Equity Gap Analysis (using the data collected in Step One)

Step Three—Root Cause Analysis and Strategy Development

Step Four—Stakeholder Engagement

Data Collection

Six tables were created and analyzed based on CDE guidance to answer each of the Equity Gap Analysis questions.

Equity Gap Analysis

1. Are minority students taught at higher rates than other students by ineffective teachers?

No. We had no ineffective teachers so there were no differences in rates.

2. Are low-income students taught at higher rates than other students by ineffective teachers?

No. We had no ineffective teachers so there were no differences in rates.

3. Are minority students taught at higher rates than other students by inexperienced teachers?

No. With a districtwide average of 21% inexperienced teachers and an average of 60% minority students there is no 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% percent of teachers in schools with the highest percentage of minority students have two or fewer years of teaching experience, 20% percent 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% percent. The percentage of minority students has not significantly changed.

4. Are low-income students taught at higher rates than other students by inexperienced teachers?

Yes. With a districtwide average of 21% inexperienced teachers and an average of 81% low-income students there is not a pattern for teachers teaching in distinctly low-income environments. Though MJUSD is working towards retaining high quality staff and stopping the predictable turnover of new teachers at low-income sites that are seen across California. Currently our turnover rate for teachers at Title I sites is similar to the state (50-70% turnover in first five years). The district sets high standards for hiring and makes every effort to recruit and retain highly qualified educators. 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 re-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.

5. Are minority students taught at higher rates than other students by out-of-field teachers?

No. We had no teachers on Limited Assignment Permits, so there were no differences in rates. Through our FPM process, we were able to clear 17 teachers from temporary EL certification status to full EL credentials last year.

6. Are low-income students taught at higher rates than other students by out-of-field teachers?

No. We had no teachers on Limited Assignment Permits so there were no differences in rates.

Actions to address disparities:

Through our work with PLCs, 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 retention and recruitment. Addition of positions in the Educational Services Department has allowed the district to begin creating an internal training network and advance our PLC work towards achieving educational equity for all learners.

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. Due to COVID-19, online teaching pedagogy and tools are a focus of teacher training.
- 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).

MJUSD supports the Marysville Community Day School (CDS) in developing a Comprehensive Support and Intervention (CSI) plan that is embedded in the School Plan for Student Achievement (SPSA). The district applied for CSI funds on the site's behalf. The district developed a template for a school-level needs assessment with site administration input. Once site needs were established with input from stakeholders, school leaders, teachers, and parents, the SPSA goals were developed. Statewide and local academic performance indicators informed the SPSA development. The SPSA outlines evidence-based interventions to address resource inequities and the funding tied to each action item. The SPSA was approved by the School Site Council and Board of Trustees.

MJUSD monitors and evaluates the implementation and effectiveness of the CSI plan to support student and school improvement through goals and activities outlined in the SPSA. Implementation will be reviewed on a regular basis at the school and district level. District personnel support the site in evidence-based interviews and the identification and resolution of any resource inequities addressed in the SPSA. The district supports the School Site Council in its responsibility for developing and revising the SPSA in collaboration with the site instructional leadership team. Ongoing consultation with site advisory groups about student performance data, student needs, identified goals, appropriate interventions/preventions, and associated budgets is an integral part of the development and monitoring of the SPSA.

CDS is currently advancing its plan in anticipation of learning loss and credit needs associated with the COVID-19 pandemic. The schools plan will allow for a greater number of learners to benefit from the intensive interventions being established at the site.

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

THIS ESSA PROVISION IS ADDRESSED BELOW:

Sustained parent and family engagement contributes to student achievement and a positive school environment. Parents and families are involved in a range of activities at 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 school year. The Parent and Family Engagement Policy is based upon board policy and administrative regulations to ensure compliance with Federal and State regulations. It is updated annually based on recommended changes from the California Department of Education and through feedback received from parent advisory groups such as the District Advisory Committee (DAC) and the District English Learner Advisory Committee (DELAC). The policy is available on the district website with hard copies in school offices.

Parents and families are encouraged to assist in leadership and governance capacities in our schools through School Site Councils and and English Learner Advisory Committees (ELAC). At the district level, parents and families help guide decisions through the LCAP Budget Committee and DAC. 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 state academic standards. SSCs 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 funding which allows sites, in concert with their SSC, 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 SSC 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. The compact describes specific ways the school and families will partner to help children achieve high academic standards.

A host of varied methods to encourage parent and family engagement are incorporated into the educational program. The new Qualtrics survey tool allows the district to collect feedback from stakeholders at meaningful touchpoints and instantly analyze their comments. The new system has been used repeatedly on subjects from reopening schools to CARES Act and LCAP expenditures to topics related to Distance Learning and COVID-19. Over 20,000 comments and responses to survey questions have been mined. The district's Educational Services website has an open survey opportunity to offer feedback. A feedback@mjusd.com and LCAP@musd.com email have been created to provide additional feedback avenues. 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. The Superintendent and district administrators keep the board apprised of updates from district level committees.

Staff is trained in the importance of working with parents and valuing their contributions as equal partners in education. PLCs include sharing data with parents to strengthening ties between parents and the school. The district provides reasonable accommodations to parents and family members. Special accommodations are made for communicating with families that have accessibility needs or other special needs. On an individual basis, we remove communication barriers for our families.

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.

MJUSD uses Title I Part A funding to support this difficult to serve group of students in several ways. The CDS offers specialized small group, small setting instruction. Additional supports have been added through CDS' CSI grant. Outreach through the attendance and welfare office helps to locate and isolate support for delinquent and neglected throughout the community. MJUSD has added the Foster Plus Program to effectively track and place foster students quickly. Beyond these strategies, we have added 2 officers (1 from Yuba County Sheriff's Office and 1 from Marysville Police Department) to support our positive outreach to service all of our county and city 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:

All schools operating Title I programs in the MJUSD qualify as schoolwide programs. Title I funds are used in combination with federal, state, and local funds to upgrade the entire educational program for all students in the school. School Plans for Student Achievement (SPSA) are developed to ensure all students have the opportunity to meet the state's challenging standards. SPSAs are developed to particularly address the needs of low-achieving children and those at risk of not meeting the state achievement standards. SPSAs outline strategies the school will implement to address school needs and provide academic interventions designed to bring students to grade level. Methods and instructional strategies that strengthen the academic program, increase the amount and quality of learning time, and help provide an enriched curriculum are outlined in SPSAs. Many Title I sites elect to utilize paraeducator support to allow for more intensive intervention within the school day and maximize PLCs. The use of supplemental, adaptive, prescriptive, technology-based intervention programs managed by credentialed staff is another popular enhancement to the core program at Title I sties. Positive Behavioral Interventions and Supports (PBIS) and additional Social and Emotional Learning (SEL) programs are also employed to help develop growth mindsets in learners. Schools develop, in conjunction with their SSCs, their annual achievement goals and identify the programs and activities to provide a well-rounded education. SPSA goals are identified to address the specific educational needs of the school identified through a comprehensive needs assessment. Annually the SSC evaluates SPSA outcomes to ensure expenditures are aligned to improve academic achievement. The evaluation of the effectiveness of the instructional program is based on an analysis of verifiable student data and annual updates will reflect the appropriate modification to the program.

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.

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 and online training. 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 and typically exceeds the initial 1% reservation. 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 transportation and supplemental materials and supplies for homeless students as well as printing to increase the program's outreach. A part-time Homeless Advocate is funded through the LCAP to extend homeless education services to students and families beyond Title I and grant funds.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), 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.

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.

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) coordination with institutions of higher education, employers, and other local partners; and
(B) 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:

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.

MJUSD is also entering into an Associates Degree program with Yuba College that allows 8th graders transitioning to high school to enter into high school and the junior college simultaneously. These students will be able to complete an AA in humanities at the time of their graduation from high school. MJUSD plans to build this program with the hopes of scaffolding connections to a proximal university to facilitate ongoing student education post 12th grade.

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:

The district reserved $43,000 from Title I, Part A to support and enhance our preschool program. Title I extends services by funding an additional preschool teacher. A small percentage of Title I funds, $30,000, was reserved for counselor professional development. Other obligatory reservations include parent involvement, homeless education, and private schools.

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

MJUSD does not receive Title I, Part D.

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Parent and Family Involvement

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

(A) LEA; and
(B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

N/A

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:

MJUSD has systems of professional growth and improvement that includes induction and support programs for teachers, principals, and other school leaders and opportunities for building the capacity of teachers. In the past year MJUSD has developed a network of internal trainers/teacher leaders to support our increased training efforts.

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, and data about the effectiveness of current professional development, and stakeholder input guides all 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.

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:

With a district unduplicated count of 81.60%, 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:

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, 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.

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

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

MJUSD is in consultation with stakeholders continually during COVID-19 and this time has illustrated our need to develop a simplified and more timely survey or crowd sourcing option for immediate feedback.

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:

For the past 4 years, MJUSD has provided training from experts such as Dr. Kate Kinsella, and Margarita Espinosa Calderon, Project GLAD and SIOP, teachers receive additional high-quality professional development with an emphasis on designated ELD instruction. This year MJUSD has moved to operational those trainings and knowledge into a more readily available and aligned internal network. Researched based ELD instructional strategies proven to support student language acquisition Specially Designed Academic Instruction in English, ELD strategies, cultural diversity, effective instructional practices for culturally diverse students, and curriculum planning are being designed and arranged Internally though a ELD program specialist and the Educational Services Department.

Through the LCAP and Title II, additional district-wide 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 district-wide 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:

- 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:

MJUSD serves approximately 80 immigrant students, 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.

- Through Title III Immigrant funds, MJUSD provides family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children (PIQE);
- Through Title III Immigrant funds, MJUSD provides supplemental curriculum supporting student access to core standards and curriculum.
- Through the LCAP, the district provides 1 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 SECTIONS 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 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.

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. 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. 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 EL Software Program; English in a Flash, iLit).

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

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

A newly funded EL Program Specialist was added this year to help organize, support, train and monitor program effectiveness. 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 English learners, who are struggling, participate in 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 SECTIONS 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:

(C) 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

(D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Achieving English proficiency
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
MJUSD monitors individual English learners through the use of multiple measures including the State language assessment (previously CELDT, now ELPAC), CAASPP, district benchmark data generated through a variety of assessments, and formative assessment from the classroom.

MJUSD holds the school sites accountable through the review of the completion of all mandatory forms including the review of student academic data, site administrator observations of employee performance in regards to supporting English learners. MJUSD has a program specialist that assures quality and skill in our EL programs. The LEA will continue to promote EL parental and community involvement through Family Nights (ELA, Math, Science).

MJUSD also provides an EL Master Plan as a resource to support the school community in understanding English learner accountability requirements.
http://www.mjusd.com/UserFiles/Servers/Server_140317/File/Marysville/educational%20service/english%20leaner/Master_Plan_no_forms_11-04-11.pdf

Measures for Monitoring:
1. Annual principal's Assurances Checklist (EL Form #27), Due Ongoing and completed annually.
2. Site monitoring checklists (ELD, SDAIE, etc.) (EL Forms #28: English Learner Program Implementation Checklist Due October 31-#29: Specially Designed Academic Instruction in English Checklist, Due October 31.)
3. Annual EL Monitoring (EL forms 30, 31) Due October 31.

All required forms and due dates for the following mandatory activities can be found at: http://www.mjusd.com/district/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 district's comprehensive needs assessment is driven by the LCAP process which involves all stakeholders including parents, community members, students, board members, administrators, and all bargaining units. The LCAP articulates district goals based on the needs assessment. The LCAP defines data to be gathered, metrics to be measured, and includes an evaluation of effectiveness of the LCAP goals and activities. The MJUSD uses information and various sources of data to anchor decisions about planning, implementing, and assessing quality. Consultation with district advisory groups (SSC, DELAC, ELAC, and DAC) provides ongoing feedback to continually update and improve services and activities. LCAP effectiveness is tracked through the Dashboard and other local measures. Student achievement data, stakeholder surveys measuring school climate (LCAP, Healthy Kids, D/ELAC, Professional Development Needs Assessment), and results from district initiatives (PLC, PBIS, RTI, MTSS, UDL) also serve as a barometer for success. The new Qualtrics survey tool allows the district to collect feedback from stakeholders at meaningful touchpoints and instantly analyze their comments. The new system has been used repeatedly on subjects from reopening schools to CARES Act and LCAP expenditures to topics related to Distance Learning and COVID-19. Over 20,000 comments and responses to survey questions have been mined. The district's Educational Services website has an open survey opportunity to offer feedback. A feedback@mjusd.com and LCAP@musd.com email have been created to provide additional feedback avenues.

Results of the 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. Title IV has funded one elementary school counselor since 2019-20. Based on Board approval, LCAP funding was shifted in 2019-20 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 increased one additional counseling FTE extending well-rounded educational opportunities and helping ensure safe and healthy students. The counseling services provided will touch on multiple disciplines and elements of Title IV allowability.

A Coordinator of Innovation and Instructional Technology was added to the Educational Services team to inspire, challenge, and showcase ways for teachers to experiment, learn, and grow with technology. COVID-19 forced an unprecedented technology infusion into classrooms. This new educational leader position will provide professional development and curriculum development while working with teachers to integrate technology instructional practices into the classroom. Helping teachers feel comfortable leveraging technology is paramount as the new online and hybrid educational models have brought into focus the technology skills, integrative ideas, and experience with technology implementation that is necessary to provide an education in today's pandemic environment. This position is also supported with multiple disciplines and elements of Title IV allowability.

In today's educational climate, technology-rich teaching tools are becoming more and more critical to support student-driven and teacher-directed personalized instruction. Lexia Learning subscriptions were purchased for grades 1-2 creating an at-home computerized reading program that provides phonics instruction and gives students independent practice in basic reading skills. Renaissance myON Reader is a student-centered, personalized literacy environment that gives students access to enhanced digital books matched to student's individual interests, grade and reading level. EMC Passport for grades 7-12 supports English Language Arts by allowing students to connect to digital libraries of high-interest, leveled texts; interactive videos; and virtual filed trips.