

Includes Purchase Orders dated 11/01/2020 - 12/01/2020

Board Meeting Date December 15, 2020

PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
Location Abe Lincoln (50)				
P21-01956	OFFICE DEPOT B.S.D.	CDS/IS Supplies for teachers	01-4300-0003	951.69
Location Accounting (104A)				
P21-02163	OFFICE DEPOT B.S.D.	ACCOUNTING SUPPLIES	01-4300-0000	97.52
P21-02256	OFFICE DEPOT B.S.D.	office supplies	01-4300-0000	180.19
Total Location				277.71
Location Accounting/Payroll (103)				
P21-01916	LOZANO SMITH, LLP	Developer Fee Handbook Update	01-4300-0000	70.36
P21-02004	AT&T	20-21 DISTRICT PHONE SERVICE-HOTSPOTS	01-5940-3220	19,852.94
			01-5940-7420	45,147.06
P21-02121	EGP Business Solutions	Tax Forms	01-4300-0000	930.22
Total Location				66,000.58
Location After School Program (107)				
P21-02079	WAL-MART COMMUNITY BRC	YGS supplies ASES	01-4300-6010	2,500.00
P21-02080	WAL-MART COMMUNITY BRC	Elementary School supplies STARS	01-4300-6010	25,000.00
P21-02206	LAKESHORE LEARNING MATERIALS ATTN: JON BELL	Kindergarten Team	01-4300-0004	97.39
P21-02241	DECKER EQUIPMENT/SCHOOL FIX	STARS	01-4300-6010	533.08
Total Location				28,130.47
Location Arboga Elementary (01)				
P21-01889	AMAZON.COM	Classroom Supplies/PRESTON	01-4300-3010	75.76
P21-01938	OFFICE DEPOT B.S.D.	Classroom Supplies/TONER	01-4300-0003	113.68
P21-01996	AMAZON.COM	2nd Gr Grant Classroom Order	01-4300-9010	915.74
P21-02056	AMAZON.COM	Classroom Supplies/LAGORIO Rm 21	01-4300-0003	122.56
P21-02058	AMAZON.COM	Classroom PPE Needs	01-4300-3220	2,779.60
P21-02062	AMAZON.COM	2nd grade Grant	01-4300-9010	130.62
P21-02072	AMAZON.COM	Supplies/PRESTON	01-4300-1100	90.88
P21-02127	AMAZON.COM	Supplies	01-4300-1100	795.26
P21-02204	AMAZON.COM	Classroom Supplies/Headsets	01-4300-1100	262.95
P21-02229	AMAZON.COM	Classroom Supplies/Technology	01-4300-3010	640.73
P21-02262	AMAZON.COM	Chromebook Cords	01-4300-3010	98.40

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PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
Location Browns Valley Elementary (03)				Total Location 6,026.18
P21-01879	HAPPY NUMBERS, INC.	Happy Numbers program K/1	01-5801-3220	784.81
P21-01880	OFFICE DEPOT B.S.D.	PPE & Library containers	01-4300-1100	516.19
P21-01882	OFFICE DEPOT B.S.D.	PPE classroom storage	01-4300-1100	190.40
P21-01899	CDW-G COMPUTER CENTER	Computers and Monitors	01-4410-3220	3,280.72
P21-01900	TROXELL COMMUNICATIONS, INC.	Document Camera	01-4410-3220	608.37
P21-01922	CDW-G COMPUTER CENTER	24" Monitors	01-4300-3220	524.11
P21-02075	AMAZON.COM	Holcomb supplies	01-4300-1100	201.01
P21-02184	CDW-G COMPUTER CENTER	Laptop	01-4410-3220	1,048.22
P21-02236	FOLLETT SCHOOL SOLUTIONS, INC.	Library program	01-5801-3220	150.00
Total Location				7,303.83
Location Business Services (106)				
P21-02141	BNP Media II, LLC	Membership	01-5310-0000	60.00
Location Categorical (203)				
P21-01950	AMAZON.COM	MATERIALS FOR PROGRAM	01-4300-0003	18.28
			01-4300-5630	27.47
P21-02252	AMAZON.COM	Materials for Program	01-4300-0003	25.96
Total Location				71.71
Location Cedar Lane Elementary (05)				
P21-01881	AMAZON.COM	Office	01-4300-1100	53.06
P21-01974	Tahoe Pure	COVID Bottled Water Service CL	01-5801-3210	900.00
P21-02032	AMAZON.COM	office	01-4300-1100	503.20
P21-02219	CDW-G COMPUTER CENTER	24" Monitors	01-4300-3220	524.11
P21-02251	SMILE BUSINESS PRODUCTS, INC.	Copier	01-4450-0004	5,249.04
Total Location				7,229.41
Location Charter Academy For Fine Arts (42)				
P21-01975	Tahoe Pure	COVID Bottled Water Service MCAA	01-5801-3210	900.00
P21-01979	CDW-G COMPUTER CENTER	24" Monitors	09-4300-3220	62.90
			09-4300-7420	985.32

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PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
Location Charter Academy For Fine Arts (42) (continued)				
P21-01987	AMAZON.COM	Supplies Glen, Valeri, Zenobia	09-4300-3220	36.79
P21-01993	OFFICE DEPOT B.S.D.	Cabinet, Shelf, Supplies	09-4300-7420	576.60
P21-01994	AMAZON.COM	DeMerrit Drama Supplies	09-4300-0000	596.07
P21-02006	Home Depot USA, Inc.	MCAA Blended Learning Supplies 2020-2021	09-4300-0000	35.60
P21-02008	HERFF JONES OF NORTHERN CA	Videography For Graduation	01-5801-3220	100.00
P21-02050	TROXELL COMMUNICATIONS INC	Doc Cams	09-4300-0000	17,182.00
P21-02116	Home Depot USA, Inc.	Supplies for Blended Learning	09-4300-0000	2,413.98
P21-02142	TROXELL COMMUNICATIONS INC	Doc Cams	09-4300-0000	77.73
P21-02143	CDW-G COMPUTER CENTER	Admin Computer	09-4300-0000	724.19
P21-02203	AMAZON.COM	SPED Supplies	09-4410-0000	1,147.45
P21-02226	TROXELL COMMUNICATIONS, INC.	Projector and Mount	09-4300-3220	70.94
P21-02227	TROXELL COMMUNICATIONS, INC.	Pull Down Screen	09-4410-0004	1,212.40
Total Location				208.23
Total Location				26,330.20
Location Child Development (51)				
P21-01892	LOVING GUIDANCE, INC	KWoods PRE Supplies RM 105	12-4300-6105	294.56
P21-01910	Waxie Sacramento	Entry Mats / CLE Pre	12-4300-6105	317.76
P21-01986	AMAZON.COM	Pre Supplies	12-4300-6105	443.88
P21-01995	OFFICE DEPOT B.S.D.	Ink	12-4300-6105	132.39
P21-02002	OFFICE DEPOT B.S.D.	Pre Supplies DO RM 105	12-4300-6105	366.99
P21-02073	AMAZON.COM	Pre Supplies DO RM 105	12-4300-6105	29.22
P21-02100	OFFICE DEPOT B.S.D.	DOB PRE Roxann	12-4300-6105	56.84
P21-02125	AMAZON.COM	OLV PRE RM A- Kang Soung	12-4300-6105	37.01
P21-02129	AMAZON.COM	Child Dev - Amazon Book Order	12-4300-6105	200.73
P21-02130	AMAZON.COM	OLV PRE RM A- Kang Soung	12-4300-6105	144.31
P21-02173	OFFICE DEPOT B.S.D.	OliverPRE Rma	12-4300-6105	145.41
P21-02243	Tahoe Pure	COVID Bottled Water Service CHILD CL	01-5801-3210	600.00
P21-02244	Tahoe Pure	COVID Bottled Water Service CHILD JP	01-5801-3210	600.00
P21-02245	Tahoe Pure	COVID Bottled Water Service CHILD Ella	01-5801-3210	600.00
Total Location				3,969.10

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PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
Location Community Day School (54)				
P21-01893	WAL-MART COMMUNITY BRC	Per Mr. Gray-MCDS-Special Ed. Supplies&Incentives	01-4300-6500	400.00
P21-01976	Tahoe Pure	COVID Bottled Water Service CD	01-5801-3210	600.00
P21-02042	OFFICE DEPOT B.S.D.	Per Mr Gray - supplies	01-4300-1100	155.00
P21-02137	AMAZON.COM	Per Mr. Gray Supplies	01-4300-1100	546.86
P21-02146	CDW-G COMPUTER CENTER	24" Monitors	01-4300-3220	524.11
P21-02238	AMAZON.COM	Thermometers and Hard Drives	01-4300-1100	149.30
Total Location				2,375.27

Location Cordua Elementary (07)				
P21-01928	NWN CORPORATION	HP M227fdw Printer	01-4300-3220	278.82
P21-01929	TROXELL COMMUNICATIONS, INC.	Elmo Document Camera	01-4410-3220	608.37
P21-01935	AMAZON.COM	Windowless Plexiglass	01-4300-3220	238.12
P21-01982	OFFICE DEPOT B.S.D.	Printer	01-4410-3220	1,116.05
P21-01983	AMAZON.COM	Lunch Carts	01-4300-7420	259.78
P21-02063	OFFICE DEPOT B.S.D.	Desk Chairs	01-4300-3220	1,136.57
P21-02064	OFFICE DEPOT B.S.D.	Supplies - Bennett	01-4300-0004	121.15
P21-02124	AMAZON.COM	Library Carts for classrooms	01-4300-3220	242.39
P21-02197	CDW-G COMPUTER CENTER	24" Monitors	01-4300-3220	174.70
P21-02199	TROXELL COMMUNICATIONS, INC.	Elmo Document Cameras	01-4410-3220	2,433.46
P21-02200	NWN CORPORATION	M404dn Printer	01-4300-3220	208.27
P21-02230	OFFICE DEPOT B.S.D.	TK-1st Mice	01-4300-3220	227.00
P21-02261	AMAZON.COM	Library Carts - Kinder	01-4300-1100	60.60
Total Location				7,105.28

Location Covillaud Elementary (09)				
P21-01931	SUTTER BUTTES COMMUNICATIONS	Radios	01-4300-3220	9,680.63
P21-01985	OFFICE DEPOT B.S.D.	Classroom supplies	01-4300-0003	216.28
P21-01988	AMAZON.COM	Classroom supplies	01-4300-0003	194.11
P21-01991	AMAZON.COM	Classroom supplies	01-4300-0003	116.86
P21-01997	AMAZON.COM	Classroom supplies	01-4300-0003	43.24
P21-01998	AMAZON.COM	Speakers	01-4300-0003	103.30
P21-02055	Budget Saver Books	Library books	01-4200-0003	380.09

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PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
Location Covillaud Elementary (09) (continued)				
P21-02066	AMAZON.COM	Tech supplies	01-4300-3220	714.21
P21-02067	AMAZON.COM	Tech supplies	01-4300-3220	270.96
P21-02068	AMAZON.COM	Tech supplies	01-4300-3220	69.92
P21-02070	AMAZON.COM	Tech supplies	01-4300-3220	70.35
P21-02071	AMAZON.COM	Social distancing aids	01-4300-3220	123.35
P21-02110	CDW-G COMPUTER CENTER	Laptops	01-4410-3220	5,241.10
P21-02126	AMAZON.COM	Student Check-in Stations	01-4300-3220	152.60
P21-02144	CDW-G COMPUTER CENTER	24" Monitors	01-4300-3220	1,747.04
P21-02149	ABC SCHOOL EQUIPMENT	Whiteboards	01-4300-3220	678.34
P21-02231	OFFICE DEPOT B.S.D.	Admin supplies	01-4300-1100	505.01
Total Location				20,307.39

Location Dobbins Elementary (11)

P21-01891	LOWE'S HOME IMPROVEMENT COMMERCIAL CHARGE ACCOUNT	Supplies	01-4300-1100	118.08
P21-01943	AMAZON.COM	Supplies	01-4300-1100	220.37
P21-02007	AMAZON.COM	Supplies	01-4300-1100	219.66
Total Location				558.11

Location Edgewater Elementary (12)

P21-01887	The Sensory Path Inc	Sensory Paths	01-4300-3220	598.31
P21-01909	ULINE.COM	Utility Carts	01-4300-3220	2,199.02
P21-01937	AMAZON.COM	Headsets	01-4300-3220	1,406.17
P21-01960	Home Depot USA, Inc.	Water coolers, purifiers	01-4300-3220	1,490.41
P21-01968	Tahoe Pure	COVID Bottled Water Service EDG	01-5801-3210	900.00
P21-01990	AMAZON.COM	Re-opening supplies	01-4300-3220	564.00
P21-02051	MCGRAW-HILL SCHOOL EDUCATION	Second Grade P11	01-4300-0004	83.57
P21-02065	AMAZON.COM	Supplies	01-4300-0004	53.60
P21-02076	AMAZON.COM	Supplies	01-4300-1100	175.56
P21-02087	AMAZON.COM	Supplies	01-4300-1100	119.00
P21-02091	AMAZON.COM	K & First Grade supplies	01-4300-0004	271.69
P21-02166	CDW-G COMPUTER CENTER	24" Monitors	01-4300-3220	2,445.85
P21-02253	CDW-G COMPUTER CENTER	11" Chromebooks Touchscreen	01-4300-3010	25,908.00

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PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
Location Edgewater Elementary (12) (continued)				
P21-02263	AMAZON.COM	Chromebook repair part and folders	01-4300-0004	51.84
P21-02264	CDW-G COMPUTER CENTER	Acrobat Pro (latest version)	01-4300-1100	110.57
Total Location				36,377.59
Location Ella Elementary (13)				
P21-01934	AMAZON.COM	PPE Support Cables and Clips	01-4300-3220	300.43
P21-01959	WAL-MART COMMUNITY BRC	School Supplies	01-4300-1100	500.00
P21-01971	Tahoe Pure	COVID Bottled Water Service ELLA	01-5801-3210	900.00
P21-02005	Scholastic Classroom Magazines	Subscription (Already Ordered)	01-4300-3010	146.29
P21-02128	AMAZON.COM	Chair	01-4300-1100	86.59
P21-02147	SUTTER BUTTES COMMUNICATIONS	Ella Radios	01-4300-3220	3,226.88
P21-02148	CDW-G COMPUTER CENTER	24" Monitors	01-4300-3220	1,048.22
P21-02214	OFFICE DEPOT B.S.D.	Toner	01-4300-3010	276.86
P21-02246	PYRAMID SCHOOL PRODUCTS	Surge Suppressors	01-4300-3220	1,596.99
Total Location				8,082.26
Location Facilities (66)				
P21-02052	Core Construction Mgmt	8196-Arboga K-8th	25-6210-9010	18,000.00
P21-02165	KYA Services, LLC	8306-LHS Girl's Locker Room	01-6210-0000	139,185.79
P21-02195	AMERICAN MODULAR SYSTEMS, INC	8304-McKenney Portable Addition_AMS	01-6210-0010	635,040.00
P21-02196	American Modular Systems, Inc	8303-Linda Pre-School Porable Addition_AMS	01-6210-0011	268,240.00
Total Location				1,060,465.79
Location Foothill Intermediate (35)				
P21-02061	AMAZON.COM	Pointer - Cece	01-4300-3010	13.63
P21-02069	AMAZON.COM	Speakers	01-4300-3010	129.84
P21-02083	AMAZON.COM	Sanitizer	01-4300-1100	361.54
P21-02111	CDW-G COMPUTER CENTER	Admin Computer and 24" Monitor	01-4410-1100	1,393.91
P21-02112	TROXELL COMMUNICATIONS INC	Projector and Elmo	01-4410-3010	1,133.38
P21-02198	CDW-G COMPUTER CENTER	24" Monitors	01-4300-3220	1,921.74
P21-02258	OFFICE DEPOT B.S.D.	Ink	01-4300-1100	173.50
Total Location				5,127.54
Location Grounds (65)				

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PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
Location Grounds (65)				
P21-02018	LARRY GEWEKE FORD	F250 Utility Trucks	01-6500-8150	74,515.72
P21-02098	VALLEY TRUCK & TRACTOR CO	Grounds	01-4410-0000	95.41
Total Location				74,611.13
Location Health/Nurse (205)				
P21-02169	MEDASEND BIOMEDICAL, INC.	Medical Waste Services	01-5801-0000	455.00
Location Indian Education (108)				
P21-02105	TWIN CITIES EQUIPMENT RENTAL	STUDENT WORKSHOPS	01-5630-4510	250.00
P21-02140	LANCASTER ARCHERY SUPPLY	Classroom Supplies.	01-4300-4510	1,000.00
Total Location				1,250.00
Location Instruction (IMC) (110)				
P21-01933	AMAZON.COM	Cord for Alicia	01-4300-0000	17.31
P21-02113	TROXELL COMMUNICATIONS INC	Doc Cam, Aver	01-4300-3220	241.40
P21-02225	CENGAGE LEARNING	LHS additionalmath	01-4100-3220	8,704.38
Total Location				8,963.09
Location Johnson Park Elementary (15)				
P21-01920	SCHOOL OUTFITTERS	Sneeze Guard NO pass through	01-4300-3220	2,094.48
P21-01946	CDW-G COMPUTER CENTER	Admin Computers and Monitors	01-4410-3220	6,969.53
P21-01947	NWN CORPORATION	HP M653dn Toner	01-4410-3220	615.13
P21-01951	Global Vending Group Inc.	VENDING LIBRARY	01-4410-3182	9,375.55
P21-01970	Tahoe Pure	COVID Bottled Water Service JP	01-5801-3210	600.00
P21-02012	AMAZON.COM	Classroom Materials for Thao	01-4300-3182	118.62
P21-02017	TROXELL COMMUNICATIONS, INC.	Elmo Document Cameras	01-4410-3220	3,041.83
P21-02022	AMAZON.COM	Classroom Material L Duenas	01-4300-3182	514.42
P21-02027	GOPHER SPORT	Classroom materials for T Lovell	01-4300-3182	1,314.18
P21-02028	AMAZON.COM	Classroom Materials for Thao	01-4300-3182	193.52
P21-02029	AMAZON.COM	Classroom Supplies Lovell	01-4300-3182	390.11
P21-02031	AMAZON.COM	Classroom Supplies McNay	01-4300-3182	820.77
P21-02044	LAKESHORE LEARNING MATERIALS ATTN: JON BELL	Classroom materials for Ahlberg	01-4300-3182	622.20
P21-02048	Scholastic Teacher Store	Classroom Material for Karen McNay	01-4300-3182	2,005.52

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PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
Location Johnson Park Elementary (15) (continued)				
P21-02145	CDW-G COMPUTER CENTER	24" Monitors	01-4300-3220	873.52
P21-02159	AMAZON.COM	BL/DL tech needs	01-4300-3220	82.68
P21-02161	Scholastic Classroom Magazines	Classroom Supplies for Lovell & Pal	01-4300-3182	1,310.68
P21-02162	LAKESHORE LEARNING MATERIALS ATTN: JON BELL	Classroom Materials for Lovell & Pal	01-4300-3182	10,061.25
P21-02177	AMAZON.COM	CLASSROOM SUPPLIES STABNAU	01-4300-3182	292.17
P21-02178	AMAZON.COM	CLASSROOM MATERIAL STABNAU	01-4300-3182	146.08
P21-02179	AMAZON.COM	CLASSROOM MATERIALS LOVELL/PAL	01-4300-3182	1,350.83
P21-02180	LAKESHORE LEARNING MATERIALS ATTN: JON BELL	Materials for TK-2 Grade classrooms	01-4300-3182	537.26
P21-02183	CDW-G COMPUTER CENTER	Chromebooks	01-4300-3220	29,506.25
P21-02190	SCHOOL SPECIALTY	TEACHER CHAIR	01-4300-1100	378.88
P21-02191	TROXELL COMMUNICATIONS, INC.	HEADPHONES	01-4300-3220	4,702.12
Total Location				77,917.58

Location Kynoch Elementary (17)				
P21-01886	CDW-G COMPUTER CENTER	Acrobat Pro (latest version)	01-5801-1100	110.57
P21-01894	AMAZON.COM	MORRISON MICROPHONES	01-4300-3220	74.61
P21-01895	AMAZON.COM	RM 11, COUGH SHIELD	01-4300-3220	432.99
P21-01896	AMAZON.COM	RM 2, AMAZON STORAGE BOXES	01-4300-3220	281.45
P21-01897	AMAZON.COM	RM 2 OFFICE DEPOT ORDER	01-4300-3220	66.01
P21-01914	OFFICE DEPOT B.S.D.	OFFICE, LABEL TAPE	01-4300-1100	40.33
P21-01952	DEMCO	LIBRARY DEMCO ORDER	01-4300-3220	769.93
P21-01953	AMAZON.COM	LIBRARY, STORAGE CONTAINERS	01-4300-3220	129.88
P21-01954	OFFICE DEPOT B.S.D.	RM 2, LAMINATE	01-4300-0003	28.40
P21-01955	OFFICE DEPOT B.S.D.	RM 15 & 16, OFFICE DEPOT ORDER	01-4300-3220	155.52
P21-01965	Tahoe Pure	COVID Bottled Water Service Kyn	01-5801-3210	900.00
P21-02015	AMAZON.COM	RM 28, STORAGE BOXES FOR STUDENTS	01-4300-0003	302.99
P21-02021	PERMA BOUND	LIBRARY ORDER FROM PERMABOUND	01-4300-0003	7,450.06
P21-02030	AMAZON.COM	RM 26, STORAGE CONTAINERS	01-4300-3220	988.08
P21-02033	AMAZON.COM	LIBRARY, BOOK ORDER FROM AMAZON	01-4300-0003	193.90
P21-02034	OFFICE DEPOT B.S.D.	OFFICE AND LIBRARY LABELS POST ITS	01-4300-1100	158.93
P21-02035	OFFICE DEPOT B.S.D.	RM 2, OFFICE DEPOT PLASTIC ENVELOPES	01-4300-0003	81.13

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Location

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PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
Location Kynoch Elementary (17) (continued)				
P21-02041	AMAZON.COM	MORRISON, FRAMES.	01-4300-1100	115.83
P21-02096	AMAZON.COM	MORRISON, 24 X 36 PLASIC SHEETS	01-4300-3220	142.87
P21-02104	CONTAINER SOLUTIONS, INC.	40ft Storage Container	01-4410-3210	3,680.50
P21-02220	CDW-G COMPUTER CENTER	24" Monitors	01-4300-3220	5,241.11
P21-02234	AMAZON.COM	MORRISON, WAGONS	01-4300-1100	1,154.55
P21-02235	AMAZON.COM	MORRISON, SAFETY EQUIPMENT	01-4300-1100	187.91
P21-02237	AMAZON.COM	ALL TCH, STANDING DESK ORDER	01-4300-3220	3,373.89
P21-02239	SUTTER BUTTES COMMUNICATIONS	MOTOROLA RADIOS FOR STAFF MEMBERS	01-4300-3220	1,613.44
Total Location				27,674.88
Location Linda Elementary (19)				
P21-01944	OFFICE DEPOT B.S.D.	Supplies	01-4300-0004	75.78
P21-01972	Tahoe Pure	COVID Bottled Water Service LINDA	01-5801-3210	900.00
P21-01981	STEWART, AMERICA'S PREMIER SIGN COMPANY	Single Sided Marquee	01-4450-1100	13,156.01
P21-02101	OFFICE DEPOT B.S.D.	Lib/ORC supplies	01-4300-1100	100.86
P21-02109	The Tree House, Inc.	Toner	01-4300-1100	585.47
P21-02119	KS TELECOM	Door Station	01-4450-3215	8,150.00
P21-02120	QUILL LLC	Storage Bins	01-4300-3220	908.06
P21-02154	AMAZON.COM	Tech supplies	01-4300-1100	212.83
P21-02167	ACP DIRECT	Headphones LS255	01-4300-0003	1,473.83
P21-02168	TROXELL COMMUNICATIONS, INC.	Epson Bulbs	01-4300-0003	844.35
P21-02172	OFFICE DEPOT B.S.D.	Erasable Pens/3rd Grade	01-4300-0003	173.81
Total Location				26,581.00
Location Lindhurst High (43)				
P21-01918	AIRGAS	Classroom Supplies/Hidalgo	01-4300-3220	804.88
P21-01925	CDW-G COMPUTER CENTER	24" Monitors	01-4300-3220	4,367.59
P21-01963	PRECISION 1 APPAREL	Staff Shirts	01-4300-0000	1,203.88
P21-01977	PTM Document Systems	Report Card Forms	01-4300-0000	1,107.54
P21-02003	OFFICE DEPOT B.S.D.	Supplies	01-4300-0000	516.78
P21-02057	AMAZON.COM	Technology Supplies	01-4300-3010	337.83
P21-02059	AMAZON.COM	Classroom Supplies/Walz	01-4300-0004	189.22

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PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
Location Lindhurst High (43) (continued)				
P21-02078	VALLEY TRUCK & TRACTOR CO	Gator Parts	01-4300-0004	2,012.37
P21-02090	AMAZON.COM	Classroom Supplies/PE	01-4300-0000	616.13
P21-02131	OFFICE DEPOT B.S.D.	Supplies	01-4300-0000	205.44
P21-02150	AIRGAS	CTE LHS BUILD CONST WALZ	01-4300-6387	9,076.94
P21-02151	CALIFORNIA SURVEYING AND DRAFTING SUPPLY, INC.	CTE LHS CONST BUILD/WALZ	01-4300-6387	1,078.18
			01-4410-6387	2,051.34
P21-02155	PLATT ELECTRIC SUPPLY	CTE BUILD& CONSTRUCTION/WALZ	01-4300-6387	9,531.14
P21-02170	B & H PHOTO	CTE LHS MEDIA/SPANLGER	01-4300-3550	950.71
			01-4410-3550	4,771.11
P21-02171	TROXELL COMMUNICATIONS, INC.	CTE LHS MEDIA/SPANGLER	01-4410-3550	2,203.97
P21-02201	B & H PHOTO	CTE LHS MEDIA/SPANGLER	01-4300-3550	1,125.14
			01-4410-3550	6,702.85
P21-02212	The Tree House, Inc.	Toner	01-4300-0003	218.67
P21-02259	AMAZON.COM	Supplies	01-4300-0000	1,156.43
			Total Location	50,228.14
Location Loma Rica Elementary (21)				
P21-01915	TROXELL COMMUNICATIONS, INC.	Cafeteria Projector System and Installation	01-6400-3220	14,273.30
P21-01923	CDW-G COMPUTER CENTER	24" Monitors	01-4300-3220	524.11
P21-02102	TROXELL COMMUNICATIONS, INC.	Elmo Document Cameras	01-4410-3220	1,825.10
P21-02139	AMAZON.COM	Earbuds for Classrooms	01-4300-3220	74.64
P21-02160	SCHOOL SPECIALTY	PE Supplies	01-4300-1100	182.36
			Total Location	16,879.51
Location Maintenance (63)				
P21-01913	LARRY GEWEKE FORD	Ford F250 Truck	01-6400-8150	37,332.27
P21-01940	AMAZON.COM	MAINT/COVID PARTITIONS	01-4300-3220	379.50
P21-01962	HCI SYSTEMS, INC.	Maintenance/LHS FIRE ALARM	01-5801-8150	1,350.72
P21-01999	AMAZON.COM	Maint/Doug Trower	01-4300-8150	63.22
P21-02000	AMAZON.COM	Maint/Summer Odesha	01-4300-8150	24.87
P21-02020	LARRY GEWEKE FORD	Ford Transit Van	01-6400-8150	39,029.63
P21-02053	ABC SCHOOL EQUIPMENT	Mini Blinds for Textbook Storage	01-4300-0000	1,212.89

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Location Marysville High (45)				
P21-02054	HYDROTEC SOLUTIONS, INC.	Maintenance/Foothill	01-5801-8150	455.00
P21-02082	TEICHERT CONSTRUCTION	Maintenance/Cedar Lane	01-4300-8150	312.53
P21-02114	US AIR CONDITIONING DIST	MAINTENANCE/KYNOCH OFFICE	01-4410-8150	2,552.59
P21-02174	KYA SERVICES, LLC	Maintenance Covillaud Shade Structure	01-6170-0004	24,867.01
P21-02248	YUBA COUNTY COMMUNITY DEVELOP. DEPT.	MAINTENANCE/FOOTHILL FILTER PERMIT 2020	01-5890-8150	155.82
Total Location				107,736.05
Location Marysville High (45)				
P21-01912	ADVANCED DOCUMENT CONCEPTS	MHS-Admin Copier Maint. 20-21 SY	01-5621-0003	400.00
P21-01964	Tahoe Pure	COVID Bottled Water Service MHS	01-5801-3210	600.00
P21-01978	CDW-G COMPUTER CENTER	24" Monitors	01-4300-3220	4,367.59
P21-02074	OFFICE DEPOT B.S.D.	Toner	01-4300-0000	315.64
P21-02092	730 Herc West Sacramento	Portable Light Tower Rental	01-5630-3220	8,800.73
P21-02097	AMAZON.COM	CTE MHS WELD/Voltz	01-4300-3220	170.94
P21-02186	GREENHOUSE MEGASTORE	CTE MHS AGR/BISBY	01-4300-3550	1,569.62
P21-02188	AMAZON.COM	CTE MHS AGR/BISBY	01-4410-3550	752.34
P21-02194	Thinkmap Inc.	Vocabulary.com	01-4300-0004	376.96
P21-02208	SWIS	SWIS Renewal	01-5801-3220	3,600.00
P21-02209	Jason Wetzler Leadership LLC	Leadership Training	01-5801-3010	460.00
P21-02211	OFFICE DEPOT B.S.D.	Office Supply	01-4300-6388	200.00
P21-02242	ALPHA FIRED ARTS	Clay Order	01-4300-0000	24.90
P21-02254	Savvas Learning Company LLC	ilit ELL	01-4300-3220	1,521.99
P21-02255	Woodcraft	CTE MHS AG/VOLTZ	01-5801-0000	450.00
P21-02257	AIRGAS	Welding Supplies	01-4300-3550	624.51
P21-02260	WARDS NATURAL SCIENCE	Incubation Fridge	01-4300-0004	624.89
Total Location				26,022.72
Location McKenney Intermediate (37)				
P21-01901	SMILE BUSINESS PRODUCTS, INC.	Temperature Scanners	01-4410-3220	5,080.74
P21-01924	CDW-G COMPUTER CENTER	24" Monitors	01-4300-3220	3,494.07
P21-01973	Tahoe Pure	COVID Bottled Water Service MCK	01-5801-3210	600.00

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Location McKenney Intermediate (37) (continued)				
P21-02043	AMAZON.COM	OFFICE	01-4300-1100	102.32
P21-02107	The Tree House, Inc.	Toner	01-4300-1100	35.94
Total Location				9,313.07
Location Nutrition Services (73)				
P21-01877	AMAZON.COM	CARES Act Purchase	01-4300-3220	952.36
P21-01878	E-Z UP	CARES Act Purchase for Meal Serving	01-4300-3220	2,399.80
P21-01898	CDW-G COMPUTER CENTER	iPad Case	13-4300-5310	104.01
P21-01948	ULINE.COM	Hand Trucks	01-4300-7420	3,700.26
P21-01949	LOWE'S HOME IMPROVEMENT COMMERCIAL CHARGE ACCOUNT	Totes	01-4300-7420	900.25
P21-02009	LAND O'LAKES, INC	Commodity Order	13-9325-5310	5,139.84
P21-02010	INNOSEAL SYSTEMS INC.	Direct Order for Warehouse Inventory	13-9326-5310	263.56
P21-02023	BareBones WorkWear	CARES Act Purchase- Wet Weather Apparel	01-4300-3220	4,892.87
P21-02024	PROWRAPS, INC.	CARES Act Purchase- Vans Wrapping	01-4410-3220	2,463.06
				1,516.22
P21-02025	SYSCO SACRAMENTO, INC.	COVID-19 Packaging	13-9326-5310	4,020.28
P21-02037	OFFICE DEPOT B.S.D.	Supplies for N.S. Office	13-4300-5310	90.88
P21-02095	THERMOWORKS, INC.	Dish Temp Disc (ARB)	13-4300-5310	73.03
P21-02133	BUENA VISTA FOOD PRODUCTS	Commodity Order	13-9325-5310	11,250.00
P21-02134	BELL TASTY FOODS INC.	Direct Order for Pick up Friday 11/20	13-9325-5310	7,128.00
P21-02157	PROWRAPS, INC.	CARES Ast Purchase - Van Wrapping	01-4410-3220	1,759.72
				1,054.58
P21-02158	ULINE.COM	Warehouse Supplies	13-4300-5310	485.51
P21-02192	GOVCONNECTION, INC.	Temperature Monitoring Supplies	13-4300-5310	47.92
P21-02193	CDW-G COMPUTER CENTER	iPad Covers	13-4300-5310	103.92
P21-02207	SYSCO SACRAMENTO, INC.	Direct Order for Warehouse Inventory	13-9325-5310	931.20
				3,875.73
Total Location				53,153.00
Location Olivehurst Elementary (25)				
P21-01957	AMAZON.COM	Custodial Order	01-4320-0000	87.33
P21-01967	Tahoe Pure	COVID Bottled Water Service OLV	01-5801-3210	600.00

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PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
Location Olivehurst Elementary (25) (continued)				
P21-02014	AMAZON.COM	Voice Amplifiers	01-4300-0003	178.47
P21-02039	AMAZON.COM	Carts	01-4300-0003	151.52
P21-02136	AMAZON.COM	Student Supplies	01-4300-0003	115.15
P21-02182	OFFICE DEPOT B.S.D.	Classroom supplies	01-4300-1100	80.45
P21-02187	AMAZON.COM	Classroom Supplies	01-4300-1100	75.72
Total Location				1,288.64
Location Personnel (113)				
P21-02115	KING CLOTHING ATTN: ZAK KING	WORK VESTS	01-4300-0000	201.30
P21-02233	APPEAL DEMOCRAT	ADVERTISEMENT IN APPEAL FOR SUBSTITUTES	01-5890-0000	229.74
Total Location				431.04
Location Print Shop (67)				
P21-01904	CALIFORNIA SURVEYING AND DRAFTING SUPPLY, INC.	Vinyl Rolls	01-4410-3220	1,298.18
P21-01961	Quadient	Supplies	01-4300-0000	2,000.00
P21-02093	CALIFORNIA SURVEYING AND DRAFTING SUPPLY, INC.	Bus Vinyl	01-4300-0000	452.49
P21-02094	CALIFORNIA SURVEYING AND DRAFTING SUPPLY, INC.	Print Heads for HP 335 Latex	01-4300-0000	772.91
P21-02099	SPICER'S PAPER, INC.	Scrim Vinyl	01-4300-0000	643.91
P21-02215	CALIFORNIA SURVEYING AND DRAFTING SUPPLY, INC.	HP Z6800 Printer Repair	01-5641-0000	220.00
Total Location				5,387.49
Location Pupil Services (202)				
P21-01884	WESTERN PSYCHOLOGICAL CORP	WPS Digital Online ABAS for Psychs	01-4410-0000	90.00
P21-01885	PRO-ED	Psych testing - Kacy G	01-4300-0000	444.15
P21-01888	AMAZON.COM	Spare ear pieces for phone bluetooths	01-4300-0000	12.32
P21-01890	PEARSON CLINICAL ORDER DEPT.	BASC-3 Q-Global Digital -Psychologists	01-4300-0000	310.00
P21-01927	CDW-G COMPUTER CENTER	14" Chromebooks	01-4300-3220	4,662.00
P21-01945	OFFICE DEPOT B.S.D.	Health Services	01-4300-0000	33.73
P21-02049	The Tree House, Inc.	Feona Shandrew - Olivehurst SPED	01-4300-0000	285.94
P21-02118	VERIZON WIRELESS	Note10 Upgrade - Jas Gill - 530-788-3579	01-4300-3220	487.11
P21-02122	AMAZON.COM	Counselors - Jennafer and Jessica A.	01-4300-3220	128.24
P21-02123	AMAZON.COM	Counselor - MCAA	01-4300-3220	9.62
P21-02132	Pearson Clinical Order Dept.	Q-Interactive 6 Speech License Renewal	01-5801-6500	875.00

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PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
Location Pupil Services (202) (continued)				
P21-02202	AMAZON.COM	Counselor - Lashay M Distance learning	01-4300-3220	514.08
P21-02205	NCS PEARSON INC.	Q-Interactive Psych Monthly Usage	01-5801-6500	2,000.00
			Total Location	9,852.19
Location Purchasing (104)				
P21-01883	CONTAINER SOLUTIONS, INC.	Office Container	01-4450-3220	8,955.39
P21-01902	AMAZON.COM	Dental Bibs	01-4300-7420	1,005.30
P21-01903	OFFICE DEPOT B.S.D.	Tape	01-4300-7420	175.37
P21-01905	WALKER'S OFFICE SUPPLIES	Sneeze Guards	01-4300-7420	75,233.75
P21-01906	Plastic Welding & Fabrication	Student Desk Sneeze Guards	01-4300-7420	1,725.50
P21-01907	DEMCO	Student Desk Barriers	01-4300-7420	3,294.21
P21-01908	SCHOOLSIN	Student Desk Barriers	01-4300-7420	1,178.86
P21-01911	SCHOOL SPECIALTY ORDER ENTRY	Student Desk Barriers	01-4300-7420	942.85
P21-02086	OFFICE DEPOT B.S.D.	Markers	01-4300-0000	4.57
P21-02152	SETON	Inventory Tags	01-4300-0000	2,554.65
P21-02153	SCHOOL HEALTH CORPORATION	N95 Mask	01-4300-3220	6,132.90
			Total Location	101,203.35
Location South Lindhurst (47)				
P21-01932	OFFICE DEPOT B.S.D.	SLHS	01-4300-1100	154.25
P21-01939	AMAZON.COM	slhs	01-4300-1100	1,407.23
P21-01989	Tahoe Pure	COVID Bottled Water Service SLHS	01-5801-3210	600.00
P21-01989	AMAZON.COM	slhs	01-4410-3220	4,940.21
			Total Location	7,101.69
Location Student Discipline/Attendance (109)				
P21-02046	NWN CORPORATION	M404dn Printer	01-4300-0000	208.27
P21-02077	CENTER FOR EDUCATION AND EMPLOYMENT LAW	Education Law	01-4300-0000	167.24
P21-02081	WAL-MART COMMUNITY BRC	SARB WALMART PO	01-4300-0000	500.00
P21-02217	KING CLOTHING	MJUSD polo shirts for home visits	01-4300-3220	1,974.26
			09-4300-3220	97.85
			Total Location	2,947.62
Location Superintendent (101)				

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PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
Location Superintendent (101)				
P21-02089	AMAZON.COM	Mgmt Team Books	01-4300-0000	27.25
P21-02232	OFFICE DEPOT B.S.D.	supplies	01-4300-0000	87.51
			Total Location	114.76
Location Technology (102)				
P21-01917	CDW-G COMPUTER CENTER	Substitute Laptops	01-4410-3220	31,446.60
P21-01919	CDW-G COMPUTER CENTER	Display Adapter & Extension Cable	01-4300-3220	6,780.78
P21-01921	CDW-G COMPUTER CENTER	Display Port to Display Port	01-4300-0000	5,050.95
P21-01926	CDW-G COMPUTER CENTER	Network Tester	01-4410-0000	9,210.45
P21-01930	CDW-G COMPUTER CENTER	Tripp Lite 10ft USB 3.0 SuperSpeed Extension Cable	01-4300-3220	4,140.56
P21-01941	OFFICE DEPOT B.S.D.	2021 Calendars	01-4300-0000	199.93
P21-01942	AMAZON.COM	Display Port to Display Port Cables	01-4300-0000	649.50
P21-01980	CDW-G COMPUTER CENTER	10G PROFESSIONAL KIT - Network Tester	01-4450-0000	11,811.05
P21-01984	AMAZON.COM	Projector Lamps	01-4300-0000	303.06
P21-01992	AMAZON.COM	LED Magnifying Lamp	01-4300-0000	61.69
P21-02001	AMAZON.COM	Webcams and Cables	01-4300-0000	2,054.15
P21-02047	CDW-G COMPUTER CENTER	Docking stations	01-4300-3220	11,366.25
P21-02060	AMAZON.COM	Probook cables	01-4300-0000	135.04
P21-02084	ASSETGENIE, INC., DBA AG IREPAIR	Chromebook adaptors	01-4300-0000	1,079.79
P21-02088	AMAZON.COM	Media Productions	01-4300-0000	454.62
P21-02108	VERIZON WIRELESS	Asavie Licenses	01-5801-3220	2,136.86
P21-02216	KS TELECOM	Projector Installations	01-5801-0000	2,200.00
P21-02218	Zoom Video Communications	Zoom Education and Webinar Annual	01-5801-3220	18,000.00
P21-02221	TROXELL COMMUNICATIONS, INC.	Tech Supplies	01-4410-0000	2,609.19
P21-02222	VERIZON WIRELESS	Jetpacks	01-4450-0000	22,651.99
P21-02223	CDW-G COMPUTER CENTER	24" Monitors (Special 1 time price)	01-4300-3220	33,381.31
P21-02224	VERIZON WIRELESS	Asavie Licenses	01-5801-3220	2,100.00
P21-02247	AMS.NET	Main-ASE ISP Upgrade	01-5801-0000	4,600.00
P21-02249	CDW-G COMPUTER CENTER	Aruba Access Points	01-4410-3210	372,732.82
			01-4410-3220	35,000.00

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PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
Location Technology (102) (continued)				
P21-02250	CDW-G COMPUTER CENTER	Laptops Special Order	01-4410-3220	800,403.00
Total Location				1,383,644.72
Location Transportation (69)				
P21-01958	Air & Lube Systems	Lift Repairs	01-5641-0230	1,000.00
P21-02038	UNITED TRUCK DISMANTLERS	TRANSPORTATION/SUPPLIES	01-4364-0230	500.00
P21-02040	OFFICE DEPOT B.S.D.	Fax Toner	01-4300-0230	66.35
P21-02117	SIGNWORX	Transportation decals	01-4300-0230	500.00
P21-02138	AMAZON.COM	first aid kits	01-4300-0230	82.10
P21-02189	OFFICE DEPOT B.S.D.	Toner	01-4300-0230	173.20
P21-02210	OFFICE DEPOT B.S.D.	Labeler	01-4300-0230	211.44
P21-02240	SUTTER BUTTES COMMUNICATIONS	Bus Radios	01-6500-7420	69,955.06
Total Location				72,488.15
Location Warehouse (71)				
P21-02085	PYRAMID SCHOOL PRODUCTS	20/21 WHS Stock	01-9320-0000	2,570.85
P21-02106	Monarch Truck Center	New Refrig. Truck	01-6500-3220	129,020.69
P21-02175	SOUTHWEST SCHOOL & OFFICE SUPPLY	20-21 Whs Stock	01-9320-0000	1,543.21
P21-02176	SOUTHWEST SCHOOL & OFFICE SUPPLY	20-21 Whs Stock	01-9320-0000	1,104.15
P21-02213	HILLYARD THE CLEANING RESOURCE	Whs Stock 2020-21	01-9320-0000	1,702.99
P21-02228	HENRY SCHEIN COMPANY	Isolation Gowns	01-4300-3220	2,951.98
Total Location				138,893.87
Location Yuba Feather K-6 (29)				
P21-01936	AMAZON.COM	Yuba Feather School	01-4300-0004	548.80
Location Yuba Gardens Intermediate (39)				
P21-01966	Tahoe Pure	COVID Bottled Water Service YG	01-5801-3210	600.00
P21-02011	TROXELL COMMUNICATIONS, INC.	Projectors and Mounts	01-4410-3010	6,062.00
P21-02013	Wristband Resources	Wristbands	01-4300-3220	727.44
P21-02016	Spinitar	HAYS/GATES	01-4450-0004	8,729.53
P21-02019	LAMINATING & BINDING SOLUTIONS	HAYS/GATES	01-4410-1100	1,851.92
P21-02026	SWIVL, INC.	GATES/HAYS	01-4410-3010	8,205.35

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PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
Location Yuba Gardens Intermediate (39) (continued)				
P21-02036	AMAZON.COM	GATES/HAYS	01-4300-1100	311.79
P21-02045	AMAZON.COM	S.BOLE/HAYS	01-4410-1100	1,652.15
P21-02103	SMILE BUSINESS PRODUCTS, INC.	Temperature Scanner	01-4410-3220	2,540.37
P21-02135	TROXELL COMMUNICATIONS, INC.	Projectors and Mounts	01-4410-3010	16,973.60
P21-02164	PRECISION 1 APPAREL	HAYS/GATES	01-4300-1100	794.56
P21-02181	SUTTER BUTTES COMMUNICATIONS	YGS Radios	01-4300-1100	5,778.38
P21-02185	SUTTER BUTTES COMMUNICATIONS	WISE/GATES	01-4300-1100	282.79
Total Number of POs			Total Location	54,509.88
			Total	3,545,947.48

Fund Recap

Fund	Description	PO Count	Amount
01	Gen Fund	351	3,483,918.45
09	Chtr Schs	13	8,346.05
12	Child Dev	11	2,169.10
13	Cafeteria	12	33,513.88
25	Cap Fac	1	18,000.00
Total			3,545,947.48

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PO Changes

	New PO Amount	Fund/ Object	Description	Change Amount
P21-00023	4,500.00	01-4300	Gen Fund/Mat&Suppli	4,000.00
P21-00048	5,900.00	01-5801	Gen Fund/Contracts	1,732.03
P21-00049	3,000.00	01-4300	Gen Fund/Mat&Suppli	1,000.00
P21-00097	1,389.81	01-4300	Gen Fund/Mat&Suppli	2,610.19-
P21-00098	1,689.42	01-4300	Gen Fund/Mat&Suppli	310.58-
P21-00099	204.96	01-4300	Gen Fund/Mat&Suppli	45.04-
P21-00100	1,382.15	01-4300	Gen Fund/Mat&Suppli	1,617.85-
P21-00101	160.58	01-4300	Gen Fund/Mat&Suppli	2,839.42-
P21-00102	1,811.90	01-4300	Gen Fund/Mat&Suppli	6,688.10-
P21-00103	4,105.96	12-4300	Child Dev/Mat&Suppli	5,894.04-
P21-00104	761.92	12-4300	Child Dev/Mat&Suppli	4,238.08-
P21-00106	350.00	01-4300	Gen Fund/Mat&Suppli	2,650.00-
P21-00107	53.17	01-4300	Gen Fund/Mat&Suppli	446.83-
P21-00159	183,368.30	01-6210	Gen Fund/Buildings	2,114.98
P21-00213	1,000.00	01-5801	Gen Fund/Contracts	500.00
P21-00230	1,000.00	01-4364	Gen Fund/Tools/Part	500.00
P21-00234	4,000.00	01-5641	Gen Fund/Equip Repa	2,000.00
P21-00252	1,000.00	01-4300	Gen Fund/Mat&Suppli	250.00
P21-00350	999.89	01-4300	Gen Fund/Mat&Suppli	119.06
P21-00351	1,158.99	09-4300	Chtr Schs/Mat&Suppli	3,841.01-
P21-00352	225.40	01-4300	Gen Fund/Mat&Suppli	274.60-
P21-00353	500.63	01-4300	Gen Fund/Mat&Suppli	1,499.37-
P21-00354	755.31	01-4300	Gen Fund/Mat&Suppli	1,409.69-
P21-00355	1,217.81	01-4300	Gen Fund/Mat&Suppli	1,282.19-
P21-00413	303.09	01-4300	Gen Fund/Mat&Suppli	1,646.91-
P21-00444	642.16	01-4300	Gen Fund/Mat&Suppli	1,357.84-
P21-00448	40.59	01-4300	Gen Fund/Mat&Suppli	459.41-
P21-00535	4,476.48	01-4300	Gen Fund/Mat&Suppli	1,523.52-
P21-00576	1,416.01	01-4300	Gen Fund/Mat&Suppli	583.99-
P21-00577	213.95	01-4300	Gen Fund/Mat&Suppli	164.70

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PO Changes (continued)

	New PO Amount	Fund/ Object	Description	Change Amount
P21-00583	1,273.15	01-4300	Gen Fund/Mat&Suppli	2,726.85-
P21-00587	931.15	01-4300	Gen Fund/Mat&Suppli	1,068.85-
P21-00597	220.28	01-4300	Gen Fund/Mat&Suppli	779.72-
P21-00598	2,344.39	01-4300	Gen Fund/Mat&Suppli	155.61-
P21-00599	924.33	01-4300	Gen Fund/Mat&Suppli	1,075.67-
P21-00604	2,651.83	01-4300	Gen Fund/Mat&Suppli	2,348.17-
P21-00612	1,649.09	01-4300	Gen Fund/Mat&Suppli	350.91-
P21-00617	792.77	01-4300	Gen Fund/Mat&Suppli	207.23-
P21-00620	2,242.57	01-4300	Gen Fund/Mat&Suppli	757.43-
P21-00624	3,682.68	01-4300	Gen Fund/Mat&Suppli	76.42-
P21-00637	7,500.00	13-5641	Cafeteria/Equip Repa	1,842.25
P21-00638	42,000.00	13-5641	Cafeteria/Equip Repa	25,542.00
P21-00642	2,122.56	13-4300	Cafeteria/Mat&Suppli	877.44-
P21-00646	1,324.45	01-4300	Gen Fund/Mat&Suppli	1,675.55-
P21-00663	560.38	01-4300	Gen Fund/Mat&Suppli	1,939.62-
P21-00707	264.89	01-4300	Gen Fund/Mat&Suppli	735.11-
P21-00708	63.01	01-4300	Gen Fund/Mat&Suppli	936.99-
P21-00709	661.76	01-4300	Gen Fund/Mat&Suppli	1,338.24-
P21-00717	2,196.50	01-4300	Gen Fund/Mat&Suppli	1,827.41-
P21-00737	824.46	01-4300	Gen Fund/Mat&Suppli	2,175.54-
P21-00741	107.16	01-4300	Gen Fund/Mat&Suppli	592.84-
P21-00779	733.18	01-4300	Gen Fund/Mat&Suppli	66.82-
P21-00789	8,000.00	13-4717	Cafeteria/FoodPurcSch	4,000.00
P21-00797	1,624.00	01-5801	Gen Fund/Contracts	152.00
P21-00835	1,500.00	01-4300	Gen Fund/Mat&Suppli	1,000.00
P21-00865	797.21	01-4300	Gen Fund/Mat&Suppli	702.79-
P21-00872	168.84	01-4300	Gen Fund/Mat&Suppli	331.16-
P21-00883	1,499.41	01-4300	Gen Fund/Mat&Suppli	1,000.59-
P21-00885	754.72	01-4300	Gen Fund/Mat&Suppli	3,245.28-
P21-00992	14,882.84	01-4410	Gen Fund/Equip NonC	45.00

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PO Changes (continued)

	New PO Amount	Fund/ Object	Description	Change Amount
P21-01060	2,927.90	01-5641	Gen Fund/Equip Repa	2,000.00
P21-01099	345.47	01-4300	Gen Fund/Mat&Suppli	8,154.53-
P21-01185	27.77	01-4300	Gen Fund/Mat&Suppli	672.23-
P21-01186	394.11	01-4300	Gen Fund/Mat&Suppli	305.89-
P21-01213	818.00	01-4300	Gen Fund/Mat&Suppli	2,182.00-
P21-01265	2,500.00	01-4300	Gen Fund/Mat&Suppli	2,000.00
P21-01286	252,040.00	13-4716	Cafeteria/Produce	228,793.00
P21-01342	71.95	01-4300	Gen Fund/Mat&Suppli	69.76-
P21-01407	2,219.00	01-4300	Gen Fund/Mat&Suppli	4,069.69-
P21-01480	273.98	01-4300	Gen Fund/Mat&Suppli	69.82-
P21-01505	19,843.77	01-4410	Gen Fund/Equip NonC	60.00
P21-01507	430.41	01-4300	Gen Fund/Mat&Suppli	458.46-
P21-01622	188,370.00	01-5100	Gen Fund/SERVICES	69,000.00
P21-01669	25,423.94	01-4410	Gen Fund/Equip NonC	114.00
P21-01727	14.52	01-4300	Gen Fund/Mat&Suppli	16.84-
Total PO Changes				262,718.90

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Marysville Community Day School



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Marysville Community Day School/Independent Studies	58-72736-0131599	8/26/2020	September 22, 2020

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Comprehensive Support and Improvement

The purpose of the Marysville Community Day School is to educate, to the highest levels, all students enrolled in our school or program. This will be done through lessons, counseling and grade level instruction in small-enrollment classes. Students to be served are: Non-promoted Middle School Students who are now doing 9th grade work, expelled students and students on SARB contracts.

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Through the use of smaller class sizes, para educators who are available to help the teaching staff in the classrooms, extra counseling availability and targeted instruction in the core subjects, the students will benefit and, thereby, improve in their academic abilities. The school will also provide a safe environment where students feel safe and can learn without extra social pressures that are often found in comprehensive sites. The use of common assessments and subject topics which align with the comprehensive sites curriculum will also add to the educational opportunities provided. The data has shown that the number of students leaving CDS to the comprehensive sites, after spending their 9th grade year at the school, have been successful at transitioning with enough credits to be on course to graduate with their class.

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Comprehensive Needs Assessment Components

Data Sources Reviewed

Data sources reviewed and referenced in the Comprehensive Needs Assessment

Data Source Examples: Common Assessments; Universal Screener; Enrollment; CAASPP-ELA and Math; ELPAC; Dashboard Data-Student Population, ELA, Math, EL Progress, Chronic Absenteeism, and Suspension Rate; Attendance Reports; Discipline Reports; PD Rosters; PD Plans; Student and Teacher Surveys; Parent and Community Surveys; Observations; Parent Conference and Parent Participation Data; Library Usage and Collection Inventories

Here's What (Findings)

Record Specific Facts

Guiding questions:

- *What are the general findings?*
- *What trends are observed over time in the schoolwide data?*
- *What trends are observed in the sub-group data?*
- *What claims are areas of concern?*
- *Is performance consistent across grade levels? Across sub-groups?*
- *What sub-group present the greatest disparity in achievement?*

Over the course of the past three school years, the Marysville Community Day School has shown very small growth in academics. Even though the growth has been slow and not as much as we would like, the fact remains that there is growth taking place. Because 100 percent of the students who enter the Community Day School are below grade level, the challenge has been to get students to show improvement. For the first time in the past 2 and one half years, students are showing more rapid success at grade level work. Also, because the 9th graders did not participate in CAASPP testing this year, there is not sufficient data to look at. Because of that, the school has looked at various other testing measures to show student growth. For instance, the English Language Arts classes did reading tests at the beginning of the school year and at the end of the first semester. A school-wide improvement was seen and many students improved by several grade levels. This is especially telling because only 9 of the original 75 students were reading at the 6th grade level. The EL students seem to be struggling still. Most of that is because the school is not fully prepared to provide the attention that is needed for the English Learners.

So What (Possible Reason for Findings)

Interpretation of the Data

Guiding questions:

- *What are possible causes for the current levels of performance?*
- *Is instruction in the core program implementing essential resources available through the core program?*
- *What challenges does the evidence suggest?*
- *Have we been honest in directing our conversation?*
- *Are students who need additional support being offered support and taking advantage of it?*
- *Does supplemental instruction align with the core program and does it address the needs of all students in the class?*
- *Does the rigor of assignments match the rigor of the standards?*
- *Are lessons aligned to the grade level standards and expectations, especially in the areas showing weak student performance?*
- *How do we use our collaborative planning time in addressing ongoing student assessment results? Do we honestly adjust our instruction when the results are weak?*
- *Does the Master Schedule allow for maximum use of interventions?*
- *Are the same standards and expectations communicated to all students and subgroups?*
- *When and how does staff examine performance data disaggregated by subgroups?*
- *How are EL and other subgroups monitored?*
- *Are current instructional strategies being implemented based on evidence/research? Are these strategies appropriate for the subgroups?*
- *Is the instructional day organized to offer ELs access to ELD and core?*
- *What are possible causes of reclassification patterns?*

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- *How do we assess non-academic indicators of student success, such as habits of work, social and emotional learning, executive functioning skills, problem solving, self-regulation, etc. as defined in the school's code of conduct?*
- *How do we identify and address chronic absenteeism?*
- *How do we identify and address suspension rates?*

Students at CDS often have lengthy discipline history, along with the academic challenges they have. Parental support is often lacking and since most of the students have not had academic success in their past, they continue to struggle. The biggest obstacle that many students have been able to get over this year, however, is turning in quality work on a consistent basis. The teaching staff is very good at continually "harping" on the students to get their work in. Because of a rewards system, like Student of the Month, Weekly RISE card drawings (a PBIS-type activity) and other incentives, students have begun doing the things they must do to be successful. To answer some of the directed questions regarding how CDS is meeting the needs of the students:

- * The challenges come from needing a few more para educators to help with assistance to students in the form of one on one help
- * The rigor of assignments is what it is at the comprehensive sites.
- * We don't have enough collaborative time.
- * We cannot address EL students appropriately.
- * Chronic absenteeism is addressed through class competitions related to attendance and constant phone calls to parents. These tactics appear to work but on a limited basis.

Now What (Need Based on Findings)

Response to data, potential steps to take to address what the data is telling us

Guiding questions:

- *What are possible causes for the current levels of performance?*
- *Does our need statement synthesize information gained from the evidence and the discussion about the cause?*
- *Does the need statement clearly direct us into action?*
- *Does the need statement suggest ways in which our resources should be distributed?*

Possible causes for current levels of performance are: Lack of parent involvement, little past history of success, homelessness, social anxiety, truancy.

Ways to address the student issues are: Parent contact by staff, rewards for attendance, student recognition and awards and outside counseling and guest speakers.

Professional Development (PD)

Staff survey must be completed on an annual basis giving all teachers the option to participate

Guiding questions:

- *What do staff PD survey results indicate as priorities to meet the SPSA goals?*
- *From the educational leader perspective, what PD is needed to achieve the school goals?*
- *What is the process used to determine the PD needs of teachers?*
- *How does the site blend staff PD needs with SPSA goals?*
- *Are staff members accessing PD opportunities?*
- *Are staff members implementing what is learned in PD opportunities?*
- *Is PD related to classroom instruction?*
- *Is the PD ongoing and incorporated into the day-to-day routine of the staff?*
- *What follow up activities take place?*
- *What evidence-based data is used to evaluate PD? Are mid-course corrections made if necessary?*

While the District provides opportunities for staff to go to trainings, The Community Day School requirement for 360 minutes each day, keeps the staff from participating in the district adopted minimum days for professional development. Unfortunately, most of the staff development is on days of staff meetings and before school meetings. We, as a group, believe the Board of Trustees should allow CDS to do the minimum collaborative days like other sites do.

Family and Community Engagement

Ongoing and annual process

Guiding questions:

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- *How is the SPSA shared with school site-level advisory groups (e.g., English Learner Advisory Committee and student advisory groups)?*
- *How does the site seek input from advisory groups, parents, students, school faculty, and staff in the development of the SPSA?*
- *Do teachers routinely communicate with parents/guardians (formally and informally) about the academic progress of their children? If so, how?*
- *How are parents/guardians made aware of the standards and expectations?*
- *How are parents/guardians and community members involved in activities that support student learning?*
- *How does the school involve families and the community in school governance decisions?*
- *How is the effectiveness of family and community involvement strategies evaluated and revised?*

The strongest component of the CDS situation is the phone and email communication that takes place from teachers to parents. Along with the monthly newsletter and the phone messenger messages, the school invites the parents and community to participate in whatever school events are being used. Student/Parent orientation is used at the beginning of the school year and other correspondence is used to keep parents advised of upcoming events and meetings. Parents, historically, are not well engaged or involved in their student's lives and continue that course, even though they are invited to join us at any time.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The school team, which consists of the principal, 2 teachers, the secretary, the counselor, two students and a parent, met to discuss, review and the School Plan for Student Achievement. This meeting took place during the week of March 2-5.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The school has had challenges in retaining para educators, as many have moved to other positions or professions. Science laboratory facilities and availability is nearly non-existent, which limits our ability to do hands on experiments. Aside from that, there is plenty of technology available.

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School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	5.7%	3.45%	4.17%	4	3	3
African American	7.1%	5.75%	1.39%	5	5	1
Asian	%	8.05%	2.78%		7	2
Filipino	%	%	%			
Hispanic/Latino	44.3%	47.13%	48.61%	31	41	35
Pacific Islander	1.4%	%	%	1		
White	41.4%	33.33%	34.72%	29	29	25
Multiple/No Response	%	2.30%	%		2	
Total Enrollment				70	87	72

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Grade 7	1	1	
Grade 8	7	5	
Grade 9	47	74	72
Grade 10	11	6	
Grade 11	4	1	
Total Enrollment	70	87	72

Conclusions based on this data:

1. There appears to be a growing need for individualized instructional opportunities.
2. Small class sizes are helpful in allowing more direct instruction.
3. There is a need for collaboration opportunities with teachers from the student's home school site.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	10	21	21	14.3%	24.1%	29.2%
Fluent English Proficient (FEP)	7	9	5	10.0%	10.3%	6.9%
Reclassified Fluent English Proficient (RFEP)			0	0.0%	0	0.0%

Conclusions based on this data:

1. Although there is a relatively small percentage of EL students at CDS, there is a strong need for targeted instruction to meet the needs of these students.
2. Additional para educators would benefit the students by allowing more targeted work.

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School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*				
Grade 8	*	*		*	*		*	*				
Grade 11	*	*		*	*		*	*				
All Grades	30	24		19	22		19	22		63.3	91.7	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	0.00	0.00		0.00	0.00		5.26	9.09		94.74	90.91	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	0.00	0.00		5.26	18.18		94.74	81.82	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	0.00	0.00		0.00	9.09		100.0	90.91	

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	0.00	0.00		10.53	27.27		89.47	72.73	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	0.00	0.00		15.79	31.82		84.21	68.18	

Conclusions based on this data:

1. Students performing below grade level in most testing assessments
2. To be addressed through quality first instruction.
3. Testing data is being used to address student need.

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School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*				
Grade 8	*	*		*	*		*	*				
Grade 11	*	*		*	*		*	*				
All Grades	33	23		19	21		19	21		57.6	91.3	

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*		*	*		*	*	
All Grades	N/A	N/A	N/A	0.00	0.00		0.00	0.00		0.00	4.76		100.0	95.24	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	0.00	0.00		0.00	0.00		100.0	100.0	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	0.00	0.00		5.26	14.29		94.74	85.71	

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Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 7	*	*		*	*		*	*	
Grade 8	*	*		*	*		*	*	
Grade 11	*	*		*	*		*	*	
All Grades	0.00	0.00		21.05	28.57		78.95	71.43	

Conclusions based on this data:

1. Additional resources are needed, such as selected programs that align with the comprehensive sites.
2. Again, additional para educators would benefit students.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 9	*	1554.9	*	1561.9	*	1547.5	*	16
Grade 10	*		*		*		*	
All Grades							*	16

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	6.25	*	56.25	*	31.25		6.25	*	16
All Grades	*	6.25	*	56.25	*	31.25	*	6.25	*	16

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	31.25	*	43.75	*	18.75		6.25	*	16
All Grades	*	31.25	*	43.75	*	18.75		6.25	*	16

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		0.00	*	18.75	*	62.50	*	18.75	*	16
All Grades		0.00	*	18.75	*	62.50	*	18.75	*	16

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
9	*	6.25	*	81.25		12.50	*		16
All Grades	*	6.25	*	81.25	*	12.50	*		16

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Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	75.00	*	18.75		6.25	*	16
All Grades	*	75.00	*	18.75		6.25	*	16

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9	*	0.00	*	68.75	*	31.25	*	16
All Grades	*	0.00	*	68.75	*	31.25	*	16

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
9		0.00	*	100.00		0.00	*	16
All Grades		0.00	*	100.00	*	0.00	*	16

Conclusions based on this data:

1. No data to review

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School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
72	97.2	29.2	This is the percent of students whose well-being is the responsibility of a court.
<p>This is the total number of students enrolled.</p> <p>This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.</p> <p>This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.</p>			

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	21	29.2
Homeless	3	4.2
Socioeconomically Disadvantaged	70	97.2
Students with Disabilities	2	2.8

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	1.4
American Indian	3	4.2
Asian	2	2.8
Hispanic	35	48.6
Two or More Races	6	8.3
White	25	34.7

Conclusions based on this data:

1. There is a significant amount of socioeconomically disadvantaged students at this school site.
2. There is a need for more community programs to help parents of the students understand how to help their children

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School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance

Academic Engagement

Conditions & Climate

Suspension Rate



Red

Conclusions based on this data:

1. There are no indicators to compare regarding graduation.
2. Students mirror the socioeconomic situations they are in by the number of suspensions, although great strides are being made through the use of positive reinforcement.

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School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red

Orange

Yellow

Green

Blue

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner

Reclassified English Learners

English Only

Conclusions based on this data:

1. data not available

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School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red

Orange

Yellow

Green

Blue

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

Reclassified English Learners

English Only

Conclusions based on this data:

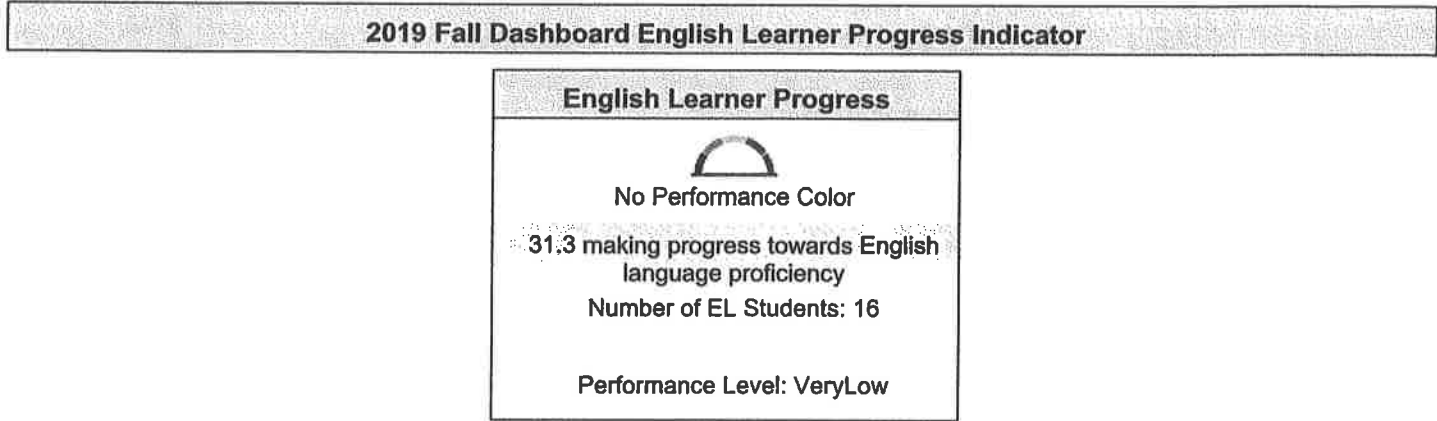
1. The student demographics and performance seems to indicate that they need the smaller class sizes and more attention that they receive at this school site.
2. True indicators of the merit of this school will be seen when the students return to a comprehensive site.

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School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
	43.7		31.2

Conclusions based on this data:

1. No data to analyze

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School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1. No data to analyze

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School and Student Performance Data

Academic Engagement Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1. Students at this school are often absent due to unstable homes or homeless situations.
2. Poor academic performance is a result of poor attendance.
3. Students are placed at this school because of truancy. Some improvements have been seen but it is difficult.

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School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

1. No data due to no grades other than 9th at this site.

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School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest
Performance



Highest
Performance

This section provides number of student groups in each color.







2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
2	1	0	0	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
<p>Red</p> <p>35.2</p> <p>Increased +6.1</p> <p>88</p>	<p>No Performance Color</p> <p>17.4</p> <p>Declined -4</p> <p>23</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>7</p>	<p>Red</p> <p>35.8</p> <p>Increased +6.7</p> <p>81</p>	<p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>6</p>

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2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Fillpino
 No Performance Color Less than 11 Students - Data 3	 No Performance Color Less than 11 Students - Data 4	 No Performance Color Less than 11 Students - Data 2	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 23.1 Declined -6.1 39	 No Performance Color Less than 11 Students - Data 8		 Red 43.8 Increased +14.1 32

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	29.1	35.2

Conclusions based on this data:

1. The school seems to be on the right track because of a drop in percentage of students being suspended.
2. PBIS type activities have helped.

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Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

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

Goal 1

Maintain, support and provide students and staff with the latest adopted curriculum, technology and equipment to enhance student success. Infuse multiple learning modalities into the curriculum to provide adaptive learning in a differentiated environment. Provide extended interventions to enhance student success. Learners who have a higher probability of failing academically or dropping out of school often require alternative approaches to education. Each student has different circumstances, a unique skillset and their own interests that need to be factored into individual learning plans.

Identified Need

Economically disadvantaged, second language learners and students performing below grade level need extra interventions and support provided at their academic level to develop essential skills to fill in academic gaps and bridge learning deficiencies with the goal of successfully transitioning students back to a comprehensive high school. All CDS students are below grade level. Individualized education plans are required as students' current academic abilities are varied. Technology is essential to provide virtual and individualized academic programs for all students along with enrichment classes.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC yearly assessments to show student success and improvement.	SBAC testing has been suspended during the pandemic.	
Exact Path diagnostic tests determine students' proficiencies levels. The interactive, technology-based curriculum and interventions identify learning gaps through adaptive diagnostic assessments.	CDS freshman students average a 3rd grade education level.	All students will increase their knowledge base by 3 grade levels at the conclusion of their first year.
Edmentum reading, writing and mathematics assessments help teachers monitor and track student progress. Indicators used to measure academic success and create individualized remediation include the amount of time spent on tutorials and the number of times students test	All CDS students have a GPA below 2.0 and have failed a least one core subject area before enrolling.	75% of all students will have an GPA at or above 2.0 and will be passing all subject areas.

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Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
before demonstrating proficiency and ultimately mastery of subjects.		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Economically disadvantaged, second language learners and students performing below grade level.

Strategy/Activity

Customizable and adaptive courseware will help teachers diagnose and create individual learning plans based on student's unique learning needs. Edmentum provides customizable courseware to support all learners. Curriculum is research-based and aligned to the rigorous California state academic standards. Teachers will work to create module courses to emphasize the essential standards needed to remediate individual academic gaps. Exact Path by Edmentum will be used to identify learning gaps through adaptive diagnostic assessments to pinpoint individual strengths and abilities within a vertical progression of skills. Students receive a unique learning path of self-paced curriculum. Direct instruction and activities are based on a mastery learning approach. The diagnostic and prescriptive intervention program assesses learners to determine what they know and do not know, starting with 1st grade standards. After the assessment in math and language arts, the program creates an individualized and adaptable prescription for each student. The program then backward maps learning to determine the amount of time required daily to bring students up to grade level. Learning plans adjust as needed and save remediation time by only prescribing lessons based on identified gaps.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8000	CSI

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Economically disadvantaged, second language learners, and students performing below grade level.

Strategy/Activity

Technology to help teachers analyze, design, develop, implement, and evaluate the instructional environment. Chromebooks, interactive projectors, and other technology to enable students to adjust to their own pace of learning. Students who need extra time can spend more time going over exercises until they understand, while students who need less support can continue ahead.

Technology to free up the teacher to help students who need more support on an individual level will facilitate the multi structures of the CDS academic plan and support district approved programs, such as Edmentum, Plato, iXL, and iLit.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

17664

Title I

5121

Title I Carryover

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Economically disadvantaged, second language learners, and students performing below grade level.

Strategy/Activity

Materials and supplies to help teachers analyze, design, develop, implement, and evaluate the instructional environment and improve teaching and learning. Materials and supplies to help make education relevant for students through interactive projects, project- and work-based learning supports adaptive learning in a differentiated environment. Hands-on learning is critical to engage students especially students at-risk of failing academically or dropping out of school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

8955

CSI

1000

Title I Carryover

4555

Targeted Carryover

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Equipment, materials and supplies to support enrichment opportunities for students. Photography, art, music appreciation, soils and plants classes will provide hands-on learning and student engagement.

Proposed Expenditures for this Strategy/Activity

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List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

8725

Source(s)

Targeted

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Reproducing supplemental instructional materials for content mastery and school to home communication.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1275

Source(s)

Targeted

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Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

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

Goal 2

Provide students with a safe learning environment that is bullying and drug free and conducive to learning. Administration, teachers, counselors and support staff are dedicated to cultivating a physically and emotionally safe learning environment and collaborating with community organizations to support the structure. Yuba County Probation and the Yuba County Tobacco Coalition work with the school to meet these goals. The School Safety Plan outlines expectations and cooperative involvement with the Marysville Police and Yuba County Sheriff's Department. Every aspect of a young person's life impacts their ability to learn and succeed in school. CDS is focused on cultivating a positive school climate, relevant curriculum, effective discipline system, engaging instructional strategies and regard for individualized learning styles to combat low ability levels, behavior problems, absenteeism, poor peer relationships, drug or alcohol abuse, nonparticipation, illnesses and disabilities. At-risk youth need relationships that are both caring and stable in order to build a sense of trust and belief. Positive relationships and environments is the foundation for learning.

Identified Need

Provide students with a safe learning environment that supports learning and growth.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student attendance	In a traditional year, CDS attendance rate hovers around 86%.	Improve attendance to 90% or greater.
Student discipline	<p>In a traditional year, student days of suspension is 3-5 days per month.</p> <p>The monthly Law Enforcement Call Log reflect a positive learning environment.</p>	<p>CDS has worked diligently to reduce the suspension rate. We are proud of our efforts and by utilizing alternative discipline methods we will maintain this low suspension rate.</p> <p>Evidence of our work is reflected in the following: There was a reduction of days of suspension from 314 days of suspension in 2016-17, 260 days in 2017-18, 85 days in 2018-19 and 56 days in 2019-20.</p>

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Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Monthly Law Enforcement Call Log reflects an extremely low necessity for law enforcement involvement at the school. This number has decreased significantly over the last 3 years. Maintain less than 2 law enforcement contacts per month for discipline related issues.
Discipline interventions	<p>Saturday School, Opportunity School, Lunch Detention, and Campus Beautification are alternative methods to suspension. These numbers are increasing as CDS is leveraging alternative strategies to keep students in school. Average 15 discipline interventions per month.</p> <p>CDS suspension days have been trending in the right direction. 2016-17 - 314 suspensions, 2017-18 - 260 suspensions, 2018-19 - 85 suspensions, and 2019-20 - 56 suspensions.</p>	<p>Continue to utilize alternative discipline strategies to keep student in school. Students will have less incidents recorded in Aeries Discipline and Interventions.</p> <p>Continue to maintain and hold lower suspension rates when students return to in-person instruction.</p>
Social interventions	<p>Early interventions as well as student counseling and social groups have been an effective way of involving students with each other and community-based organizations.</p>	<p>Continue to enhance and support social interventions. In addition to group interventions every Wednesday, individual counseling appointments are available to students.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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Academic gaps are usually created because of external to school factors in the home and family. CDS will add a social worker to work with students on developing positive habits and views towards life and education. This position would also work with families of the students in order to develop a relationship and knowledge of how to best support their students' success in school. Family-related factors such socioeconomic status, dysfunctional home life, low parental involvement or expectations, abuse and high mobility impact a student's ability to learn. The root cause analysis showed that lack of college educated parents, past trauma, poverty, gang involvement and substance abuse were associated with student academic deficits. The social worker will oversee group and individual counseling.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
62500	CSI

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

During the pandemic, the need assessment revealed our neediest students are not engaged in education from home. For the remainder of the 2020-21 school year, CDS will add an additional teacher. By adding a second teacher to the program, two cohorts of 10 students will be formed allowing students to be at school 5 days a week to access the interventions proposed at a level that is feasible for accomplishing the needed remediations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
62500	CSI

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide district transportation to CDS students who have a transportation barrier. Evidence shows that students who feel that they can get to school safely and will be kept safe at school in every way (socially, physically and emotionally) will succeed.

Proposed Expenditures for this Strategy/Activity

145

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7500

Source(s)

CSI

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Professional development, trainings and conferences that focus on ways to improve student academic achievement such as Nurtured Heart Approach to Education, PLC, PBIS and additional trainings designed to help the staff better reach portions of our student population and improve student academic achievement will continue to be supported. To supplement and guide staff development, the survey platform Panorama will be used to identify student strengths and weaknesses around SEL factors for teachers to help the intervention process.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10000

Source(s)

CSI

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Student engagement and recognition programs targeted to improve attendance and behavior strengthen a sense of community. PBIS integrates systems and practices affecting daily student outcomes and supports an academic environment where all students are successful. PBIS is built on a commitment to address student behavior through systems of change and celebrating positive outcomes. Counseling interventions further reinforce PBIS strategies and character development. Positive reward systems such as weekly prize drawings for positive behavior and attendance, Student of the Month recognition, and monthly Top Notch Awards keep students engaged in the continual improvement process.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

146

2143

Targeted

147

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

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

Goal 3

CDS will help parents to help their children be successful through direct parental involvement in the educational process, enhanced communication between teachers and parents, home visits and other mechanisms to empower parents make good choices to positively impact their child's education.

Identified Need

Family engagement can be challenging in a traditional school site, but it is especially difficult at an alternative high school. A parent engagement needs assessment will be conducted to solicit parent feedback to see how CDS can enhance engagement and empower involvement.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Number of parents who participate in parent survey.	Parent involvement is extremely difficult to get, as many are homeless or do not wish to participate for personal reasons. In spite of this, the school will continue to invite parents for any and all meetings, whether by zoom, phone or in person, and contact will continue to be made in spite of the reluctance of parents.	Increased participation levels.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All parents and family members connected to student's education.

Strategy/Activity

Comprehensive family engagement needs assessment conducted through multiple communication avenues to connect with parents and family members to identify educational barriers and create a family engagement program that they would support.

148

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

216

Title I Parent Involvement

284

Title I Carryover

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

LEA/LCAP Goal

Provide learning opportunities that result in increased academic achievement and ensure equality in classroom instruction for all students, including support systems which meet the needs of the targeted population.

Goal 4

Provide designated ELD instruction to all English Learners and integrated ELD in other academic goal areas that are completed by the school.

Identified Need

All students will make progress toward proficiency of the Common Core State Standards as evidenced through improved test scores from ELPAC, and curricular assessments. In ELA and Math, growth of all students will increase by 5% or more. For 2020-21, English Language Learner's at Community Day School will make progress towards English proficiency as measured by the ELPAC. Going forward, in 2021-22 on the ELPAC seventy-five percent of EL students will either move one performance level, maintain their current performance level for only a second year, and/or meet reclassification criteria. Currently CDS does not have any English Learners enrolled.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Textbook Availability	100%	
Adequate Facilities	100%	
Correctly Assigned Teachers (Subject area and EL authorizations)	100%	
STAR 360 Grade Equivalency ELA		
STAR 360 Grade Equivalency Math		
Overall ELPAC Level 1		
Overall ELPAC Level 2		
Overall ELPAC Level 3		
Overall ELPAC Level 4		
Chronic Absenteeism		
Suspension Rate		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

150

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learners

Strategy/Activity

Effective Classroom instruction: Provide designated ELD instruction to all English Learners and instruction in integrated ELD in other academic goal areas that are completed by the school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

151

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$159,455
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$200,438.00

Allocations by Funding Source

Funding Source	Allocations	Balance
Title I	17,664	0.00
Title I Carryover	6,405	0.00
Title I Parent Involvement	216	0.00
Title I Parent Involvement Carryover	0	0.00
CSI	159,455	0.00
Targeted	12,143	0.00
Targeted Carryover	4,555	0.00
Discretionary	0	0.00

152

Expenditures by Goal

Budget Reference	Amount
Goal 1	55,295.00
Goal 2	144,643.00
Goal 3	500.00
Goal 4	
Goal 5	
Goal 6	

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School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 2 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
David A. Gray	Principal
Steve Westcamp	Classroom Teacher
Karen Engelhardt-Edmonds	Classroom Teacher
Nells Wright	Classroom Teacher
JT Wallis	Secondary Student
Christian Bitner	Secondary Student
Kamrin O'Callahan	Secondary Student
Clint Tarrant	Other School Staff
Jerald Wallis	Parent or Community Member
James Bitner	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Other: School Site Council

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 12/02/2020.

Attested:

Principal, David A. Gray on 12/02/2020

SSC Chairperson, Stephen Westcamp on 12/02/2020

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MEMORANDUM OF UNDERSTANDING

Leadership Institute
August 1, 2020 – June 30, 2021

MJUSD
Supt Office
NOV 10 2020
Received by lm

This Memorandum of Understanding (MOU) is between the **Sacramento County Office of Education's (SCOE) Leadership Institute** and **Marysville Joint Unified School District**. The Sacramento County Office of Education will serve as the provider for a comprehensive, Preliminary Administrative Services Credential Program for the education community in the Sacramento Region. **Marysville Joint Unified School District** will partner with the SCOE Leadership Institute with the purpose of working closely together to shape the work of the program in an effort to meet district needs, as well as support participants at all levels. Together, the Leadership Institute and **Marysville Joint Unified School District** will address the growing leadership needs of the region.

This memorandum is intended to define the roles and responsibilities of the Leadership Institute and **Marysville Joint Unified School District** in regards to supporting the program for aspiring administrators. Once signed by both parties, this MOU is in effect.

The SCOE Leadership Institute agrees to:

- Provide a high-quality, connected program that will recommend participants for their Preliminary Administrative Services Credential to the California Commission on Teacher Credentialing (CTC) upon successful completion of the program.
- Notify Superintendent or designee of successful completion of participants in Preliminary Administrative Services Credential Program.

Marysville Joint Unified School District agrees to:

- Provide a district coach to each participant to guide him/her around his/ her field project. Participants secure a volunteer coach and provide the name to the Leadership Institute.
- Provide district staff members to serve on a review panel at a year-end symposium involving fieldwork presentations.
- Apply the total 231 hours of program credit (15 hours = 1 unit/ 231 hours = 15.4 units) towards a candidate's current certificated salary schedule upon successful completion of program.

Other conditions SCOE Leadership Institute and Marysville Joint Unified School District agrees to:

Indemnity: The SCOE Leadership Institute, defend, and hold harmless Marysville Joint Unified School District its officers, agents, and employees from and against any and all loss, cost, damage, expense (including attorney fees), claim, suit, demand, or liability of any kind or character to any persons or property arising from or relating to any negligence of the SCOE Leadership Institute, its officers, agents, or employees.

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

The undersigned represent all collaborative partners of the Leadership Institute and commit to insuring the successful implementation, monitoring, and assistance needed for completion of the program.

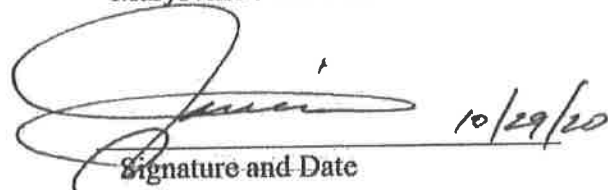
For the SCOE Leadership Institute:

Dr. L. Steven Winlock, Executive Director,
SCOE Leadership Institute


Signature and Date 11/4/20

**For Marysville Joint Unified
School District**


For Gary Cena, Superintendent
Marysville Joint USD


Signature and Date 10/29/20

MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT

COMMUNICATIONS SPECIALIST

SUMMARY:

Under direction of the Superintendent or his/her designee, the Communication Specialists will lead all efforts related to home-school-community communication and community engagement. The Communication Specialist performs a variety of specialized duties in the research, preparation, composition, design, writing, editing and distribution of a variety of materials in print, video and/or electronic format; assist schools and departments in implementing effective communication plans; develop and maintain a specialized knowledge base and skill set relevant to assigned communicating duties, including, but not limited to, website structure, social media platforms, site/department communication strategies, and evolving trends in the communication world; support objectives including, public relations efforts, strategic communication plans and marketing initiatives, staff professional development, community outreach initiatives, and stakeholder engagement activities that build support and understanding for the District's schools, programs, and initiatives. This Specialist will work closely with the Director to ensure consistency and quality across District communications and adherence to the District's strategic communication goals and priorities.

QUALIFICATIONS:

Experience/Education: Any combination of education/experience equivalent to a Bachelor's degree with major course work in communication, public relations, marketing or a related field and five years' experience in journalism, public relations, or another communication-related field

Other: A valid California driver's license

DISTINGUISHING CHARACTERISTICS:

- Demonstrate good judgment and have a strong sense of ethics
- Exhibit sensitivity to diversity, cultural competency, equity, and access
- Demonstrate standards of professional conduct as outlined in Board Policy
- Promote educational excellence for all students

ESSENTIAL DUTIES AND RESPONSIBILITIES:

- Provide insight and guidance to Director of Communication and Community Engagement and staff on effective communication and community engagement strategies, tactics and best practices.
- Prepare written and multimedia content for social media platforms, District website, newsletters, internal platforms, television and other mediums as assigned.
- Prepare, design, edit, and distribute a variety of materials including, but not limited to, promotional materials, advertising collateral, posters, camera-ready artwork, guides, handbooks, brochures, and signage.

- Interview District staff, students, community members and other stakeholders for multimedia content.
- Participates in the coordination and implementation of public, employee, and media relations strategies at the District level or for a school/program.
- Contributes to the development of comprehensive communication, marketing, and engagement plans.
- Photographs and/or videos District programs and events for publications and other uses.
- Communicate with other departments and staff regarding the coordination and distribution of information; visit school sites and other departments to research materials.
- Work collaboratively with student and school site media to meet District objectives.
- Plan, organize, control, manage, and provide support to strengthen the relationship between the District, its stakeholders, schools, and local community-based organizations for the purpose of promoting educational excellence for all students.
- Attend school, District and community events as a District representative and to gather the news, pictures, etc., for the use in public information releases and promotions.
- Serve as a resource to District administrators and staff and provide assistance concerning the writing, editing, composition, layout, and production of public relations materials as needed.
- Collect, analyze, and prepare data reports on community engagement to help staff develop strategies to increase outreach and access required for students' academic success.
- Assist staff in responding to news media inquiries by determining appropriate resources and strategies for responses.
- Draft news releases and media advisories as instructed; arrange and coordinate media interviews as instructed.
- Represent the District before groups and meetings as directed.
- Work with schools to establish and coordinate mutually beneficial partnerships with community-based organizations, parent organizations, the community, and businesses that can help schools advance student learning and close student achievement gaps between ethnic and socioeconomic groups by working with all of the District's diverse communities.
- Support expansion of volunteer base and resources to local schools; help coordinate the recruitment, screening, placement, scheduling, and training of parent and community volunteers; implement evidence-based parent engagement strategies.
- Work collaboratively with other departments to plan and execute special events as instructed.
- Plan, schedule, attend, and facilitate meetings and events to support District goals.
- Write talking points and other materials for district staff and leadership for initiatives that support effective stakeholder engagement.
- Support emergency communication efforts through the production of written and recorded messages across multiple platforms.

- Monitor and track news media and social media activity concerning the District and its schools; maintain ongoing awareness of current school district and community issues.
- Provide excellent customer service; develop and maintain professional relationships with news media, business representatives, community members, families, students, and district employees.
- Other duties as assigned.

KNOWLEDGE:

- Current applicable laws, codes, regulations, policies, and procedures
- School district organization, operations, policies, and objectives
- Public relations and communications practices, ethics and procedures
- Diverse cultures in the community
- Operation of a computer and related software
- Professional video editing, photo editing, and design software
- Graphic design principles and techniques
- Correct English usage, grammar, spelling, punctuation, and vocabulary
- Modern office practices, procedures, and equipment
- Copyright laws

ABILITIES AND SKILLS:

- Effective practices in communication and stakeholder engagement
- Effective verbal and written communication skills
- Project and event planning and coordination
- Post content to web platforms including content management systems
- Social media engagement on applications including YouTube, Vimeo, Facebook, Twitter and Instagram
- Operate professional video, photo, and design production and editing equipment, including HD cameras, camera accessories, microphones and sound equipment, and advanced editing and design software
- Develop project timelines and schedules, track progress, implement projects, and evaluate effectiveness
- Work within a diverse team and with a variety of district and community partners
- Demonstrate leadership to all stakeholders by inspiring and motivating others to reach a common goal
- Strengthen the relationship between the district, its families, schools, and local community-based organizations
- Handle multiple tasks, work under pressure, and work with priorities/deadlines subject to frequent change

- Maintain records, prepare reports, budget requests, and estimates and handle administrative details and problems
- Use good judgment and have a strong sense of ethics
- Bilingual and Bi-literate Spanish preferred

PHYSICAL REQUIREMENTS:

Physical abilities include the usual and customary methods of performing the job's functions and require the following physical demands: occasional lifting, carrying, pushing and/or pulling; some climbing and balancing, some stooping, kneeling, crouching; reaching, handling, touching and/or feeling; manual dexterity to operate a telephone and enter data into a computer.

Significant physical abilities include ability to sit at a desk, conference table, or in meetings of various configurations for extended periods of time; see and read, with or without visual aids, laws and codes, rules, policies and other printed matter, computer screens and printouts; hear and understand speech at normal room levels and hear and understand speech on the telephone; speak in audible tones so that others may understand clearly in normal conversations.

WORK ENVIRONMENT:

- The work environment characteristics described are representative of those an employee encounters while performing the essential functions of this job.
- Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.
- The noise level in the work environment is usually moderate.
- Employees in this position will be required to work indoors in a standard office environment and come in direct contact with district staff and the public.
- Availability to attend District and/or community events on weekends and/or evenings.

Board Approved []

MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT

COMMUNICATIONS SPECIALIST

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- Exhibit sensitivity to diversity, cultural competency, equity, and access
- Demonstrate standards of professional conduct as outlined in Board Policy
- Promote educational excellence for all students

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- Prepare written and multimedia content for social media platforms, District website, newsletters, internal platforms, television and other mediums as assigned.
- Prepare, design, edit, and distribute a variety of materials including, but not limited to, promotional materials, advertising collateral, posters, camera-ready artwork, guides, handbooks, brochures, and signage.



Email: lmoore@kblegal.us

December 4, 2020

SENT VIA ELECTRONIC MAIL

Penny Lauseng, MBA CFE
Assistant Superintendent of Business Services
Marysville Joint Unified School District
1919 B Street
Marysville, CA 94901
Email: plauseng@mjud.k12.ca.us

Re: **Request for Approval of Capped Funding for Expert Consultant Services**

Dear Ms. Lauseng:

We request authorization to expend funds, which will be billed to the Marysville Joint Unified School District in the form of reimbursable expenses, in the not-to-exceed amount of \$31,716.00. The purpose of the reimbursable expenditure is to pay the fees of our retained expert consultants who will perform specific tasks necessary to complete contract negotiations and develop project specific contractual terms and conditions for the SitelogIQ proposed energy efficiency measures, solar systems and battery storage project.

We anticipate using our expert consultants to validate the project scope, to assess the project economics to confirm projected cost savings and project economics, and to perform review of technical and business-driven components of the proposed Energy Services Agreement.

The maximum expenditure will be \$31,716.00 but may be less based on the depth of review required as we continue to negotiate and develop the Energy Services Agreement.



KINGSLEY BOGARD LLP

Penny Lauseng
December 4, 2020
Page 2 of 2

If you need further clarification or have any questions, please call me.

Very truly yours,

KINGSLEY BOGARD LLP

LINDSAY MOORE

LKM:kc

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
 FORM J-13A, REVISED DECEMBER 2017

SECTION A: REQUEST INFORMATION

- This form is used to obtain approval of attendance and instructional time credit pursuant to *Education Code (EC)* sections 41422, 46200, 46391, 46392 and *California Code of Regulations (CCR)*, Title 5, Section 428.
- Only schools that report Principal Apportionment average daily attendance (ADA) for the purpose of calculating a K-12 Local Control Funding Formula (LCFF) entitlement should submit this form.
- Refer to the instructions and frequently asked questions at <https://www.cde.ca.gov/fg/aa/pa/pa113a.asp> for information regarding the completion of this form.

PART I: LOCAL EDUCATIONAL AGENCY (LEA)

LEA NAME: Marysville Joint Unified School District	COUNTY CODE: 58	DISTRICT CODE: 72736	CHARTER NUMBER (IF APPLICABLE):
LEA SUPERINTENDENT OR ADMINISTRATOR NAME: Gary Cena	FISCAL YEAR: 2020-21		
ADDRESS: 1919 B Street	COUNTY NAME: Yuba		
CITY: Marysville	STATE: CA	ZIP CODE: 95901	
CONTACT NAME: Penny Lauseng	TITLE: Asst. Supt., Business Services	PHONE: (530)749-6125	E-MAIL: plauseng@mjUSD.com

PART II: LEA TYPE AND SCHOOL SITE INFORMATION APPLICABLE TO THIS REQUEST (Choose only one LEA type):

<input checked="" type="checkbox"/> SCHOOL DISTRICT Choose one of the following: <input type="checkbox"/> All district school sites <input checked="" type="checkbox"/> Select district school sites	<input type="checkbox"/> COUNTY OFFICE OF EDUCATION (COE) Choose one of the following: <input type="checkbox"/> All COE school sites <input type="checkbox"/> Select COE school sites	<input type="checkbox"/> CHARTER SCHOOL
--	---	--

PART III: CONDITION(S) APPLICABLE TO THIS REQUEST:

<input checked="" type="checkbox"/> SCHOOL CLOSURE: When one or more schools were closed because of conditions described in EC Section 41422. LCFF apportionments should be maintained and instructional time credited in Section B for the school(s) without regard to the fact that the school(s) were closed on the dates listed, due to the nature of the emergency. Approval of this request authorizes the LEA to disregard these days in the computation of ADA (per EC Section 41422) without applicable penalty and obtain credit for instructional time for the days and the instructional minutes that would have been regularly offered on those days pursuant to EC Section 46200, et seq. <input checked="" type="checkbox"/> There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.
<input type="checkbox"/> MATERIAL DECREASE: When one or more schools were kept open but experienced a material decrease in attendance pursuant to EC Section 46392 and CCR, Title 5, Section 428. Material decrease requests that include all school sites within the school district must demonstrate that the school district as a whole experienced a material decrease in attendance. Material decrease requests for one or more but not all sites within the school district must show that each site included in the request experienced a material decrease in attendance pursuant to EC Section 46392 and CCR, Title 5, Section 428. The request for substitution of estimated days of attendance for actual days of attendance is in accordance with the provisions of EC Section 46392. Approval of this request will authorize use of the estimated days of attendance in the computation of LCFF apportionments for the described school(s) and dates in Section C during which school attendance was materially decreased due to the nature of the emergency. <input type="checkbox"/> There was a Declaration of a State of Emergency by the Governor of California during the dates associated with this request.
<input type="checkbox"/> LOST OR DESTROYED ATTENDANCE RECORDS: When attendance records have been lost or destroyed as described in EC Section 46391. Requesting the use of estimated attendance in lieu of attendance that cannot be verified due to the loss or destruction of attendance records. This request is made pursuant to EC Section 46391: <i>"Whenever any attendance records of any district have been lost or destroyed, making it impossible for an accurate report on average daily attendance for the district for any fiscal year to be rendered, which fact shall be shown to the satisfaction of the Superintendent of Public Instruction by the affidavits of the members of the governing board of the district and the county superintendent of schools, the Superintendent of Public Instruction shall estimate the average daily attendance of such district. The estimated average daily attendance shall be deemed to be the actual average daily attendance for that fiscal year for the making of apportionments to the school district from the State School Fund."</i>

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SECTION B: SCHOOL CLOSURE

PART I: NATURE OF EMERGENCY (Describe in detail.)

☐ Not Applicable (Proceed to Section C)

Due to the threat from wildfires, Yuba County Sheriffs Department issued a mandatory evacuation order to our football schools.

PART II: SCHOOL INFORMATION (Use the supplemental Excel form at <https://www.cde.ca.gov/fg/aal/pa/13a.asp> if more than 10 lines are needed for this request. Attach a copy of a school calendar. If the request is for multiple school sites, and the sites have differing school calendars, attach a copy of each different school calendar to the request.)

[illegible]

PART III: CLOSURE HISTORY (List closure history for all schools in Part II. Refer to the instructions for an example.)

[illegible]

CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION C: MATERIAL DECREASE

☒ Not Applicable (Proceed to Section D)
☐ Supplemental Page(s) Attached

PART I: NATURE OF EMERGENCY (Describe in detail.)

PART II: MATERIAL DECREASE CALCULATION (Use the supplemental Excel file at <https://www.cde.ca.gov/fg/aa/pa/f13a.asp> if more than 10 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance (October/May)	Dates Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance	Qualifier: 90% or Less (F/C)	Net Increase of Apportionment Days (C-F)
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
			-			0.00%	0.00
Total:		0.00			0		0.00

PART III: MATERIAL DECREASE CALCULATION FOR CONTINUATION HIGH SCHOOLS (Provide the attendance in hours. Use the supplemental Excel file at <https://www.cde.ca.gov/fg/aa/pa/f13a.asp> if more than 5 lines are needed for this request. Refer to the instructions for information on completing the form including the definition of "normal" attendance.)

A	B	C	D	E	F	G*	H
School Name	School Code	"Normal" Attendance Hours	Date Used for Determining "Normal" Attendance	Date of Emergency	Actual Attendance Hours	Qualifier: 90% or Less (F/C)	Net Increase of Hours (C-F)
						0.00%	0.00
						0.00%	0.00
						0.00%	0.00
						0.00%	0.00
						0.00%	0.00
Total:		0.00			0.00		0.00

*Qualifier should be 90% or less except when the governor declares a state of emergency or in the case of a Necessary Small School (NSS) site.

Part III: Closure History

School Name	School Code	Fiscal Year	Closure Dates	Nature	Weather Related
Dobbins Elementary School	6056675	19-20	11/20/19	Red Flag Warning	No
Foothill Intermediate School	6056691	19-20	11/20/19	Red Flag Warning	No
Loma Rica Elementary School	6056725	19-20	11/20/19	Red Flag Warning	No
Browns Valley School	6099014	19-20	10/28/19-10/30/19	Red Flag Warning	No
Dobbins Elementary School	6056675	19-20	10/28/19-10/30/19	Red Flag Warning	No
Foothill Intermediate School	6056691	19-20	10/28/19-10/30/19	Red Flag Warning	No
Loma Rica Elementary School	6056725	19-20	10/28/19-10/30/19	Red Flag Warning	No
Browns Valley School	6099014	19-20	10/24/2019	Red Flag Warning	No
Dobbins Elementary School	6056675	19-20	10/24/2019	Red Flag Warning	No
Foothill Intermediate School	6056691	19-20	10/24/2019	Red Flag Warning	No
Loma Rica Elementary School	6056725	19-20	10/24/2019	Red Flag Warning	No
Browns Valley School	6099014	19-20	10/9/19-10/10/19	Red Flag Warning	No
Cordua Elementary	6056667	19-20	10/9/19-10/10/19	Red Flag Warning	No
Dobbins Elementary School	6056675	19-20	10/9/19-10/11/19	Red Flag Warning	No
Foothill Intermediate School	6056691	19-20	10/9/19-10/11/19	Red Flag Warning	No
Loma Rica Elementary School	6056725	19-20	10/9/19-10/11/19	Red Flag Warning	No
Yuba Feather Elementary School	6056782	19-20	10/9/19-10/10/19	Red Flag Warning	No
Browns Valley School	6099014	19-20	9/24/19-9/25/19	Red Flag Warning	No
Dobbins Elementary School	6056675	19-20	9/24/19-9/25/19	Red Flag Warning	No
Foothill Intermediate School	6056691	19-20	9/24/19-9/25/19	Red Flag Warning	No
Loma Rica Elementary School	6056725	19-20	9/24/19-9/25/19	Red Flag Warning	No
Yuba Feather Elementary School	6056782	19-20	9/24/19-9/25/19	Red Flag Warning	No
Dobbins Elementary School	6056675	18-19	10/15/2018	Red Flag Warning	No
Foothill Intermediate School	6056691	18-19	10/15/2018	Red Flag Warning	No
Loma Rica Elementary School	6056725	18-19	10/15/2018	Red Flag Warning	No
Yuba Feather Elementary School	6056782	18-19	10/15/2018	Red Flag Warning	No
Foothill Intermediate School	6056691	17-18	10/16/2017	Cascade Fire	No
Loma Rica Elementary School	6056725	17-18	10/16/2017	Cascade Fire	No
Dobbins Elementary School	6056675	17-18	2/17/17-2/21/17	Failure of Oroville Spillway	Yes
Foothill Intermediate School	6056691	17-18	2/17/17-2/21/17	Failure of Oroville Spillway	Yes
Loma Rica Elementary School	6056725	17-18	2/17/17-2/21/17	Failure of Oroville Spillway	Yes
Yuba Feather Elementary School	6056782	17-18	2/17/17-2/21/17	Failure of Oroville Spillway	Yes

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CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION D: LOST OR DESTROYED ATTENDANCE RECORDS

☒ **Not Applicable (Proceed to Section E)**

PART I: PERIOD OF REQUEST The entire period covered by the lost or destroyed records commences with _____ up to and including _____.

PART II: CIRCUMSTANCES (Describe below circumstances and extent of records lost or destroyed.)

PART III: PROPOSAL (Describe below the proposal to reconstruct attendance records or estimate attendance in the absence of records.)

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CALIFORNIA DEPARTMENT OF EDUCATION
REQUEST FOR ALLOWANCE OF ATTENDANCE DUE TO EMERGENCY CONDITIONS
FORM J-13A, REVISED DECEMBER 2017

SECTION E: AFFIDAVIT

PART I: AFFIDAVIT OF SCHOOL DISTRICT, COUNTY OFFICE OF EDUCATION, OR CHARTER SCHOOL GOVERNING BOARD MEMBERS – All applicable sections below must be completed to process this J-13A request.

We, members constituting a majority of the governing board of Marysville Joint USD, hereby swear (or affirm) that the foregoing statements are true and are based on official records.

Board Members Names

Board Members Signatures

Alisan Hastey

Doug Criddle

Frank Crawford

Gary Criddle

Jeff Boom

Randy Davis

Randy Rasmussen

At least a majority of the members of the governing board shall execute this affidavit.

Subscribed and sworn (or affirmed) before me, this 15th day of December, 2020.

Witness: Gary Cena

(Name)

(Signature)

Title: Secretary

of Yuba County, California

PART II: APPROVAL BY SUPERINTENDENT OF CHARTER SCHOOL AUTHORIZER (Only applicable to charter school requests)

Superintendent (or designee):

(Name)

(Signature)

Authorizing LEA Name:

PART III: AFFIDAVIT OF COUNTY SUPERINTENDENT OF SCHOOLS

The information and statements contained in the foregoing request are true and correct to the best of my knowledge and belief.

County Superintendent of Schools (or designee):

(Name)

(Signature)

Subscribed and sworn (or affirmed) before me, this _____ day of _____,

Witness:

(Name)

(Signature)

Title: _____ of _____ County, California

COE contact/individual responsible for completing this section:

Name:

Title:

Phone:

E-mail:



Marysville Joint Unified School District 2019-20 Annual and Five-Year Developer Fee Report December 15, 2020

Government Code Section 66006 requires that school districts that collect statutory school facilities fees (developer fees) make an annual accounting of those fees available to the public within 180 days of the end of the fiscal year. In addition, Government Code Section 66001 requires that each school district make an additional findings every five years for any fund in which those fees remained unexpended at the end of the fiscal year.

The below information and attached documents are provided to satisfy the requirements in Government Code Sections 66006 and 66001.

Annual Reporting Requirements:

FISCAL YEAR 2019/2020: July 1, 2019 – June 30, 2020

1. *Brief description of the type of fee in account or fund:*

School Impact Mitigation Agreement or statutory fees authorized by the Government Code to accommodate for growth by development activity.

2. *Amount of fee:*

School Impact Mitigation Agreements are individual agreements, which have different fee levels.

“Level I” fees are currently \$4.08 per square foot for each new residential housing unit. Commercial and industrial fees are currently \$0.66 per square foot.

3. *Beginning and ending balance of the account or fund:*

<u>Fund Number</u>	<u>Beginning Balance</u>	<u>Ending Balance</u>
Capital Facility Fund #25	\$ 4,801,989	\$ 5,291,730

4. *Amount of fees collected and interest earned:*

<u>Beginning Balance 7/1/2019</u>	<u>Fund #25</u>
	\$4,801,989
Fees collected	1,825,279
Interest revenue	113,577
State revenue	0

Other revenue	0
Proceeds from COPS	0
Less: Expenditures	(1,449,116)
Ending Balance 6/30/2020	\$5,291,729

5. *Identification of each public improvement on which fees were expended, the amount of the expenditures on each improvement, and the total percentage of the cost of the public improvement that was funded with fees:*

Projects	2019/2020 Expenditures Fund 25	Percentage
101 Arboga	\$ 0	0
103 Browns Valley	0	0
105 Cedar Lane	0	0
107 Cordua	0	0
109 Covillaud	0	0
111 Dobbins	0	0
112 Edgewater	1,419,025	100%
113 Ella	0	0
115 Johnson Park	0	0
117 Kynoch	0	0
119 Linda	0	0
121 Loma Rica	0	0
125 Olivehurst	0	0
129 Yuba Feather	0	0
135 Foothill	0	0
136 Meadows	0	0
137 McKenney	0	0
139 Yuba Gardens	0	0
155 Wheeler Ranch	0	0
242 MCAA	0	0
243 Lindhurst H.S.	0	0
245 Marysville H.S.	0	0
247 SLHS	0	0
355 Multi-site	0	0
368 Ed. Serv. Center	0	0
Other Costs	0	0
Contracted Services-Capitol Public Finance, School Works, DSA, etc.	30,091	0
TOTAL	\$1,449,116	100%

6. Identification of an approximate date by which the construction of the public improvement will commence if the local agency determines that sufficient funds have been collected to complete financing on an incomplete public improvement:

As of the date of this report, the District has commenced the process for a TK-8 expansion project at Arboga Elementary School. Developer fees will be used for this public works project in addition to other capital improvement funds.

7. Description of each inter-fund transfer or loan made from the account or fund including the public improvement on which the transferred or loaned fees will be expended and, in the case of an inter-fund loan, the date on which the loan will be repaid, and the rate of interest that the account or fund will receive on the loan:

None

8. Amount of refunds made pursuant to subdivision (e) of Section 66001 and any allocations pursuant to subdivision (f) of Section 66001:

None

Five Year Reporting Requirements:

Five Year Summary of Developer Fees:	Beginning Balance	Ending Balance
Fiscal Year 2015/2016	\$941,619	\$1,104,367
Fiscal Year 2016/2017	\$1,104,367	\$1,974,415
Fiscal Year 2017/2018	\$1,974,415	\$3,857,536
Fiscal Year 2018/2019	\$3,857,536	\$4,801,989
Fiscal Year 2019/2020	\$4,801,989	\$5,291,730

1. Purpose to which the fee is to be put:

The remaining unexpended fees will be utilized for the TK-8 expansion project at Arboga Elementary School and other classroom facility needs identified throughout the District.

2. Relationship between the fee and the purpose for which it is charged:

The fees identified above were charged for the purpose of constructing the TK-8 expansion project at Arboga Elementary School and other classroom facility needs identified throughout the District, which is necessary to adequately serve the new students generated by the new developments.

3. *Identify all sources of funding anticipated to complete financing in incomplete improvements:*

Developer fees will be used for this public works project in addition to other capital improvement funds.

4. *Approximate dates on which funding referred to in 3, above, is expected to be deposited:*

Capital improvement funding has been received in full.

FINDINGS

The Marysville Joint Unified School District has:

1. Expended developer fees for public improvements solely and exclusively for the purpose or purposes for which the fee was collected.
2. Levied, collected or imposed no fee to be used for general revenue purposes.
3. Deposited developer fees in a separate fund in a manner that has avoided commingling of those fees with other funds.
4. Expended developer fees only for the purposes for which they were collected.
5. Made available to the public specified information relating to the fee, interest, other income, expenditures, and refunds occurring during the fiscal year within 180 days of the close of the fiscal year.