

**AT&T SWITCHED ETHERNET SERVICESM (with NETWORK ON DEMAND)
PRICING SCHEDULE PROVIDED PURSUANT TO CUSTOM TERMS (For E-Rate)**

Customer	AT&T
Marysville Joint Unified School District Street Address: 1919 B St City: Marysville State/Province: CA Zip Code: 95901 Country: USA	The applicable AT&T Service-Providing Affiliate(s)
Customer Contact (for Notices)	AT&T Contact (for Notices)
Name: Bryan Williams Title: Director of Technology Street Address: 1919 B St City: Marysville State/Province: CA Zip Code: 95901 Country: USA Telephone: 530-749-6135 Email: bwilliams@mjud.k12.ca.us Customer Account Number or Master Account Number:	Name: Lee Beringsmith Street Address: 421 F St City: Marysville State/Province: CA Zip Code: 95901 Country: USA Telephone: 916-559-7001 Email: lb5439@att.com Sales/Branch Manager: Mike Hourihan SCVP Name: Don Wollweber Sales Strata: eRate Sales Region: West With a copy (for Notices) to: AT&T Corp. One AT&T Way Bedminster, NJ 07921-0752 ATTN: Master Agreement Support Team Email: mast@att.com
AT&T Solution Provider or Representative Information (if applicable) ☐	
Name: _____ Company Name: _____ Agent Street Address: _____ City: _____ State: _____ Zip Code: _____ Country: USA Telephone: _____ Fax: _____ Email: _____ Agent Code: _____	

This Pricing Schedule for the service(s) identified below ("Service") is part of the Agreement referenced above.

Unless otherwise specified herein, Services purchased under this Pricing Schedule must be managed using the AT&T Network on Demand process described in the Network on Demand Guide available at: http://cpr.att.com/pdf/publications/NOD_Guide.pdf which is incorporated herein by reference and is subject to change by AT&T.

AT&T California currently provides billing and collections services to third parties, which may place charges that Customer authorizes on Customer's bill for intrastate Services. To the extent that AT&T California makes blocking of such charges available, Customer may block third-party charges from its bill at no cost.

Customer confirms receipt of the AT&T customer building / site preparation document describing the installation requirements at the Site(s).

Customer (by its authorized representative)	AT&T (by its authorized representative)
By:	By:
Printed or Typed Name: Penny Lauseng	Printed or Typed Name:
Title: Asst Super of Business Services	Title:
Date:	Date:

For AT&T internal use only:

Contract Ordering and Billing Number (CNUM):

WK# - Interstate-InterLATA – TBD WK# - ILEC-Intrastate –TBD Please sign by January 17, 2022.	For AT&T Administrative Use Only Pricing Schedule No. _____ Original Effective Date: _____
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AT&T Switched Ethernet ServiceSM (with Network On Demand)
Pricing Schedule Provided Pursuant to Custom Terms (For E-Rate)

1. SERVICE, SERVICE PROVIDER(S) and SERVICE PUBLICATION(S)

AT&T Switched Ethernet ServiceSM

Service	Service Publication (incorporated by reference)	Service Publication location
AT&T Switched Ethernet Service SM	AT&T Switched Ethernet Service Guide	http://cpr.att.com/pdf/commonEthServGuide.html .

Service Providers			
AT&T Alabama	AT&T Indiana	AT&T Missouri	AT&T Tennessee
AT&T Arkansas	AT&T Kansas	AT&T Nevada	AT&T Texas
AT&T California	AT&T Kentucky	AT&T North Carolina	AT&T Wisconsin
AT&T Florida	AT&T Louisiana	AT&T Ohio	
AT&T Georgia	AT&T Michigan	AT&T Oklahoma	
AT&T Illinois	AT&T Mississippi	AT&T South Carolina	

2. PRICING SCHEDULE TERM, EFFECTIVE DATES

Pricing Schedule Term	36 months
Start Date of Minimum Payment Period, per Service Component	later of the Effective Date or installation of the Service Component
Rate Stabilization per Service Component	Rates as specified in this Pricing Schedule for each Service Component are stabilized until the end of its Minimum Payment Period.
Pricing following the end of Minimum Payment Period	non-stabilized prices as modified from time to time in applicable Service Publication or, if there is no such pricing, the pricing in this Pricing Schedule

3. MINIMUM PAYMENT PERIOD

Service Components	Percentage of Monthly Recurring Charge Applied for Calculation of Early Termination Charges*	Minimum Payment Period per Service Component
All Service Components	50% plus any waived non-recurring charges and, if AT&T installs Customer Premises Support Structure facilities for AT&T Switched Ethernet Service at any site, an additional \$9,200 for such site to recover facility costs	Until end of Pricing Schedule Term
*Early termination charges shall not exceed the total amount of monthly recurring charges for the remainder of the Minimum Payment Period; refer to Network on Demand Guide for details.		

4. ADDS; MOVES

4.1 Adds

Orders for Service Components (other than CIR/CoS) in excess of quantities listed in Section A-1 of Attachment A ("Adds") are not permitted.

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4.2 Moves

Per applicable Service Publication

5. RATES and CHARGES

5.1 AT&T SWITCHED ETHERNET SERVICE

5.1.1 Initial Site And Service Configuration

The initial sites and configuration of Services covered under this Pricing Schedule are identified on Attachment A. This Pricing Schedule is Customer's order for any new Services shown on Attachment A.

5.1.2 Monthly Recurring Charges (MRC)

All Monthly Recurring Charge (MRC) rates are per port. The total MRC for a port is the sum of the Port Connection MRC, the Bandwidth MRC, and any associated Feature MRC(s).

Port Connection MRC

Port Connection Type/Speed	MRC
Basic 100 Mbps	\$167.00
Basic 1 Gbps	\$167.00
Basic 10 Gbps	\$500.00
Basic 100 Gbps	\$2,000.00

Bandwidth MRC

If Customer changes the CIR and/or CoS configuration during the billing cycle, the Bandwidth MRC will be prorated based on the time interval for each configuration. Bandwidth may be adjusted using the Network on Demand process within the available network capacity, which may vary from time to time. All speeds may not be available at all times or at all locations. Network augmentation via traditional processes may be required before certain speeds will be available on demand. Contact your AT&T sales representative to discuss ways to increase available capacity.

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Bandwidth MRC (for 100 Mbps and 1 Gbps Basic Port Connections)					
Committed Information Rate (CIR)	Class of Service (CoS)				
	Non Critical High	Business Critical Medium	Business Critical High	Interactive	Real Time
2 Mbps	\$38.20	\$49.00	\$59.80	\$70.60	\$81.40
4 Mbps	\$46.75	\$58.00	\$69.25	\$80.50	\$91.75
5 Mbps	\$51.02	\$62.50	\$73.97	\$85.45	\$96.92
8 Mbps	\$59.57	\$71.50	\$83.42	\$95.35	\$107.27
10 Mbps	\$69.83	\$82.30	\$94.76	\$107.23	\$119.69
20 Mbps	\$102.32	\$116.50	\$130.67	\$144.85	\$159.02
50 Mbps	\$153.62	\$170.50	\$187.37	\$204.25	\$221.12
100 Mbps	\$213.00	\$213.00	\$232.00	\$251.95	\$272.90
150 Mbps	\$216.34	\$216.34	\$235.50	\$255.63	\$276.76
250 Mbps	\$219.67	\$219.67	\$239.00	\$259.30	\$280.62
400 Mbps	\$223.00	\$223.00	\$242.50	\$262.98	\$284.48
500 Mbps	\$226.34	\$226.34	\$246.00	\$266.65	\$288.34
600 Mbps	\$229.67	\$229.67	\$249.50	\$270.33	\$292.20
1000 Mbps	\$233.00	\$233.00	\$253.00	\$274.00	\$296.05

Bandwidth MRC (for 10 Gbps Basic Port Connections)					
Committed Information Rate (CIR)	Class of Service (CoS)				
	Non Critical High	Business Critical Medium	Business Critical High	Interactive	Real Time
1000 Mbps	Same as 1000 Mbps rates for 100 Mbps and 1 Gbps Basic Port Connections				
2000 Mbps	\$118.25	\$150.79	\$183.33	\$215.87	\$248.41
2500 Mbps	\$168.02	\$169.00	\$202.45	\$237.57	\$274.45
4000 Mbps	\$187.20	\$187.20	\$221.56	\$257.64	\$295.52
5000 Mbps	\$205.40	\$205.40	\$240.67	\$277.70	\$316.59
7500 Mbps	\$223.60	\$223.60	\$259.78	\$297.77	\$337.66
9500 Mbps	\$241.80	\$241.80	\$278.89	\$317.84	\$358.73
10000 Mbps	\$260.00	\$260.00	\$298.00	\$337.90	\$379.80

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**AT&T Switched Ethernet ServiceSM (with Network On Demand)
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Bandwidth MRC (for 100 Gbps Basic Port Connections)					
Committed Information Rate (CIR)	Class of Service (CoS)				
	Non Critical High	Business Critical Medium	Business Critical High	Interactive	Real Time
10 Gbps	Same as 10000 Mbps rates for 10 Gbps Basic Port Connections				
15 Gbps	\$100.00	\$100.00	\$205.00	\$315.25	\$431.02
20 Gbps	\$204.50	\$204.50	\$314.73	\$430.47	\$551.99
25 Gbps	\$309.00	\$309.00	\$424.46	\$545.68	\$735.97
30 Gbps	\$481.60	\$481.60	\$605.69	\$735.97	\$926.26
35 Gbps	\$654.21	\$654.21	\$786.91	\$926.26	\$1116.55
40 Gbps	\$826.80	\$826.80	\$968.14	\$1116.55	\$1306.84
45 Gbps	\$999.41	\$999.41	\$1149.37	\$1306.84	\$1497.13
50 Gbps	\$1172.00	\$1172.00	\$1330.60	\$1497.13	\$1657.66
60 Gbps	\$1317.60	\$1317.60	\$1483.48	\$1657.66	\$1818.18
70 Gbps	\$1463.20	\$1463.20	\$1636.36	\$1818.18	\$1978.71
80 Gbps	\$1608.80	\$1608.80	\$1789.24	\$1978.71	\$2139.23
90 Gbps	\$1754.40	\$1754.40	\$1942.12	\$2139.23	\$2346.19
100 Gbps	\$1900.00	\$1900.00	\$2095.00	\$2299.75	\$2514.74

Feature MRC

Feature	MRC
Enhanced Multicast	\$0.00

5.1.3 Non Recurring Charges (NRC)

Standard Non Recurring Charges for installation of new Customer Port Connections, per the applicable Service Publication, will be waived.

5.1.4 Additional Charges

Charges for additional Service options may apply per Service Publication. Charges for special construction, if needed, may also apply.

6. SPECIAL TERMS, CONDITIONS or OTHER REQUIREMENTS

6.1 Special Conditions for 10 Gbps Customer Port Connections

Basic Ports with transmission speeds of 10 Gbps are available only under certain custom/ICB contracting arrangements and are not fully supported by the Network on Demand process at this time. If Customer has any 10 Gbps Port(s) and wishes to change the CIR of any such Port(s) to values equal to or less than the initially contracted port configuration (Attachment A, Table 2), change the applicable CoS or establish EVCs within permissible parameters, then Customer may use the AT&T Business Center portal to request and schedule such changes. Point-to-point EVCs can be set in 1 Mbps increments from 1 Mbps to 2000 Mbps. Multipoint EVCs can be set in 1 Mbps increments from 1 Mbps to 1000 Mbps. Real Time Class of

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Service is not available for EVCs exceeding 1000 Mbps. If Customer wishes to increase the CIR above the initially contracted port configuration or make any changes other than as set forth above, Customer must contact AT&T using standard processes to determine whether such changes can be made and whether any modifications to Customer's contract may be required. Requests for EVC CIR above the limits set forth above will be evaluated on an Individual Case Basis, taking into consideration factors such as facility conditions and the impact of the requested configuration on network performance.

6.2 Special Conditions for 100 Gbps Customer Port Connections

Basic Ports with transmission speeds of 100 Gbps are available only under certain custom/ICB contracting arrangements. If Customer has any 100 Gbps Port(s) and wishes to change the CIR of any such Port(s) to values equal to or less than the initially contracted port configuration (Attachment X, Table Y), change the applicable CoS or establish EVCs within permissible parameters, then Customer may use the AT&T Business Center portal to request and schedule such changes. Requests for EVCs greater than 1Gbps and up to 20Gbps will be considered on an Individual Case Basis (ICB) based on the specific facilities and intended ports to be part of the EVC. Approved configurations will be programmed into the Business Center portal and customer will be able to make changes to reduce the CIR or drop ports from the EVC using the portal, as well as increase the CIR back up to the original approved maximum. Requests to add additional ports to that same EVC, or to increase CIR above the originally approved speeds, will require a new ICB request to ensure the additions can be supported. Real Time Class of Service is not available for EVCs exceeding 1 Gbps.

6.3 Accelerated Discount

	Accelerated Discount	Liability upon early termination of any Service Component
Special Construction Charges Discount	\$43,411.25	100% of the accelerated discount divided by the number of months in the Pricing Schedule Term multiplied by the number of months remaining in the Pricing Schedule Term at date of termination

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ATTACHMENT A

**RATES and CHARGES; INITIAL SERVICE COMPONENTS, SITE and SERVICE CONFIGURATION
Marysville Joint Unified School District**

A-1 Rates and Charges; Initial Quantities

Prices for AT&T Switched Ethernet Service include any required Customer Premises Support Structure.

Service Components	Quantity New	MRC, per Unit
Customer Port Connection - 10 Gbps - Basic, USOC: EYQGX	16	\$500.00
Customer Port Connection - 100 Gbps - Basic, USOC: EY7AG	2	\$2,000.00
10000 Mbps CIR - Business Critical Medium - Basic Only, USOC: R61SX	16	\$260.00
25000 Mbps CIR - Business Critical Medium - Basic Only, USOC: R614X	1	\$309.00
50000 Mbps CIR - Business Critical Medium - Basic Only, USOC: R619X	1	\$1,172.00

A-2 Minimum Quantity New Commitment

Required Installation Date	Monthly Shortfall Charge
Within three (3) months after the Effective Date, excluding AT&T delay	50% of MRC (partial months prorated) for each "Quantity New" Service Component not installed by Required Installation Date until installed or, if not installed, until the end of the Pricing Schedule Term

A-3. Initial Sites and Service Configuration

Jurisdiction: By selecting "Interstate" Customer certifies that the interstate traffic (including Internet and international traffic) will constitute more than 10% of the total traffic on the Port. By selecting "Intrastate" Customer certifies that the interstate traffic (including Internet and international traffic) will constitute 10% or less of the total traffic on the Port.

Table 1 - Complete a line for each Customer Port Connection.

Port ID #	Street Address, City, State	Jurisdiction
1	1919 B St, Marysville, CA, 95901, US	Intrastate
2	4364 Lever Ave, Olivehurst, CA, 95961, US	Intrastate
3	1114 Yuba St, Marysville, CA, 95901, US	Intrastate
4	1904 Huston St, Marysville, CA, 95901, US	Intrastate
5	1686 Broadway Rd, Marysville, CA, 95901, US	Intrastate
6	1778 McGowan Pkwy, Olivehurst, CA, 95961, US	Intrastate
7	4850 Olivehurst Ave, Olivehurst, CA, 95961, US	Intrastate
8	5150 Fruitland Rd, Loma Rica, CA, 95901, US	Intrastate
9	6180 Dunning Ave, Marysville, CA, 95901, US	Intrastate

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Port ID #	Street Address, City, State	Jurisdiction
10	1964 11th Ave,Olivehurst,CA,95961,US	Intrastate
11	9555 Browns Valley School Rd,Browns Valley,CA,95918,US	Intrastate
12	2830 State Highway 20,Marysville,CA,95901,US	Intrastate
13	5351 Fruitland Rd,Loma Rica,CA,95901,US	Intrastate
14	841 Cedar Ln,Olivehurst,CA,95961,US	Intrastate
15	629 F St,Marysville,CA,95901,US	Intrastate
16	5715 Oakwood Dr,Marysville,CA,95901,US	Intrastate
17	14200 Dobbins School Ln,Dobbins,CA,95935,US	Intrastate
18	18008 Oregon Hill Rd,Challenge,CA,95925,US	Intrastate

Table 2 – Service Components and Features associated with Customer Port Connections identified above.

Port ID #	Customer Port Connection Speed	CIR Speed for Ports 1 Gbps & Below	CIR Speed for Ports 10 Gbps & Above	Class of Service	Add'l MAC Addresses	Enhanced Multicast
1	100 Gbps Basic	N/A	50 Gbps	Bus. Critical - Med.	No	No
2	10 Gbps Basic	N/A	10000 Mbps	Bus. Critical - Med.	No	No
3	100 Gbps Basic	N/A	25 Gbps	Bus. Critical - Med.	No	No
4	10 Gbps Basic	N/A	10000 Mbps	Bus. Critical - Med.	No	No
5	10 Gbps Basic	N/A	10000 Mbps	Bus. Critical - Med.	No	No
6	10 Gbps Basic	N/A	10000 Mbps	Bus. Critical - Med.	No	No
7	10 Gbps Basic	N/A	10000 Mbps	Bus. Critical - Med.	No	No
8	10 Gbps Basic	N/A	10000 Mbps	Bus. Critical - Med.	No	No
9	10 Gbps Basic	N/A	10000 Mbps	Bus. Critical - Med.	No	No
10	10 Gbps Basic	N/A	10000 Mbps	Bus. Critical - Med.	No	No
11	10 Gbps Basic	N/A	10000 Mbps	Bus. Critical - Med.	No	No
12	10 Gbps Basic	N/A	10000 Mbps	Bus. Critical - Med.	No	No
13	10 Gbps Basic	N/A	10000 Mbps	Bus. Critical - Med.	No	No
14	10 Gbps Basic	N/A	10000 Mbps	Bus. Critical - Med.	No	No
15	10 Gbps Basic	N/A	10000 Mbps	Bus. Critical - Med.	No	No
16	10 Gbps Basic	N/A	10000 Mbps	Bus. Critical - Med.	No	No
17	10 Gbps Basic	N/A	10000 Mbps	Bus. Critical - Med.	No	No
18	10 Gbps Basic	N/A	10000 Mbps	Bus. Critical - Med.	No	No

End of Document

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E-Rate Rider

ATTACHMENT TO [Insert Title of Document] ("Agreement") FOR SERVICES AND/OR PRODUCTS SUBJECT TO E-rate FUNDING

This Attachment ("Attachment") is entered into by [Insert name of AT&T affiliate] (AT&T) and (Customer) and is effective as of the date last signed below (Effective Date). It is an attachment to the Agreement and has the same term as the Agreement. If there are any inconsistencies between the Agreement and this Attachment with respect to the Service for which E-rate funding is sought, the terms and conditions of this Attachment control.

TERMS AND CONDITIONS APPLICABLE TO E-RATE FUNDED PRODUCTS AND SERVICES

Customer intends to seek funding through the E-rate program for Services purchased under the Agreement. E-rate is administered by the Universal Service Fund Administrative Company (USAC). The Federal Communications Commission (FCC) has promulgated regulations that govern the participation in the E-rate program. The Parties agree:

1. Eligibility of Products and Services. The eligibility or ineligibility of products or services for E-rate funding is solely determined by USAC and/or the FCC. AT&T makes no representations or warranties regarding such eligibility.
2. Service Substitutions. USAC funding commitments are based upon the products, services and locations set forth in the Form 471. Any modification to the products and services or the locations at which they are to be installed or provided requires Customer to file a service substitution with USAC. AT&T may suspend Service substitution activities pending approval of service substitution requests.
3. Requested Information. If requested, Customer will promptly provide AT&T with final copies of the following E-rate-related materials (including all attachments): (i) Form 471 and Bulk Upload template(s); (ii) Form 486; (iii) Form 500; (iv) Service Substitution Request; (v) Service Certification Form; and (vi) Form 472-BEAR. If the Customer issues purchase orders, Customer will clearly delineate between eligible and non-eligible Services on those orders.
4. Indemnities. Each party agrees it has and will comply with all laws and requirements applicable to the E-rate Program. In addition to any indemnification obligations set forth in the Agreement and to the extent permitted by law, each party agrees to indemnify and hold harmless the other party (its employees, officers, directors and agents, and its parents and affiliates under common control) from and against all third party, FCC or USAC claims and related loss, liability, damage, and expense (including reasonable attorney's fees) arising out of the indemnifying party's violation of the E-rate rules or breach of the terms of this Attachment.
5. Non-Appropriations. By executing the Agreement, Customer confirms that it has funds appropriated and available to pay all amounts due for E-rate supported Services through the end of its current fiscal period. Customer further agrees to request all appropriations and funding necessary to pay for the Services for each subsequent fiscal period through the end of the Agreement Term. In the event Customer is unable to obtain the necessary appropriations for the Services provided under this Attachment, Customer may terminate the Services without liability for the termination charges upon the following conditions: (i) Customer has taken all actions necessary to obtain adequate appropriations; (ii) despite Customer's best efforts funds have not been appropriated and are otherwise unavailable to pay for the Services; and (iii) Customer has negotiated in good faith a revised agreement with AT&T to develop revised services and terms to accommodate Customer's budget. Customer must provide AT&T thirty (30) days' written notice of its intent to terminate the Services. Termination of the Services for failure to obtain necessary appropriations shall be effective as of the last day for which funds were appropriated or otherwise made available. If Customer terminates the Services under this Attachment, Customer agrees as follows: (i) it will pay all amounts due for Services incurred through date of termination, and reimburse all unrecovered non-recurring charges; and (ii) it will not contract with any other provider for the same or substantially similar services or equipment for a period equal to the original Agreement term. This section 5 applies to Customer funding appropriations, and does not allow for termination if E-rate funding is denied or delayed.

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CONFIDENTIAL INFORMATION

This agreement is for use by the authorized employees of the parties hereto only and is not for general distribution within or outside the companies.



E-Rate Rider

6. Customer Must Choose A or B

A.) ☐ [OPTION "A" IS AVAILABLE FOR NEW OR EXISTING SERVICES]

CUSTOMER DIRECTS AT&T TO COMMENCE OR CONTINUE SERVICES EVEN IF E-RATE FUNDING HAS NOT BEEN APPROVED BY USAC. CUSTOMER ACKNOWLEDGES ITS OBLIGATION TO PAY FOR THE SERVICE IF FUNDING IS DENIED OR DELAYED.

(i). Scope: *Customer desires that Services commence on or about July 1 unless a different date is inserted here*. AT&T will make reasonable efforts to meet the requested date, but AT&T does not commit to commence Service by the requested date. The term of the Services begins on the Start Date of Minimum Payment Period as provided in the applicable Pricing Schedule, or if there is no Pricing Schedule then as may be stated in the applicable Order document.

(ii). Funding Denial Agreement Termination: CUSTOMER ACKNOWLEDGES THAT THERE IS NO RIGHT TO TERMINATE THE SERVICES OR SERVICE COMPONENTS MADE THE BASIS OF THIS ATTACHMENT IF E-RATE FUNDING IS DELAYED OR DENIED.

B.) ☐ [OPTION "B" IS APPROPRIATE FOR NEW SERVICES]

SERVICES WILL NOT COMMENCE AND EQUIPMENT WILL NOT SHIP UNTIL AT&T RECEIVES NOTIFICATION THAT E-RATE FUNDS HAVE BEEN COMMITTED; IF E-RATE FUNDING FOR SERVICES OR EQUIPMENT IS DENIED, THE AGREEMENT WILL TERMINATE AS TO THOSE SERVICES OR EQUIPMENT UNLESS A NEW ATTACHMENT (REPLACING THIS ATTACHMENT) IS EXECUTED.

(i). Scope: Customer agrees to use best efforts to obtain funding from USAC. AT&T will not begin work related to the Services and/or equipment (including, without limitation, construction, installation or activation activities) until after AT&T receives Customer notification to proceed with the order, and verification of funding approval, and, for Internal Connections, a verification of Form 486 approval by USAC. AT&T will commence Service(s) as soon as is practical following the receipt of the appropriate documentation. The Services term begins on installation and delivery of those services, and will continue for the term stated in the Agreement.

(ii). Funding Denial Agreement Termination: if a funding request is denied by USAC, the Agreement, with respect to such Service(s) and/or equipment, will terminate sixty (60) days from the date of the FCDL in which E-rate funding is denied or on the 30th day following rejection of the final appeal of such denial, and Customer will not incur termination liability. In the event Services and/or equipment are to be provided pursuant to a multi-year arrangement (whether by contract or tariff), this termination right applies only to the first year of the multi-year agreement. This provision does not apply to Services that were initially approved for funding and subsequently deemed ineligible by USAC after commencement of Service.

(iii). IF CUSTOMER WISHES TO CHANGE ITS SELECTION AND WISHES AT&T TO COMMENCE SERVICES REGARDLESS OF FUNDING COMMITMENT FROM USAC, CUSTOMER WILL EXECUTE A NEW (REPLACEMENT) ATTACHMENT, AND AGREE TO THE TERMS SET FORTH IN "A" ABOVE.

7. AT&T Owned Equipment - General Terms and Conditions

If the Services require placing Equipment (e.g. routers, switches) on the Customer's premises (the "Premises") Customer does not wish to provide this Equipment itself, but instead requests the placement of the Equipment as part of the installation of the underlying Service. Neither the Agreement nor this Attachment includes an option to purchase the Equipment. Customer will not use the Equipment for any purpose other than receipt of the eligible Service of which it is a part.

A. Accordingly, Customer hereby:

- Grants AT&T a license to install, operate, and maintain the Equipment and any additional, supplemental or replacement equipment as AT&T may choose.
- Confirms this license includes a right of access to and within the Premises for purposes of installing, operating, maintaining, repairing and replacing the Equipment. All Equipment brought onto the premises by AT&T is the personal property of AT&T (regardless of whether such Equipment is attached or affixed to the Premises) and Customer has no

CONFIDENTIAL INFORMATION

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E-Rate Rider

right to, interest in, or exclusive use of that Equipment.

- Agrees to provide adequate space and electric power for the Equipment and keep the Equipment physically secure and free from liens and encumbrances. Customer bears the risk of loss or damage to the Equipment (other than ordinary wear and tear), except to the extent caused by AT&T or its agents.
- Agrees to notify AT&T of any issues related to the Equipment, including the need for maintenance or repair, and assumes responsibility for notifying any other contractors or persons with a need to know of the presence and location of the Equipment.
- Agrees to indemnify and hold AT&T harmless from any and all liability that may arise out of the presence and placement of the Equipment, except for AT&T's gross negligence.
- Grants AT&T the right, but not the obligation, to remove all or any part of the Equipment from the premises at any time after the termination of the Service.

Additionally, E-rate program rules and eligibility requirements apply, and these requirements may change from time to time.

8. Terms of Equipment Usage

Please note that there are some important Customer obligations to facilitate timely Equipment installation and service delivery. Accordingly, Customer agrees to provide the following:

A. **PATH** - The Customer is responsible for providing or causing the property owner to provide a path from the property line into the building. A clear underground or aerial path is required from the property line where AT&T ILEC facilities exist, to the equipment room designated to support the entrance fiber.

B. **SPACE** - Customer is responsible for providing appropriate floor space and a properly installed equipment rack of suitable strength and quality to properly support the intended Equipment at the Minimum Point of Entry (MPOE)/ Demarcation Point in compliance with FCC and AT&T service requirements.

The appropriate space and location will be mutually agreed following an AT&T site visit. Any Demarcation Point location which is further than the closest practicable point to the MPOE in the building will require custom work which may not be eligible for E-rate Category 1 funding, and must be paid for by the Customer.

C. **ENVIRONMENTAL** - Operating environment should be between +40° F and 100° F at 0% to 85% relative humidity (RH-Non-Condensing).

D. **POWER - GROUND** - Customer will provide:

- Permanent, dedicated, 3-prong grounded power for the Equipment being installed. Power requirements can consist of nominal -48VDC, +24/-24 VDC, 110V, 125V, 220V, etc. located within 3 feet of the AT&T Equipment. AT&T may require more than one power outlet for some Equipment types, and there are specific amperage requirements for different Equipment types.
- Relay racks/cabinets must be properly grounded by placing an exposed #6 or larger grounding wire to the building's ground source. This ground wire will be attached to the closest ground rod (earth ground) or building bus bar available and run to the Network Terminating Equipment location in the room.
- Any other site-specific customer obligations will also be provided by AT&T personnel via e-mail upon finalization of this Attachment.

9. Customer Premise Support Structure ("CPSS") - General Terms and Conditions

If the Services require placing conduit and/or other conduit pathway support structures (Facilities) on the Customer's Premises. Customer does not wish to provide these Facilities itself, but instead requests the placement of the Facilities as part of the construction and installation work of the underlying Service.

Accordingly, Customer hereby:

- Grants AT&T a license to install and operate the Facilities and any replacement Facilities as AT&T may choose.
- Confirms such license includes a right of access to and within the Premises for purposes of installing, repairing and

CONFIDENTIAL INFORMATION

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and is not for general distribution within or outside the companies.*



E-Rate Rider

replacing the Facilities. All Facilities brought onto the Premises by AT&T, once installed and functional, become Customer property.

- Confirms that once the Facilities are installed, the Customer is responsible for the cost of any installation, maintenance, repair or replacement of the Facilities.
- Assumes responsibility for notifying any other contractors or persons with a need to know of the presence and location of the Facilities.
- In addition to any early termination charges identified in the Agreement or Pricing Schedule, Customer is also liable for 100% of the cost of \$9200 for each site at which AT&T installs Facilities. All early termination charges, plus recovery of entrance facility costs, will not exceed the total amount Customer would have been required to pay for the Service if it had not terminated early.

Terms Applicable to CALNET customers with the following services:

- **Metropolitan Area Network (MAN) Ethernet (3.0):** In the event of termination of service within 24 months from the Cutover Date of Service, Customer is liable for 100% of the cost of \$9200 for each site at which AT&T installs CPSS.
- **Managed Internet Services (5.0):** If Customer cancels Service at an eligible Customer site prior to the service activation date, AT&T is not obligated to complete work on Entrance Facility Construction (EFC), and Customer agrees to compensate AT&T for all of AT&T's costs incurred through the date of cancellation associated with providing EFC, regardless of whether the construction has been completed.

10. USAC Invoicing Method

AT&T will follow invoicing requirements and accommodates either the Service Provider Invoice Form (SPI) - Form 474 – or the Billed Entity Application Reimbursement ("BEAR") - Form 472 invoice method. Customer agrees to promptly submit any AT&T or USAC Forms needed to support requests for payment for Services rendered.

- a. SPI – Customer must first receive an approved Funding Commitment Decision Letter and Form 486 Notification Letter. In addition, the Customer agrees NO LATER THAN 120 days prior to their Last Date to Invoice to notify AT&T of its SPI election, and to provide and certify to AT&T an accurate list of the applicable Billing Accounts Numbers for services per their Form 471 funding application for each Funding Request Number for which the SPI method is sought. Customer agrees that invoices are due and payable in full by their stated due date unless these requirements have been met and SPI discounts commence. Where these requirements are not met, Customer agrees to utilize the BEAR disbursement method to request their E-rate funding. See: <http://usac.org/sl/applicants/step06/default.aspx>.
- b. BEAR - Under current rules, Service Providers have no involvement in the BEAR invoice process.

11. Reimbursement of USAC

Customer agrees to promptly submit any AT&T or USAC forms needed to support Form 474 SPI requests for payment of discounted Services. If USAC (i) seeks recovery from AT&T for disbursed E-rate funds as a result of Customer's failure to comply with the E-rate rules, including Customer delays in submitting required forms or contracts; or (ii) determines that Services which it had previously been approved for discounts are not eligible resulting in a "Notice of Improperly Disbursed Funds" or other request for recovery of funds (other than as the result of AT&T's failure to comply with the E-rate rules), then AT&T will reverse any E-rate SPI discounts provided which were denied, any reimbursements demanded, and any funds returned, and Customer will (a) pay all unfunded, reimbursed, or returned amounts and (b) reimburse AT&T for any funds AT&T must return to USAC, each within ninety (90) days of notice from USAC. In addition, Customer agrees and acknowledges that a determination of ineligibility, reduction, or other non-funding by USAC does not affect the obligations set forth in the Agreement, including those obligations related to payments and early termination fees. This provision shall supersede any other provision with respect to limits on the time period in which charges may be invoiced.

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E-Rate Rider

12. Contract Requirements.

FCC RULES REQUIRE THAT PRIOR TO SUBMISSION OF A FORM 471 APPLICATION FOR FUNDING THE PARTIES MUST HAVE ENTERED INTO A BINDING CONTRACT FOR THE SERVICES MADE THE SUBJECT OF THE APPLICATION. IT IS THE CUSTOMER'S RESPONSIBILITY TO ENSURE THAT STATE LAW REQUIREMENTS FOR A BINDING CONTRACT HAVE BEEN MET PRIOR TO THE SUBMISSION OF A FORM 471.

☐ IF THIS BOX IS CHECKED, THIS ATTACHMENT REPLACES THE ATTACHMENT BETWEEN THE PARTIES DATED <Date of Original Attachment>.

SO AGREED by the Parties' respective authorized signatories:

Customer (by its authorized representative)	AT&T (by its authorized representative)
By:	By:
Name: Penny Lausen g	Name:
Title: ASST. Supt. of Business Services	Title:
Date:	Date:

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CONFIDENTIAL INFORMATION

This agreement is for use by the authorized employees of the parties hereto only and is not for general distribution within or outside the companies.

MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT

RESOLUTION 2020-21/20

**PROCLAIMING MARCH 8-12, 2021
“NATIONAL SCHOOL BREAKFAST WEEK”**

WHEREAS, the School Breakfast Program has served our nation admirably since it was permanently established in 1975; and

WHEREAS, the School Breakfast Program is dedicated to the health and well-being of our nation’s children; and

WHEREAS, the School Breakfast Program has been joined through the years by many other excellent child feeding programs; and

WHEREAS, there is evidence of continued need for nutrition education and awareness of the value of school nutrition programs; and

NOW, THEREFORE, BE IT RESOLVED that the Marysville Joint Unified School District join with the School Nutrition Association in proclaiming the week of March 8-12, 2021 as SCHOOL BREAKFAST WEEK.

PASSED AND ADOPTED THIS 9TH DAY OF MARCH 2021.

AYES:

NOES:

ABSENT:

ABSTAIN:

ATTEST:

Gary Cena, Superintendent
Secretary - Board of Trustees

Randy L. Rasmussen
President - Board of Trustees



OPERATING ENGINEERS LOCAL UNION NO. 3

1620 SOUTH LOOP ROAD, ALAMEDA, CA 94502-7089 • (510) 748-7438 • FAX (510) 521-4886

Jurisdiction: Northern California, Northern Nevada, Utah, Hawaii, and the Mid-Pacific Islands



Public Employees Division

February 17, 2021

Corrected

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

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

Mr. Cena and Mr. Carreón:

The Operating Engineers Local Union No. 3, AFL-CIO hereby submits the following sunshine proposals to the Marysville Joint Unified School District:

1. We propose to seek a wage increase for Bargaining Unit employees for FY 20/21 and FY 21/22.
2. We propose to improve benefits for Bargaining Unit employees for FY 20/21 and FY 21/22.
3. We propose to update the current MOU by incorporating all side letters in existence to have a complete and comprehensive MOU.

Sincerely,

Felix Mario Huerta Jr.
Operating Engineers Local Union No. 3 AFL-CIO
Business Representative/Organizer

Cc: Tim Neep, OE3 Public Employee Division Director
Bargaining Team
Membership

School Name: _____

Evidence that the School is a School	Included	Acceptable	Comments
1. The governing board has taken action to establish the school. (Included minutes of the governing board meeting indicating board action, and the materials submitted to the board for consideration of the proposal to establish a new school.)			
2. The governing board has named the school or established a process by which the school will be named.			
3. The school has an appropriately credentialed administrator (usually a principal) who is responsible for all aspects of school administration (e.g., hiring staff, fiscal responsibility) and who is treated the same as other principals in the district (e.g., reports to the same district superintendent as other principals, attends meetings of principals, etc.). Note: The administrator may have other duties (e.g., principal of another school, district administrator) as long as he or she functions as the principal of the school as described above.			
4. The school has an approved budget as a separate school, and the budget structure is consistent with the budget structure of other schools operated by the district. (The budget of a comprehensive school must also be provided for comparison (EC Section 58507)).			
5. The school has appropriately credentialed teachers and clerical support staff. (Included chart listing teachers by subject, grade level, and credential.)			

School Name: _____

Evidence that the School is a School	Included	Acceptable	Comments
6. A facility, consisting of one or more buildings, or an identified set of rooms, has been acquired, with a street address. Note: The school may share a site with another school or with administration buildings. For example, a school may share a facility with another school if the facility is used at different hours—an adult school with classes that meet at night and another school with classes that meet during the day.			
7. The school facility is "Field Act safe" or necessary exceptions have been obtained (<i>EC</i> sections 17365–17374).			
8. Students are enrolled in the school, unless the school is in the last stages of formation (e.g., when a school facility is under construction and students will be enrolled as soon as it is completed and the school opens). Note: Provided the projected student enrollment by grade level.			
9. School records are kept separately from those of other schools. Note: The school may share physical office space with a pre-existing school at the site but the school's administrative and student records—personnel, budget, and student cumulative record ("cum") files—should be maintained in separate file cabinets or at least separate file drawers.			
10. The school implements a curriculum that fully meets state requirements as specified in the <i>EC</i> relating to required courses of study. Note: Include a letter from a district officer who certifies that the school will not provide an alternative curriculum.			

Checklist: Application for a New School: Log # _____

School Name: _____

11. The school administers California statewide assessment tests to its students at the required grade levels. Note: Included a letter from a district officer certifying the school will administer statewide assessments. The certifications for items 10 and 11 may be included in one letter.			
Additional Reviewer Comments:			

Checklist: Application for a New School

School Name: _____

In addition to the above required information used by CDE staff to verify that the school is a school, the following evidence may be helpful in our review. The items in the following list are not required, but offer a guide to providing community access to your school and its program offerings.

Evidence that the School has Been Established (if applicable, provide a copy)	Included (or not applicable)
A. The school is identified in a published list or directory of schools in the district, such as a roster with contact phone numbers for staff members. (Include a page with the school highlighted.)	
B. The school is listed as a school on the district's Web site. (Attach a copy of the Web page showing the school.)	
C. Parents/guardians and students receive or have access to a description of the programs offered at the school. (Attach a copy of the cover page of the school's student/parent handbook.)	
D. The school Web site or handbook lists policies regarding enrollment at the school. (Attach a page from the school's policy handbook.)	
E. If applicable, the school Web site or other publications indicate that the school receives Title I funding. (Attach appropriate Web page or page from the student/parent handbook.)	
F. The school has a school site council.	
G. For secondary schools, the school is in the process of seeking accreditation from the <u>Western Association of Schools and Colleges (WASC)</u> (Outside Source) or has the intention to do so. (Attach a letter of intent or application.)	
H. For secondary schools, the school intends to submit its courses for University of California and California State University <u>a-g subject area requirements</u> (Outside Source) approval. (Attach a letter of intent or application.)	
Additional Reviewer Comments:	Approved for CDS Code: Y/N



Abraham Lincoln Reopening



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Abraham Lincoln Reopening



Abraham Lincoln Reopening (CDS code – 58-72736-5830054)

Type of School:

- **Alternative School of Choice:** A school or separate class group within a school which is operated as provided in *EC* Section 58500.
- **Abraham Lincoln (previously named by the board 7-1-1980)** serves as a K-12 independent studies school of choice.

Definition of a School

The term "school" is used to refer to all educational institutions that have the following characteristics:

- Have one or more teachers to give instruction
- Have an assigned administrator
- Are based in one or more buildings
- Contain enrolled or prospectively enrolled students

Predicted staffing

Support Staff

Principal: David Gray (.5 FTE)

Counselor: Clint Tarrant (.5 FTE)

Social worker: Agency contract (1 FTE)

Clerical staff: Grace Inman (1FTE)
Lidia Verma (.5 FTE)

Secondary Certificated Staff

8 single subject teachers

1 History

1 Math

1 Science

1 SPED

2 ELA (1 multiple subject)

2 multiple subject (Used for electives and for students requiring 1 point of contact)



Abraham Lincoln Reopening



Elementary Certificated Staff

4-6 Multi-subject teachers

1 stationed at YF location

1 Stationed at South of the River location

2-4 at the Abraham Lincoln Administrative site @ 1919 B St.

Definition of a Public School

The CDE further defines a public school as a kindergarten through grade twelve and/or adult educational institution that:

- Is supported with public funds.
- Is authorized by action of and operated under the oversight of a publicly constituted local or state educational agency.
- Provides educational services to all students who are enrolled.
- Has an appropriately credentialed teacher (or teachers) who provides instruction.
- Has at least one appropriately credentialed administrator, usually a principal, who is responsible for all aspects of school administration including supervision and evaluation of staff, fiscal responsibility, student discipline and safety, supervision and evaluation of curriculum, and assessment of academic achievement and school accountability.
- Administers California statewide assessments to its students at the required grade levels.
- Has an administrator, usually a principal, with access to and responsibility for maintaining official student records for all enrolled students.
- With the exception of charter schools: Implements a curriculum that fully meets state requirements as specified in the California Education Code relating to required courses of study.
- Is non-sectarian.
- With the exception of charter schools: Contains a budget structure that is consistent with the budget structure of schools operated by the authorizing agency.
- Is based in one or more buildings that are "Field Act" compliant, * unless exempt

Funding Sources

LCFF calculations for per pupil to be allocated at the same ratio as all district sites.

Title funds will be available to the site through their SPSA based on populations at the school site.

Supplemental and Concentration funds from LCAP used to augment services as needed for unduplicated student populations.

The budget structure for the district Independent Studies program that will be converted back to Abraham Lincoln is represented below in a Fiscal 5 report from our Escape financial system. The school site for fiscal purposes is denoted as site 250 and is shown with the existing structure of allocations. The fiscal report is not exhaustive, just an example of the structure of funding already in place.



Abraham Lincoln Reopening



Fiscal05

Account Summary-Balance

Balances through 06/30/2021					Fiscal Year 2020/21		
Fd- Resr- Y- Goal- Fncst- Obj t- Sch- Prog	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance	
Resource 0000 - Unrest							
01- 0000- 0- 3200- 2700- 5310- 250- 1021	Unrest,Membership,WASC,in		1,070.00			1,070.00	
01- 0000- 0- 3300- 1000- 5621- 250- 1124	Unrest,Maint Cont,ABE Alt		1,100.00	824.68	275.32		
01- 0000- 0- 3300- 1000- 5630- 250- 1020	Unrest,Rentls/Leas,Grad Ca	1,500.00	1,500.00			1,500.00	
01- 0000- 0- 3300- 2700- 5910- 250- 1124	Unrest,Postage,ABE Altr E		167.50		167.50		
Total for Resource 0000 and Expense accounts		1,500.00	3,837.50	824.68	442.82	2,570.00	
Resource 0003 - Targeted Alloc							
01- 0003- 0- 3300- 1000- 4300- 250- 5299	Targeted Alloc,Mat&Suppli		4,000.00		951.69	3,048.31	
Total for Resource 0003 and Expense accounts		.00	4,000.00	.00	951.69	3,048.31	
Resource 0004 - Targeted Alloc							
01- 0004- 0- 3300- 1000- 4300- 250- 5297	Targeted Alloc,Mat&Suppli	6,196.00	26,376.00			26,376.00	
01- 0004- 0- 3300- 1000- 5220- 250- 5297	Targeted Alloc,Meeting Exp		998.00		499.00	499.00	
01- 0004- 0- 3300- 1000- 5801- 250- 5297	Targeted Alloc,Contracts,		500.00		159.00	341.00	
Total for Resource 0004 and Expense accounts		6,196.00	27,874.00	.00	658.00	27,216.00	
Resource 1100 - Lottery Un							
01- 1100- 0- 3300- 1000- 4300- 250- 1009	Lottery Un,Mat&Suppli,Dis	40,822.00	118,122.55	20,244.65	3,688.58	94,191.34	
01- 1100- 0- 3300- 1000- 4410- 250- 1009	Lottery Un,Equip NonC,Dis		4,600.00	1,048.22	3,409.88	141.90	
01- 1100- 0- 3300- 1000- 5630- 250- 1009	Lottery Un,Rentls/Leas,Dis		1,100.00			1,100.00	
01- 1100- 0- 3300- 1000- 5711- 250- 1009	Lottery Un,Print Orde,Dis		1.11		1.11		
01- 1100- 0- 3300- 2700- 4300- 250- 1009	Lottery Un,Mat&Suppli,Dis		600.00	212.43	369.81	17.76	
01- 1100- 0- 3300- 2700- 5220- 250- 1009	Lottery Un,Meeting Exp,Dis		850.00		698.00	152.00	
Total for Resource 1100 and Expense accounts		40,822.00	125,273.66	21,505.30	8,185.36	95,603.00	
Resource 3220 - CRF							
01- 3220- 0- 3307- 1000- 4300- 250- 5297	CRF,Mat&Suppli,Trgtd LCAP		8,866.88	8,866.88			
Total for Resource 3220 and Expense accounts		.00	8,866.88	8,866.88	.00	.00	
Resource 7420 - Prop. 98							
01- 7420- 0- 3300- 1000- 5755- 250- 3100	Prop. 98,Interfd Ca,CRF,I		1,388.00			1,388.00	
Total for Resource 7420 and Expense accounts		.00	1,388.00	.00	.00	1,388.00	
Resource 9010 - Other Loca							
01- 9010- 0- 3300- 1000- 4300- 250- 6010	Other Loca,Mat&Suppli/Rev		2,546.57			2,546.57	
Total for Resource 9010 and Expense accounts		.00	2,546.57	.00	.00	2,546.57	
Total for Org 001 - Marysville Joint Unified School District		48,518.00	173,786.61	31,198.68	10,217.87	132,371.88	

Selection Grouped by Account Type, Filtered by User Permissions, (Org = 1, Online/Offline = N, Period = 12, UnPosted JEs? = N, Assets and Liabilities? = N, Restricted Accts? = Y, Fund = 01, Object = 4-5, School = 250, Obj Digits = 0, Page Break Lvl =)

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Abraham Lincoln Reopening



Comparison Site: Also included is the commiserate Fiscal 5 budget report from Escape for a comprehensive district site. Anna McKenney Intermediate School (58-72736-6056626) per Ed code 58507 requirements.

Fiscal05

Account Summary-Balance

Balances through 06/30/2021				Fiscal Year 2020/21		
Fd- Resr - Y- Goal - Fncat - Obj - Sch- Prog	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Resource 0000 - Unrest						
01-0000-0-0000-8100-4320-137-7803	Unrest,Custod Sup,Op Cust	10,129.00	12,079.23		9,771.83	2,307.40
01-0000-0-1110-1000-5630-137-1020	Unrest,Rents/Leas,Grad Ca	3,622.00	3,622.00			3,622.00
Total for Resource 0000 and Expense accounts		13,751.00	15,701.23	.00	9,771.83	5,929.40
Resource 0003 - Targeted Alloc						
01-0003-0-0000-2490-5100-137-5299	Targeted Alloc,SERVICES,T	55,925.00	83,000.00	31,569.71	51,430.29	
01-0003-0-0000-2490-5801-137-5299	Targeted Alloc,Contracts	25,000.00	25,000.00	9,508.95	15,491.05	
01-0003-0-1110-1000-4300-137-5299	Targeted Alloc,Mat&Suppl		604.00			604.00
01-0003-0-1110-1000-5621-137-5299	Targeted Alloc,Maint Cont	2,586.00	2,516.00	1,150.00	862.82	503.18
01-0003-0-1110-1000-5630-137-5299	Targeted Alloc,Rents/Leas	3,546.00	3,546.00	886.28	2,659.84	.90
Total for Resource 0003 and Expense accounts		87,067.00	114,666.00	43,114.92	70,443.00	1,108.08
Resource 0004 - Targeted Alloc						
01-0004-0-0000-2490-5100-137-5297	Targeted Alloc,SERVICES,T		13,030.00	2,065.34	3,364.66	7,600.00
01-0004-0-1110-1000-4300-137-0700	Targeted Alloc,Mat&Suppl		1,500.00	21.44	349.89	1,128.67
01-0004-0-1110-1000-4300-137-5297	Targeted Alloc,Mat&Suppl	10,449.00	12,863.00			12,863.00
01-0004-0-1110-1000-5641-137-0700	Targeted Alloc,Equip Repa		2,500.00	2,173.40	326.60	
01-0004-0-1110-1000-5713-137-5297	Targeted Alloc,DC VehFuel	4,800.00	4,800.00			4,800.00
01-0004-0-1110-4000-4300-137-1013	Targeted Alloc,Mat&Suppl	9,300.00	9,300.00			9,300.00
Total for Resource 0004 and Expense accounts		24,549.00	43,993.00	4,259.18	4,041.15	35,691.67
Resource 0010 - One time proj						
01-0010-0-0000-8500-5890-137-8304	One time proj,Other Serv,		1,000.00	1,000.00		
Total for Resource 0010 and Expense accounts		.00	1,000.00	1,000.00	.00	.00
Resource 1100 - Lottery Un						
01-1100-0-0000-2420-4300-137-1009	Lottery Un,Mat&Suppl,Dis		1,000.00		198.24	801.76
01-1100-0-0000-2700-4300-137-1009	Lottery Un,Mat&Suppl,Dis		5,000.00	58.77	1,620.80	3,320.37
01-1100-0-0000-2700-5220-137-1009	Lottery Un,Meeting Exp,Dis		300.00		262.50	37.50
01-1100-0-0000-2700-5711-137-1009	Lottery Un,Print Orde,Dis		367.37		367.37	
01-1100-0-0000-2700-5910-137-1009	Lottery Un,Postage,Disc A		2,754.59		2,754.59	
01-1100-0-1110-1000-4300-137-1009	Lottery Un,Mat&Suppl,Dis	137,012.00	173,042.54	1,294.32	1,971.01	169,777.21
01-1100-0-1110-1000-5711-137-1009	Lottery Un,Print Orde,Dis		33.65	35.35	33.65	35.35
01-1100-0-1110-3110-5220-137-1009	Lottery Un,Meeting Exp,Dis		100.00		87.50	12.50
Total for Resource 1100 and Expense accounts		137,012.00	182,598.15	1,388.44	7,295.72	173,913.99
Resource 3010 - IASA Ttl						
01-3010-0-0000-2420-4200-137-4100	IASA Ttl I,Orh Ref BR,IAS	10,000.00	10,000.00	1,781.00	2,917.14	5,301.86
01-3010-0-0000-2495-4300-137-4101	IASA Ttl I,Mat&Suppl,Ttl	1,292.00	1,297.00			1,297.00
Selection: Grouped by Account Type. Filtered by User Permissions. (Org = 1, Online/Offline = N, Period = 12, UnPosted JEs? = N, Assets and Liabilities? = N, Restricted Accts? = Y, Fund = 01, Object = 4-S, School = 137, Obj Digits = 0, Page Break Lvl =)						
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Abraham Lincoln Reopening



Abraham Lincoln Facilities

1919 B St. Marysville Ca, 95961

Field act approved District Independent Studies classrooms located on the same physical complex as the district office, but not in the non-field act approved district office building. The current existing facility would remain, with the use of additional neighboring portables as needed. Abraham Lincoln would also have two satellite locations To allow proximal access to families with limited transportation capacity.

Curriculum and Accreditation

The Abraham Lincoln site will have two curricular choice pathways, both equally rigorous and currently available at the district independent studies program. For our students and families that want a more technology based experience, the Edmentum A-G, board approved curriculum will be available for students in grades 7-12. Families with students in these grade ranges will also have the choice of working with district approved core A-G approved core curriculums.

Through either curricular pathway the program will have weekly in-person meetings, support labs and times for students underachieving in core areas. If families are picking the Edmentum curriculum pathway, they will still have the same in person instructional meetings to meet Educational code requirements for independent studies programs. If the program is still under Distance Learning attendance requirements, the program will continue daily live interaction and meet the current SB98 requirements.

Assessment and Accountability

All students enrolled in Abraham Lincoln Alternative School will participate in the statewide assessments as well as all district level progress monitoring. This includes, but not limited to, all CAASPP assessments (English Language Arts, Mathematics and Science), English Language Proficiency Assessments (ELPAC), Renaissance STAR Assessments, as well as internal progress monitoring which occur within the classroom. The school will open under the traditional accountability model using the State Dashboard accountability structure. This will include academic data, college and career data, discipline data, chronic absenteeism data, etc. If it is determined that the school meets the criteria for Alternative School Status, the LEA will apply to participate in the Dashboard Alternative School Status (DASS) accountability model.

INSTRUCTIONAL MINUTES REQUIREMENT

Pursuant to *Education Code (EC)* Section 43502(c), school districts and special day classes offered by county offices of education must offer 180 days of instruction.

School districts will need to meet the following minimum schoolday requirements per grade span pursuant to *EC* Section 43501 in 2020-21:

EC Section 43501. *For the 2020–21 school year, the minimum schoolday for a local educational agency is as follows:*

- (a) 180 instructional minutes in kindergarten.*
- (b) 230 instructional minutes in grades 1 to 3, inclusive.*
- (c) 240 instructional minutes in grades 4 to 12, inclusive.*
- (d) 180 instructional minutes for pupils in grades 11 and 12 that are also enrolled part time in classes of the California State University or the University of California for which academic credit will be provided upon satisfactory completion of enrolled courses.*
- (e) 180 instructional minutes for any pupil who is also a special part-time student enrolled in a community college under Article 1 (commencing with Section 48800) of Chapter 5 of Part 27 of Division 4 and who will receive academic credit upon satisfactory*
- (f) 180 instructional minutes for pupils enrolled in a continuation high school.*

For the 2020–21 school year, instructional minutes shall be determined as follows:

EC Section 43502(e)

- (1) For in-person instruction, instructional minutes shall be based on time scheduled under the immediate physical supervision and control of an employee of the local educational agency who possesses a valid certification document, registered as required by law.*
- (2) For distance learning, instructional time shall be based on the time value of assignments as determined, and certified to, by an employee of the local educational agency who possesses a valid certification document, registered as required by law.*
- (3) For a combined day of instruction delivered through both in-person instruction and distance learning, time scheduled under the immediate supervision of an employee of the local educational agency who possesses a valid certification document can be combined with assignments made under the general*

supervision of an employee of the local educational agency who possesses a valid certification document as registered by law to meet the equivalent of a minimum day of instruction.

Although for the 2020–21 school year, a school district is able to meet its instructional day requirements through distance learning and the annual instructional time requirements have been temporarily suspended, the requirement that instruction be under the immediate supervision of a certificated employee is to be included in instructional day and minute calculations, and the requirement that all students be offered specific annual instructional minutes will be back in effect in 2021–22. These requirements are both district level and site level requirements, which carry a financial penalty for not meeting them.

In a “normal” year, school districts must meet the following required annual minutes per year:

Grade Span	Required Annual Instructional Minutes
Kindergarten	36,000
1–3	50,400
4–8	54,000
9–12	64,800

In addition to the required annual minutes, school districts must also meet the required minimum schoolday for the specific grade spans in order for the day to count towards the annual instructional day requirement:

School District Grade	EC Section(s)	Minimum Schoolday
Kindergarten	46117	180 minutes
Grades 1–3	46112	230 minutes
Grades 4–8	46113	240 minutes
Grades 9–12	46141, 46160, 46161	240 minutes

As stated above, annual instructional minute and day requirements are separate requirements. Each requirement carries a penalty if unmet.

Per EC Section 37202, there is also an equity length of time requirement:

37202.

(a) Except if a school has been closed by order of a city or a county board of health, or of the State Board of Health, on account of contagious disease, or if the school has been closed on account of fire, flood, or other public disaster, the governing board of a school district shall maintain all of the elementary day

English Language Arts

Course ID	Course title	Subject area 1	Subject area 2	Subject area 3	Low grade	High grade
Middle School Only						
ENE7AI	English 7A	English			7	7
ENE7BI	English 7B	English			7	7
ENE8AI	English 8A	English			8	8
ENE8BI	English 8B	English			8	8
Middle School - SPED Only						
ENPE7A	Pract Eng 7A	English			7	7
ENPE7B	Pract Eng 7B	English			7	7
ENPE8A	Pract Eng 8A	English			8	8
ENPE8B	Pract Eng 8B	English			8	8
High School Only						
ENE9AI	English 9A	English	Elective		9	12
ENE9BI	English 9B	English	Elective		9	12
EN10AI	English 10A	English	Elective		9	12
EN10BI	English 10B	English	Elective		9	12
EN11AI	English 11A	English	Elective		9	12
EN11BI	English 11B	English	Elective		9	12
EN12AI	English 12A	English	Elective		9	12
EN12BI	English 12B	English	Elective		9	12
High School SPED Only						
ENPE9A	Pract Eng 9A	English	Elective		9	12
ENPE9B	Pract Eng 9B	English	Elective		9	12
ENP10A	Pract Eng 10A	English	Elective		9	12
ENP10B	Pract Eng 10B	English	Elective		9	12
ENP11A	Pract Eng 11A	English	Elective		9	12
ENP11B	Pract Eng 11B	English	Elective		9	12
ENP12A	Pract Eng 12A	English	Elective		9	12
ENP12B	Pract Eng 12B	English	Elective		9	12

Mathematics * Satisfies the Alg/Integrated I requirement

Course ID	Course title	Subject area 1	Subject area 2	Subject area 3	Low grade	High grade
Middle School Only						
MAM7AI	Math 7A	Math			7	7
MAM7BI	Math 7B	Math			7	7
MAM8AI	Math 8A	Math			8	8
MAM8BI	Math 8B	Math			8	8
MAP7AI	PR Math 7A	Math			7	7
MAP7BI	PR Math 7B	Math			7	7
MAP8AI	PR Math 8A	Math			8	8
MAP8BI	PR Math 8B	Math			8	8
High School Only						
MAM681	CC Math 6-8	Math	Math	Elective	9	12
1 year Integrated Math pathway						
MAM9AI	Int Math 1A	Math	Math	Elective	9	12
MAM9BI	Int Math 1B	Math *	Math	Elective	9	12
MA10AI	Int Math 2A	Math	Elective		9	12
MA10BI	Int Math 2B	Math	Elective		9	12
MA11AI	Int Math 3A	Math *	Math	Elective	9	12
MA11BI	Int Math 3B	Math *	Math	Elective	9	12
2 Year Integrated Math 1 Pathway						
MAIN1A	Int Math 1 2Y A	Math	Math	Elective	9	12
MAIN1B	Int Math 1 2Y B	Math	Math	Elective	9	12
MAIN1C	Int Math 1 2Y C	Math *	Math	Elective	9	12
MAINMD	Int Math 1 2Y D	Math *	Math	Elective	9	12
Sepecial Ed Only						
MAP681	Pr CC Math 6-8	Math	Math	Elective	9	12
MAPMTI	Practical Math	Math	Math	Elective	9	12
MAPMAI	Pr Int 1 Math A	Math	Math	Elective	9	12
MAPMBI	Pr Int 1 Math B	Math *	Math	Elective	9	12
Elective Courses with Math Focus						
MAMSAI	Math Support A	Elective			7	12
MAMSB1	Math Support B	Elective			7	12

Science

Course ID	Course title	Subject area 1	Subject area 2	Subject area 3	Low grade	High grade
Middle School Only						
LS7AI	Science 7 A	Life Sci			7	7
LS7BI	Science 7 B	Life Sci			7	7
PSS8AI	Science 8 A	Phy Sci			8	8
PSS8BI	Science 8 B	Phy Sci			8	8
Middle School Only - SPED						
LSP7AI	Pract Sci 7A	Life Sci			7	7
LSP7BI	Pract Sci 7B	Life Sci			7	7
PSP8AI	Pract Sci 8A	Phy Sci			8	8
PSP8BI	Pract Sci 8B	Phy Sci			8	8
High School Only						
LS1EAI	Living Earth A	Life Sci	Elective		9	12
LS1EBI	Living Earth B	Life Sci	Elective		9	12
PSC6AI	ChemEarSpace A	Phy Sci	Elective		10	12
PSC6BI	ChemEarSpace B	Phy Sci	Elective		10	12
PSP6AI	PhysicsEarSpace A	Phy Sci	Elective		11	12
PSP6BI	PhysicsEarSpace B	Phy Sci	Elective		11	12
High School Only - SPED						
LSPLAI	Pract Liv Earth A	Life Sci	Elective		9	12
LSPLBI	Pract Liv Earth B	Life Sci	Elective		9	12
PSPCAI	Pract Chem A	Phy Sci	Elective		10	12
PSPCBI	Pract Chem B	Phy Sci	Elective		10	12
PSPPAI	Pract Phy A	Phy Sci	Elective		11	12
PSPPBI	Pract Phy B	Phy Sci	Elective		11	12

Social Studies

Course ID	Course title	Subject area 1	Subject area 2	Subject area 3	Low grade	High grade
Middle School Only						
SSH7AI	History SS 7A	World Hist			7	7
SSH7BI	History SS 7B	World Hist			7	7
SSH8AI	History SS 8A	US Hist			8	8
SSH8BI	History SS 8B	US Hist			8	8
Middle School Only - SPED						
SSP7AI	Pract Hist 7A	World Hist			7	7
SSP7BI	Pract Hist 7B	World Hist			7	7
SSP8AI	Pract Hist 8A	US Hist			8	8
SSP8BI	Pract Hist 8B	US Hist			8	8
High School Only						
SSWHAI	World History A	World Hist	Elective		9	12
SSWHBI	World History B	World Hist	Elective		9	12
SSUHA1	US History A	US Hist	Elective		11	12
SSUHB1	US History B	US Hist	Elective		11	12
SSECAI	Economics A	Econ	Elective		12	12
SSCIAI	Civics A	Civics	Elective		12	12
High School Only - SPED						
SSPWAI	Pract Wor His A	World Hist	Elective		9	12
SSPWBI	Pract Wor His B	World Hist	Elective		9	12
SSPUAI	Pract US His A	US Hist	Elective		11	12
SSPUBI	Pract US His B	US Hist	Elective		11	12
SSPECI	Pract Econ	Econ	Elective		12	12
SSPCII	Pract Civics	Civics	Elective		12	12

ELD

Course ID	Course title	Subject area 1	Subject area 2	Subject area 3	Low grade	High grade
Middle School Only						
EN2AMI	ELD 2A	Elective			7	8
EN2BBI	ELD 2B	Elective			7	8
EN3AMI	ELD 3A	Elective			7	8
EN3BBI	ELD 3B	Elective			7	8
High School Only						
EN2AHI	ELD 2A	Elective			9	12
EN2BBI	ELD 2B	Elective			9	12
EN3AHI	ELD 3A	Elective			9	12
EN3BBI	ELD 3B	Elective			9	12

PE

Course ID	Course title	Subject area 1	Subject area 2	Subject area 3	Low grade	High grade
Middle School Only						
PE07AI	PE 7 A	PE			7	7
PE07BI	PE 7 B	PE			7	7
PE08AI	PE 8 A	PE			8	8
PE08BI	PE 8 B	PE			8	8
High School Only						
PEC1AI	PE I - A	PE	Elective		9	12
PEC1BI	PE I - B	PE	Elective		9	12
PEC2AI	PE II - A	PE	Elective		10	12
PEC2BI	PE II - B	PE	Elective		9	12

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Other

Course ID	Course title	Subject area 1	Subject area 2	Subject area 3	Low grade	High grade
High School Only						
NAADVI	Advisory	Elective			9	12
VAARAI	Art A	Fine Arts	Elective		9	12
VAARBI	Art B	Fine Arts	Elective		9	12
VAAHAI	Art History A	Fine Arts	Elective		9	12
VAAHBI	Art History B	Fine Arts	Elective		9	12
NACARI	Careers	Careers	Elective		9	12
NACLAI	Computer Lit A	Voc Ed	Elective		9	12
NACLB	Computer Lit B	Voc Ed	Elective		9	12
MACMAI	Cons Math A	Math	Elective		9	12
MACMBI	Cons Math B	Math	Elective		9	12
VACCAI	Creative Crafts A	Fine Arts	Elective		9	12
VACCB	Creative Crafts B	Fine Arts	Elective		9	12
NADEBI	Drivers Ed	Elective			9	12
SSGEAI	Geography A	Elective			9	12
SSGEB	Geography B	Elective			9	12
NAHLI	Health/Living	Health	Elective		9	12
NALSAI	Life Skills A	Elective			9	12
NALSBI	Life Skills B	Elective			9	12
VAMAPI	Music App	Fine Arts	Elective		9	12
NASTAN	Street Law	Vocational	Elective		9	12
NACOA	ComOutreach A	Vocational	Elective		10	12
NACOB	ComOutreach B	Vocational	Elective		10	12
NAELAI	Elective A	Elective			9	12
NAELBI	Elective B	Elective			9	12
NAVOAI	Voc Ed A	Vocational			9	12
NAVOBI	VocEd B	Vocational			9	12
Elective Courses with an ELA Focus						
ENESAI	ELA Support A	Elective			7	12
ENESBI	ELA Support B	Elective			7	12
ENERAI	Elec Read Skills A	Elective			7	12
ENERBI	Elec Read Skills B	Elective			9	12
NALITA	Literature A	Elective			9	12
NALITB	Literature B	Elective			9	12

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Language Arts			
Course ID	Short Title	Academic Plans	Notes
ENE09P	English 9-P	ELA - Traditional CP	Multi
ENE10P	English 10-P	ELA - Traditional CP	Multi
ENE11P	English 11-P	ELA - Traditional CP	Multi
ENE12P	English 12-P	ELA - Traditional CP	Multi
ENCILP	Crime in Lit-P	Other LA courses - MHS	MHS
ENCMLP	Cnt Multi Lit-P	Other LA courses - MHS	MHS
ENE09H	Eng Honors 9 P	English Honors/AP	Multi
ENE10H	Eng Honors 10 P	English Honors/AP	Multi
ENE11H	Eng Honors 11 P	English Honors/AP	MCAA
ENAECH	AP Engl Lang	English Honors/AP	Multi
ENAEIH	AP Engl Lit	English Honors/AP	Multi
ENCL1P	Comp Lit I-P	Comparative Lit I-P	MHS
ENCL2P	Comp Lit II-P	Comparative Lit II-P	MHS
ENE09E	English 9	ELA Non College Prep - E	ED Class at LHS
ENE10E	English 10	ELA Non College Prep - E	ED Class at LHS
ENE11E	English 11	ELA Non College Prep - E	ED Class at LHS
ENE12E	English 12	ELA Non College Prep - E	ED Class at LHS
ENE09N	English 9	ELA Non College Prep - N	SLHS and CDS
ENE10N	English 10	ELA Non College Prep - N	SLHS and CDS
ENE11N	English 11	ELA Non College Prep - N	SLHS and CDS
ENE12N	English 12	ELA Non College Prep - N	SLHS and CDS
SEL11S	Literacy I	Literacy	Multi for SPED
SEL12S	Literacy II	Literacy	Multi for SPED
SEL13S	Literacy III	Literacy	Multi for SPED
SEL14S	Literacy IV	Literacy	Multi for SPED
ENEL1N	ELD 1	ELD	Multi
ENEL2N	ELD 2	ELD	Multi
ENEL3N	ELD 3	ELD	Multi
ENEL4N	ADV ELD	ELD	Multi
ENLS1N	Language Sup 1	Interventions	Multi
ENLS2N	Language Sup 2	Interventions	Multi
ENLS3N	Language Sup 3	Interventions	Multi
ENLS4N	Adv ELD Support	Interventions	Multi
ENINTN	ELA Intervent	Interventions	Multi
ENACWP	Adv Cr Writ-P	Elective	MCAA
ENBCWN	Beg Cr Writ	Elective	MCAA

Mathematics			
Course ID	Short Title	Academic Plans	Notes
MA11AP	Int Math 1A-P	Math - Supported	LHS
MA11BP	Int Math 1B-P	Math - Supported	LHS
MA12AN	Int Math 2A	Math - Supported	LHS
MA12BN	Int Math 2B	Math - Supported	LHS
MAIN1P	Int Math 1-P	Integrated Math	Multi
MAIN2P	Int Math 2-P	Integrated Math	Multi
MAIN3P	Int Math 3-P	Integrated Math	Multi
MA13AP	Int Math 3A	Concentrated Math	MCAA
MA13BP	Int Math 3B	Concentrated Math	MCAA
MAPRCP	Pre-Calculus-P		Multi
MAPRCH	Pre-Calculus-H	Math - Honors	Multi
MAPCAH	Pre-Cal A-H		MCAA
MAPCBH	Pre-Cal B-H		MCAA
MASTAH	AP Statistics	Math - Honors	Multi
MAAPCH	AP Calculus	Math - AP	Multi
MAC68N	CC Math 6-8	Support Math	Gen Ed
MAMAH5	Math Support HS		Multi
MAMS09	Math Support 09		MCAA
MAMS10	Math Support 10		MCAA
MAMS11	Math Support 11		MCAA
MAMS12	Math Support 12		MCAA
MACMPN	College Math Pr		Gen Ed
SEPCMS	Pract CC Math		SPED
SEPMAS	Practical Math		SPED
SEIMAS	Pr Inter Math A		SPED
SEIMBS	Pr Inter Math B		SPED
SEALGS	Alg Read Essent		SPED
MACMAN	Consumer Math		SLHS/CDS
MA11AN	Int Math 1A	Math - Supported	SLHS/CDS
MA11BN	Int Math 1B	Math - Supported	SLHS/CDS
MAIN1N	Int Math 1	Integrated Math	SLHS/CDS
MAIN2N	Int Math 2	Integrated Math	SLHS/CDS
MAIN3N	Int Math 3	Integrated Math	SLHS/CDS

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Social Science			
Course ID	Short Title	Academic Plans	Notes
SSWHIP	World History-P	History Social Science	Multi
SSUSHP	U.S. History-P	History Social Science	Multi
SSCIVP	Civics-P	History Social Science	Multi
SSSECP	Economics-P	History Social Science	Multi
SSAPGH	AP US Gov & Pol	AP History Social Science	Multi
SSAPUH	AP U.S. History	AP History Social Science	Multi
SSECHH	Econ Honors-H		Multi
SSAPMH	AP Macro Econ		Multi
SSPSYH	AP Psychology		Multi
SSWHIN	World History	HSS Non College Prep	SLHS and CDS
SSUDHN	U.S. History	HSS Non College Prep	SLHS and CDS
SSCIVN	Civics	HSS Non College Prep	SLHS and CDS
SSSECON	Economics	HSS Non College Prep	SLHS and CDS
SEPWHS	Pr World Hist	HSS Non College Prep - S	SPED
SEPUHS	Pr U.S. History	HSS Non College Prep - S	SPED
SEPCIS	Pr Civics	HSS Non College Prep - S	SPED
SEPECS	Pr Economics	HSS Non College Prep - S	SPED
SSWHIE	World History	HSS Non College Prep - E	ED at LHS
SSUDHE	U.S. History	HSS Non College Prep - E	ED at LHS
SSCIVE	Civics	HSS Non College Prep - E	ED at LHS
SSECOE	Economics	HSS Non College Prep - E	ED at LHS

World Language			
Course ID	Short Title	Academic Plans	Notes
WLSP1P	Spanish 1-P	World Language	Multi
WLSP2P	Spanish 2-P	World Language	Multi
WLSP3P	Spanish 3-P	World Language	Multi
WLSP4P	Spanish 4-P	World Language	Multi
WLSP1P	Spanish Spkrs-P	WL Native Speakers	Multi
WLSP2P	Spanish Spkrs2P	WL Native Speakers	Multi
WLSP1H	AP Spanish Lang	AP World Language	Multi
WLSP1H	AP Spanish Lit	AP World Language	Multi

Science			
Course ID	Short Title	Academic Plans	Notes
LSLVP	Living Earth - P	Traditional Science	Multi
PSCHMP	ChemEarSpace-P	Traditional Science	Multi
PSPESP	PhysEarSpace-P	Traditional Science	Multi
LSAPBP	AP Biology	AP Science	Multi
PSAPCH	AP Chemistry	AP Science	MHS
OSAPCH	AP EnviroScience	AP Science	MCAA
SELVLS	Pr Living Earth	Science - S	SPED
SECHMS	Pr ChemEarSpace	Science - S	SPED
SEPESS	Pr PhysEarSpace	Science - S	SPED
LSLIVN	Living Earth - N	Science - E	ED at LHS
PSCHMN	ChemEarSpace-N	Science - E	ED at LHS
PSPESEN	PhysEarSpace-N	Science - E	ED at LHS
LSANPP	Anat/Phys-P	Other Science	NOT CTE Course - Multi
OSASCP	Applied Science-P	Other Science	LHS
LSLIVN	Living Earth	Traditional Science	SLHS/CDS
PSCHMN	ChemEarSpace	Traditional Science	SLHS/CDS
PSPESEN	PhysEarSpace	Traditional Science	SLHS/CDS

Art			
Course ID	Short Title	Academic Plans	Notes
VAYBKP	Yearbook-P		Multi
VAAT1P	Art 1-P		Multi
VAAT2P	Art 2-P		Multi
VAAT3P	Art 3-P		Multi
VAAT4P	Art 4-P		Multi
VACERP	Ceramics-P		Multi
VAADCP	Adv Ceramics-P		Multi
PACRCN	Creative Arts		Multi
VAAS2H	AP ArtStudio2D		MCAA
VAAS3H	AP ArtStudio3D		MCAA
VASADH	AP StuArt Draw		MCAA
NAGCON	Gph Com		Multi
VAPH1P	Photography 1-P		Multi
VAPHIP	Adv Photo-P		Multi
VAAHIN	Art History		Multi
VAVEDN	Video Editing		MCAA

Music			
Course ID	Short Title	Academic Plans	Notes
PABBAN	Beg Band		Multi
PABPIP	Beg Piano-P		Multi
PACBAP	Concert Band - P		Multi
PAJBAP	Jazz Band - P		Multi
PABCHN	Beg Choir		Multi
PACCHP	Concert Choir-P		Multi
PABGUP	Beg Guitar-P		MCAA
PAAGUN	Adv Guitar		MCAA
PAPERN	Drumline		Multi
PABSTN	Strings 1		MCAA
PAISTN	Strings 2		MCAA
PAASOP	Adv Strings-P		MCAA
PASONN	Songwriting		MCAA

Drama and Dance			
Course ID	Short Title	Academic Plans	Notes
VAID1P	Intro Drama 1-P		MCAA
VAMTHN	Musical Theater		MCAA
PAIDAP	Int A Dance - P		MCAA

Physical Education			
Course ID	Short Title	Academic Plans	Notes
PECR1N	PE Course 1		Multi
PECR2N	PE Course II		MHS
PEDANN	PEII Dance		LHS
PETSPN	PEII Team Sport		LHS
PE2WTN	PEII Weights		LHS
PEFIRN	PE II Toning		LHS
PEWTRN	Weight Training		Multi
PEBABN	Basketball		MHS
PEATCN	Athletic Cndt		MHS
PEAFON	Adv Cond - FB		MHS
PEFATN	Firm and Toning		MHS
PELM1N	Ldrshp/Milt 1		Multi
PELM2N	Ldrshp/Milt 2		Multi
PEAS1N	Aerospace		Multi
PEAAEN	Adv Aerospace		Multi

Physical Education			
Course ID	Short Title	Academic Plans	Notes
PEB10N	Dance Basics		MCAA
PEB09N	Dance Basics		MCAA
PEB11N	Dance Basics		MCAA
PEDB09	Dance 1.5		MCAA
PEDB10	Dance 1.5		MCAA
PEDB11	Dance 1.5		MCAA
PEDA29	Dance II		MCAA
PED210	Dance II		MCAA
PED2EL	Dance II		MCAA
PEDA39	Dance III		MCAA
PED310	Dance III		MCAA
PED3EL	Dance III		MCAA
PEYP09	Yoga/Pilates		MCAA
PEYP10	Yoga/Pilates		MCAA
PEYPEL	Yoga/Pilates		MCAA
PEM109	Martial Arts I		MCAA
PEM110	Martial Arts I		MCAA
PEMEEL	Martial Arts I		MCAA
PEM209	Martial Arts II		MCAA
PEM210	Martial Arts II		MCAA
PEM2EL	Martial Arts II		MCAA
PEM309	Martial Art III		MCAA
PEM310	Martial Art III		MCAA
PEM3EL	Martial Art III		MCAA

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CTE

Course ID	Short Title	Academic Plans	Notes
CTSA1P	Sust. Ag Bio-P	CTE Agriscience	Multi
CTCH2P	Chem Agrisci-P	CTE Agriscience	Multi
CTAI3H	Adv Sust Ag - H	CTE Agriscience	MHS
CTAS1P	Animal Sci - P	Animal Science	Multi
CTAS2P	Animal Sci 2-P	Animal Science	Multi
CTAF1P	Art Flor Design - P	Floral Design	MHS
CTFD2P	Adv Flor Des- P	Floral Design	MHS
CTMU1P	Multimedia-P	Multimedia	Multi
CTMU2P	AdvMultimedia-P	Multimedia	Multi
CTMEON	Med Occup (B)	Health Care	MHS 2 per block
CTSPMP	Sports Med (B)P	Patient Care	MHS 2 per block
CTMT2P	Med Term A&P-P	Patient Care	LHS - 1 year
CTSL3P	Sports Med - P	Patient Care	LHS - 1 year
CTCU1N	Culinary Art. 1	Culinary Arts	Multi
YCBAP1P	YC Beg Bake	Culinary Arts	Multi
YCBFPP	YC Food Prep	Culinary Arts	Multi
YCBABP	YC Adv Bake	Culinary Arts	Multi
YCAFPF	YC Adv Food	Culinary Arts	Multi
CTECCN	Early Child (B)	Early Childhood	2 period block
CTWT1N	Welding Tech 1	Ag Mechanics	LHS
CTAW2P	Adv Weld	Ag Mechanics	LHS
CTAM1P	Ag Mech 1 Wel-P	Ag Mechanics	MHS
CTAM2P	Ag Mech 2 Wel-P	Ag Mechanics	MHS
CTAM3P	Ag Mech 3 Wel-P	Ag Mechanics	MHS
CTAL1P	AG Lead 1-P	Ag Business	Multi
CTAL2P	AG Lead 2-P	Ag Business	Multi
CTPS1P	Plant Sci 1-P	Plant and Soil Science	MHS
CTPS2P	Plant Sci 2-P	Plant and Soil Science	MHS
CTCO2P	Construction	Building and Construction	LHS
CTCO3P	AdvConstruction	Building and Construction	LHS
CTDE3N	Dental Asst ROP	Dental	MHS
CTLA1N	Lands/Orn Hort	Ornamental Horticulture	SLHS
CTAO3N	Adv Orn Hort	Ornamental Horticulture	SLHS

CTE

Course ID	Short Title	Academic Plans	Notes
CT3D1P	3D Animation-P	3-D Animation	Multi
CTA32P	Adv 3D Animat-P	3-D Animation	Multi
CTPG1P	Phot/Grp Des -P	Graphic Arts	MHS
CTGD2P	Adv Graph Des-P	Graphic Arts	MHS
CTGA1N	Graphic Arts 1	Graphic Arts	MCAA
CTAG2P	GraphicDesign-P	Graphic Arts	MCAA
CTBU1P	Business Mgmt-P	Business Management	MHS
CTAB2P	Adv Bus Mgmt-P	Business Management	MHS
CTID1P	Int B Dance - P	Choreography	MCAA
CTAD2P	Adv Dance-P	Choreography	MCAA
CTDR2P	Int Drama - P	Drama	MCAA
CTAD3N	Adv Drama - P	Drama	MCAA
CTAP1P	Adv Piano - P	Music	MCAA
CTAP2H	AP Music Theory	Music	MCAA
CTTT2P	Tech Theatre 1P	Technical Theatre	MCAA
CTTT3P	Tech Theatre 2P	Technical Theatre	MCAA

Stand alone - not full CTE pathways

Course ID	Short Title	Academic Plans	Notes
CTFL1P	Floral Design		
YCTEP	YC Int to Engin		
CTAU1N	Auto Tech		
CTLFYC	LawEnforce (YC)		SLHS
YCLEFN	Law Enforce		
AGAGRN	Agriscience		
CTAM0N	Ag Mech Con		
NAGDEN	Game Design		LHS
BUBMEP	Bus Comp Ed		LHS
CTAL2N	Ag Lead 1-N		SLHS
CTSA2N	Sust Ag Bio-N		SLHS

Stand Alone PLATO CTE - Concentrator Courses only			
Course ID	Short Title	Academic Plans	Notes
CTAMAN	App Med Term 1A		SLHS only
CTAMBN	App Med Term 1B		SLHS only
CTCDAN	ChildDev/Par 1A		SLHS only
CTCDBN	ChildDev/Par 1B		SLHS only
CTCPAN	Comp Program 1A		SLHS only
CTCAAN	Culinary Art 1A		SLHS only
CTCABN	Culinary Art 1B		SLHS only
CTETAN	Engin/Tech 1A		SLHS only
CTETBN	Engin/Tech 1B		SLHS only
CTECAN	Envir Sci 1A		SLHS only
CTESBN	Envir Sci 1B		SLHS only
CTGDEN	Game Develop		SLHS only

Stand Alone PLATO Courses			
Course ID	Short Title	Academic Plans	Notes
VAAHAN	Art Hist/Apprec		SLHS Only - PLATO
VAAATAN	Art/Tech Com 1A		SLHS Only - PLATO
VAAATBN	Art/Tech Com 1B		SLHS Only - PLATO
OSIFSN	Intro Foren Sci		SLHS Only - PLATO
NAIMCN	Int MilitaryCar		SLHS Only - PLATO
VAAIVAN	Intro Vis Arts		SLHS Only - PLATO
VAMAPN	Music Appr		SLHS Only - PLATO
VATHFN	Theatre/Film		SLHS Only - PLATO

Other			
Course ID	Short Title	Academic Plans	Notes
NAMARN	Mariposa		LHS
NAFSAP	Fresh Sem A-P		MHS - Gen Ed
NAFSBP	Fresh Sem B-P		MHS - Gen Ed
SEFSAP	Pr Fresh Sem A		MHS - SPED Ed
SEFSBP	Pr Fresh Sem B		MHS - SPED Ed
NAASEN	Academic Sem		MHS - Gen Ed
NASSEP	Senior Sem-P		MHS - Gen Ed
NACARN	Careers		Gen Ed
NAHEAN	Health		Gen Ed
NASSKN	Study Skills		Gen Ed
SESSKS	Pr Study Skills		SPED
NASHAN	Study Hall		Gen Ed
NALCEH	Learning Center		SPED
NALGON	Ldrshp/Stu Gov		Multi
NAISLN	Ind St Ldrshp		MHS
AGSPAI	Ag Sp Projects		MHS
NACAIN	Counseling Aide		Multi
NATAAN	Tch Aide Atten		Multi
NALASN	Library asst		Multi
NATAIN	Tech Aide		Multi
NATASN	Teacher Asst		Multi
NAPSTN	Peer Stud Tutor		Multi
NAGAIN	Grounds Aide		Multi
NACTIN	Cafeteria Aide		Multi
NAOAIN	Office Aide		Multi
NAAAIN	Athletic Aide		Multi
NAATAN	Attendance Aide		Multi
NAADEN	Acad Decathlon		Multi
NAADVN	Advisory		Multi
NAMINN	Minimum Day		Multi
NACOUN	Comm Outreach		SLHS only

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College Courses			
Course ID	Short Title	Academic Plans	Notes
CCENGW	ELA Col - W	College Courses - ELA	Weighted
CCENGU	ELA Col - N	College Courses - ELA	Non Weighted
CCWHIW	Wild Hist Col-W	College Courses - HSS	Weighted
CCUHIW	US Hist Col-W	College Courses - HSS	Weighted
CCCIWV	Civics Col - W	College Courses - HSS	Weighted
CCGOVW	Govt Col - W	College Courses - HSS	Weighted
CCECOW	Econ-W	College Course - HSS	Weighted
CCELEW	Elec Col - W	College Courses - Elec	Weighted
CCELEN	Elec Col - N	College Courses - Elec	Non Weighted
CCWLAW	WL College - W	College Courses - WL	Weighted
CCPSIW	Phy Sci Col - W	College Courses- Sci	Weighted
CCLSIW	Life Sci Col - W	College Courses- Sci	Weighted
CCPSYN	Phy Sci Col - N	College Courses- Sci	Non Weighted
CCLSIN	Life Sci Col - N	College Courses- Sci	Non Weighted
CCMATW	Math Col - W	College Courses- Math	Weighted
CCMATN	Math Col -N	College Courses- Math	Non Weighted

MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT DIRECTORY 2020-2021

<u>LOC</u>	<u>SCHOOLS</u>	<u>PHONE</u>	<u>PRINCIPALS</u>	<u>ASST. PRINCIPALS</u>	<u>SECRETARIES</u>
<u>ELEMENTARY SCHOOLS</u>					
		741-			
01	Arboga	6101	Eric Preston 5004		Christine Bratton 5001
03	Browns Valley	6107	Heather Strickland 3804		Kim Hutton 3801
05	Cedar Lane	6112	Jill Segner 3604	Monica Reyna 3605	Chris Clinkenbeard 3601
07	Cordua	6115	Heather Strickland 1804		Natalie Karnegas 1801
09	Covillaud	6121	Kari Ylst 4004		Trina Hammons 4001
11	Dobbins	692-1665	Duane Triplett 1204		Jennifer Givens 1201
112	Edgewater	741-0866	Lori Guy 2004	Jodi Buda 2005	Angelica Mora 2001
13	Ella	6124	Jen McAdam 4404	Karen Dow 4405	Abby Lopez 4401
15	Johnson Park	6133	Tracy Pomeroy 4804		Isamar Soto 4801
17	Kynoch	6141	Derek Morrison 5504	Jordan Holmes 5505	Diane Lemstrom 5501
19	Linda	6196	Randy Swann 5204	Jennifer Deslaurier 5205	Bao Yang 5201
21	Loma Rica	6144	Kathleen Hansen 4204		Carla Tingle 4201
25	Olivehurst	6191	Rob Gregor 5804		Andrea Tucker 5801
29	Yuba Feather (K-6)	675-2382 740-4040	Duane Triplett 1604		Daneen Phillips 1601
51	Child Development STARS Afterschool Program	749-6165	Kathy Woods 6162 Pete Pantoja 6117		Joanna Hunt 6163 Ana Correa 6915
<u>INTERMEDIATE SCHOOLS</u>					
		741-			
35	Foothill	6130	Kathleen Hansen 3204		Katie Schaal 3201
37	McKenney	6187	Joe Seiler 2204	Troy Hane 2205	Sheri Carpenter 2201
39	Yuba Gardens	6194	James Hays 7004	Tyler Krieger 7005 Christy Beymer 7017	Patty Gates 7001
<u>HIGH SCHOOLS</u>					
		741-			
43	Lindhurst	6150	Bob Eckardt 2503	Scott Jackson 2505 Chris Schmidt 2504	Melanie Stanaland 2502 Nallely Ramirez 2501
45	Marysville	6180	Shevaun Mathews 3102	Amy Eggleston 3109 John Ithurburn 3107	Alex Romero 3101 Holly Gottfried 3100
<u>ALTERNATIVE SCHOOLS</u>					
		749-			
105	South	6919	David Jones 2902		Merri May 2901
801	Dist. Independent Study	740-6489	David Gray 6105		Grace Inman 740-6489
254	Community Day School	6918	David Gray 6105		Geu Thao 6912
42	MCAA - Marysville Charter Academy for the Arts	6155	Tim Malone 6156		Shelly Arrenquin 6155 Violeta Vigil 6148

FREQUENTLY USED NUMBERS – MJUSD

Carden School..... 741-6409
 Charter YCOE..... 749-6409
 Homeless Advocate Amanda Book 749-6900
 Mobile Dental Clinic..... 682-7408
 PBIS SRO Delaney & SRO LaRue.... 740-6499
 Probation..... 749-7550
 SARB Giselle Ferreira..... 749-6119
 Truant Officer Heather Wolfe..... 749-6116

LIFE-THREATENING EMERGENCY..... 911
 MARYSVILLE POLICE DEPT..... 749-3908
 SHERIFF'S DEPT..... 749-7777

FAX NUMBERS

Business Office..... 742-0573
 Curriculum..... 741-7898
 Personnel..... 741-7899
 Student Discipline..... 742-2926
 Student Services..... 741-7850
 Superintendent..... 741-7894

MARYSVILLE INDEPENDENT STUDIES PROGRAM: Current Policies
2020-21

• **Mission and Vision Statement**

- The Mission of the Marysville Independent Studies Program is to educate, to the highest levels, all students enrolled in the program, assist students in developing social and emotional successes, and meet the needs of students as they progress through their educational journey.
- The Vision of the Marysville Independent Studies Program is that we believe all students can succeed and will achieve success through the experiences provided by the staff of the program.

- #2
- Independent Studies is an educational, school of choice, option in the Marysville Joint Unified School District. Enrollment in Independent Study is based upon referrals from the comprehensive sites as well as from the District Office. Students meet with counselors or administrators of the Comprehensive site to determine if I.S. is the best placement. **In this program students will:**

1. Meet with a teacher, making physical or technological contact, in cases where a physical meeting is not possible, at the minimum of one time per week, for one hour. The synchronous meetings are with a teacher who is properly credentialed in each subject area. By doing this the students will receive the level of educational instruction they need.
2. Students will be assigned 2 subject areas each "Pod". Classes assigned will meet student needs and will normally consist of 1 core subject (Math, ELA, Science or Social Science) and 1 elective subject. This will enable each student to achieve 10 credits during each "pod". At the end of each pod, the student will be assigned 2 different courses which will meet the academic needs of the student. That will allow the student to achieve up to 40 credits per semester, keeping the student on course to graduate. If a student is credit deficient they will make up for it by being enrolled in up to 40 credits per semester.
3. District adopted curriculum and Edmentum, formerly known as PLATO, classes will be used for the educational curricular pieces.
4. Grading and attendance are determined by the quality and progress of work, zoom or other virtual contacts and meeting attendance. 240 minutes of work is assigned for each day. The Edmentum program monitors weekly engagement, as well as grade level proficiency, tracking of performance, assessments and areas of critical need. This meets the requirements of SB 98.
5. Students enrolled in Independent Studies are required to remain in the program for the whole semester, unless dropped due to being 18 years old and not being productive.
6. This program will serve students in grades 7-12. Enrollment in the program will come only after a meeting with the principal and information from the previous site takes place. This meeting will establish if Independent Studies is the appropriate school choice.
7. Students on IEP's, are recommended to the Community Day School, where the Special Education teacher may address student IEP needs.
8. Expelled students who do not wish to participate in the seat-time program at Thomas E. Mathews School, with the consent of their parents, may be enrolled in the Independent Studies Program. They will, however, have a schedule where they meet with the teacher at a location apart from the regular student body. Counseling and other reinstatement requirements will be arranged but it is up to the student to meet all requirements including attendance, grade requirements, discipline requirements and counseling completion.

1. Student parent handbook.
2. This may be part of the handbook but
- 3.
4. School site council minutes
5. Most recent SPSA — I.S. included in CDS SPSA
6. A communication with WASC showing we have started the process, knowing we are held up until this is done.

I will take care of the UCOP narrative for now until we can actually apply to register the courses for A-G accreditation.

If you can get these things sooner, I would not mind, my next 72 hours are hectic beyond even my expectation of hectic. Thank you!

#6

Elizabeth Oberreiter

AttachmentsWed, Feb 24, 2:10 PM (23 hours ago)

I have attached the template for the initial visit Sincerely, Elizabeth Oberreiter, Director Accrediting
Commission for Schools Western Association of Schools a

3

Elizabeth Oberreiter

Wed, Feb 24, 2:23 PM (23 hours ago)

Perfect. Now lets get the app fee and CDS code. I know you are working on it,

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

Wed, Feb 24, 2:31 PM (23 hours ago)

to Elizabeth, Rocco

Awesome, thanks!

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Fiscal05

Account Summary-Balance

Balances through 06/30/2021

Fiscal Year 2020/21

Fd-Resr - Y-Goal - Fnc't - Obj t - Sch- Pr og	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Resource 0000 - Unrest						
01-0000-0-3200-2700-5310-250-1021	Unrest,Membership,WASC,In		1,070.00			1,070.00
01-0000-0-3300-1000-5621-250-1124	Unrest,Maint Cont,ABE Alt		1,100.00	824.68	275.32	
01-0000-0-3300-1000-5630-250-1020	Unrest,Rents/Leas,Grad Ca	1,500.00	1,500.00			1,500.00
01-0000-0-3300-2700-5910-250-1124	Unrest,Postage,ABE Alt E		167.50		167.50	
Total for Resource 0000 and Expense accounts		1,500.00	3,837.50	824.68	442.82	2,570.00
Resource 0003 - Targeted Alloc						
01-0003-0-3300-1000-4300-250-5299	Targeted Alloc,Mat&Suppl		4,000.00		951.69	3,048.31
Total for Resource 0003 and Expense accounts		.00	4,000.00	.00	951.69	3,048.31
Resource 0004 - Targeted Alloc						
01-0004-0-3300-1000-4300-250-5297	Targeted Alloc,Mat&Suppl	6,196.00	26,376.00			26,376.00
01-0004-0-3300-1000-5220-250-5297	Targeted Alloc,Meeting Exp		998.00		499.00	499.00
01-0004-0-3300-1000-5801-250-5297	Targeted Alloc,Contracts		500.00		159.00	341.00
Total for Resource 0004 and Expense accounts		6,196.00	27,874.00	.00	658.00	27,216.00
Resource 1100 - Lottery Un						
01-1100-0-3300-1000-4300-250-1009	Lottery Un,Mat&Suppl,Dis	40,822.00	118,122.55	20,244.65	3,686.56	94,191.34
01-1100-0-3300-1000-4410-250-1009	Lottery Un,Equip NonC,Dis		4,600.00	1,048.22	3,409.88	141.90
01-1100-0-3300-1000-5630-250-1009	Lottery Un,Rents/Leas,Dis		1,100.00			1,100.00
01-1100-0-3300-1000-5711-250-1009	Lottery Un,Print Orde,Dis		1.11		1.11	
01-1100-0-3300-2700-4300-250-1009	Lottery Un,Mat&Suppl,Dis		600.00	212.43	369.81	17.76
01-1100-0-3300-2700-5220-250-1009	Lottery Un,Meeting Exp,Dis		850.00		698.00	152.00
Total for Resource 1100 and Expense accounts		40,822.00	125,273.66	21,505.30	8,165.36	95,603.00
Resource 3220 - CRF						
01-3220-0-3307-1000-4300-250-5297	CRF,Mat&Suppl,Trgtd LCAP		8,866.88	8,866.88		
Total for Resource 3220 and Expense accounts		.00	8,866.88	8,866.88	.00	.00
Resource 7420 - Prop. 98						
01-7420-0-3300-1000-5755-250-3100	Prop. 98,Interfd Ca,CRF,I		1,388.00			1,388.00
Total for Resource 7420 and Expense accounts		.00	1,388.00	.00	.00	1,388.00
Resource 9010 - Other Loca						
01-9010-0-3300-1000-4300-250-6010	Other Loca,Mat&Suppl,Rev		2,546.57			2,546.57
Total for Resource 9010 and Expense accounts		.00	2,546.57	.00	.00	2,546.57
Total for Org 001 - Marysville Joint Unified School District		48,518.00	173,786.61	31,196.86	10,217.87	132,371.88

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Selection Grouped by Account Type, Filtered by User Permissions, (Org = 1, Online/Offline = N, Period = 12, UnPosted JEs? = N, Assets and Liabilities? =

N, Restricted Accts? = Y, Fund = 01, Object = 4-5, School = 250, Obj Digits = 0, Page Break Lvl =)

ESCAPE ONLINE

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Fiscal05

Account Summary-Balance

Balances through 06/30/2021

Fiscal Year 2020/21

Fd-Resr - Y-Goal - Funct - Obj - Sch - Prog	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Resource 0000 - Unrest						
01-0000-0-0000-8100-4320-137-7803	Unrest,Custod Sup,Op Cust	10,129.00	12,079.23		9,771.83	2,307.40
01-0000-0-1110-1000-5630-137-1020	Unrest,Rent/Leas, Grad Ca	3,622.00	3,622.00			3,622.00
Total for Resource 0000 and Expense accounts		13,751.00	15,701.23	.00	9,771.83	5,929.40
Resource 0003 - Targeted Alloc						
01-0003-0-0000-2490-5100-137-5299	Targeted Alloc,SERVICES,T	55,925.00	83,000.00	31,569.71	51,430.29	
01-0003-0-0000-2490-5801-137-5299	Targeted Alloc,Contracts,	25,000.00	25,000.00	9,508.95	15,491.05	
01-0003-0-1110-1000-4300-137-5299	Targeted Alloc,Mat&Suppl		604.00			604.00
01-0003-0-1110-1000-5621-137-5299	Targeted Alloc,Maint Cont	2,596.00	2,516.00	1,150.00	862.82	503.18
01-0003-0-1110-1000-5630-137-5299	Targeted Alloc,Rent/Leas	3,546.00	3,546.00	886.26	2,658.84	.90
Total for Resource 0003 and Expense accounts		87,067.00	114,666.00	43,114.92	70,443.00	1,108.08
Resource 0004 - Targeted Alloc						
01-0004-0-0000-2490-5100-137-5297	Targeted Alloc,SERVICES,T		13,030.00	2,065.34	3,364.66	7,600.00
01-0004-0-1110-1000-4300-137-0700	Targeted Alloc,Mat&Suppl		1,500.00	21.44	349.89	1,128.67
01-0004-0-1110-1000-4300-137-5297	Targeted Alloc,Mat&Suppl	10,449.00	12,863.00			12,863.00
01-0004-0-1110-1000-5641-137-0700	Targeted Alloc,Equip Repa		2,500.00	2,173.40	326.60	
01-0004-0-1110-1000-5713-137-5297	Targeted Alloc,DC VehFuel	4,800.00	4,800.00			4,800.00
01-0004-0-1110-4000-4300-137-1013	Targeted Alloc,Mat&Suppl	9,300.00	9,300.00			9,300.00
Total for Resource 0004 and Expense accounts		24,549.00	43,993.00	4,260.18	4,041.15	35,691.67
Resource 0010 - One time proj						
01-0010-0-0000-8500-5890-137-8304	One time proj,Other Serv,		1,000.00	1,000.00		
Total for Resource 0010 and Expense accounts		.00	1,000.00	1,000.00	.00	.00
Resource 1100 - Lottery Un						
01-1100-0-0000-2420-4300-137-1009	Lottery Un,Mat&Suppl,Dis		1,000.00		198.24	801.76
01-1100-0-0000-2700-4300-137-1009	Lottery Un,Mat&Suppl,Dis		5,000.00	58.77	1,620.86	3,320.37
01-1100-0-0000-2700-5220-137-1009	Lottery Un,Meeting Exp,Dis		300.00		262.50	37.50
01-1100-0-0000-2700-5711-137-1009	Lottery Un,Print Orde,Dis		367.37		367.37	
01-1100-0-0000-2700-5910-137-1009	Lottery Un,Postage,Disc A		2,754.59		2,754.59	
01-1100-0-1110-1000-4300-137-1009	Lottery Un,Mat&Suppl,Dis	137,012.00	173,042.54	1,294.32	1,971.01	169,777.21
01-1100-0-1110-1000-5711-137-1009	Lottery Un,Print Orde,Dis		33.65	35.35	33.65	35.35-
01-1100-0-1110-3110-5220-137-1009	Lottery Un,Meeting Exp,Dis		100.00		87.50	12.50
Total for Resource 1100 and Expense accounts		137,012.00	182,598.15	1,388.44	7,295.72	173,913.99
Resource 3010 - IASA Titl						
01-3010-0-0000-2420-4200-137-4100	IASA Titl, Oth Ref Bk, IAS	10,000.00	10,000.00	1,781.00	2,917.14	5,301.86
01-3010-0-0000-2495-4300-137-4101	IASA Titl, Mat&Suppl, Tit	1,292.00	1,297.00			1,297.00

Selection Grouped by Account Type, Filtered by User Permissions, (Org = 1, Online/Offline = N, Period = 12, UnPosted JEs? = N, Assets and Liabilities? = N, Restricted Accts? = Y, Fund = 01, Object = 4-5, School = 137, Obj Digits = 0, Page Break Lvl =)

ESCAPE ONLINE
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Fiscal05

Account Summary-Balance

Balances through 06/30/2021

Fiscal Year 2020/21

Fd-Resr - Y-Goal - Funct - Obj t - Sch- Pr og		Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Resource 3010 - IASA TH I (continued)							
01-3010-0-0000-2495-5810-137-4101		IASA TH I, Fingerprt, TH	1,362.00	1,362.00			1,362.00
01-3010-0-0000-2700-5220-137-4100		IASA TH I, Meeting Exp, IAS	1,500.00	1,500.00			1,500.00
01-3010-0-0000-3110-5220-137-4100		IASA TH I, Meeting Exp, IAS	500.00	500.00			500.00
01-3010-0-1110-1000-4300-137-4100		IASA TH I, Mat&Suppl, IAS	61,148.00	156,860.00	8,448.91		148,411.09
01-3010-0-1110-1000-4410-137-4100		IASA TH I, Equip NonC, IAS		13,000.00		11,803.58	1,196.42
01-3010-0-1110-1000-5220-137-4100		IASA TH I, Meeting Exp, IAS	10,000.00	10,000.00			10,000.00
01-3010-0-1110-1000-5801-137-4100		IASA TH I, Contracts, IASA	20,195.00	20,195.00		3,495.00	16,700.00
01-3010-0-1110-3110-5220-137-4100		IASA TH I, Meeting Exp, IAS	1,460.00	1,460.00			1,460.00
01-3010-0-5770-1110-5220-137-4100		IASA TH I, Meeting Exp, IAS	1,500.00	1,500.00			1,500.00
01-3010-0-5770-1120-5220-137-4100		IASA TH I, Meeting Exp, IAS	500.00	500.00			500.00
Total for Resource 3010 and Expense accounts			109,457.00	218,174.00	10,229.91	18,215.72	189,728.37
Resource 3220 - CRF							
01-3220-0-1110-1000-4300-137-5297		CRF, Mat&Suppl, Tigid LCAP		192,761.02	182,827.49	9,933.53	
01-3220-0-1110-1000-4410-137-5297		CRF, Equip NonC, Tigid LCAP		24,627.20	16,088.72	8,538.48	
01-3220-0-1110-1000-5641-137-5297		CRF, Equip Repa, Tigid LCAP		2,500.00	188.95	2,311.05	
01-3220-0-1110-1000-5801-137-5297		CRF, Contracts, Tigid LCAP		15,885.00		15,885.00	
Total for Resource 3220 and Expense accounts			.00	235,773.22	199,105.16	36,668.06	.00
Resource 3327 - SB70 Mnth							
01-3327-0-5750-3120-5755-137-2106		SB70 Mnth, Interfd Ca, Sp	75.00	75.00			75.00
Total for Resource 3327 and Expense accounts			75.00	75.00	.00	.00	75.00
Resource 6010 - ASES STAR							
01-6010-0-0000-2100-5940-137-8210		ASES STAR, Telephone, AFTSC	380.00	380.00		5.33	374.67
01-6010-0-1110-1000-4300-137-8210		ASES STAR, Mat&Suppl, AFTS	11,691.00	44,413.63	25,268.26	843.83	18,301.54
01-6010-0-1110-1000-4410-137-8210		ASES STAR, Equip NonC, AFTS		5,378.00		5,365.91	12.09
01-6010-0-1110-1000-5711-137-8210		ASES STAR, Print Orde, AFTS	375.00	375.00			375.00
01-6010-0-1110-1000-5713-137-8210		ASES STAR, DC VehFuel, AFTS	4,743.00	4,743.00			4,743.00
01-6010-0-1110-1000-5801-137-8210		ASES STAR, Contracts, AFTSC	750.00	750.00		750.00	
Total for Resource 6010 and Expense accounts			17,939.00	56,039.63	25,268.26	6,965.07	23,806.30
Resource 6500 - Spec Ed							
01-6500-0-5770-1110-4300-137-2101		Spec Ed, Mat&Suppl, Sp Ed	2,500.00	2,500.00			2,500.00
Total for Resource 6500 and Expense accounts			2,500.00	2,500.00	.00	.00	2,500.00
Resource 6690 - TUPE MOU S							
01-6690-0-1110-1000-4300-137-6306		TUPE MOU S, Mat&Suppl, Tup	3,300.00	9,178.50		1,653.52	7,524.98
01-6690-0-1110-1000-5801-137-6306		TUPE MOU S, Contracts, Tupe	700.00	700.00			700.00

Selection Grouped by Account Type, Filtered by User Permissions, (Org = 1, Online/Offline = N, Period = 12, UnPosted JEs? = N, Assets and Liabilities? = N, Restricted Accts? = Y, Fund = 01, Object = 4-5, School = 137, Obj Digits = 0, Page Break Lvl =)

ESCAPE ONLINE Page 2 of 3

Fiscal05

Account Summary-Balance

Balances through 06/30/2021

Fiscal Year 2020/21

Fd - Resr - Y - Goal - Funct - Object - Sch - Program	Description	Adopted Budget	Revised Budget	Encumbered	Expenditure	Account Balance
Resource 7420 - Prop. 98						
01 - 7420 - 0 - 1110 - 1000 - 5755 - 137 - 3100	Prop. 98, Interf'd Ca, CRF, M	4,000.00	4,926.00	.00	1,653.52	8,224.98
Total for Resource 6690 and Expense accounts		4,000.00	9,878.50	.00	1,653.52	8,224.98
Resource 9010 - Other Loca						
01 - 9010 - 0 - 0000 - 2420 - 4200 - 137 - 6016	Other Loca, Oth Ref Bk, LIB		447.12			447.12
01 - 9010 - 0 - 1110 - 1000 - 4300 - 137 - 6010	Other Loca, Mat&Suppl, Rev		3,988.88			3,988.88
01 - 9010 - 0 - 1110 - 1000 - 5890 - 137 - 6035	Other Loca, Other Serv, Shd		9,957.52			9,957.52
Total for Resource 9010 and Expense accounts		.00	14,393.52	.00	.00	14,393.52
Total for Org 001 - Marysville Joint Unified School District		396,350.00	899,718.25	284,366.87	155,054.07	460,297.31

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Selection Grouped by Account Type, Filtered by User Permissions, (Org = 1, Online/Offline = N, Period = 12, UnPosted JEs? = N, Assets and Liabilities? = N, Restricted Accts? = Y, Fund = 01, Object = 4-5, School = 137, Obj Digits = 0, Page Break Lvl =)

001 - Marysville Joint Unified School District

Generated for Amy Littlefield (AMYL), Feb 24 2021 9:44AM

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ONLINE

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INITIAL VISIT SCHOOL DESCRIPTION — CALIFORNIA PUBLIC SCHOOLS

Part I: Identifying Data

Today's Date: _____

School: _____

Address: _____

Number and Street City and State Zip Code

Mailing Address
(if different): _____

Number and Street City and State Zip Code

Telephone #: _____ Fax #: _____

Email Address: _____

Chief Administrator: _____

School District: _____

Enrollment: _____ Current Grade Span
to be Reviewed: _____

County: _____

Check any of the following that apply to your school:

- | | | |
|---|--|---|
| ☐ Comprehensive | ☐ Community Day School | ☐ Alternative Education/Continuation |
| ☐ Independent Study | ☐ Charter School | ☐ Home Study |
| ☐ Online Distance Learning | ☐ Other: Explain: _____ | |

If any portion of your school's curriculum is delivered online, please indicate what percentage of your coursework is offered online _____%, and the percentage of students utilizing the online delivery system _____%.

Briefly describe: _____

Note: If more space is needed on the following pages, please append additional pages.

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Part II: School Profile

Write an introductory paragraph or two about the school that briefly summarizes the information found in the description below that can be used by the visiting committee in their report to the Commission. This brief overview of the school will assist Commissioners in understanding the basic information about the school.

Provide a description of the school that includes such areas as:

- The community in which the school is located, including whether rural, suburban, industrial, or residential; socio-economics: parent population, ethnic distribution, etc.
- When the school was opened
- Initial location of the school and any location changes

Provide demographic and achievement information regarding the students, including the following:

- Enrollment by grade level
- Ethnicity or nationality (list percentages of the following categories: American Indian or Alaska Native; Asian; African American, not of Hispanic Origin; Filipino; Hispanic or Latino; Pacific Islander; White, not of Hispanic Origin; or Other)
- English proficiency
- Gender/age mix
- Special populations
- Mobility of students
- Analyzed and interpreted student achievement data, including subpopulations, if applicable. Include three years of data and comparative state or national data, if available.
- Student follow-up

Is there anything that is unique or special about your school that is not addressed in this or other parts of this form?

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Part III: The Criteria

As you answer the following questions, please strive to base your answers on objective evidence and data that is available at the school and involves the stakeholders. Please remember that this is an Initial Visit Application and not a full self-study. Try to answer questions briefly and succinctly. The evidence can be provided electronically, e.g., Dropbox, hyperlink.

Category A: Organization

A1. Vision and Purpose Criterion: The school has a clearly stated vision and mission (purpose) based on its student needs, current educational research, the district Local Control and Accountability Plan (LCAP), and the belief that all students can achieve at high academic levels. Supported by the governing board and the district LCAP, the school's purpose is defined further by schoolwide learner outcomes and academic standards.

State the school's statement of purpose, which may include the vision, mission, beliefs, and core values.

State the school's learner outcomes. Summarize how they were developed and the degree to which there was involvement of representatives of the school community. Comment on the level of understanding of the stakeholders at this stage of development.

Explain how the school's purpose is communicated to the members of the school community.

Explain the degree to which there is consistency between the school vision, mission, schoolwide learner outcomes, the student learning needs, the school program and ongoing school improvement process.

Comment on the current process or proposed plan for regular review or revision of the school purpose and schoolwide learner outcomes.

Supporting Evidence and Documentation:

Achievements:

Areas for Improvement:

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A2. Governance Criterion: The governing board (a) has policies and bylaws and the school's purpose is aligned with them to support the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards based on data-driven instructional decisions for the school; (b) delegates implementation of these policies to the professional staff; and (c) monitors results regularly and approves the schoolwide action plan/SPSA and its relationship to the Local Control and Accountability Plan (LCAP).

Provide information about the governance structure and its responsibilities.

Explain how the school's vision, mission and schoolwide learner outcomes are aligned to the board and district policies and bylaws.

Evaluate the level of understanding of the role of the board in relation to the responsibilities of the professional staff.

Explain the evaluation and monitoring procedures carried out by the governing board in relationship to the LCAP metrics, including the review of student performance toward career- and college-readiness, overall school programs and operations, and the fiscal health of the school.

Comment on the effectiveness of the established governing board/school's complaint and conflict resolution procedures.

Supporting Evidence and Documentation:

Achievements:

Areas for Improvement:

A3. Leadership: Data-Informed Decision-Making and Ongoing Improvement Criterion: Based on multiple sources of data, the school leadership, parent/community, and staff make decisions and initiate activities that focus on all students achieving the schoolwide learner outcomes, academic standards, and college- and career-readiness standards. The school leadership and staff annually monitor and refine the schoolwide action plan/SPSA and make recommendations to modify the LCAP based as needed.

Comment on the effectiveness of the processes and procedures for involving staff in shared responsibility, actions, and accountability to support student learning throughout all programs. Provide representative examples.

Comment on the effectiveness of the existing structures for internal communication, planning, and resolving differences.

Comment on the effectiveness of the school planning process to ensure that it is broad-based, collaborative, and fosters the commitment of the stakeholders, including the staff, students, parents, and business community.

Comment on how staff ensures that the analysis of student achievement of the critical learner needs, schoolwide learner outcomes, and academic and career readiness standards impact the development, implementation, and monitoring of the single plan and the LCAP.

Supporting Evidence and Documentation:

Achievements:

Areas for Improvement:

50

A4. Staff: Qualified and Professional Development Criterion: Qualified staff and leadership facilitate achievement of the student academic standards and the schoolwide learner outcomes through a system of preparation, induction, and ongoing professional development. There is a systematic approach to continuous improvement through professional development based on student performance data, student needs, and research.

Explain the procedures to ensure all staff members in all programs, including online instruction, based on employment policies and practices, staff background, training, and preparation are qualified for their responsibilities.

Explain the system used to communicate administrator and faculty written policies that define responsibilities, operational practices, decision-making processes, and relationships of leadership and staff. Determine the degree of clarity and understanding of these by administration and faculty.

Explain the school's supervision and evaluation procedures. Comment on the relationship of these procedures to ongoing professional learning of the faculty.

Explain the school's process for supporting professional development/learning with time, personnel, material, and fiscal resources to facilitate all students achieving the academic, college, and career readiness standards and the schoolwide learner outcomes.

Summarize the current process to determine the measurable effect of professional development on student achievement.

List by course those instances where teachers are not teaching in their areas of major or minor preparation, and specify the related preparation, interest, experience, or ability qualifying them to teach in the areas assigned.

Attach a copy of the school's master schedule indicating staff assignment and length of period or module.

Describe any use made of regularly employed instructional assistants.

Describe any regular use made of community volunteers.

Give the student-teacher ratio: total student enrollment as of October 1 divided by the total number of teaching personnel.

Provide the information regarding support or classified staff.

Additional Supporting Evidence and Documentation:

Achievements:

51

Areas for Improvement:

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A5. Resources Criterion: The human, material, physical, and financial resources are sufficient and utilized effectively and appropriately in accordance with the legal intent of the program(s) and LCAP to support students in accomplishing the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Explain how resources are allocated to meet the school's vision, mission, and student achievement of the critical learner needs, the schoolwide learner outcomes, student needs identified in the district LCAP, the academic standards, and the college- and career-readiness standards.

Additionally, comment on the extent to which leadership and staff are involved in the resource allocation decisions.

Explain the impact the process for the allocation of resources has made on student learning.

Evaluate the effectiveness of the school's processes in relationship to district practices for developing an annual budget, conducting an annual audit, and at all times conducting quality business and accounting practices, including protections against mishandling of institutional funds. (Note: Some of this may be more district-based than school-based.)

Comment on the degree to which the school's facilities are adequate to meet the school's vision, mission, schoolwide learner outcomes; the educational program and are safe, functional, and well-maintained.

Evaluate the effectiveness of the policies and procedures for acquiring and maintaining adequate instructional materials and equipment.

Explain how the resources are available to hire, nurture, and provide ongoing professional development for a well-qualified staff. Include specifics if online, IB, and/or college- and career-preparation programs are in place.

Supporting Evidence and Documentation:

Achievements:

Areas for Improvement:

53

NOTE: Only Charter Schools should respond to the following criterion.

A6. Resources Criterion [Charter Schools Only]: The governing authority and the school leadership execute responsible resource planning for the future. The school has developed policies, procedures, and internal controls for managing the financial operations that meet state laws, generally accepted practices, and ethical standards. The school is fiscally solvent and uses sound and ethical accounting practices (budgeting/monitoring, internal controls, audits, fiscal health, and reporting).

Evaluate the effectiveness of how the charter school regularly reviews its long-range plan in relation to the school's vision, mission, and schoolwide learner outcomes. Include the extent to which all stakeholders are involved in future planning, including long-range capital needs.

Comment on the effectiveness of the school's process for developing, reviewing, revising, and adopting written fiscal policies and procedures for internal controls.

Comment on the school's annual independent audit that employs generally accepted accounting principles. Explain the written policies regarding the scope and responsibilities related to this audit and the procedures followed for filing the audit reports with the authorizing agency and other government entities as required by law.

Comment on the effectiveness of the accountability measures to ensure that personnel follow the fiscal policies and procedures.

Explain the effectiveness of the school's processes and protections for the following: 1) who is authorized to sign contracts, write checks, and release institutional funds; 2) the monitoring of payroll information; 3) the review of bank reconciliations and deposits/withdrawals of all school financial accounts; and 4) the policies and procedures for the use of credit cards and other lines of credit.

Comment on the degree to which the charter school has defined regular accounting and external audit procedures that meet the generally accepted principles of accounting and audits.

Comment on the effectiveness of the school's procedures to develop and monitor its annual budgeting process to ensure transparency.

Comment on the extent to which the school's governing body provides adequate compensation to faculty, administrators, and staff; adequate staffing for the school's program; and reasonable accumulation of reserves.

Comment on the effectiveness of the school's marketing strategies to support the implementation of the developmental program, including research and information to help develop future planning.

Explain the processes for the governing authorities and school leaders informing the public and appropriate governmental authorities about the financial needs of the organization.

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Explain how the charter school ensures the adequacy of reserve funds to ensure the financial stability of the school. Comment on whether the allocation of resources is sufficient to address the schoolwide learner outcomes and the critical learner needs of students.

Supporting Evidence and Documentation:

Achievements:

Areas for Improvement:

55

Category B: Curriculum

B1. Rigorous and Relevant Standards-based Curriculum Criterion: All students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the achievement of the schoolwide learner outcomes, academic standards, and college- and career-readiness standards in order to meet graduation requirements.

Comment on the degree to which the written and taught curriculum results in student achievement of the academic and college/career standards for each subject area, course and program, and where applicable, expectations within the courses that meet the UC "a-g" requirements.

Comment on the collaborative strategies used by administrators and teachers to examine curriculum design and student work in order to refine lessons, units, and/or courses or programs.

Comment on the current and/or planned processes for curricular review and evaluation processes, including graduation requirement, credits, grading policies, and homework policy.

Explain the current process for articulation with both feeder schools and local colleges and universities and technical schools.

Append a list of each of the classes offered under such major headings as English, technology, mathematics, science, social science, music, art, physical education, special career-oriented classes, etc. If there are other areas, create appropriate headings or list them under "other classes."

List the courses for which there is a written comprehensive and sequential documented curriculum.

List the graduation requirements of the school, if applicable.

Briefly describe the post-graduation plans of the school's graduating class, if applicable.

Additional Supporting Evidence and Documentation:

Achievements:

Areas for Improvement:

56

B2. Equity and Access to Curriculum Criterion: All students have equal access to the school's entire program and are provided assistance with a personal learning plan to meet the requirements of graduation and are prepared for the pursuit of their academic, personal, and career goals.

Explain how the school provides for career exploration, preparation for postsecondary education, and pre-technical training for all students.

Evaluate students' access to a rigorous, relevant, and coherent curriculum across all programs. Comment on the extent to which the instructional practices facilitate access and success for all students.

Explain the degree to which parents, students, and staff collaborate in developing, monitoring and changing a student's personal learning plan.

Comment on the effectiveness of the strategies and programs to facilitate transitions to college, career, and other postsecondary options.

Comment on the degree to which the school ensures that all students have access to a rigorous and relevant curriculum that includes real world applications that will prepare them for success in college, career, and life.

Evaluate the effectiveness of the academic, college- and career-readiness support programs to ensure all students are meeting the graduation requirements.

Supporting Evidence and Documentation:

Achievements:

Areas for Improvement:

57

Category C: Learning and Teaching

C1. Student Engagement in Challenging and Relevant Learning Experiences Criterion: To achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards, all students are involved in challenging and relevant learning experiences.

Comment on the degree to which all students are involved in challenging and relevant learning to achieve the schoolwide learner outcomes, academic standards, and college- and career-readiness standards.

Comment on the extent to which students understand the standards and the level of performance expected to demonstrate their knowledge.

Explain how effectively instructional staff members differentiate instruction in order to address student differences in learning modalities, cognitive ability and life experiences that impact student learning. Comment on how the integration of technology instructional strategies is used.

Supporting Evidence and Documentation:

Achievements:

Areas for Improvement:

58

C2. Student Engagement through a Variety of Strategies and Resources Criterion: All teachers use a variety of strategies and resources, including technology and experiences beyond the textbook and the classroom, to actively engage students, emphasize creative and critical thinking skills and applications.

Comment on the degree to which teachers keep current in the instructional content taught and research-based instructional methodology, including the use of technology.

Comment on the extent to which teachers use coaching strategies to facilitate learning for all students.

Explain how students demonstrate that they can apply acquired knowledge at higher cognitive levels to extend learning opportunities.

Explain how students demonstrate higher level thinking and problem-solving skills in a variety of instructional settings.

Comment on how the school uses a variety of materials and resources and how this is demonstrated through student work and their engagement in learning.

Explain the degree to which students have access to and are engaged in career preparation activities.

Supporting Evidence and Documentation:

Achievements:

Areas for Improvement:

59

Category D: Assessment and Accountability

D1. Reporting and Accountability Process Criterion: The school leadership and instructional staff use effective assessment processes to collect, disaggregate, analyze, and report student performance data to the school staff, students, parents, and other stakeholders. The analysis of data guides the school's programs and processes, the allocation and usage of resources, and forms the basis for the development of the schoolwide action plan/SPSA aligned with the LCAP.

Comment on the effectiveness of the school's assessment processes that include data from external and internal sources. Include the school's system to monitor individual students.

Evaluate the current processes that inform appropriate stakeholders about student achievement, including parents and the school community.

Explain the impact and effectiveness of the basis for which students' grades, their growth, and performance levels are determined.

Supporting Evidence and Documentation:

Achievements:

Areas for Improvement:

60

D2. Using Student Assessment Strategies to Monitor and Modify Learning in the Classroom

Criterion: Teachers employ a variety of appropriate formative and summative assessment strategies to evaluate student learning. Students and teachers use these findings to modify the learning/teaching practices to improve student learning.

Comment on the effectiveness and frequency of the application of appropriate assessment strategies used by classroom teachers to monitor student acquisition of the programmatic goals and academic standards.

Comment on the effectiveness of how professional staff use formative and summative classroom assessments to guide, modify, and adjust instruction.

Explain how student work and other assessments demonstrate student achievement of the academic standards, the college- and career-readiness standards, and the schoolwide learner outcomes.

Comment on the extent to which teachers engage in dialogue with students for the purpose of determining the degree to which learning experiences are relevant, assessable, and understood in preparing them for college, career, and life.

Supporting Evidence and Documentation:

Achievements:

Areas for Improvement:

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Category E

School Culture and Support for Student Personal, Social-Emotional, and Academic Growth

E1. Parental and Community Engagement Criterion: The school leadership employs a wide range of strategies to encourage family and community involvement, especially with the learning/teaching process.

Comment on the parent-teacher organization (or other community-based group) and its activities that connect the school with the larger community.

Indicate the school's use of community resources to support students through activities such as career days, business partnerships, speakers, and professional services.

Comment on how the school educates and involves parents and community members in understanding the school's purpose, the schoolwide learner outcomes, and academic standards.

Provide a description of the ways in which parents are involved with the school and are active partners in the learning process for their students.

Comment on how parents have access to school personnel regarding all concerns.

Describe how the school regularly communicates to parents and other stakeholders.

Supporting Evidence and Documentation:

Achievements:

Areas for Improvement:

62

E2. School Culture and Environment Criterion: The school leadership focuses on continuous school improvement by providing a safe, clean, and orderly place that nurtures learning and developing a culture that is characterized by trust, professionalism, and high expectations for all students.

Explain the extent to which the school has implemented policies and committed resources to ensure a safe, clean, and orderly environment that nurtures learning.

Comment on the effectiveness of the school's practices and procedures for all aspects of student safety.

Comment on the extent to which the school has created and supported an atmosphere of trust, caring, concern, and high expectations for students in an environment that honors individual differences through school programs, procedures, and policies.

Comment on the quality and consistency of communication and collaboration between and among the school's leadership, staff, parents, students, and other stakeholders.

Supporting Evidence and Documentation:

Achievements:

Areas for Improvement:

63

E3. Personal, Social-Emotional, and Academic Student Support Criterion: All students receive appropriate academic, social-emotional, and multi-tiered supports to help ensure student learning, college and career readiness and success. Students with special talents and/or needs have access to a system of personal support services, activities, and opportunities at the school and community.

Explain the availability and effectiveness of academic and personal support services, including referral services, to support students in such areas as physical and mental health and career, academic, and personal counseling.

Comment on the effectiveness of the types of strategies used by the school leadership and staff to develop and implement personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.

Explain how the school leadership and staff ensure that student learning needs are accurately identified in a timely manner and the appropriate support and intervention services are provided to enable access to the academic standards and schoolwide learner outcomes for all students.

Explain how all students have access to a challenging, relevant, and coherent curriculum.

Comment on the availability to and involvement of students in curricular and co-curricular activities that are linked to the academic standards and schoolwide learner outcomes.

Supporting Evidence and Documentation:

Achievements:

Areas for Improvement:

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Part IV: Major Achievements/Needs

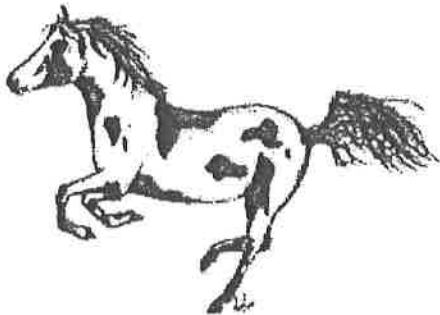
Major Achievements/Accomplishments: Provide a prioritized list of major achievements/ accomplishments (within the past three years) of students, staff, and school.

Major School Needs: Provide a prioritized list of areas for improvement in relation to impact on student achievement.

Name: _____ Position: _____

Please submit the completed document to ACS WASC by using the **Document Upload** link on the top navigation bar of the ACS WASC website: www.acswasc.org/document-upload/.

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#4

2015-16
Single Plan for Student Achievement (SPSA)

Abraham Lincoln School

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students to the level of performance goals established under the California Academic Performance Index. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the Consolidated Application (ConApp) and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

Principal: Timothy Kelly	Telephone: (530) 740-6400
Address: 1919 B St.	Email Address: tkelly@mjusd.com
District Name: Marysville Joint Unified School District	CDS Code: 58-72736-5830054
Initial Plan Approval:	
Plan Revision Approval:	

Approved by District Board of Education on .

**California Standards Test (CST)
English-Language Arts**

Grade Level	All Students											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
9	29			29			32			11		
10	22			34			13			31		
11	5			21			29			45		

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
10	*			*			28			319.1		
11	5			271.9			8			274.1		

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
9	*			*			28			313.8		
10	*			*			25			310.4		
11	*			*			4			265.2		

Summarize and draw conclusions regarding the school's year to year California Standards Test (CST) – English Language Arts results.

**California Standards Test (CST)
Mathematics**

Grade Level	All Students: Performance Data by Level Mathematics											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	African American Students						Asian Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Hispanic/Latino Students						White Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	English Learner Students						Socio-Economically Disadvantaged Students					
	% At or Above Proficient			Mean Scale Score			% At or Above Proficient			Mean Scale Score		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Grade Level	Performance Data by Level General Mathematics (Grades 6 & 7 Standards)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
9	22			22			44			11		

Subgroup	Grade	Performance Data by Level General Mathematics (Grades 6 & 7 Standards)					
		% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	8	*			*		
Hispanic/Latino	8	*			*		
White	8	*			*		
English Learner	8						
Socio-Economically Disadvantaged	8	*			*		
	9	25			324.4		

Grade Level	All Students: Performance Data by Level Algebra I											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
10	8			0			46			46		
11	12			6			29			53		

Subgroup	Performance Data by Level Algebra I						
	Grade	% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	7						
Hispanic/Latino	7						
English Learner	7						
Socio-Economically Disadvantaged	7						
	11	7			261.7		

Grade Level	All Students: Performance Data by Level Geometry											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Performance Data by Level Geometry						
	Grade	% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	8						
Hispanic/Latino	8						
English Learner	8						
Socio-Economically	8						

Grade Level	All Students: Performance Data by Level Algebra II											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Performance Data by Level Algebra II						
	Grade	% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	9						
Hispanic/Latino	9						
English Learner	9						
Socio-Economically	9						

Grade Level	Performance Data by Level Summative High School Mathematics (Grades 9-11)											
	% At or Above Proficient			% Basic			% Below Basic			% Far Below Basic		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15

Subgroup	Performance Data by Level Summative High School Mathematics (Grades 9-11)						
	Grade	% At or Above Proficient			Mean Scale Score		
		2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
African American	9						
Hispanic/Latino	9						
English Learner	9						
Socio-Economically	9						

Summarize and draw conclusions regarding the school's year to year California Standards Test (CST) – Mathematics results.

Title III Accountability Data (Abraham Lincoln School)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	6	1	
Percent with Prior Year Data	100.0%	100.0%	
Number in Cohort	6	1	
Number Met	--	--	
Percent Met	--	--	
NCLB Target	57.5	59.0	60.5
Met Target	*	--	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	0	6	0	1		
Number Met	--	--	--	--		
Percent Met	--	--	--	--		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	*	*	--	--		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate			
Met Percent Proficient or Above	--		
Mathematics			
Met Participation Rate			
Met Percent Proficient or Above	--		

Summarize your conclusions indicated by the Title III Accountability data:

Title III Accountability (District Data)

AMAO 1	Annual Growth		
	2012-13	2013-14	2014-15
Number of Annual Testers	1,883	1,548	
Percent with Prior Year Data	99.6	99.4	
Number in Cohort	1,876	1,538	
Number Met	1,048	838	
Percent Met	55.9	54.5	
NCLB Target	57.5	59.0	60.5
Met Target	No	No	

AMAO 2	Attaining English Proficiency					
	2012-13		2013-14		2014-15	
	Years of EL Instruction		Years of EL Instruction		Years of EL instruction	
	Less Than 5	5 Or More	Less Than 5	5 Or More	Less Than 5	5 Or More
Number in Cohort	1,271	915	1,090	708		
Number Met	313	432	234	331		
Percent Met	24.6	47.2	21.5	46.8		
NCLB Target	21.4	47.0	22.8	49.0	24.2	50.9
Met Target	Yes	Yes	No	No		

AMAO 3	Adequate Yearly Progress for English Learner Subgroup at the LEA Level		
	2012-13	2013-14	2014-15
English-Language Arts			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Mathematics			
Met Participation Rate	Yes	Yes	
Met Percent Proficient or Above	No	No	
Met Target for AMAO 3	No	No	

California English Language Development (CELDT) Data

Grade	2014-15 CELDT (Annual Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#

Summarize and draw conclusions regarding the school's district Benchmark Data:

Grade	2013-14 CELDT (All Assessment) Results										
	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
5					*****	***					*****
Total					*****	***					*****

Summarize your conclusions indicated by the CELDT and Title III Accountability Data. Provide specific "Action Steps" based on your findings. An emphasis should be placed on Intermediate level students and Long Term English Learners (LTEL= EL student 5+ years):

2014-15 California High School Exit Exam (CAHSEE) Results: English-Language Arts

Grade 10 Combined Test

	# Tested	# Passed	% Passed	# Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested							
Race/Ethnicity							
American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							
Language Fluency							
English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEP)							
English Learner Students							
Economic Status							
Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							
Special Education Program Participation							
Students Receiving Services							

Summarize your conclusions indicated by the CAHSEE English-Language Arts data:

2014-15 California High School Exit Exam (CAHSEE) Results: Mathematics

Grade 10 Combined Test

	# Tested	# Passed	% Passed	# Not Passed	% Not Passed	Avg. Score	% Prof. and Above
All Students Tested							
Race/Ethnicity							
American Indian or Alaska Native							
Pacific Islander							
Filipino							
Hispanic / Latino							
African American							
Declined to State							
Language Fluency							
English Only Students							
Initially Fluent English Proficient (IFEP)							
Redesignated Fluent English Proficient (RFEF)							
English Learner Students							
Economic Status							
Non-Economically Disadvantaged Students							
Economically Disadvantaged Students							
Special Education Program Participation							
Students Receiving Services							

Summarize your conclusions indicated by the CAHSEE Mathematics data:

Dropout and Graduation Rates

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate (1-year)									
Graduation Rate	34.52			78.87			78.87		

Summarize your conclusions indicated by the Dropout and Graduation data:

District Benchmarks

Grade Level	Quarter 1 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
8 th grade						
Integrated math 1						
Integrated math 2						
Integrated math 3						

Summarize and draw conclusions regarding the school's District Benchmark Data:

Grade Level	Quarter 2 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
8 th grade						
Integrated math 1						
Integrated math 2						
Integrated math 3						

Summarize and draw conclusions regarding the school's District Benchmark Data:

Grade Level	Quarter 3 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
8 th grade						
Integrated math 1						
Integrated math 2						
Integrated math 3						

Summarize and draw conclusions regarding the school's District Benchmark Data:

Grade Level	Quarter 4A Benchmark (Algebra Only)		
	% At or Above Proficient: Mathematics		
	2013-14	2014-15	2015-16
8 th grade			

Summarize and draw conclusions regarding the school's District Benchmark Data:

Grade Level	Quarter 4 Benchmark					
	% At or Above Proficient: ELA			% At or Above Proficient: Mathematics		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
8 th grade						
Integrated math 1						
Integrated math 2						
Integrated math 3						

Summarize and draw conclusions regarding the school's District Benchmark Data:

District Writing Prompt

Grade Level	Writing Prompt		
	% At or Above Proficient		
	2013-14	2014-15	2015-16

Summarize and draw conclusions regarding the school's District Benchmark Data:

VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SCHOOL GOAL #1 (Goals should be prioritized, measurable, and focused on identified student learning needs) Abraham Lincoln All students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics in line with No Child Left Behind (NCLB), new state testing, Annual Measurable Objectives, (AMOS), NCLB Participation Rates, the annual Academic Performance Index (API) growth targets, including increased passing CAHSEE rates. Benchmark assessments will be used to monitor student achievement and will strengthen our high school programs with an academic emphasis in English and Mathematics. To help increase student achievement, Abraham Lincoln School will be restructured to better meet the needs of all students.	
What data did you use to form this goal (findings from data analysis)? State testing, quarterly Marysville Joint Unified School and graduation and reintegration rates.	What did the analysis of the data reveal that led you to this goal? Students needed a pacing system that delivered the specific interventions needed (i.e. ELD and SDC tools) that could be accessed at home so that parent support could be an intervention.
Who are the focus students and what is the expected growth? All students K - 12th grades.	What data will be collected to measure student achievement? State testing, quarterly Marysville Joint Unified School, and graduation and reintegration rates.
What process will you use to monitor and evaluate the data? Grade reporting, API reports, LEA Accountability Reports of Annual Measurable Achievement Objectives for English Learners, state testing, and CAHSEE results.	Actions to improve achievement to exit program improvement (if applicable). Higher proficiency levels and exceeding API and AYP growth targets, including increased CAHSEE passing rates and graduation rates.

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
1.1 Supplemental reading materials from district approved reading list. Create personal check out library to increase student interest and achievement in ELA.	8/14 - 6/15	none	TARG TARG-CO

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
1.2 Computer tech will manage virtual lab to ensure computers are powered up and secured on a daily basis.	8/14 - 6/15	Hourly fee \$52.58/hr (benefits included) x 13,288 hours = \$712	TARG 0
1.3 Additional classroom support for at risk expelled elementary students. Para educator to work with expelled at risk students and assist in grade level remediation by creating lower ratio intervention groups.	8/14 - 6/15	To aid in classroom achievement, guide students with on-line courses and offer 1 on 1 assistance to ELD and Low SES students. calculated at 3.75 hrs per day and \$16.26 per hour with fringe costs included for 196 days. \$11,951 approx. \$12,000 per para funding.	TARG 0
1.4 Supplement core curriculum by bridging skills for students to reach grade level (intervention).	11/14-6/15	Supplemental reading, study aids, textbooks, and augmented materials.	TARG 0

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VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SCHOOL GOAL #2 (Goals should be prioritized, measurable, and focused on identified student learning needs) SCHOOL GOAL # 2 Develop, refine, implement strategies that meet the diverse needs of alternative education students, this will foster graduation rates and assist them become contributing successful citizens. To reach this goal, the following sub goals will be addressed: 1) career exploration, 2) safe school, 3) increased parent involvement, and develop community partnerships, 4) student transcripts processed accurately and timely, 5) every student will develop their own academic plan, and 6) students will be recognized for their accomplishments.	
What data did you use to form this goal (findings from data analysis)? CAHSEE passing rates, MIUSD consultant statistics, suspension rates, CST/STAR test results.	What did the analysis of the data reveal that led you to this goal? Student risk factors analysis, evaluation and developing a student case plan will identify targeted academic service needs and assist us increasing a safe and academically rich environment.
Who are the focus students and what is the expected growth? All student enrolled in the program Kindergarten through 12th grade.	What data will be collected to measure student achievement? Increased proficiency levels for all students, graduation rates, CAHSEE passing rates, and reduced suspension rates.
What process will you use to monitor and evaluate the data? Monitor: attendance, suspension records, crime reports, transcripts, graduation rates, awards program, academic plans, evidence of career exploration and frequency and type of parent and community involvement.	Actions to improve achievement to exit program improvement (if applicable).

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost
2.1 MIUSD consultant-Funds used for wages of MIUSD consultant. Consultant works with students on individual academic planning including college and/or career funding, as well as, mediating student conflicts. Consultant serves as a liaison to increase student academic goals and school to home communication of student needs.	8/14-6/15	MIUSD Consultant wages	TARG 0

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VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SCHOOL GOAL #3 (Goals should be prioritized, measurable, and focused on identified student learning needs)			
What data did you use to form this goal (findings from data analysis)?	What did the analysis of the data reveal that led you to this goal?		
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?		
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).		

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost

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VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SCHOOL GOAL #4 (Goals should be prioritized, measurable, and focused on identified student learning needs)			
What data did you use to form this goal (findings from data analysis)?	What did the analysis of the data reveal that led you to this goal?		
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?		
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).		
Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost

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VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SCHOOL GOAL #5 (Goals should be prioritized, measurable, and focused on identified student learning needs)			
What data did you use to form this goal (findings from data analysis)?	What did the analysis of the data reveal that led you to this goal?		
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?		
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).		

Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost

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VI. Planned Improvements in Student Performance

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index and adequate yearly progress growth targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SCHOOL GOAL #6 (Goals should be prioritized, measurable, and focused on identified student learning needs)			
What data did you use to form this goal (findings from data analysis)?	What did the analysis of the data reveal that led you to this goal?		
Who are the focus students and what is the expected growth?	What data will be collected to measure student achievement?		
What process will you use to monitor and evaluate the data?	Actions to improve achievement to exit program improvement (if applicable).		
Actions To Be Taken To Reach This Goal Consider all appropriate dimensions (e.g. Parent Involvement, Teaching and Learning, Staffing and Professional Development).	Timeline (Action Start Date & Completion Date)	Proposed Expenditures List each expenditure and quantity needed.	Funding Source/ Estimated Cost

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2014-15 Program Expenditure Summary
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Goal 1	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	0
Targeted Carryover	
Other	
Total	\$0

Goal 2	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	0
Targeted Carryover	
Other	
Total	\$0

Goal 3	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	\$

Goal 4	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	\$

Goal 5	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	\$

Goal 6	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	
Targeted Carryover	
Other	
Total	\$

Total Allocation	
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Targeted	28,267
Targeted Carryover	0
Other	0
Total	\$28,267

Total Expenditures	
Title I	
Title I Carryover	
Title I Parent Involvement	
Targeted	0
Targeted Carryover	
Other	
Total	\$0

Balance	
Title I	0
Title I Carryover	0
Title I Parent Involvement	0
Targeted	28,267
Targeted Carryover	0
Total	\$28,267

Centralized Services Expenditures and Reservations

This page identifies direct services to students and educational support services to school staff provided by district office staff from categorical funds allocated to the school. These are not administrative expenses (which are already deducted from district entitlements according to state and/or federal regulations at capped maximums,) but are defined as direct services which can more appropriately and economically be performed by district level staff in a centralized manner. These services must support the school's goals.

Program Support Goal: Track and Monitor Student Performance

The site will use Measured Progress: Datawise as a supplemental program to collect, analyze, and act on student standards-based performance data to improve classroom instruction and student performance. Measured Progress: Datawise will help the site administer district benchmarks and classroom tests quickly and easily; deliver rapid results; improve the reliability of assessment programs; and connect assessments to instructional decisions allowing the site to provide supplemental assistance to specific students based on tracking of critical content standard benchmarks and student progress.

Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

Local Programs	Allocation
Targeted Allocation <u>Purpose:</u> Provide programs and services for educationally disadvantaged students to achieve grade-level proficiency.	\$28,267
Targeted Allocation, Carryover	\$0
Central Services Expenditures	\$0
List and Describe Other State or Local Funds: \$	\$0
Total amount of state categorical funds allocated to this school	\$28,267

Federal Programs under No Child Left Behind (NCLB)	Allocation
Title I, Part A <u>Purpose:</u> Help educationally disadvantaged students in eligible schools achieve grade level proficiency	\$0
Title I, Part A Carryover	\$0
Title I, Part A: Parent Involvement <u>Purpose:</u> Promote parental involvement in schools to increase academic achievement.	\$0
Title I, Part A: Parent Involvement - Carryover	\$0
Central Services Expenditures	\$0
List and Describe Other Federal Funds: \$	\$0
Total amount of federal categorical funds allocated to this school	\$0

Total amount of state and federal categorical funds allocated to this school	\$28,267
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School Site Council Membership

Single Plan for Student Achievement (SPSA)

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated through the Consolidated Application, by the school site council. The purpose of the SPSA is to raise the academic performance of all students to the level of state achievement standards. The SPSA must integrate the purposes and requirements of all categorical programs in which the school participates. The plan must be amended and approved by the local governing board at least annually and whenever there are material changes that affect the academic program for students at the school.

School Site Council Membership (SSC)

Education Code Section 64001 requires that the Single Plan for Student Achievement (SPSA) be reviewed and updated at least annually by the school site council and include the proposed expenditures of funds allocated through the Consolidated Application.

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Timothy Kelly	1			
Numbers of members of each category	1			

At elementary schools, the council must be constituted to ensure parity between (a) the principal, classroom teachers, other school personnel, and (b) parents of pupils attending the school or other community members. Classroom teachers must comprise the majority of persons represented under section (a). Members must be elected by their peer group. (Education Code 52012)

The smallest elementary council has 10 members: Principal (1), Teacher (3), Other School Personnel (1), and Parents (5).

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:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan (Check those that apply):

English Learner Advisory Committee

School Advisory Committee (Economic Impact Aid – State Compensatory Education)

Other committees established by the school or district (list):

4. 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.
5. 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.
6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

Timothy Kelly

Typed Name of School Principal

Signature of School Principal

Date

Typed Name of SSC Chairperson

Signature of SSC Chairperson

Date

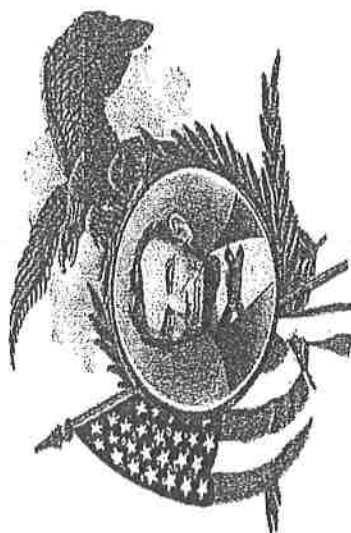
Typed Name of ELAC Chairperson

Signature of ELAC Chairperson

Date

ABRAHAM LINCOLN SCHOOL

#1



STUDENT-PARENT HANDBOOK

2014-15

28-0-20

ABRAHAM LINCOLN SCHOOL

Welcome to Abraham Lincoln School! Grades K-12

A Caring and Connected School Community

We continue to create a school environment focused on determined optimism with a warm, positive, and supportive staff that facilitates learning. As a staff, we believe that, "students will not care what you know, unless they know that you care." One of our major goals this year and every year is to make sure that we are making progress towards a positive school climate. In order to provide the best educational experience we are introducing the Abraham Lincoln School survey that will help us grow as a staff and serve our students better.

Teamwork is our tool in obtaining our ultimate goal of meeting our students' needs. We are convinced that a student achieves best at school when there is cooperation between the school and the home. We encourage you to call and visit if you have any questions. We consider our parents a vital part of our teamwork. We hope this handbook was prepared to help you better understand what Alternative Education has to offer and what is expected of the parents and the students.

At all Abraham Lincoln high school sites students are required to earn 220 credits for graduation with a minimum grade point average of 2.00. Students must pass the California High School Exit Exam (CAHSEE) and complete all district and state minimum proficiency examinations in reading, mathematics, and writing. Attendance is mandatory!

Credit is given at the time of completion of course work and tests. The rate of progress is largely dependent upon the student's abilities, initiative, and the acceptance of responsibilities.

HIGH SCHOOL GOALS ~

- ♦ To develop a program with high academic standards and individualized instruction, which will ensure each student has every opportunity to become productive citizens.
- ♦ To build CORE skills improvement of student academic achievement in reading comprehension, overall literacy skills, mathematics, and student attendance, which will enable our students to pass the California High School Exit Exam.
- ♦ To create an identity in our students of self-worth, self-responsibility, and confidence.
- ♦ To develop vocational goals and skills to succeed in the work world.
- ♦ To graduate or return to the comprehensive program.
- ♦ To become an integral part of the community and helping to improve our surroundings.
- ♦ To involve parents as active participants in their child's education.
- ♦ To sustain a 95%+ attendance rate.

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CODE OF BEHAVIOR-Students will be treated as responsible citizens. Such a relationship is very important in maintaining the atmosphere of mutual respect and understanding that prevails at our school. As a responsible person you will be expected to adhere to the code of behavior, which is accepted within the school and the community.

STUDENTS DISCIPLINARY EXPECTATIONS -

1. Follow the directions of teachers and school authorities
2. Follow school rules
3. Show respect for the teacher and for other students.
4. Come to class prepared to work
5. Stay on task
6. Comply with the rules as described by each teacher



STUDENTS AND PARENT EXPECTATIONS –

A quality program of instruction, which will lead to a high school diploma, skills to deal with the world, and a better understanding of self and life.

We expect to accomplish these things by having:

- Academic performance standards for each grade level
- Instruction that addresses the District academic standards and that helps students pass the California High School Exit Exam.
- Many instructional strategies that include partial credit, entry into the school and classes geared to a career, alternative options to earn elective credits, and work/study options.
- A competent and caring staff who skillfully and patiently address issues confronting students.
- Career and vocational guidance services
- THREE WAYS TO EARN CREDITS: HOMEWORK, COMMUNITY ACTIVITIES, COLLEGE CREDITS

STAFF EXPECTATIONS:

- Set high expectations and deliver rigor in every assignment.
- Engage students and get them to look at issues in a variety of ways
- Form strong relationships with the students
- Become masters of our subject matter

- Create open and honest communication with our students and parents with praise and concerns.

INDEPENDENT STUDY CONTRACTS- A contract is drawn up when each student enrolls in the Abraham Lincoln Independent Study Program. The student, parents, teacher, and administrator must sign and date the enrolling contract, each semester.

The eighteen-year-old contract: In order to attend continuation education after reaching his/her eighteenth birthday, a student must sign the contract as the person in charge of his/her education.

The student's contract, will list their appointment time, day of the week, and instructor.

PROGRAM- Alternative Education's curriculum offers all of the classes required by the State of California and the Marysville Joint Unified School District. Graduation requires the **completion of 220 units of credit, after completion of all requirements as set forth by the State of California and the California State Board of Education.** Graduates must complete the following prescribed course of study with a 2.0 grade point average consisting of the following: English-40 credits, Math-30 credits (all students must pass Algebra I-10 credits), Life Science-10 credits, Physical Science-10 credits, Earth Science-10 credits, World History-10 credits, U.S. History-10 credits, Careers-5, Government-5 credits, Economics-5 credits, Vocational or Consumer Education- 10 credits, Health-5 credits, Fine Arts or Foreign Language-10 credits, and Physical Education-20 credits.

Elective credits are encouraged in the above classes, especially minimum of 40 credits semester credits are needed. Credits in Work Experience Ed. are not to exceed a total of 20 semester credits made up of Exploratory Work Experience Ed. 10 credits, Vocational Work Experience 10 credits, and General Work Experience 5 credits. **Fifteen hours of work is required for one credit.**

In addition to the unit graduation requirement students must pass the California High School Exit Exam, unless exempted if applicable, in both math and language arts.

GRADUATION- Trustees have stipulated that there shall be graduation in the Marysville Joint Unified School District only at the end of the twelfth grade or satisfactorily completing all graduation requirements with a G.P.A. of 2.0, and have 90% attendance. Students then may participate in an Abraham Lincoln School formal ceremony.

GOOD STUDY HABITS-

Support and encouragement from parents and guardians is needed and help students succeed. These suggestions may help you help your student:

1. Encourage your student to understand homework assignments before leaving school.
2. Bring home and keep tabs of their books and materials.
3. Make homework and studying a priority, and praise good homework habits.

4. Provide a quiet place with good light for students to do homework.
5. Help your student solve problems.
6. Take an active interest in your student's work.
7. Keep in touch with the teacher and/or principal.

STAFF-

Principal:	Tim Kelly
Secretary Abraham Lincoln	Grace Inman
Alex Johnson	Teacher
District Teachers	40+ certificated
Consultant:	Donna Cummings

CLOSED CAMPUS - All campus visitors must sign in at the office and then, must have the principal's permission to be on campus, and staff will supervise authorized visitors.

DAILY SCHEDULE- All students are expected to be at school at their designated time, or at home working on their individualized work.

PROMOTION/ADVANCEMENT RETENTION POLICIES:

Our school follows the same policies used by all MJUSD school. Minimum standards must be met for each student to be promoted to the next grade. Lists of criteria for promotion are available through your teacher.

BEHAVIOR REQUIREMENTS –

- Do not to disturb those who are working
- Follow the directions given by school personnel
- Respect others and their property
- Do not use vulgar or profane speech
- Follow safety rules
- Book bags and backpacks may be subject to search.

DRESS CODE-

It is the belief at Abraham Lincoln School that a standard of dress is essential to the success of the student body and the expectation of excellence for the school. Therefore, the following standards must be maintained:

- Students may wear jeans.
- All students must be clean and neat and practice good hygiene daily. Shoes must be worn at all times.
- No type of head covering may be worn in the building. Any cap, hat or hood, bandanna, hair nets or rollers, sunglasses or combs must not be worn in the building. Headgear must be removed before entering the building.
- Symbols, and/or styles of clothing including shoes which are identified with gang membership or affiliation (red, blue, etc.) will not be allowed.
- Shirts, dresses or blouses with revealing necklines or spaghetti straps are prohibited. Off the shoulder shirts or blouses are prohibited-all shirts and dresses must have shoulder straps 1" or wider. Clothes must hide undergarments at all times. See-through fabrics halter

tops, backless, off-the-shoulder or cleavage revealing necklines are prohibited.

- No bare midriffs are allowed. Jumpers must be worn with shirts or blouses.
- Any skirt, blouse, or top that exposes any under garment is prohibited (large armholes, spaghetti straps, or see-through clothing).
- Sleeveless shirts are prohibited for males.
- Pajamas may not be worn to school.
- Underwear is not to be exposed at any time during the school day.
- Revealing or excessively tight garments are prohibited. Appropriate foundation garments and/or undergarments must be worn and not show.
- Articles of clothing, garments and accessories with pictures, emblems, or writing that are lewd, offensive, vulgar or obscene, or that advertise/depict violence, gore, death, depicts any racial intolerance, tobacco products, alcoholic beverages or any other substance prohibited under policy are prohibited.
- Dresses, skirts and all other non-shorts will have the hemline no shorter than the tips of the fingers on extended arms or on the sides of the knee. No combination of garments will excuse the top of the knee standard for dresses, skirts, etc. Slits in the skirt or dresses may extend no higher than 3 inches above the knee.
- Appropriate shorts may be worn to school; shorts must be no more than 3 inches above the knee. Bike or other types of extremely tight fitting shorts are not appropriate.

Jogging style shorts may not be worn. All shorts and pants must be hemmed and not have holes, be cut or torn. No combination of garments will excuse this standard.

- No sagging pants or shorts are allowed. Pants must stay up on the student without being held physically. Pants cannot be worn in a way that undermines the safety of the students and has been established in this dress code.
- No chains (including wallet chains) are allowed. No jewelry that may be dangerous to students or faculty may be worn.
- Students must wear shoes appropriate for school. Any type of house shoe (slipper) is prohibited.
- No spiked jewelry, spiked belts, or studded belt buckles. Any visible spiked jewelry, including pierced jewelry is prohibited. Coverage with a band-aid or other covering is not acceptable.
- No sunglasses in class.

*School Site Council adopted August 2007

*All dress code violations are regarded as defiance as defined in the school discipline guidelines (code 48900(k). Disrupted school activities, or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties) and will be placed in the students discipline file and students are subject to suspension.

ELECTRONIC DEVICES-

Technology devices, such as phones, will be confiscated, if they are being used in class in an inappropriate manner that is not authorized by the instructor. Other expensive electronic merchandise not appropriate for school should be left at home. If it is stolen or broken, we are not responsible.

CLOSED CAMPUS

Alternative Education sites are a "closed campus." Our students may not be on another campus, unless it is for ROP class, or prearranged by your instructor or principal. (Violations equal suspension for defiance.) During those times, Abraham Lincoln students are still part of our school and representing our school. This is a privilege and we know our students will act accordingly.



DISCIPLINE

MANDATORY EXPULSION

The principal or superintendent of schools shall immediately suspend and shall recommend expulsion of a pupil if he/she determines that the student committed any of the following acts at school or at a school activity. Full expulsion is required:

Firearm: 48915 © (1) Possessing, selling, or otherwise furnishing a firearm.

Knife: 48915 © (2) Brandishing a knife at another person.

Controlled Substance: 48915© (3) unlawfully selling a controlled substance

Sexual Assault/Battery: 48915 © (4) committing or attempting to commit sexual assault

Explosive: 48915 © (5) Possession of an explosive

CALIFORNIA EDUCATION CODES FOR SUSPENSION AND/OR EXPULSION 48900

LEVEL FOUR DISCIPLINE - Mandatory Expulsion

The principal or superintendent of schools shall immediately suspend and shall recommend expulsion of a pupil if he/she determines that the student committed any of the following acts at school or at a school activity.

Firearm: 48915 (c) (1) Possessing, selling, or otherwise furnishing a firearm

Knife: 48915 (c) (2) Brandishing a knife at another person

Controlled Substance: 48915 (c) (3) unlawfully selling a controlled substance

Sexual Assault/Battery: 48915 (c) (4) Committing or attempting to commit sexual assault

Explosive: 48915 (c) (5) Possession of an explosive

LEVEL THREE DISCIPLINE - Quasi-Mandatory Expulsion

The principal or the superintendent of schools shall recommend the expulsion/suspended expulsion contract of a pupil for any of the following acts committed at school or school activity, unless the principal or superintendent finds that the expulsion/suspended expulsion contract is inappropriate, due to the particular circumstance. This must be documented in writing.

Serious Physical Injury: 48915 (a) (1) Causing serious physical injury to another person, except in self-defense.

Knife, Explosive or Dangerous Object: 48915 (a) (2) 48900(b) Possession of any knife or other dangerous object of no reasonable use to the pupil

Controlled Substance: 48915 (a) (3) Unlawful possession of any controlled substance listed in Chapter 2, except for the first offense for the possession of not more than one avoirdupois ounce of marijuana, other than concentrated cannabis
Robbery or Extortion: 48915 (a) (4) Robbery or extortion
Assault or Battery: 48915(a) (5) Assault or battery upon any school employee

LEVEL TWO DISCIPLINE - Mandatory Suspension

Under these circumstances, because they are considered particularly destructive and disruptive to the educational environment, District policy requires a minimum three day suspension.

The principal *shall* recommend suspension of a pupil for any of the following acts committed at school or a school activity. If the principal recommends expulsion or a suspended expulsion contact, he/she must find that 1) other means of correction have failed or not feasible, or 2) due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of other students:

Physical Injury to Another: 48900 (a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person
Force or Violence upon Another: 48900 (a) (2) willfully used force or violence upon the person of another, except in self-defense

Dangerous Object: 48900 (b) Possessed, sold, or otherwise furnished any firearm, knife explosive, or other dangerous object

Controlled Substance: 48900 (c) Unlawfully possessed, used, sold, or otherwise furnished or been under the influence of any controlled substance, alcohol beverage, or an intoxicant of any kind

Drugs/Alcohol: 48900(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance, an alcoholic beverage, or an intoxicant of any kind, and either sold, delivered, or otherwise furnished to any person another liquid, substance or material and represented the liquid, substance or material as a controlled substance, alcoholic beverage, or intoxicant

Robbery or Extortion: 48900(e) Committed or attempted to commit robbery or extortion

Drug Paraphernalia: 48900 (j) Unlawfully possessed or unlawfully offered, arranged or negotiated to sell any drug paraphernalia
Imitation Firearm: 48900 (m) Possessed an imitation

firearm..... "imitation firearm means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead to reasonable person to conclude that the replica is a firearm

Sexual Assault: 48900 (n) Committed or attempted to commit a sexual assault

School Discipline Witness: 48900 (o) Harassed, threatened or intimidated a pupil who is complaining witness or a witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness or both

Soma (prescription drug): 48900 (p) Unlawfully offered, arranged to sell, negotiated to sell, or sold the prescription drug, Soma

Aids or Abets Physical Violence: 48900(t) A pupil who aids or abets, the infliction or attempted infliction of physical injury to another person, (but, per Education Code, expulsion may not be imposed unless the student is adjudged guilty in juvenile court)

Sexual Harassment: 48900.2 Harassment must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment

Hate Violence: 48900.3 Pupil has caused, attempted to cause, threatened to cause, or participated in an act of hate violence as described in Section 233

Harassment: 48900.4 Intentionally engaged in harassment, threats, or intimidation, directed against school district personnel or pupils

Community Service on School Grounds: 48900.6 The principal or designee may require a pupil to perform community service on school grounds

Terrorist Threats: 48900.7 Any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars, with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out

LEVEL ONE DISCIPLINE - Permissive Suspension

Under these circumstances, District policy permits discipline short of suspension on a minor first offense.

The principal may recommend suspension of a pupil for any of the following acts committed at school or a school activity. If the principal recommends expulsion or a suspended expulsion contact, he/she must find that 1) other means of correction have failed or not feasible, or 2) due to the nature of the violation, the presence of the pupil causes a continuing danger to the physical safety of other students:

Damage to School/Property: 48900 (f) Caused or attempted to cause damage to school or private property

Stole School/Private Property: 48900 (g) Stolen or attempted to steal school property or private property

Tobacco or Nicotine Products: 48900 (h) Possessed or used tobacco, or any products containing tobacco or nicotine products, including cigarettes, cigars, smokeless tobacco, snuff, chew packets

Obscene Act of Habitual Profanity: 48900 (i) Committed an obscene act or engaged in habitual profanity or vulgarity Disruption of School Activities or Defiance of School

Personnel: 48900 (k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers administrators, school officials, or other school personnel engaged in the performance of their duties

Received Stolen School/ Private Property: 48900 (l) Knowingly received stolen school property or private property

Hazing: 48900(q) Engaged in, or attempted to engage in, hazing as defined in Section 32050

Bullying: 48900(r) Engaged in an act of bullying, including, but not limited to bullying committed by means of an electronic act directly specifically toward a pupil or school personnel Community Service on School Grounds: 48900.6 The principal or designee may require a pupil to perform community service on school grounds

Revised 8/09

STUDENT SEARCHES

School officials may conduct searches of pupils and their personal belongings while on school property or at school-sponsored events. Searches of pupils and personal belongings will be conducted when there are reasonable grounds to suspect that the search will provide evidence that the pupil is violating the law and/or school regulations. The scope of the search will be related to the objectives of the search, the age and sex of the pupil, and the nature of the violation. [Board Policy 5145.12 and Administrative Regulation 5145.12]

By way of example, and not limitation, "personal belongings" include: backpacks, purses, bags, et cetera. Searches are also conducted of school property under joint control. "School property" under joint control includes desks.

The District may search personal property or any other school property under joint control, at any time. Searches may be random and without cause of any kind.

Automobiles parked on the school premises or in the school parking lot are subject to search when officials have reason to believe weapons, drugs, or objects prohibited by school policy or state law are contained therein.



CYBER BULLYING In the era of information technology, public schools face a brave new world of bullying and new challenges in dealing with it. With school children's increasing access to computer technology/ texting and their comfort with its various forms, cyber bullies are using high-tech methods to tease, taunt, and intimidate other students. The methods of choice are email, instant messaging, Wi-Fi (wireless) connected laptops, text messages sent by cell or camera phone, and websites set up to intimidate students and teachers. If the technology of bullying is new, its aim is not. Children's bullying is commonly defined as intentional, repeated hurtful acts, words, or other behavior, such as name-calling, threatening, and/or shunning committed by one or more children against another. These negative acts are not intentionally provoked by the victims. Cyber bullying can cause the same type of emotional hurt and pain as traditional school-yard bullying. The bullies, their parents, and schools may also suffer repercussions from electronic forms of bullying. This behavior may violate criminal laws that prohibit persons from engaging in intentional behavior toward another person that is likely to cause fear of harm to physical or emotional health, safety, or property. A person can also be held liable for publishing photographs or writings that are designed to insult a person or injure his or her reputation by exposing the person to hatred, contempt, or ridicule. A cyber bully may violate various state and local human rights acts if he or she spreads hate or discrimination based on protected categories such as race, national origin, religion, age sex, sexual orientation, marital status, or disability. If a student is found committing such an act of "bullying" another student, no matter the method, that student will be severely disciplined.

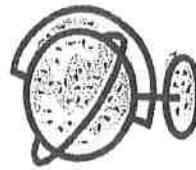
What it takes to earn credits...

- You must complete work
- Complete essays and writing assignments
- Pass quizzes and tests
- Attend School

Independent Study: Courses that are completed at home. You are assigned a teacher that you meet with once a week for an hour to turn in completed assignments. You earn credits by the amount of work that you complete with a score of 70% or higher.

Some Basic Classroom Rules

1. Students must be in their seat so that instructions may be given.
2. Everyone in the classroom will be treated with respect--- teachers and students alike---so that the classroom is conducive to learning.



**ABRAHAM LINCOLN
HIGH SCHOOL**

AND THE COMPREHENSIVE HIGH SCHOOL

Abraham Lincoln School is an independent study program, within the Marysville Joint Unified School District. When a student transfers from the comprehensive high school to Abraham Lincoln High School Independent study students can receive permission to take classes and participate in school activities at the comprehensive high school with certain restrictions.

Our campuses are closed campuses, which mean students from other high schools (other than those sites at Alternative Education), who are not enrolled, are not allowed on campus without permission of the administrators. Students on campus without permission will be asked to leave the first time and the police will be called the second. If you have a legitimate reason for visiting another campus, go directly to the main office of the school and obtain permission to be on campus.

ATHLETIC POLICY- Because of CIF "League" rules independent study students are allowed to participate in the comprehensive high school's athletic program, if they meet the criteria needed to play, including the coach and principal's permission.

DRIVER'S EDUCATION Driver's education classroom work is offered at Abraham Lincoln. Students may complete 5

credits before graduation, which will be equal to 75 hours of classroom training.

GENERAL RULES AND PROCEDURES WHILE AT SCHOOL

CLEANLINESS- We foster the idea to all of our students to have a sense of pride in our school. One of the areas that show the general public that you have pride in your school is its appearance. We encourage our students to keep our campus, inside and out, neat, clean and attractive. A general rule is "she/he, who makes the mess, cleans up the mess."

ATTENDANCE REQUIREMENTS- Students are expected to live up to those contracts.

If you must be absent for any reason, for your appointment, have your parent or guardian call us the morning of the absence so, we won't have to call them to report the absence. If you are 18, you may make the phone call since you are your own guardian. If you are going to be absent for an unexcused reason, make arrangements at that time for your plan to make up the absence. Remember, an unexcused absence that is not made up becomes truancy. The first absence is a warning letter. The second absence the student will be dropped. Not completing your contracted work also can count as an absence.

It is the policy of Abraham Lincoln School to contact the parents at home and/or at work, if attendance responsibilities are not met. Attendance is also the parents' responsibility until the student is eighteen years old. Phone calls and home visits by the Staff of Abraham Lincoln School and/or truancy officials will be common,

if the student is not attending regularly. Attendance is mandatory by the State of Calif. Laws and MJUSD Board Policies.

ATTENDANCE LETTER OF UNDERSTANDING

Attendance is taken for Independent Study students by the numbers of hours of work completed each week and the students' attendance at the students/teacher regular meetings. Contracts for work are completed and drawn up at that time. Students are expected to work on their assignments and do extra work that is on the contract, by completing their work from (8:00a.m.-3:00p.m.) daily.

Parents are expected to give students direct supervision on a daily basis, during school hours (8:00a.m.-3:00p.m.). If they cannot give the direct supervision an adult should be designated as the responsible adult during school hours. Students will be given truancy citations when in public during school hours 8:00a.m. to 3:00p.m. if not accompanied by a parent/guardian.

That truancy citation will require the parent and the student to attend a meeting at SARB (Student Attendance Review Board), which enters the student and parent into the justice system. Truancy letters will also be sent for missed appointments on a weekly basis.

FACILITY SAFETY – We are a multiple site campus. We are proud of our non-violent campus. Students and staff enjoy our schools and take pride in keeping the campus safe and clean. Students are encouraged to use the entrance and exit assigned to their school. We have a Safe School Plan with emergency procedures in place. We have monthly fire drills and lockdown

drills twice yearly. We review this plan with our students and invite parents to meetings where all emergency plans are reviewed and adopted by our School Site Council.

To ensure the safety and validity, students may be subject to video and audio surveillance anywhere on campus, including the parking lot. These tools are used to ensure the safety of our students.

Visitors are asked to check in at the office. Posted procedures for emergencies are visible. Staff monitors the campus before and after school and during break time. During school hours, students are not allowed to leave campus unless they have a pass or written or telephoned permission from parents. All Abraham Lincoln School sites are "closed campus".

SMOKING- Smoking is not permitted by any student or adult on a school campus in California. This law includes an area 1000 feet around the campus. A citation to appear in court will be issued, if anyone smokes on any part of campus.



UNAUTHORIZED ITEMS- Unauthorized items will be confiscated and then, either returned to the student or the student's parents or if unlawful necessary, turned over to law enforcement officers.

PUPIL LIABILITY- Pupils and their parents will be held financially responsible for willful damage to any school property.

VISITORS- All visitors must report to the office. The principal will determine if the visitor may stay. Visitors impede the education process; so, before you bring any visitor to school with you, please **clear it with the office**. Otherwise, your visitor will be asked to leave, without you.

TELEPHONE - Students may use the office phone for **personal calls with staff permission**. Students will not be called away from their work to receive nonessential phone calls. If you have a valid reason for needing to make a phone call, please do it at lunch or after school.

TEXTBOOKS - Textbooks are provided by the teacher to the student. Those are the only books for which teachers give credit. **The student is responsible for the care and return of the book.** Additionally, the student may be issued workbooks, and told to write in the book. The student will not be charged for these books provided the book is turned in for a grade. If the **work text is lost**, the student will be **charged before a new book can be issued**.

SCHOOL INSURANCE - School insurance is available to all students. Ask the secretary for the forms. Purchase of this program is optional, but will be required for field trips. Students playing in extra school sports activities are required to show proof of insurance.

MEDICATIONS - If it becomes necessary for a student to take any form of non-prescription medication at school, a **signed note from a parent** must be on file in the office. All such

medication will be **kept in the office**. See the secretary if you must take a prescription medication during school hours.

ACCIDENTS - The Board of Education requires that all accidents be reported. All accidents on the school grounds must be reported to a teacher or secretary. An accident form will be filled out that day. Do not wait several days to report the accident, do it **IMMEDIATELY**.

WORK PERMITS - All employed minors (under 18) are required by law to have a work permit unless they are self-employed in jobs such as baby-sitting, paper delivery, or yard work. Work permits are required no matter what time the work is done, whether after school or on weekends. The work permit allows the student to **exercise his legal rights as a worker**.

The work permit may be revoked if the student has **excessive absences from school or not turning in academic work**. Remember good behavior, productivity/credits, attendance, and a "C" or better on your work will keep you an "employed student". Those persons who are suspended cannot work the days or weekend that is adjacent to the suspension. Your employer will be contacted.

Work permits are obtained through the principal. Make sure following the procedure on the following page legally employs you.

1. When you know where you are going to be working, obtain a **request form from the secretary-students must have a 2.0 GPA for that quarter of work**.

2. Take this form to your employer and have them fill in the bottom half, including your hours of work and their workman compensation carrier and policy number.

3. Have **employer sign this form** and give it back to you.

4. Take the form to your **parent or guardian** and have them **sign it**.

5. Bring the **completed form to the office** to obtain your actual work permit. **Attend school a minimum of 20 hours per week and complete a minimum of 31 hours school work or the school will be required to revoke your work permit.**

6. Tell us if your job is terminated.

7. Work experience has written assignments, time charts, and check stub requirements that must also be completed to receive credits.

Work experience credits may be earned by our students at a ratio of 15 hours of work experience for 1 credit. Students must have a work permit. See Mrs. Inman for an application.

Completed applications are to be returned to Mrs. Inman who will then issue the work permit, which will then be turned into the employer. Work permits are required for the school year and a separate permit is required for the summer. The permit is given on an individual basis according to State Law requirements: attendance, GPA, productivity, and attendance. Suspended students may not work on those suspension days.

Credit for work experience education in an amount not to exceed a total of 20 semester credits, made up of one or a combination of two or more of the following types:

1. For Exploratory Work Experience Education: Ten (10) semester credits for each semester, with a maximum of twenty (20) semester credits earned in two semesters.
2. For Vocational Work Experience Education: Ten (10) semester credits for each semester, with a maximum of twenty (20) semester credits earned in two semesters.
3. For General Work Experience Education" five (5) semester credits for each semester with a maximum of twenty (20) semester credits earned in four semesters.
4. The principal may increase the total number of semester credits allowed for each type of work experience education under special conditions to meet an individual student's needs, to a maximum of forty (40) semester credits. Circumstances are rare.

COMPUTERS-We are extremely fortunate to have computers that are available to assist students to learn to use computers, develop keyboarding skills, and make learning more interesting. Please follow these simple rules when you are around the computers. No food or drink near the computers as this will cause major repairs should anything be spilled on the computer keyboard. Use the keyboard like the fine sensitive typewriter that it is. Exit each and every program you use in the proper manner-- do not just simply turn the computer off. Do not interfere with another student's work on the computer. In general, treat the computer as a **sensitive machine and not a toy. No games**

allowed (please don't load them on the computer) and only district approved sites can be used.

ADULT STUDENTS - When a student reaches the age of 18, he is legally considered an adult by the State of California. As an adult, this student is **no longer governed by state compulsory school attendance laws. School attendance thus becomes a privilege** rather than a mandated responsibility of the student. Although legally an adult, the Alternative Education Placement Center School staff believes that they still have a responsibility to the parent of the adult student living at home. Therefore, the **school will continue to inform the parents** of the student's performance.

Adult Student Requirements:

1. The adult student is expected to provide a **positive role model** for younger students. No student will **disrupt or interfere with the learning** of other students.
2. The adult student is expected to be **punctual and to maintain a good attendance record**. Habitual unexcused absences indicate a lack of responsibility and interest in his or her education.
3. Productivity is mandatory. **A minimum of 25 credits must be earned every semester.**
4. Failure to comply with the requirements listed above will indicate to the School principal that the Abraham Lincoln School program is not fulfilling the educational needs of the adult student.

FIFTH YEAR SENIORS - Fifth year seniors will be granted another quarter, if they show progress. All work must try to be completed by the first grading period in October or for semester students, in March. Students who have graduated but not passed the CAHSEE, can return and received intensive tutoring in preparation for the test.

REPORT CARDS - Report cards are sent at the end of each semester. Please check the number of credits your child has earned. The average number of credits earned for each time frame should be at least twenty credits per quarter. All of the grades should be a "C" or better or the students have to re-do the book. If your child has less than the twenty credits per quarter, they are fooling around and not trying hard enough. They should have homework every night.

Remember, extra effort is needed to make up missing credits. Just to remain on a grading period level, thirty credits are needed. If there are fewer credits, students are falling behind, not to mention any that need to be made up. No credit will be issued until all books, tapes, and materials have been returned.

FIELD TRIPS - Field trips at Alternative Education Placement Center are difficult in this budget time.

EQUIVALENCY TESTING- There are two basic types of equivalency tests in California, currently. The G.E.D. and the California Proficiency Test. The G.E.D. or the General Education Development Test is a national test taken by eighteen year olds. The test has five parts that cover math, English, science, social science and reading.

The second test is the California High School Proficiency Test. Each year the State of California gives an equivalency test for a high school diploma. This test is accepted by the State of California and Civil Service for its jobs and by community colleges for admittance. The certificate has not been accepted by the military services. Many employers prefer a high school diploma, but cannot discriminate against a person possessing a California Proficiency Test. The test is only recognized in California.

RETURNING TO THE COMPREHENSIVE H.S. - If a student who has made up missing credits, demonstrates excellent attendance, and does not have a discipline record and wishes to return to the comprehensive high school at the semester, a meeting is arranged to consider the transfer. At that time, the student will probably be placed on an attendance and/or conduct contract. It is desirable for the parent or legal guardian to attend the meeting with their child.

INDEPENDENT P.E.-any student engaged in an exercise program may enroll in independent P.E. The program requires the following conditions:

1. Instructor approval must be obtained and a plan formulated before credit is given and after work is completed.
2. The program must be verified by an adult (21 yrs. or older).

3. A monthly time sheet is kept and verified as an instructor's record of the activity.
4. 15 hours of exercise will result in one credit.
5. A maximum of 10 credits of Independent P.E. will be counted towards high school graduation with a maximum 5 credits per semester.
6. Independent P.E. will count as an elective credit for the comprehensive high school graduation. It will count as either P.E. or elective credit towards an Abraham Lincoln School diploma. An additional 10 credits will have to be earned in electives.

STATE STANDARDS – Students will be given assessment tests to find their personal starting points. We will strive to have student meet the Standard per subject that fits their ability level and work toward polishing those skills and introducing new higher challenges. Understanding what is expected of students is a critical step in improving performance. So, we want students to know that we expect growth and participation. Ultimately, those successes will help our student pass the CAHSEE California High School Exit Exam.

Each year, the district standards measure student performance against grade level or course expectations in each subject and show specific areas where improvement is needed. Hence, the creation of a report card or progress report. In the spring, State tests are given to see where improvement is needed as our students relate to other students in the State. The results come to the parents in a report and the school receives an APY Academic Performance Indicator that has to improve each year. This detailed information allows teachers, parents, and students

to work closely together to improve academic achievement. The introduction of the Common Core Curriculum will further enhance the education of all of our students.

CALIFORNIA HIGH SCHOOL EXIT EXAM – (CAHSEE)

We strive to improve students' skills to meet the challenges of that test, and to help the students face the demands of a career world. The test is offered three times per year for 12th grade students, twice per year for 11th grade students, and once per year for 10th grade students. All students must pass this exam to receive a high school diploma.

SPECIAL EDUCATION SERVICES – A transitional IEP is needed before entering into independent study, unless the student is on an expulsion from the MJUSD.

REFERRAL AND ASSESSMENT (Ed. Code § 56301-56303 and 56321)

the district has programs for any child with special needs, from birth to age 22. The district coordinates efforts with the County Office of Education and local agencies to seek out students with special needs.

SAFE SCHOOL PLANS — Our school site team and district has developed a comprehensive school safety plan to prevent problems and respond effectively to emergencies. Parents and students are encouraged to join our committees.

FIRE AND DISASTER DRILLS- Drills will be held at various times throughout the year. Check in the classroom for a diagram of the exit path and procedure. Your teacher will review these with you periodically. Remember, everyone shall leave the building. In the event of earthquakes, get under a desk or furniture with your backs to the windows and wait for instructions.

Mandated Announcements:

NOTIFICATION OF CAMERA SURVEILLANCE SYSTEM

For safety purposes, digital video equipment will be used to monitor student behavior on campus (and in common areas on campus). Cameras are installed to protect controlled access areas, wherever possible. Students will not be told when the equipment is being used. Video recordings will be treated as other student records. The principal will review the tapes as needed to document student misconduct. A parent who wants to view a videotape of the incident leading to the discipline of his or her child may request access to the portion relating to their child by writing to the superintendent or her designee, within twenty-four hours. All other access is limited to designated school personnel.

For safety purposes, digital video equipment will be used to monitor student behavior on campus (and in common areas on campus). Cameras are installed to protect controlled access areas, wherever possible. Students will not be told when the equipment is being used. Video recordings will be treated as other student records. The principal will review the tapes as needed to document student misconduct. A parent who wants to view a videotape of the incident leading to the discipline of his or her child may request access to the portion relating to their child by writing to the superintendent or her designee, within twenty-four hours. All other access is limited to designated school personnel.

PRIVACY NOTIFICATION TO STAFF AND

PARENTS- This district is participating with the California School Information Services (CSIS) Program in the electronic transfer of student data for state reporting to the California Department of Education and to districts and/or public postsecondary institutions to which the student is transferring or applying for admission. All data maintained by the CSIS Program is in compliance with federal and state privacy and confidentiality requirements. Student information is encoded such that no personally identifiable information is retained by CSIS. The data being transferred is specific to the state reports and records transfer requirements and no additional data is reported. The benefits of participation to the student and parent are that student records can be transferred much more promptly, and that information about student assessment and academic

placement will be available at the time of transfer. Schools and districts will benefit from the streamlining and reduction of required state reporting

CHILD ABUSE REPORTING PROCEDURES

Child abuse reporting procedures consistent with Article 2.5 (commencing with Section 11164) of Title 1 Part 4 of the Penal Code are outlined in the Marysville Joint Unified School districts employee contract and Board policies and administration regulations. All mandated reporters are given annual training.

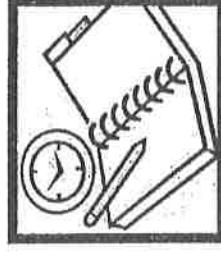
IMPORTANT PHONE NUMBERS:

Abraham Lincoln School (530) 740-6489
Abraham Lincoln Day Program: 3-6th grades
(530) 749-6322
8:00-2:00 p.m.
Independent Study Program
Kindergarten-12th Grades
Daily scheduled appointments:
8:00-6:00 p.m.
Marysville, Ca 95901
South Lindhurst campus
(530) 749-2917

SCHOOL PRIDE

You will notice many activities centered on our school pride. Both of our campuses are beautiful and kept pristinely manicured with the assistance of the students and the staff. This is their world and we want them to be proud!

You are your child's greatest mentor and we want you to be a part of our vision as well. Please join us in making the 2014-15 school year, the best!



We are excited to have your child in our program and look forward to providing each and every student with a quality education that will enable them to be lifelong learners!

Marysville Joint Unified School District

INDEPENDENT STUDY PROGRAM K-12

It is the policy of the Marysville Joint Unified School District to recognize the value of school supervised Independent Study for students in situations where special interests or abilities, scheduling problems or unique individual needs cannot be properly accommodated in the regular instructional program.

THE INDEPENDENT STUDY OPTION

Educational opportunities offered through Independent Study may include, but shall not be limited to, the following:

1. Special assignments extending the content of regular courses of instruction.
2. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum.
3. Individualized alternative education designed to teach the knowledge and skills of the regular curriculum.
4. Provided as an alternative curriculum.
5. Continuing and special study during travel.
6. Volunteer community service activities that support and strengthen student achievement.

The Independent Study option may be offered by a school under the supervision of the principal or designee, or from a district-designated location that meets the requirements of the law where selected staff serve students.

Students interested in Independent Study should consult their local school principal or the designated responsible administrator.

The principal of any school may recommend a student for Independent Study. This recommendation shall be made to the Independent Study Administrator for a placement meeting following a conference between the principal and the parent/guardian.

The Independent Study option may be in a school supervised by the principal or designee. Approval of proposed Independent Study agreements and contracts shall be based on the following criteria:

Marysville Joint Unified School District

INDEPENDENT STUDY PROGRAM K-12

The Governing Board recognizes its responsibility for the education of all students in the school system. The Board authorizes the Superintendent to establish Independent Study as an alternative instructional strategy for meeting curriculum objectives and graduation requirements.

Independent Study is an alternative mode of instruction which provides an individualized educational plan for students whose needs may best be met through study outside of the regular classroom instructional setting. Independent Study provides the student, through an alternative mode of instruction, the opportunity to:

1. MASTER THE CORE CURRICULUM ESSENTIAL LEARNINGS
2. USE INFORMATION TO COMMUNICATE AND SOLVE PROBLEMS
3. EXPERIENCE A GROWTH OF SELF ESTEEM
4. ACQUIRE A RESPECT FOR OTHERS, THE ENVIRONMENT AND THE WORLD
5. BECOME A LIFE LONG LEARNER
6. GAIN AN APPRECIATION FOR THE ARTS

No student shall be required to participate in Independent Study.

No course included among the courses required for high school graduation under Section 51225.3 shall be offered exclusively through Independent Study.

No individual with exceptional needs, as defined in Education Code Section 56026, may participate in Independent Study unless his/her current individualized education program developed pursuant to Article 3 (commencing with Education Code Section 56340) of Chapter 4 of Part 30 specifically provides for that participation.

No temporarily disabled student may receive individual instruction pursuant to Education Code Section 48206.3 through Independent Study unless the amount of instruction received from a certificated teacher is equal to the amount provided for instruction under Section 48206.3.

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DISTRICT ATTENDANCE LETTER

Dear Parents,

We are honored that you chose a school with Marysville Joint Unified School District for your child's education. We are dedicated to academic achievement and success for all students. In an effort to continue our dedication to improve academic skills and social and emotional growth, we need a commitment from you to send your child to school every day of the school year. Please schedule family vacations, or non-emergency appointments, during non-school hours.

If your child is out ill, please contact the school office to have the absence excused. If your child incurs absences in excess of 10% of days enrolled for the year, you must verify the following absences by a physician or school personnel (Education Code 46011). Failure to provide verification will result in the absence being recorded as unexcused.

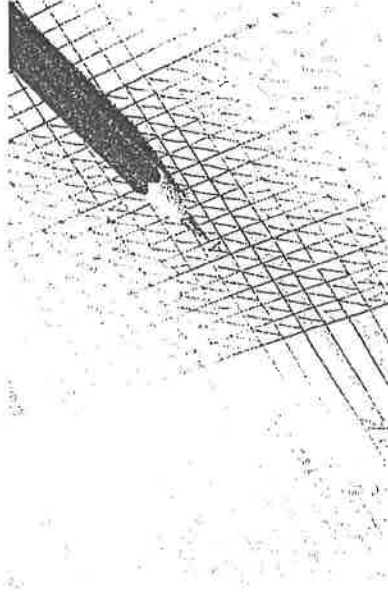
Thank you for your support and dedication in making your child's education a priority. Together we can help your child reach their potential.

Sincerely,

Jolie Carreón

Coordinator of Student Discipline & Attendance
(530) 749-6901

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SHARING SCHOOL PHOTOS WITH LAW ENFORCEMENT

Dear Parents,

We will be sharing student photos with the Yuba County Sheriff's Department and Marysville Police Department. This will allow law enforcement the ability to have a child's photo available in case of an emergency after school hours.

If you would like to opt out of this service, please notify your school secretary by the end of September 2014.

Please do not hesitate to contact me at (530) 749-6901, if you have any questions.

Sincerely,

Jolie Carreón
Coordinator of Student Discipline & Attendance
jcarreon@mijusd.com

Estimados Padres,

Vamos a compartir fotos estudiante con el Departamento del Sheriff del condado de Yuba y el Departamento de Policía de Marysville. Esto permitirá que la ley la posibilidad de tener una

foto del niño que está disponible en caso de emergencia después del horario escolar.

Si usted quisiera optar fuera de este servicio, por favor notifique a su secretaria de la escuela por viernes, 15 de Septiembre de 2011.

No falte llamarme al (530) 749-6901, si usted tiene preguntas.

Sinceramente,

Jolie Carreón
Coordinator of Student Discipline & Attendance
jcarreon@mijusd.com



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Marysville Joint USD

Administrative Regulation

Use of Electronic Signaling Devices/Cellular Phones

AR 5131.2
Students

Cellular phones and other electronic devices (including recording devices, iPods, and MP3 players) are not needed during school hours and are to be turned off during the instructional minutes of the school day to prevent disruption, bullying, theft, and cheating on exams. This includes text messaging.

* First Offense:

Students whose cellular phones or other electronic equipment that is used in class will have them confiscated. They may be retrieved in the office by the student at the end of the school day. The Marysville Joint Unified School District is not responsible for any lost or stolen equipment.

* Second Offense:

Student's parents must come and claim the cellular phone or electronic equipment and detention, loss of recess/break, or campus beautification may be assigned to the student.

* Additional Offenses:

This may result in Saturday School, detention(s), loss of multiple recesses, in-house suspension, or suspension.

* Video Recording

Video recording of a student(s) or any school staff, without prior written consent from an administrator or designee from the MJUSD, is prohibited and may result in suspension, expulsion, and/or law enforcement may be contacted.

Regulation MARYSVILLE JT. UNIFIED SCHOOL
DISTRICT

Approved: September 23, 2008 Marysville, California



NOTE FOR TURNING 18 YEARS OF AGE (FOR HIGH SCHOOL STUDENTS ONLY)

Dear Parent and Student:

Since your son/daughter has turned 18 years old, they legally have an option of writing their own notes to clear absences. However, at the high school we also view this as a privilege. We believe that regular school attendance is crucial for the academic achievement of students; therefore, attending school with the least amount of absences is truly needed for the best education possible.

Since your son/daughter has asked to be viewed as an adult and to be given note-writing privileges, the administration would like to emphasize the level of responsibility expected on the part of the student when selecting this option. We expect the student to have notes excusing absences written prior to arriving to the office. Checking out of school early for scheduled appointments or due to illness should also be completed through the office prior to leaving campus. If note writing on your son/daughter's part is determined to be excessive or abused, the student could seriously jeopardize his/her right to attend one of the district's high schools due to truant behavior.

As a parent, by signing below you are acknowledging that you are informed of the request being made by your son/daughter. As a student signing below, you are agreeing with the school's policy of regular school attendance and further understand the possible consequences of abusing the privilege.

*It is important for parents to recognize that a student may also request that their school records be kept confidential once he/she turns 18 years old.

Sincerely,

Tim Kelly

Principal Abraham Lincoln School

I have read and understand the guidelines for note-writing privileges.

Parent: _____ Date: _____

Student: _____ Date: _____



MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT

NON-DISCRIMINATION

STATEMENT

The Marysville Joint Unified School District ("District"), is committed to ensuring equal, fair, and meaningful access to employment and education services.

The District does not discriminate in any employment practice, education program, or educational activity on the basis and/or association with a person or group with one or more of these actual or perceived characteristics of age, ancestry, color, disability, ethnicity, gender, gender identity or expression,

genetic information, marital status, medical condition, national origin, political affiliation, pregnancy and related conditions, race, religion, retaliation, sex

(including sexual harassment), sexual orientation, Vietnam Era Veterans' status, or any other basis prohibited by California state and federal nondiscrimination laws respectively. Not all bases of discrimination will apply to both education services and employment.



EXCESSIVE ABSENCE 18 YEARS OLD

Dear _____, Alternative Education:

On _____, you requested note-writing privileges since turning 18. Since this time, you

have missed _____ days of school and earned _____ credits. To receive a diploma, you must have 220 credits in the required subject areas and pass the CAHSEE. It is mathematically impossible to earn a diploma from Alternative Education given the number of credits required and what you currently have earned.

A transcript is enclosed with this letter to aid your enrollment in another program. If you feel you would like to meet with me about this decision, please contact me at (530) 749-6489.

We wish you well in your future endeavors and hope you find a desire to complete your education.

Sincerely,

Tim Kelly, Principal
tkelly@mjusd.com
(530) 740-6489

Cyber bullying conducted using district-owned equipment or on school premises, as well as off-campus cyber bullying that impacts school activity or school attendance, may be subject to discipline in accordance with district policies and regulations. If the student is using a social networking site or service that has terms of use that prohibit posting harmful material, the Superintendent or designee also may file a complaint with the

Marysville Joint USD Board Policy Conduct

BP 5131
Students

The Board of Education believes that all students have the right to be educated in a positive learning environment free from disruptions. Students shall be expected to exhibit appropriate conduct that does not infringe upon the rights of others or interfere with the school program while on school grounds, while going to or coming from school, while at school activities, and while on district transportation.

(cf. 5131.1 - Bus Conduct)

Conduct is considered appropriate when students are diligent in study, careful with school property, courteous, and respectful toward their teachers, other staff, students, and volunteers.

The Superintendent or designee shall ensure that each school site develops standards of conduct and discipline consistent with district policies and administrative regulations. Students and parents/guardians shall be notified of district and school rules related to conduct.

Prohibited student conduct includes, but is not limited to:

1. Conduct that endangers students, staff, or others
(cf. 0450 - Comprehensive Safety Plan)
(cf. 5131.7 - Weapons and Dangerous Instruments)
(cf. 5136 - Gangs)
(cf. 5142 - Safety)
2. Conduct that disrupts the orderly classroom or school environment
(cf. 5131.4 - Student Disturbances)
3. Harassment of students or staff, including bullying, intimidation, so-called "cyber bullying," hazing or initiation activity, ridicule, extortion, or any other verbal, written, or physical conduct that causes or threatens to cause bodily harm or emotional suffering.

Cyber bullying includes the posting of harassing messages, direct threats, social cruelty, or other harmful text or images on the Internet, social networking sites, or other digital technologies, as well as breaking into another person's account and assuming that person's identity in order to damage that

person's reputation or friendships.

- (cf. 5145.3 - Nondiscrimination/Harassment)
- (cf. 5145.7 - Sexual Harassment)
- (cf. 5145.9 - Hate-Motivated Behavior)

4. Damage to or theft of property belonging to students, staff, or the district

- (cf. 3515.4 - Recovery for Property Loss or Damage)
- (cf. 5131.5 - Vandalism, Theft and Graffiti)

5. Possession or use of laser pointers on school premises, unless used for a valid instructional or other school-related purpose, including employment (Penal Code 417.27)

Prior to bringing a laser pointer on school premises, students shall first obtain permission from the principal or designee. The principal or designee shall determine whether the requested use of the laser pointer is for a valid instructional or other school-related purpose.

6. Use of profane, vulgar, or abusive language

- (cf. 5145.2 - Freedom of Speech/Expression)

7. Plagiarism or dishonesty in school work or on tests

- (cf. 5131.9 - Academic Honesty)
- (cf. 6162.54 - Test Integrity/Test Preparation)
- (cf. 6162.6 - Use of Copyrighted Materials)

8. Inappropriate attire

(cf. 5132 - Dress and Grooming)

9. Tardiness or unexcused absence from school

(cf. 5113 - Absences and Excuses)

(cf. 5113.1 - Truancy)

10. Failure to remain on school premises in accordance with school rules

(cf. 5112.5 - Open/Closed Campus)

Employees are expected to provide appropriate supervision to enforce standards of conduct and, if they observe or receive a report of a violation of these standards, to immediately intervene or call for assistance. If an employee believes a matter has not been resolved, he/she shall refer the matter to his/her supervisor or administrator for further investigation.

Students who violate district or school rules and regulations may be subject to discipline including, but not limited to, suspension, expulsion, and transfer to alternative programs in accordance with Board policy and administrative regulation, and contact with local law enforcement as appropriate.

(cf. 1020 - Youth Services)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6020 - Parent Involvement)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

Students also may be subject to discipline in accordance with law, Board policy, and administrative regulation for any off-campus conduct during non-school hours which poses a threat or danger to the safety of students, staff, or district property or disrupts the orderly delivery of the educational program.

Possession of Cellular Phones and Other Mobile Communications Devices

No student shall be prohibited from possessing or using an electronic signaling device that is determined by a licensed physician or surgeon to be essential for the student's health and the use of which are limited to health-related purposes. (Education Code 48901.5)

Students may possess or use on school campus personal electronic signaling devices including, but not limited to, pagers, beepers, and cellular/digital telephones, as well as other mobile communications devices including, but not limited to, digital media players, personal digital assistants (PDAs), compact disc players, portable game consoles, cameras, digital scanners, and laptop computers, provided that such devices do

not disrupt the educational program or school activity and are not used for illegal or unethical activities such as cheating on assignments or tests. (See administration regulation 5131.1)

If a disruption occurs or a student uses any mobile communications device for improper activities, a school employee shall direct the student to turn off the device and/or shall confiscate it. If a school employee finds it necessary to confiscate a device, he/she shall return it at the end of the class period or school day.

A student who violates this policy may be prohibited from possessing a mobile communications device at school or school-related events and/or may be subject to discipline in accordance with Board policy and administrative regulation.

Bullying/Cyber bullying

The Board desires to prevent bullying by establishing a positive, collaborative school climate and clear rules for student conduct.

(cf. 5137 - Positive School Climate)

(cf. 5138 - Conflict Resolution/Peer Mediation)

(cf. 6164.2 - Guidance/Counseling Services)

The district may provide students instruction in the classroom or other school settings that promotes communication, social skills, and assertiveness skills and may involve parents/guardians, staff, and community members in the development of strategies to prevent and respond to bullying.

(cf. 1220 - Citizen Advisory Committees)

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies. Parents/guardians and students also may be provided with similar information.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Students may submit a verbal or written complaint of conduct they consider to be bullying to a teacher or administrator and may also request that their name be kept in confidence. The Superintendent or designee may establish other processes whereby students may submit anonymous reports of bullying. Complaints of bullying or harassment shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is suspected of or reported to be using electronic or digital communications to engage in cyber bullying against other students or staff or to threaten district property, the investigation shall include documentation of the activity, identification of the source, and a determination of the impact or potential impact on school activity or school attendance. Students shall be encouraged to save and print any messages sent to them that they feel constitutes cyber bullying and to notify a teacher, principal, or other employee so that the matter may be investigated.

Internet site or service to have the material removed.

(cf. 5145.12 - Search and Seizure)

(cf. 6163.4 - Student Use of Technology)

Legal Reference:

EDUCATION CODE

35181 Governing board policy on responsibilities of students
35291-35291.5 Rules

44807 Duty concerning conduct of students

48900-48925 Suspension or expulsion, especially:

48908 Duties of students

51512 Prohibition use of electronic listening or recording
device in classroom without permission

CIVIL CODE

1714.1 Liability of parents and guardians for willful misconduct
of minor

PENAL CODE

417.25-417.27 Laser scope

647 Use of camera or other instrument to invade person's
privacy; misdemeanor

647.7 Use of camera or other instrument to invade person's
privacy; punishment

CODE OF REGULATIONS, TITLE 5

300-307 Duties of pupils

UNITED STATES CODE, TITLE 42

2000h-2000h6 Title IX, 1972 Education Act Amendments

COURT DECISIONS

Emmett v. Kent School District No. 415, (2000) 92 F.Supp.
1088

Bethel School District No. 403 v. Fraser, (1986) 478 U.S. 675
Tinker v. Des Moines Independent Community School District,
(1969) 393 U.S. 503

Management Resources:

CSBA PUBLICATIONS

Cyber bullying: Policy Considerations for Boards, Governance
and Policy Services Policy Brief, July 2007

Protecting Our Schools: Governing Board Strategies to Combat
School Violence, 1999

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Bullying at School, 2003

NATIONAL SCHOOL BOARDS ASSOCIATION PUBLICATIONS

Digital Discipline: Off-Campus Student Conduct, the First
Amendment and Web Sites, School Law in Review, 2001

NATIONAL SCHOOL SAFETY CENTER PUBLICATIONS

Set Straight on Bullies, 1989

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS
Preventing Bullying: A Manual for Schools and Communities,
1998

WEB SITES

CSBA: <http://www.csba.org>

California Coalition for Children's Internet Safety:

<http://www.cybersafety.ca.gov>

California Department of Education, Safe Schools Office:

<http://www.cde.ca.gov/lss/>

Center for Safe and Responsible Internet Use: <http://csriu.org>
and <http://cyberbully.org>

National School Boards Association: <http://www.nsba.org>

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National School Safety Center: <http://www.schoolsafety.us>
U.S. Department of Education: <http://www.ed.gov>
U.S. Office of Juvenile Justice and Delinquency Prevention:
<http://www.ojjdp.ncjrs.org>

Policy MARYSVILLE JT. UNIFIED SCHOOL DISTRICT
Revised: September 23, 2008 Marysville, California

HOMEWORK DURING SUSPENSION

Marysville Joint USD

Board Policy

Homework/Makeup Work

BP 6154

Instruction

The Board of Education recognizes that homework contributes toward building responsibility, self-discipline and life-long learning habits, and that time spent on homework directly influences students' ability to meet the district's academic standards. The Board expects students, parents/guardians and staff to view homework as a routine and important part of students' daily lives.

(cf. 6011 - Academic Standards)

Although it is the student's responsibility to do most homework assignments independently, the Board expects teachers at all grade levels to use parents/guardians as a contributing resource. When students repeatedly fail to do their homework, parents/guardians shall be notified and asked to contact the teacher.

(cf. 5020 - Parent Rights and Responsibilities)
(cf. 6020 - Parent Involvement)

To further support students' homework efforts, the Superintendent or designee may establish and maintain telephone help lines and/or after-school centers where students can receive encouragement and clarification about homework assignments from teachers, volunteers and/or more advanced students who are performing community service. The Board encourages the Superintendent or designee to design class and transportation schedules that will enable students to make use of homework support services.

(cf. 1240 - Volunteer Assistance)
(cf. 1700 - Relations between Private Industry and the Schools)
(cf. 3541 - Transportation Routes and Services)
(cf. 5148 - Child Care and Development)
(cf. 6112 - School Day)
(cf. 6142.4 - Service Learning/Community Service Classes)

Makeup Work

Students who miss school work because of an excused absence or suspension shall be given the opportunity to complete all assignments and tests that can be reasonably provided. As

determined by the teacher, the assignments and tests shall be reasonably equivalent to, but not necessarily identical to, the assignments and tests missed during the absence. Students shall receive full credit for work satisfactorily completed within a reasonable period of time. (Education Code 48205)

(cf. 5113 - Absences and Excuses)

Students who miss school work because of unexcused absences shall be given the opportunity to make up missed work. Teachers shall assign such makeup work as necessary to ensure academic progress, not as a punitive measure.

Legal Reference:

EDUCATION CODE

48205 Absences for personal reasons

48913 Completion of work missed by suspended student

48980 Parental notifications

58700-58702 Tutoring and homework assistance program; summer school apportionment credit

Management Resources:

SBE POLICIES

Parent Involvement in the Education of Their Children, 1994
Policy Statement on Homework, 1995

Policy MARYSVILLE JT. UNIFIED SCHOOL DISTRICT
Adopted: July 28, 2009 Marysville, California

Marysville Joint USD

Board Policy

Tobacco

BP 5131.62
Students

The Board of Education recognizes that tobacco use presents serious health risks and desires to provide support and assistance in the prevention and intervention of tobacco use among youth.

(cf. 5131.6 - Alcohol and Other Drugs)

Students shall not smoke or use tobacco, or any product containing tobacco or nicotine, while on campus, while attending school-sponsored activities, or while under the supervision and control of district employees. (Education Code 48901)

(cf. 3513.3 - Tobacco-Free Schools)

(cf. 5144 - Discipline)

(cf. 5144.1 - Suspension and Expulsion/Due Process)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

The district's comprehensive prevention/intervention program shall be based on an ongoing assessment of objective data regarding tobacco use in the schools and community and on

research identifying strategies that have proven effective in preventing or reducing tobacco use among youth. The program shall be designed to meet a set of measurable goals and objectives and shall be periodically evaluated to assess progress.

(cf. 0500 - Accountability)

The district shall provide developmentally appropriate tobacco use prevention instruction for students in grades kindergarten through 12.

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6143 - Courses of Study)

The Superintendent or designee also may provide students with counseling and other support services to assist in the prevention or reduction of tobacco use.

(cf. 6164.2 - Guidance/Counseling Services)

Information about smoking cessation programs shall be made available and encouraged for students and staff. (Health and Safety Code 104420)

(cf. 4159/4259/4359 - Employee Assistance Programs)

The Superintendent or designee shall coordinate prevention and cessation efforts with the local health department, other local agencies and community organizations and shall involve students, parents/guardians, families and the community in support of school-based programs.

(cf. 1020 - Youth Services)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

Legal Reference:

EDUCATION CODE

48900 Suspension or expulsion (grounds)

48900.5 Suspension, limitation on imposition; exception

48901 Smoking or use of tobacco prohibited

51202 Instruction in personal and public health and safety

HEALTH AND SAFETY CODE

104350-104495 Tobacco use prevention education

PENAL CODE

308 Minimum age for tobacco possession

UNITED STATES CODE, TITLE 20

7111-7117 Safe and Drug-Free Schools and Communities Act

Management Resources:

CDE PUBLICATIONS

Getting Results: Developing Safe and Healthy Kids, 1998-99

CENTERS FOR DISEASE CONTROL PUBLICATIONS

Guidelines Related to School Health Programs to Prevent

Tobacco Use and Addiction, 1994

NATIONAL ASSOCIATION OF STATE BOARDS OF

EDUCATION PUBLICATIONS

Fit, Healthy, and Ready to Learn: A School Health Policy

Guide, 2000

WEB SITES

CDE: <http://www.cde.ca.gov>

California Department of Health Services:

<http://www.dhs.ca.gov>
U.S. Department of Education: <http://www.ed.gov>
U.S. Surgeon General: <http://www.surgeongeneral.gov>
Centers for Disease Control and Prevention:
<http://www.cdc.gov>
National Association of State Boards of Education:
<http://www.nasbe.org>

Policy MARYSVILLE JT. UNIFIED SCHOOL DISTRICT
Adopted: March 11, 2008 Marysville, California

Marysville Joint USD Administrative Regulation

Tobacco

AR 5131.62

Students

Tobacco Use Prevention Education

Instruction for students in grades 4 through 8 shall address the following topics: (Health and Safety Code 104420)

1. Immediate and long-term undesirable physiologic, cosmetic and social consequences of tobacco use
2. Reasons those adolescents say they smoke or use tobacco

3. Peer norms and social influences that promote tobacco use
4. Refusal skills for resisting social influences that promote tobacco use

The district's program for grades 9 through 12 shall:

1. Target current smokers and students who are most at risk for beginning to use tobacco, including young women, low-achieving students, students from families whose members include tobacco users and students who associate with peers who use tobacco
2. Offer or refer students to precessation readiness classes or cessation classes for current smokers
3. Utilize existing antismoking resources

(cf. 6142.8 - Comprehensive Health Education)
(cf. 6143 - Courses of Study)

Regulation MARYSVILLE JT. UNIFIED SCHOOL DISTRICT

Approved: March 11, 2008 Marysville, California

Marysville Joint USD

Board Policy

Promotion Ceremony Requirements

BP 6146.5

Instruction

8th Grade Academic Promotion Ceremony Requirements

In order to earn a Certificate of Promotion from the 8th Grade and participate in a District school's 8th grade promotion ceremony and related activities, a student must:

1. Be enrolled as a full-time student at least six periods during the entire fourth quarter or present records that meet the intent of #2, #3, and #4 below.
2. Maintain a cumulative average 2.0 GPA for the 8th grade year except as noted below.
3. Not be on suspension, or recommended for expulsion at the time of the promotion ceremony.
4. Be in attendance at least 85% of the school days enrolled during the fourth quarter. Days of absence while under a doctor's care will be deducted from the absences used in calculating attendance during the fourth quarter.

If the student is in danger of not meeting #2 above, it will be the responsibility of the school to notify the student(s) and parent(s) and/or guardian by phone, if possible, and if not by phone, by

certified letter at the following times:

- At the beginning of the fourth quarter.
- At such time as the student is in danger of not meeting these requirements, including, but not limited to just prior to finals, if those tests may result in the student not meeting these requirements.

The principal, and only the principal, can, at his/her discretion, create a promotion contract to allow a student with a GPA of at least 1.75 at the end of the third quarter of the 8th grade to participate in promotion activities when special circumstances exist. Each contract will contain, at a minimum, the following criteria:

1. Evidence that the student's grades in the first three quarters of the 8th grade are not representative of the student's ability and there have been special circumstances that have resulted in those lower grades.
2. The student receives a GPA of not less than 2.5 during the fourth quarter of the 8th grade.
3. The student must complete class work, assigned extra-credit, and/or make-up work, and participate in after school tutoring programs as assigned by his/her teachers.
4. The student's attendance for the fourth quarter is at or above the 90% level as defined above.

5. The student's parent(s) or guardian, the student, and the principal sign the contract.

Regulation MARYSVILLE JT. UNIFIED SCHOOL DISTRICT

Approved: March 11, 2008 Marysville, California

Marysville Joint Unified School District
Teacher's Notice of Pupil Suspension

SCHOOL NAME: _____
DATE: _____

To: Principal and Parent

Pursuant to Section 48900 of the Education Code,

 _____, has

been suspended from _____ on _____

Name of Class & Period Date/Time of Suspension

because: _____

****Other means of correction have failed:

Pupil suspension is only from the class stated above and not from the school. Attendance by the pupil is required at all other classes during the period of suspension.

The period of suspension is for:

____ 1. The remainder of the day or period on which the suspension occurred

____ 2. The remainder of the day or period on which the suspension occurred and _____ the school day following.

You are hereby requested to attend a parent-teacher conference regarding the

suspension of your child at _____ on _____ at _____

Location

Time

Date

NOTE: Parent -Teacher conference must be requested on all suspensions by teachers. (Education Code Section 48910) If another time is more convenient, please telephone the undersigned teacher to arrange a meeting as soon as possible.

Signature of Teacher

Date

Parent Request for Attendance by Administrator at Suspension Conference

Pursuant to Section 48910 of the Education Code, the parent can request that a school administrator attend the Parent-Teacher Conference. If you are requesting an administrator at the above conference, please notify your child's teacher.

Marysville Joint USD

Administrative Regulation

Graduation Ceremonies and Activities

AR 5127

Students

High School Graduation Ceremony Requirements

To participate in graduation ceremonies, a high school student must meet the following criteria:

1. Any intra district transfer students must have enrolled in school no later than the beginning of the last semester of school attendance. Students graduating with Alternative Education programs (Abraham Lincoln, South Lindhurst, and North Marysville) may enroll up to the first day of the last quarter. Inter-district transfers must have been enrolled and in attendance in high school no later than the beginning of the last nine weeks of school attendance.
2. Graduation credit requirements will be prorated for inter-district students whose credit requirements differ from the graduation credit requirements of the Marysville Joint Unified School District. Students graduating with Alternative Education programs (Abraham Lincoln, South Lindhurst, and North Marysville) must have earned a minimum of 15 credits in the program.

3. A student must have met all established district course, credit, and proficiency requirements prior to graduation ceremonies.

Disciplinary Considerations

1. A student must have a school attendance record of 90 percent of the periods in their senior (12th grade) year in which the pupil is enrolled. Both excused and unexcused absences will be considered. Absences due to school sponsored trips and/or activities are not counted as absences toward the 90 percent attendance requirement. Students temporarily disabled by accident or by illness may receive individual home/hospital instruction when a student is expected to be out of school for two weeks or longer.
2. A student must not be under suspension at the time of the graduation rehearsals or ceremony.
3. A student on contract in lieu of expulsion, with a condition of no extracurricular activities, shall not participate in the activities and/ or ceremony unless the contract specifically allows such participation.
4. A student must attend the graduation rehearsals and must behave in an appropriate manner during these rehearsals and immediately prior to and during the graduation ceremony.
5. Prior to denial to participate in the graduation ceremony, the student, and where practical his/her parent/guardian, shall be

made aware of the grounds for such denial. The student and parent/guardian shall receive written notice of the denied privilege or probable denial of the graduation privilege on the following schedule:

a. By the 4th week of the second semester, parents of students whose grades may preclude participation in the graduation ceremony will receive written notification of this situation. For students in which graduation is academically feasible, an invitation will be extended to the parent/guardian and student to meet with the student's counselor. During this meeting, an academic and/or attendance improvement plan will be developed that may result in the student qualifying to participate in the graduation ceremony. Appeals of the improvement plan content will not be heard less than eight days prior to graduation.

b. By the 2nd week of the fourth quarter, parents of students whose grades and/or attendance may eliminate their participation in the graduation ceremony will receive written notification of this situation. Attached to the written notification, the parent/guardian of the student who could be eligible to participate in the graduation ceremony will be extended an invitation to meet with the student's counselor. At this meeting, an academic and/or attendance improvement plan will be developed for the required improvement in grades and/or attendance. Satisfactory completion of the plan will qualify the student for participation in the graduation ceremony. Appeals to the content of this improvement plan must be filed with the school principal not later than the 7th week of the quarter.

c. By the 5th week of the fourth quarter, parents of students who are on an academic and/or attendance improvement plan will be notified in writing by the principal or designee of an appointment time to discuss the likelihood of the student's participation in the graduation ceremony. At that meeting, a decision will be made regarding the student's progress toward meeting the outlined academic and/or attendance improvement plan. If it is determined by the principal or designee that the student will not satisfactorily complete the plan, a decision to not allow the student to participate in the graduation ceremony will be made.

d. If it is determined that a student has not met the conditions of the academic and/or attendance improvement plan and is not allowed to participate in the graduation ceremony, it will be the responsibility of the student and/or the parent/guardian to provide documentation to the principal or designee that the improvement plan requirements have been met. Upon verification of information, the principal's decision will be reversed. However, this information must be provided to the principal or designee not later than two days prior to graduation.

6. Students may only participate in the graduation ceremony during the year in which they complete graduation requirements.

Issuing of Diploma

A diploma shall be granted to a student provided she/he has completed all requirements for a diploma of graduation from the

district. The diploma shall be granted at the end of the semester in which graduation requirements are met. A student must pass the High School Exit Exam starting in 2006.

Regulation MARYSVILLE JT. UNIFIED SCHOOL DISTRICT

Approved: March 11, 2008 Marysville, California

Revised: December 16, 2009

TECHNOLOGY LETTER AND DISCIPLINE AFTER SCHOOL HOURS

Dear Parents,

As we all know, technology evolves daily in our world and keeping up with this is challenging. While we embrace technology, we are also aware of the many issues it brings in dealing with students. We believe cellular phones and other electronic devices are not needed during school hours and *must* be turned off during instructional times in the school day.

Students throughout the state have been known to record fights and illegal activity on their cell phones and post these images on YouTube. While we cannot legally discipline students for doing this on their "own time," we will discipline those students caught engaging in illegal activities on our school campuses—whether it is after hours or on weekends. If students are caught on YouTube, or other websites, drinking alcohol, or engaging in other illegal activity, we will forward this information to

law enforcement for further investigation. School athletes will be disciplined according to the district's athletic policy (Board Policy 6145.2).

Administrative Regulation 5131.2 states video recording of a student, or any school staff, without prior written consent from an administrator, or his/her designee, of the Marysville Joint Unified School District is prohibited and may result in suspension, expulsion and/or a report to law enforcement.

If you have any questions, please don't hesitate to call me at 749-6901.

Sincerely,

Jolie Carreón

Coordinator of Student Discipline & Attendance

jcarreon@mjusd.com

GANG LETTER/DRESS CODE

Dear Parents, Guardians, and Students,

As our community continues to grow, so does the presence of criminal street gangs. Although we cannot control what happens outside of the school day, we will continue to do our best to keep your children safe, while in our care during school hours and school activities, *with your help*. One of the ways gangs display unity and intimidation is through dress. Often our dress codes come into question as to why certain items are considered gang related.

Please be aware that the following items have been documented as potential "gang attire" according to the Yuba County Gang Task Force:

- Nor-Cal, South Pole and Take Flight clothing
- Colors blue/black, red/black, brown and sometimes green
- Colored wrist bands (red, blue, black, brown and green)
- 5 and 6 point star
- Red or blue baseball hats
- Nebraska Cornhusker hats with a white N
- Cincinnati Reds apparel
- Numbers 13 and 14 on clothing
- San Francisco Giants & 49ers apparel
- Sacramento Kings apparel
- New York Yankees and Oakland A's apparel in red and black
- Bandanas (any color)
- Red, Blue and brown belts, rags and shoe laces
- Lettered or numbered belt buckles
- Long key chains that are red, blue, brown and/or black
- Rosaries (red, green, brown, blue and/or black)
- 59/50 stickers on the inside of hats
- White ribbed tank tops

While we acknowledge students who wear these items are *not necessarily* gang members, or affiliated with gang members, wearing these items can inadvertently put your child in harm's way. Please be aware that wearing two or more of the items from the list at one time, will be addressed by school and district administrators. Wearing colored belts, bandanas, lettered and/or numbered belt buckles is a direct violation of our dress code policy and is considered "gang attire." Although the above clothing items are on our most current watch list, gang members tend to change their dress often in an effort to subvert our policies. Items on this list may change as gangs adjust their identifiers.

Please know that gang activity on campus will NOT be tolerated and will be proactively addressed.

Together we can enhance the safety of all students in the District, while minimizing the disruptions and distractions that hinder the learning process. Your cooperation and your encouragement to your children to adhere to these policies are greatly appreciated, and will result in a better, safer learning environment.

Sincerely,
Jolie Carreón
Coordinator of Student Discipline & Attendance
(530) 749-6901

Penal code definitions of criminal street gangs and participation in criminal street gangs:

186.22 (f) PC As used in this chapter, "criminal street gang" means any ongoing organization, association, or group of three or more persons, whether formal or informal, having as one of its primary activities the commission of one or more of the criminal acts enumerated in paragraphs (1) to (25), inclusive, or (31) to (33), inclusive, of subdivision (e), having a common name or common identifying sign or symbol, and whose members individually or collectively engage in or have engaged in a pattern of criminal gang activity.

133

186.22 (a) PC

Participation in Criminal Street Gang

Any person who actively participates in any criminal street gang with knowledge that its members engage in or have engaged in a pattern of criminal gang activity, and who willfully promotes, furthers, or assists in any felonious criminal conduct by members of that gang, shall be punished by imprisonment in a county jail for a period not to exceed one year, or by imprisonment in the state prison for 16 months, or two or three years.

Marysville Joint USD

Board Policy

Dress and Grooming

BP 5132

Students

The Board of Education believes that appropriate dress and grooming contribute to a productive learning environment. The Board expects students to give proper attention to personal cleanliness and to wear clothes that are suitable for the school activities in which they participate. Students' clothing must not present a health or safety hazard or a distraction which would interfere with the educational process.

Students and parents/guardians shall be informed about dress and grooming standards at the beginning of the school year and whenever these standards are revised. A student who violates these standards shall be subject to appropriate disciplinary action.

Gang-Related Apparel

The principal, staff and parents/guardians at a school may establish a reasonable dress code that prohibits students from wearing gang-related apparel when there is evidence of a gang presence that disrupts or threatens to disrupt the school's activities. Such a dress code may be included as part of the school safety plan and must be presented to the Board for approval. The Board shall approve the plan upon determining that it is necessary to protect the health and safety of the school's students.

**SUSPENSION APPEAL
GUIDELINES/HMONG/SPANISH
/ENGLISH**

Marysville Joint Unified School

District

**Qauv Thov Mus Hais Kev Txwv Tsis Pub Mus
Kawm Ntawv**

Cov tub kawm ntawv hauv lub Marysville Joint Unified School District uas tau ua txhaum lub tsev kawm ntawv cov kevcai, lub district cov kev tswjfwj thiab/lossis cov lej cim kev kawm ntawv yuav raug txwv tsis pub mus kawm ntawv. Txhua cov kev txwv yuavtsum yog vim tau ua txhaum cov kevcai, kev tswjfwj thiab cov lej cim kev

kawm ntawv uas hais los saum toj no thiab txhua tus tub kawm ntawv muaj cai mus sib hais raws li kevcai. Yog tias koj tus menyuam raug txwv tsis pub mus kawm ntawv thiab koj xav thov mus hais txog txoj kev txwv no, koj yuavtsum tau ua raws li cov qauv hauv qab no:

Kaujruam 1: Mus nrog tus thawj kws xwbfbw ntawm lub tsev kawm ntawv ntawd tham. Yog nws pom hais tias luag tsis ua raws li cov kevcai, kev tswjfw, cov lej cim kev kawm ntawv lossis koj mus hais raws li kevcai, tus thawj kws xibfbw ntawm lub tsev kawm ntawv ntawd muaj peevxwm yuav thim lossis kho txoj kev txwv tsis pub mus kawm ntawv hauv lub tsev kawm ntawv ntawd. Yog tias tus thawj kws xibfbw yeej pom zoo raws li txoj kev txwv tsis pub mus kawm ntawv ntawd thiab yog koj tsis txaus siab txog nws txoj kev txiavtxim siab ntawd, koj thov tau mus hais ntawm tus District Suspension Appeal Officer, Jolie Carreon @ 749-6901.

Kaujruam 2: Koj txoj kev thov mus hais yuavtsum yog muaj koj muaj puavpheej tseeb los txhawb thiab koj yuavtsum tau sau mus rau nws. Koj yuavtsum tau nqa koj tsab ntawv thov mus hais dua ntawd mus rau tus thawj kws xibfbw ntawm lub tsev kawm ntawv ntawd tsis pub dhau 24 teev tomqab uas koj mus nrog nws tham tas. Qhov koj thov tau ces tsuas yog vim nws tsis tau ua txhaum kevcai lossis lawv tsis koj nws mus hais raws li kevcai.

Kaujruam 3: Tus neeg saib kev thov mus hais dua hauv lub district yuav nyeem thiab xyuas koj tsab ntawv thov mus hais dua txog kev txwv tsis pub mus kawm ntawv. Tus neeg saib kev thov rov mus hais dua yuav los txiavtxim siab saib puas tsimnyog rov los sib hais dua. Yog tsimnyog tuaj sib hais, tus neeg saib kev thov mus hais dua ntawd yuav hu mus rau niamtxiv thiab tus thawj saib lub tsev kawm ntawv ntawd. Yog tomqab uas xyuas tsab ntawv thov tas lawm nws pom hais tias tsis muaj puavpheej txaus rov mus sib hais dua, tus neeg saib kev thov rov mus sib hais dua yuav qhia tuaj rau niamtxiv hais tias yuav tsis muaj kev rov mus sib hais dua thiab tus tub kawm ntawv yuav tau pib raug txwv tsis pub mus kawm ntawv raws li uas tau hais tseg lawm.

Tus tub kawm ntawv uas raug txwv tsis pub mus kawm ntawv muaj cai rov qab mus kawm ntawv tomqab uas niamtxiv mus nrog tus thawj kws xibfbw tham tas lawm, yog tias lawv tau sau thiab nqa daim ntawv thov rov mus sib hais dua mus rau tus thawj kws xibfbw ntawm lub tsev kawm ntawv ntawd lawm. Yog niamtxiv tsis tau sau thiab nqa daim ntawv thov mus rau tus thawj kws xibfbw li 24 teev uas hais ntawd, yuav tsis muaj kev rov mus sib hais dua thiab

tus tub kawm ntawv yuav tau pib raug txwv tsis pub mus kawm ntawv li uas hais ntawd tamsim ntawd mus.

Yog tias luag pom tias tsis tau coj mus hais lossis ua raws li txoj kevcai, tus neeg saib xyuas ntawd yuavtsum tau thim txoj kev txwv tsis pub mus kawm ntawv ntawd thiab rovqab muab zaj uas hais ntawd xa mus rau tus thawj kws xibfwb kho lossis ua kom raws li cov kevcai.

Yog tus neeg saib xyuas ntawd pom tias luag yeej tau ua raws li txhua yam kevcai lawm, thiab nws yeej tau ua txhaum kevcai li uas hais ntawd lawm tiag, ces luag yuav thim lossis kho tsis tau txoj kev txwv tsis pub mus kawm ntawd ntawd lawm.

Tus neeg saib xyuas yuav tau txiavtxim siab tsis pub dhau li ob (2) hnuv ua haujlwm. Tus neeg saib xyuas txoj kev txiavtxim siab txog kev thov rov mus hais dua txog cov kev txwv tsis pub mus kawm ntawv ntawd yuav yog qhov kawg thiab sawvdaus yuavtsum tau yuav raws li qhov uas nws tau txiavtxim siab.

Distrito Escolar Conjunto Unificado de Marysville

Guía de apelación de suspensiones

Los estudiantes del Distrito Escolar Unificado Conjunto de Marysville que violan las reglas escolares, las normas del distrito y/o los códigos educativos están sujetos a ser suspendidos de la escuela. Todas las suspensiones tienen que estar basadas en una violación de las reglas, normas y códigos mencionados más arriba y todos los estudiantes tienen derecho a proceso debido de conformidad con la ley. Si su hijo fue suspendido de la escuela y usted desea apelar la suspensión, tiene que seguir los siguientes procedimientos:

Paso 1: Reunión con el director de la escuela. Si el director determina que hubo un error en el cumplimiento de las reglas, normas, códigos educativos o que no se siguió el proceso debido, el director de la escuela tiene la autoridad de anular o enmendar una suspensión en la escuela. Si el director confirma la suspensión y usted no está satisfecho con las decisiones, las puede apelar a la funcionaria de apelaciones del Distrito, Jolie Carreon, llamando al: 749-6901.

Paso 2: Su apelación tiene que estar basada en hechos y ser presentada por escrito. Tiene que presentar su

apelación por escrito al director de la escuela dentro de las 24 horas de su reunión con el director de la escuela. El motivo de la apelación puede ser únicamente que no hubo una violación de las reglas o que la administración cometió un error en el proceso debido.

Paso 3: El funcionario de audiencias de suspensiones del Distrito leerá y revisará el pedido por escrito de apelación de la suspensión. El funcionario de audiencias decidirá si celebrará o no una audiencia de apelación de la suspensión. Si corresponde que se celebre una audiencia, el funcionario de audiencias se pondrá en contacto con el padre y hará los arreglos para tener una reunión con el padre y con el administrador de la escuela. Si después de la revisión del pedido de apelación se determina que no hay motivos suficientes para que se celebre la audiencia, el funcionario de audiencias notificará al padre que no se celebrará la audiencia y el estudiante comenzará su período de suspensión.

El estudiante suspendido tiene derecho a asistir a la escuela después de la conferencia con el director, siempre que el pedido por escrito de apelación de la suspensión se haya entregado al director de la escuela. Si el padre no presenta el pedido de apelación por escrito dentro de las 24 horas requeridas, la audiencia no se celebrará y el estudiante comenzará a cumplir el período de suspensión inmediatamente.

Si se determina que no se cumplió con los requisitos procesales, el coordinador tiene que anular la suspensión y enviar el asunto de nuevo al director de la escuela para que corrija el error de procedimiento.

Si el coordinador determina que se cumplieron todos los requisitos procesales y, que en efecto, se cometió la violación por la que fue suspendido el estudiante, la suspensión no se puede anular ni cambiar.

El coordinador emite su decisión dentro de dos (2) días escolares. La decisión del coordinador sobre todas las suspensiones que se apelen es definitiva y obligatoria.

Marysville Joint Unified School District Suspension Appeal Guide

Students in the Marysville Joint Unified School District who violate school rules, district policies and/or educational codes are subject to suspension from school. All suspensions must be based on violation of the above-mentioned rules, policies and codes and each student is entitled to due process under the law. If your child has been suspended from school and you wish to appeal this suspension, the following procedures must be followed:

Step 1: Conference with the site principal. If he/she finds that there has been an error in enforcing the rules, policies, education codes or due process was not followed, the site principal has the authority to overturn or amend a suspension at the site. If the principal upholds the suspension and you are not satisfied with the decisions, you may appeal to the District Suspension Appeal Officer, Jolie Carreon @ 749-6901.

Step 2: Your appeal must be based on fact and stated in writing. Your written appeal must be presented to the site principal within 24 hours after your conference with the site principal. The reason for the appeal can only be that there was no violation of rules or the administration has made an error in due process.

Step 3: The district suspension hearing officer will read and review the written requests for suspension appeal. The hearing officer will decide whether or not to hold the suspension appeal. If a hearing is in order, the hearing officer will contact the parent and set up a meeting with the parent and the school site administrator. If after review of the request for appeal it is determined that insufficient grounds exist for the hearing, the hearing officer will notify the parent that the hearing will not be held and the student will begin to serve the suspension.

The suspended student has the right to attend school after the conference with the principal, provided that the written request for suspension appeal has been delivered to the site principal. If the parent fails to submit in writing the request for appeal within the required 24 hours, the hearing will not be held and the student will begin to serve the suspension immediately.

If procedural requirements are found not have been met, the Coordinator must reverse the suspension and remand the matter to the Principal for correction of the procedural error.

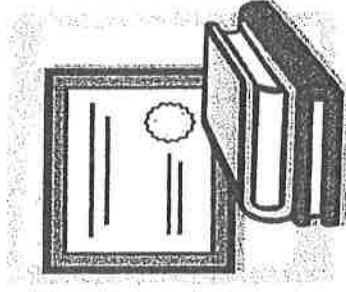
If the Coordinator finds that all procedural requirements were met, and that the offense for which the student may be suspended was committed, the suspension cannot be reversed or altered.

The Coordinator shall render his/her decision within two (2) school days. The decision of the Coordinator regarding any appealed suspension shall be final and binding.

COMMON CORE STANDARDS

The Common Core Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. The common core State Standards are the first step in providing our young people with a high-quality education. It should be clear to every student, parent, and teacher, what the standards of success are in every school.

We are looking forward to a productive and successful school year. Parents as partners in their child's education ensure a successful outcome. We look forward to having your student in our program. Abraham Lincoln School offers



*The secret in education lies in
respecting the student*

Ralph Waldo Emerson

PLEASE SIGN AND RETURN THIS PAGE TO THE SCHOOL

I have read the Alternative Education School Handbook and understand that while attending the school, I am subject to the rules, regulations, and consequences set forth. I have discussed the handbook with my parent or guardian and I understand the expectations placed upon me, and I will support the school's efforts to provide the best possible education for every child and me.

Student's name printed

Student's name signature

I have read the Student/Parent Handbook and am aware of the rules and procedures of the high school. I will support the school by discussing the handbook with my son/daughter to assure that he/she understands the expectations, and I will support the school's efforts to provide the best possible education for every child. I agree to work cooperatively with the school in discipline and will expect the school to contact me should there be a need to discipline my son/daughter. I expect the school to support my child and provide for his/her individual needs. This commitment assures an effort on the part of the home and the school to work together positively for the success of the student.

Alternative Education Placement Center School Student Handbook is designed in line with Board policy and the Student Code of Conduct adopted by the Board. Please be aware that this document is updated annually, while policy adoption and revision is an ongoing process. Changes in policy that modify student handbook provisions will be communicated by newsletters and other communications to students and parents. These changes will generally supersede the provisions found in this handbook and made obsolete by the newly adopted policy. Please note that references to policy codes are included to help parents confirm current policy.

Parent's name printed

Parent's name signature

18-Year-Old Student Signature of Understanding

Date

Please return this page to the school as part of your enrollment packet.