

**BOARD MEETING: 2/22/2022**

**SCHOOL: LINDA ELEMENTARY SCHOOL**

**SCHOOL PRESENTATION**

**1. SCHOOL SITE PLAN**

***Purpose of the agenda item~***

The purpose of the agenda item is to present the School Site Plan for the 2021-22 school year.

***Background~***

The Single Plan is a comprehensive document providing details about the school's planned actions and expenditures to support student outcomes and overall performance, and how these actions connect to the district's Local Control Accountability Plan (LCAP), which lays out goals for the entire district. The annual process of developing, reviewing, and updating the Single Plan is conducted by each school's School Site Council (SSC), a collaborative, advisory group made up of school staff, parents, community members, and, at the secondary level, students. Development of the Single Plan is the Council's primary responsibility, and offers schools and their respective communities an opportunity to:

- Be part of a collaborative and inclusive school support and growth process.
- Review and analyze state and local student achievement, attendance, and climate data.
- Engage the community in providing input to identify and develop school improvement priorities.
- Build relationships geared toward a mutual goal of supporting the success of all students.
- Celebrate and highlight the work of the schools in building performance and growth.

***Financial Impact~***

Each school site is allocated funds to support the school goals.

***Recommendation~***

This is an informational item only.

January 26, 2022

Board of Education  
Marysville Joint Unified School District  
Marysville, CA

We have audited the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Marysville Joint Unified School District (the "District") for the year ended June 30, 2021. Professional standards require that we provide you with information about our responsibilities under generally accepted auditing standards (and, if applicable, *Government Auditing Standards* and the Uniform Guidance), as well as certain information related to the planned scope and timing of our audit. We have communicated such information in our letter to you dated January 4, 2019. Professional standards also require that we communicate to you the following information related to our audit.

Significant Audit Matters

*Qualitative Aspects of Accounting Practices*

Management is responsible for the selection and use of appropriate accounting policies. The significant accounting policies used by the District are described in Note 1 to the financial statements. As described in Note 1J & 15 to the financial statements, the Marysville Joint Unified School District changed accounting policies related to Fiduciary Activities by adopting Governmental Accounting Standards (GASB) Statement No. 84, *Fiduciary Activities*, in 2021. Accordingly, the cumulative effect of the accounting change as of the beginning of the year is reported in the Statement of Activities and Statement of Revenues, Expenditures and Changes in Fund Balance. We noted no transactions entered into by the District during the year for which there is a lack of authoritative guidance or consensus. All significant transactions have been recognized in the financial statements in the proper period.

Accounting estimates are an integral part of the financial statements prepared by management and are based on management's knowledge and experience about past and current events and assumptions about future events. Certain accounting estimates are particularly sensitive because of their significance to the financial statements and because of the possibility that future events affecting them may differ significantly from those expected. The most sensitive estimates affecting the financial statements were:

Management's estimate of depreciation of capital assets is based on historical estimates of each capitalized item's useful life. We evaluated the key factors and assumptions used to develop the depreciation of capital assets in determining that it is reasonable in relation to the financial statements taken as a whole.

Management's estimate of the net pension liability and related deferred outflows of resources and deferred inflows of resources are based on actuarial valuations and pension contributions made during the year. We evaluated the key factors, assumptions, and proportionate share calculations used to develop the net pension liability and related deferred outflows of resources and deferred inflows of resources in determining that it is reasonable in relation to the financial statements taken as a whole.

Management's estimate of total other postemployment benefits (OPEB) obligation is based on an actuarial valuation. We evaluated the key factors and assumptions used to develop the total OPEB obligation in determining that it is reasonable in relation to the financial statements taken as a whole.

### Significant Audit Matters (continued)

Certain financial statement disclosures are particularly sensitive because of their significance to financial statement users. The most sensitive disclosures affecting the financial statements were:

The disclosure of capital assets in Note 4 to the financial statements is based on historical information which could differ from actual useful lives of each capitalized item.

The disclosure of the pension plans, net pension liability and related deferred outflows of resources and deferred inflows of resources in Note 11 to the financial statements represents management's estimates based on actuarial valuations and pension contributions made during the year. Actual results could differ depending on the key factors, and assumptions and proportionate share calculations used to develop the net pension liability and related deferred outflows of resources and deferred inflows of resources.

The disclosure of other postemployment benefits and the total OPEB obligation in Note 10 to the financial statements represents management's estimate based on an actuarial valuation. Actual results could differ depending on the key factors and assumptions used for the actuarial valuation.

The financial statement disclosures are neutral, consistent, and clear.

#### *Difficulties Encountered in Performing the Audit*

We encountered no significant difficulties in dealing with management in performing and completing our audit.

#### *Corrected and Uncorrected Misstatements*

Professional standards require us to accumulate all known and likely misstatements identified during the audit, other than those that are clearly trivial, and communicate them to the appropriate level of management. Management has corrected all such misstatements. In addition, none of the misstatements detected as a result of audit procedures and corrected by management were material, either individually or in the aggregate, to each opinion unit's financial statements taken as a whole.

#### *Disagreements with Management*

For purposes of this letter, a disagreement with management is a financial accounting, reporting, or auditing matter, whether or not resolved to our satisfaction, that could be significant to the financial statements or the auditor's report. We are pleased to report that no such disagreements arose during the course of our audit.

#### *Management Representations*

We have requested certain representations from management that are included in the management representation letter dated January 25, 2022.

#### *Management Consultations with Other Independent Accountants*

In some cases, management may decide to consult with other accountants about auditing and accounting matters, similar to obtaining a "second opinion" on certain situations. If a consultation involves application of an accounting principle to the District's financial statements or a determination of the type of auditor's opinion that may be expressed on those statements, our professional standards require the consulting accountant to check with us to determine that the consultant has all the relevant facts. To our knowledge, there were no such consultations with other accountants.

#### *Other Audit Findings or Issues*

We generally discuss a variety of matters, including the application of accounting principles and auditing standards, with management each year prior to retention as the District's auditors. However, these discussions occurred in the normal course of our professional relationship and our responses were not a condition to our retention.

#### Other Matters

We applied certain limited procedures to management's discussion and analysis, and the required supplementary information section, which are required supplementary information (RSI) that supplements the basic financial statements. Our procedures consisted of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We did not audit the RSI and do not express an opinion or provide any assurance on the RSI.

Other Matters (continued)

We were engaged to report on the supplementary information section, which accompany the financial statements but are not RSI. With respect to this supplementary information, we made certain inquiries of management and evaluated the form, content, and methods of preparing the information to determine that the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We compared and reconciled the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

Restriction on Use

This information is intended solely for the information and use of Board of Education and management of the District and is not intended to be, and should not be, used by anyone other than these specified parties.

Very truly yours,

A handwritten signature in black ink that reads "Christy White, Inc". The signature is written in a cursive, flowing style.

Christy White, Inc.

**AUDIT CERTIFICATION FORM  
2020-21 FINANCIAL REPORT/AUDIT**

In accordance with Assembly Bill 3627, Chapter 1002, as it pertains to Education Code Section 41020.3, the Governing Board must review and accept the prior year's Financial Report/Audit, at a public meeting, on or before January 31<sup>st</sup> and

THEREBY, as written verification of said review, the Governing Board of the Marysville Joint Unified School District, reviewed and accepted on February 22, 2022 the Annual Financial Report as of June 30, 2021.

\_\_\_\_\_  
(Signature) District Superintendent

\_\_\_\_\_  
(Date)

Forward this Audit Certification form by April 1, 2022 to:  
Yuba County Office of Education  
Veronica Merenda, Coordinator of Fiscal Services  
935 14 Th Street, Marysville, CA 95901

AUDIT CERTIFICATION.doc



***REQUIRES BOARD ACTION***

**Due: Tues. March 15—return ballot in enclosed envelope**

January 31, 2022

**MEMORANDUM**

To: All Board Presidents and Superintendents — CSBA Member Boards  
From: Dr. Susan Heredia, CSBA President  
Re: 2022 Ballot for CSBA Delegate Assembly — **U.S. Postmark Deadline is Tues. March 15**

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Enclosed is the ballot material for election to CSBA's Delegate Assembly from your region or subregion. It consists of: 1) the ballot (on red paper) listing the candidates, the reverse side of which contains the names of ALL current members of the Delegate Assembly from your region or subregion; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, provided is a copy of the ballot on white paper to include with your board agenda. **Only the ballot on red paper is to be completed and returned to CSBA. It must be postmarked by the U.S. Post Office on or before Tuesday, March 15, 2022.**

Your Board may vote for up to the number of seats to be filled in the region or subregion as indicated on the ballot. For example, if there are three seats up for election, the Board may vote for up to three candidates. However, your Board may cast no more than one vote for any one candidate. The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided.

The ballot must be signed by the Superintendent or Board Clerk and returned in the enclosed envelope; if the envelope is misplaced, you may use your district's stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region or subregion number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held. Results will be published by May 11, 2022.

All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2022 – March 31, 2024. The next meeting of the Delegate Assembly takes place on Saturday, May 21 and Sunday, May 22, 2022. Please do not hesitate to contact the Executive Office at [nominations@csba.org](mailto:nominations@csba.org) should you have any questions.

Encs: Ballot on red paper and watermarked "copy" of ballot on white paper  
List of all current Delegates on reverse side of ballot  
Candidate(s)' required Biographical Sketch Forms and optional resumes  
CSBA-addressed envelope to send back ballots

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**REGION 4 – 8 Delegates (8 elected)**

**Director: Renee Nash (Eureka Union SD)**

**Below is a list of all elected or appointed Delegates from this Region.**

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**Subregion 4-A (Glenn, Tehama)**

Vacant, term expires 2022

**Subregion 4-B (Butte)**

Sharon Nilsson (Oroville City ESD), term expires 2023

**Subregion 4-C (Colusa, Sutter, Yuba)**

Vacant, term expires 2022

Doug Criddle (Marysville Joint USD), term expires 2023

**Subregion 4-D (Nevada, Placer, Sierra)**

Julann Brown (Auburn Union ESD), term expires 2023

Alisa Fong (Roseville City SD), term expires 2023

Rachelle Price (Rocklin USD), term expires 2022

**County Delegate:**

David Patterson (Placer COE), term expires 2022

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**Counties**

Glenn, Tehama (Subregion A)

Butte (Subregion B)

Colusa, Sutter, Yuba (Subregion C)

Nevada, Placer, Sierra (Subregion D)

***REQUIRES BOARD ACTION***

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **TUESDAY, MARCH 15, 2022**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2022 DELEGATE ASSEMBLY BALLOT  
SUBREGION 4-C  
(Colusa, Sutter, and Yuba Counties)

Number of seats: 1 (Vote for no more than 1 candidate)

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*Delegates will serve two-year terms beginning April 1, 2022 - March 31, 2024*

*\*denotes incumbent*

☐

No nominations were received; however, your board may vote to write in the name of a board member to fill this seat.

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*Provision for Write-in Candidate Name*

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*School District*

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*Signature of Superintendent or Board Clerk*

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*Title*

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*School District Name*

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*Date of Board Action*

*See reverse side for list of all current Delegates in your Region.*



## Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

| Local Educational Agency (LEA) Name      | Contact Name and Title             | Email and Phone                    |
|------------------------------------------|------------------------------------|------------------------------------|
| Marysville Joint Unified School District | Dal Sarani Ed.D.<br>Superintendent | fasrani@mjUSD.com<br>(530)749-6101 |

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

MJUSD has engaged our educational partners, both locally and regionally in a multitude of ways as we have developed and implemented our Supplemental and concentration funds; while strategically planning the integration of other funds allocated through ESSER II, III, IPI and our upcoming A-G planning efforts. Survey's, stakeholder forums for students, conversations with bargaining groups have been included in the plan development. Continued feedback is being taken and considered as the multitude of plans are implemented.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

MJUSD has worked diligently to attract and retain as much educational staff as possible. Through the LCAP the increase in the support services provided to students both during the day and after hours have been developed. Our efforts to increase the number of certificated staff has been difficult based on the demographics and location of our school district. These additional dollars led to a commuter workforce having job options available closer to home. We turned over 5 teachers for the 2021-2022 school year and still have 4 vacancies at the halfway point in the year. Recognizing the multitude of needs our students have through quantitative and qualitative analysis we have made staffing additions through our other plans as well as the LCAP. To combat our certificated staffing shortage, MJUSD has added EL facilitators, Outreach consultants and counselors physically to campuses. Beyond this we have looked to learn from the COVID time and

recognized the availability of Virtual services and platforms for students. For academic needs we have added contracts for 24/7 available structured intervention and tutoring. MJUSD has added virtual caseload management support for our special education students. To address the mental health concerns, on top of the addition of on site counselors we have partnered with Wellness together and Care Solis to provide virtual counseling and intervention services, as well as contracts to provide on site physical consultants to help with the increased mental health concerns for students and families. MJUSD has created parent institutes as well as partnering with PIQE to provide parent support and training. One of the main uses that MJUSD is considering is moving it's para-professional positions to full time from part time positions. In a shortage of teachers, including and training paraprofessionals to be available to support the learning process within the school day and beyond is essential to increase the staffing ratio for our students. Starting with special Education and ELD support and moving to all paraprofessional positions as on-going budget allows.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

MJUSD uses survey, student forums, open public hearings with board, site feedback from staff have been included in the initial planning. From this point through the negotiations process our labor groups have been consulted. While our teachers are positively impacted by the additional classroom support, our CSEA labor group is directly impacted and conversations of these impacts and effects have already begun.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

Looking at the three sections for ESSER and the 20/80 expenditure rule, MJUSD allocated 20% of its funds to support areas of the existing LCAP plan and 5 LCAP goals as well as utilizing the 80% remaining to address severe facility needs. MJUSD has existing schools that are aging with some of our facilities over 60 years old. The through lines of service created through our LCAP address students' physical, mental and academic needs as well as the morale and wellbeing of our staff in fostering positive student outcomes. Through this process of defining need based on data, MJUSD used the academic portion of these funds to support the LCAP with ESSER III by putting \$5,300,000 towards lost instructional time. These expenditures supported the LCAP through both human and technological products. An agreement was reached with the teachers union to continue to provide all work in Google classroom and maintain timely grade feedback through the AERIES grade program. This agreement allows students to maintain educational progress when quarantined or out of school for COVID. This was 1.2 million. An additional \$600,000 was allocated to pay teachers hourly after hours to provide synchronous instruction minutes as required under AB 130. LCAP goal 1 action 2 was supported through ELO and ESSER III in creating a robust credit remediation program through qualified staff and Edmentum products in the amount of \$200,000 from ESSER III. The courseware as well as prescriptive and diagnostic tools were incorporated. This experience has also sharpened the focus on internal longitudinal student progress data. \$350,000 was set aside to have teachers utilize "achieve the core" and their internal PLC data to create a common assessment project district wide. In order to house this our illuminate contract was increased. Funds for Bringing AVID and Project based learning to help re-engage and focus student success were added. Finally funds from LCP, ELO and LCAP goal 1 action 4 combined to add 5.5 million towards devices and connectivity to assure students could access extended day learning as well as learning from home when unable to be at school. The 80% for facilities in the amount of \$23,732,810 were allocated towards major facilities upgrades at locations in the Foothills and one Valley elementary site. These funds

also tie to LCAP goal 2 action 18 and the deferred maintenance funds required to maintain schools that are upwards of 60 years old and create technological infrastructure that supports our current learning environment.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

MJUSD has been thoughtful in weaving the ESSER III, ELO, ELOP, A-G completion grant, Educator effectiveness grant plan and LCAP. The LCAP supplemental and concentration funds have been augmented in ways that allow us to extend the day and learning opportunities and options for students. The plans were phased based on need allowing data to be gathered to determine what services will remain as funds fall away and we return to a standard base funded environment. In 21-22, MJUSD was aware, through student data and surveys, that SEL needs and academic remediation would be critical. In this MJUSD also understood that remediation would have to be fluid as students were quarantined, COVID positive and had to miss school for extended periods. This led MJUSD to assure technological connectivity and program access from any location. Counseling services were also added to every site to address the needs of the students. Beyond this, contracts with higher-level services were added as well 24/7 counseling connectivity online services. Indicators that we are looking at are referral rates, attendance, discipline, as well as the 5150-referral rates. On the academic side, assuring that credit completion and remediation, STAR reading and Math scores were showing progress through our ELO and AB130 efforts. Due to the shortage of staffing professional development, that was 5X the normal amount in 20-21, our efforts were scaled back. The plan will be to increase the amount of professional development again in 22-23. We also began our parent education institutes this year and will continue to scale up this need through ESSER III and adult education in the next two school years. We have tried to look at the factors for student success; at the stem, it is family engagement and support, social emotional well-being that leads to academic achievement through monitored and measured high quality first instruction. MJUSD believes all of its plan are congruent and demonstrate and understanding of the needs of our students, staff and community.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** “A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** “A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/reliefunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021



## Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

| Local Educational Agency (LEA) Name | Contact Name and Title  | Email and Phone                       |
|-------------------------------------|-------------------------|---------------------------------------|
| MCAA                                | James Lohman, Principal | jlohman@mjusd.k12.ca.us<br>5307496156 |

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2021-22 Local Control and Accountability Plan (LCAP).

All funds provided through the budget Act Of 2021 were identified and included in MCAA's 2021-22 LCAP. MCAA's educational partners were engaged through surveys, meetings, information sharing on the use of all funds provided in the budget Act of 2021. Engagement of educational partners is ongoing and will be used to determine actions and spending priorities in the 2022-23 MCAA LCAP.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

Concentration Grant and add on funds were used and/or are planned to be used to help fund six Para-educators, two Outreach Counselors, and a Credit Recovery teacher. In addition, Concentration Funds will be used to help fund instructional positions for a 2022 Summer School Credit Recovery, Learning Loss mitigation, and student re-engagement program.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

We engaged our educational partners beginning in September of 2020 on the use of federal funds used to help us recover from the effects of COVID-19 and the impacts of distance learning, including learning loss, social emotional disengagement, and credit recovery. MCAA's educational partners were engaged on the specific use of these one-time federal funds through School Site Council, Guiding Coalition, Staff, and Student meetings.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

ESSER 3 funds are received by the Marysville Joint Unified School District and distributed to all the schools in the district including the Marysville Charter Academy for the Arts. Refer to the 2021-22 MJUSD LCAP supplement update. 80% of the MCAA portion of the ESSER III funds will be used to help fund the construction of a classroom building to replace the loss of current instructional space at the Marysville Youth and Civic Center. 20% of the MCAA portion of the ESSER III funds will be used to mitigate learning loss and facilitate credit recovery.

A description of how the LEA is using its fiscal resources received for the 2021-22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021-22 LCAP and Annual Update.

ESSER 3 and Safe Return to IN-Person Instruction and Continuity of Services Plan funds are received by the Marysville Joint Unified School District and distributed to all the schools in the district including the Marysville Charter Academy for the Arts. All fiscal resources received are used in a manner that is consistent and aligned with our 2021-22 MCAA LCAP. The school is using all supplies purchased to maintain the health and safety of students, educators, and other school staff, including: universal and correct wearing of masks; modifying facilities to allow for physical distancing; handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine; diagnostic and screening testing; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials. In addition, MCAA is using its fiscal resources to ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health and other needs. Most of the ESSER III funds will be used to help replace the imminent loss of classroom space in a leased facility for school year 2022-23. Once again, all fiscal resources received are used in a manner that is consistent and aligned with our 2021-22 MCAA LCAP goals and activities.

# Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

*For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education’s (CDE’s) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## Introduction

California’s 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA’s educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA’s 2022–23 LCAP.

## Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA’s educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to

reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

**Prompt 1:** “A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).”

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

**Prompt 2:** “A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.”

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California Education Code Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

**Prompt 3:** “A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.”

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (<https://www.cde.ca.gov/fg/cr/reliefunds.asp>) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (<https://www.cde.ca.gov/fg/cr/>) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

**Prompt 4:** “A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.”

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

**Prompt 5:** "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education  
November 2021

## **ORAL HEALTH COORDINATOR**

**JOB SUMMARY:** Under general supervision of assigned supervisor, to act as liaison coordinating dental services with parents, children, schools, The Happy Toothmobile (or other dental provider), while maintaining program guidelines in accordance with grant specifications.

**ESSENTIAL FUNCTIONS** (include but not limited to):

1. Sets up dental clinic daily.
  - a. Steps and rail
  - b. Pop-outs
  - c. Lighting, HVAC
  - d. Check dispensers (paper towels & soap) and refill as needed
  - e. Sweep and mop floor
  - f. Wipe down walls, chairs, counters, sinks, etc.
2. Collaborates with Peach Tree Health dental staff for day's schedule and procedures.
3. Escorts children to and from class to dental appointments.
4. Informs child's teacher of procedures that may affect the child.
5. Review completed applications for completeness.
  - a. Follow up with parents through phone calls, meetings or written communication to collect data, signatures, etc. pertaining to the application.
  - b. Coordinate with interpreters as needed for the purpose of informing parents or collecting data.
  - c. Provide sliding fee enrollment forms to the uninsured.
6. Distributes flyers and applications to students and parents.
7. Performs outreach to families, schools and the community.
  - a. Contact families for the purpose of enrolling young children at home.
  - b. Attend special events and meetings as needed.
  - c. Speaks at school meetings/functions with parental attendance.
  - d. Classroom Outreach – Oral Health education with presentations and activities.
  - e. Distribute media to appropriate targets in the community.
  - f. Communicates with families of children with "urgent dental needs" to inform them of the program.
  - g. Explores new areas and ways to reach target ages.
8. Maintain multiple logs tracking requests for dental services and applications.
9. Composes and distributes written communication.
10. Maintains office and janitorial supplies.
11. Data entry.

12. Collect and maintain daily summary reports.
13. Coordinate with transportation department for delivery and setup of mobile dental office according to schedule.
14. Graphically design flyers, brochures, banners, etc.
15. Informs schools in advance of the Happy Toothmobile's arrival via written communication and face-to-face meetings.
15. Collaborates to produce yearly schedule.
17. Does other related work as required and assigned.

### **EMPLOYMENT STANDARDS:**

#### Required:

1. One year clerical experience, preferably in medical or school setting
2. Equivalent to completion of high school with training in business or commercial subjects.

#### Desirable:

#### Knowledge of:

1. Modern office methods and practices, including filing systems, receptionist, and telephone techniques.
2. Correct English usage, spelling, grammar, and punctuation.
3. HIPAA

#### Ability to:

1. Type at a speed of 45 WPM from clear, legible copy.
2. Understand and use simple business mathematical principles.
3. Meet the public tactfully and courteously and to answer questions over the counter and by the telephone.
4. Establish and maintain cooperative and effective working relationships with fellow employees, students, and adults.
5. Operate standard office equipment.

6. Understand and carry out oral and written instructions.

**MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT**

**RESOLUTION 2021-22/16**

**PROCLAIMING MARCH 7-11, 2022  
“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 7-11, 2022 as SCHOOL BREAKFAST WEEK.

**PASSED AND ADOPTED THIS 22<sup>nd</sup> DAY OF FEBRUARY 2022.**

AYES:

NOES:

ABSENT:

ABSTAIN:

ATTEST:

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Fal Asrani, Ed.D, Superintendent  
*Secretary - Board of Trustees*

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Randy Davis  
*President - Board of Trustees*

Marysville Joint Unified School District

**Resolution 2021-22/17**

**MODULAR BUILDINGS**

**WHEREAS**, the governing Board has the authority to purchase through another public agency, if it is in the best interest of the district.

**BE IT RESOLVED** that the Governing Board of Marysville Joint Unified School District does declare it to be in the best interest of the district to purchase modular classroom buildings and/or modular toilet room building based on bid #00-51-00-1 awarded by Merced River School District to Enviroplex, Inc. This bid may be used through the term of the contract including extensions with annual price adjustments, if the district so chooses.

**NOW, THEREFORE, BE IT FURTHER RESOLVED**, that the Governing Board authorizes the district to purchase modular classroom buildings and/or modular toilet room building based on bid #00-51-00-1 awarded by Merced River School District to Enviroplex, Inc.

**PASSED AND ADOPTED THIS 22<sup>nd</sup> DAY OF FEBRUARY 2022.**

AYES:

NOES:

ABSENT:

ABSTAIN:

ATTEST:

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Dr. Fal Asrani, Ed.D  
*Superintendent of Schools*

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Randy Davis  
*President to Board of Trustees*

**MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT**

**RESOLUTION 2021-22/18**

Resolution to Establish a General Fund- Scholarships (Fund 03)

**WHEREAS**, School districts are authorized to establish a General Fund – Scholarship (Fund 03); and

**WHEREAS**, the purpose or purposes for which this fund shall be established is to collect and disburse money which will be used for scholarships; and

**WHEREAS**, the District has accumulation of funds for such purposes; and

**THEREFORE, BE IT RESOLVED**, that the Governing Board hereby authorizes the Maryville Joint Unified School District to establish a General Fund – Scholarship (Fund 03); and

**PASSED AND ADOPTED** this 22<sup>th</sup> day of February 2022, by the following vote of the Board of Trustees of the Marysville Joint Unified School District:

**AYES:**

**NOES:**

**ABSTAIN:**

**ABSENT:**

**ATTEST:**

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Dr. Fal Asrani, Ed.D.  
Secretary - Board of Trustees

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Randy Davis  
President - Board of Trustees