

SCHOOL RESOURCE OFFICER AGREEMENT
BY AND BETWEEN
MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT
AND
YUBA COUNTY SHERIFF'S DEPARTMENT

FISCAL YEAR 2021-22

THIS SCHOOL RESOURCE OFFICER AGREEMENT is dated as of July 1, 2021 (the "Agreement") by and between the Marysville Joint Unified School District, a public school district of the State of California, hereafter referred to as "MJUSD", and the Yuba County Sheriff's Department, a municipal corporation, hereafter referred to as the "YCSD" (with both parties of this agreement hereafter referred to as "Parties"), and is entered into in light of the facts set forth in the following recitals who agrees as follows:

RECITALS

- A. YCSD has established a municipal sheriff's department as an instrumentality of the County of Yuba and is recognized by the State of California as a municipal law enforcement agency.
- B. MJUSD is a public school district in the County of Yuba, State of California, and has administrative offices located at 1919 B Street, Marysville, CA 95901.
- C. Pursuant to Education Code Section 32261, it is the intent of the State legislature to encourage California public schools to develop comprehensive safety plans that are the result of a systematic planning process that includes strategies aimed at the prevention of incidents involving crime and violence on school campuses and that address the safety concerns of local law enforcement and other interests in the prevention of crime on public school campuses and/or which otherwise involve public school students.
- D. Pursuant to Education Code Section 32261, it is the intent of the State legislature to encourage school districts and law enforcement agencies to develop and implement interagency strategies, service training programs and activities that will improve school attendance and reduce the rates of school crime including vandalism, drug and alcohol abuse, gang membership and gang violence.

- E. Pursuant to Education Code Section 32262, the State legislature has established School/Law Enforcement Partnership comprising the Superintendent of Public Instruction and the Attorney General which has as its duties the development and administration of program policies, procedures and activities in the furtherance of campuses which are safe, secure and peaceful.
- F. Pursuant to Penal Code Section 832.3, it is the intent of the Legislature to ensure the safety of pupils, staff and members of the public on or near California public schools by providing peace officers with training that will enable them to deal with the increasing diverse and challenging law enforcement duties including public school campuses and students.
- G. MJUSD desires to develop and implement, in accordance with relevant Education and Penal Code sections, special law enforcement services from YCSD, acting by and through the County, to provide an additional level of law enforcement services for the benefit of the public school students of MJUSD as described in this Agreement.
- H. YCSD desires to provide such special law enforcement services and possesses the special experience, knowledge and expertise necessary for the performance of the "special service" law enforcement services required by this Agreement.

TERMS OF AGREEMENT

NOW, THEREFORE, in consideration of the mutual promises and understandings herein, the Parties agree as follows:

1. **Scope of Service.**
 - a. The scope of the public safety and law enforcement services (collectively, the "Program") to be provided by YCSD to MJUSD, shall be those duties described in the Scope of Services document attached hereto as Exhibit "A" and incorporated by this reference.
 - b. The scope of service may be modified upon written agreement between MJUSD and YCSD.
2. **Term.** This Agreement shall commence on July 1, 2021 and shall continue through June 30, 2022, unless the Program and this Agreement is sooner terminated, as set forth in paragraph 8 of this Agreement.

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3. **Payment.**

- a. MJUSD shall pay YCSD, for deputy services set forth Exhibit "A" during the term of this Agreement, the sum of One Hundred Twenty-Five Thousand Dollars and 00 Cents (\$125,000). Such sum shall be payable by MJUSD to YCSD in four (4) equal installments, invoiced by YCSD, with the first such installment due as of July 1, 2021. Payment shall be made to YCSD by MJUSD no later than 30 days from receipt of the invoice.
- b. In the event that MJUSD must make a pro-rata payment (e.g. early termination), the daily rate for deputy services as set forth in Exhibit "A" shall be Four Hundred Eighty-One Dollars and 00 Cents (\$481.00).

4. **Independent Contractor.** The relationship between the Parties under this Agreement shall be one of independent contractor. No School Resource Officer rendering services under this Agreement shall be an employee of MJUSD for federal or state tax purposes, or any other purpose. YCSD shall be responsible for tax withholding as required by applicable law for the School Resource Officer. MJUSD shall have no responsibility for payment of any tax liability arising out of the compensation for services performed by any School Resource Officer under this Agreement.

The School Resource Officer who is assigned by YCSD to provide services under this Agreement shall not be deemed to be an employee or agent of MJUSD and shall not be deemed qualified or eligible to participate in any MJUSD pension plan, retirement, health and welfare program, or any similar program or, benefit, as a result of this Agreement. MJUSD assumes no liability for worker's compensation for the assigned School Resource Officer.

YCSD shall be responsible for carrying its own workers' compensation insurance and health and welfare insurance for the School Resource Officer assigned under this Agreement. It shall be the sole responsibility of YCSD to account for all of the above, and YCSD agrees to hold MJUSD harmless from any liability for these taxes or employment costs.

At all times during the term of this Agreement, the School Resource Officer shall be a sworn deputy employee of YCSD and report directly to the Yuba County Sheriff; be subject to the supervision, control and direction of YCSD, and subject to the personnel rules and procedures of YCSD.

5. **Insurance.** YCSD shall procure and maintain at all times it performs any portion of the Services the insurances specified in "Exhibit B", attached hereto and incorporated by this reference.

6. **Selection and Evaluation of School Resource Officer.**

- a. YCSD shall notify MJUSD on or before June 1, 2021 of the fully uniformed sworn sheriff deputy selected to perform the School Resource Officer Services under this Agreement. MJUSD shall notify YCSD by June 15, 2021, if it objects to the assigned School Resources Officer. In the event that MJUSD does not notify YCSD of its objection, MJUSD is deemed to have approved the School Resource Officer.
- b. MJUSD, in its reasonable discretion, shall have the right to require YCSD replace the School Resource Officer during the term of this Agreement.

7. **Indemnification**

- a. To the furthest extent permitted by California law, YCSD shall indemnify, defend, and hold free and harmless MJUSD, its officers, agents, and employees from any and all loss, including attorney's fees sustained by MJUSD by virtue of any damage(s) to any person(s), firm, or corporation who may be injured by or to any property that may be damaged that arises out of, pertains to, or relates to:
 - i. the negligent errors or omissions (active or passive, ordinary or gross), recklessness (ordinary or gross), or willful misconduct of YCSD, its directors, officials, officers, or employees; **or**
 - ii. the performance of this Agreement
- b. b. To the furthest extent permitted by California law, MJUSD shall defend, indemnify and hold harmless YCSD, its officers, agents and employees from any and all loss, including attorney's fees sustained by YCSD by virtue of any damage(s) to any person(s), firm, or corporation who may be injured by or to any property that may be damaged that arises out of, pertains to, or relates to:
 - i. the negligent errors or omissions (active or passive, ordinary or gross), recklessness (ordinary or gross), or willful misconduct of MJUSD, its directors, officials, officers, or employees; **or**
 - ii. the performance of this Agreement by MJUSD
- c. The indemnification provisions contained in this Agreement include any violation of applicable law, ordinance regulation or rule, including where the claim, loss, damage charge or expense was caused by deliberate, willful, or criminal acts of any party to this Agreement, or any of their agents, officers or employees or their performance under the terms of this Agreement.

- d. It is the intent of the Parties that where negligence is determined to have been shared, principles of comparative negligence will be followed and each party shall bear the proportionate cost of any loss, damage, expense and liability attributable to that party's negligence.
- e. Each party shall establish and implement procedures to notify the other party of any claims or legal actions with respect to any of the matters described in this indemnification section.

8. **Termination.** This Agreement may be terminated by any Party at any time prior to the end of the Term, with or without cause for the sole convenience of the Party who may elect to terminate this Agreement, upon delivery of a written Notice of Intent to Terminate to the other Party. Such notice shall be served by personal delivery or by first-class mail, registered or certified; postage prepared, and shall be deemed received upon personal delivery or five (5) days after the mailing date whichever is sooner. The date of termination shall be the date that is ninety (90) calendar days after the date on which the Notice of Intent to Terminate is received or deemed received by the other Party, as the case may be. In the event of termination, MJUSD will compensate YCSD for all services rendered to the effective date of such termination at the daily rate for deputy services set forth in paragraph 3.b. The Yuba County Sheriff is designated as authorized to accept such notice for the Department and the MJUSD Superintendent is designated to accept such notice for MJUSD.

9. **Assignment.** This Agreement is for personnel services to be performed by YCSD. Neither this Agreement nor any duties or obligations to be performed by YCSD under this Agreement shall be assigned without the prior written consent of MJUSD. In the event of an assignment by YCSD to which MJUSD has consented, the assignee or its legal representative shall agree in writing with MJUSD to assume, perform and be bound by all covenants, obligations and agreements contained in this Agreement.

10. **Notices.** Any notice, requests, demands or other communications required or permitted to be given under this Agreement shall be in writing and shall be deemed to have been duly given on the date of service if served personally on the party to whom notice is to be given or on the fifth day of mailing to the party to whom the notice is to be given, by first-class mail registered or certified, postage prepaid, or on the day after dispatching by Federal Express or another overnight delivery service, and properly addressed as follows:

MJUSD: Marysville Joint Unified School District
1919 B Street
Marysville, CA 95901
Attn: Superintendent

YCSD: Yuba County Sheriff's Department
720 Yuba Street
Marysville, CA 95901
Attn: Yuba County Sheriff

11. **Entire Agreement.** This Agreement contains the entire agreement between the Parties and supersedes all prior understandings between them with respect to the Program which is the subject matter of this Agreement. There are no other promises, terms, conditions or obligations, oral or written, between the Parties relating to the subject matter of this Agreement that are not fully expressed in this Agreement. This Agreement may not be modified, changed, supplemented or terminated, nor may any obligation under this Agreement be waived, except by written instrument signed by the Parties.

12. **Binding on Successors and Assigns.** This Agreement shall inure to the benefit of and be binding upon the Parties and their successors.


13. **Severability.** Should any term or provision of the Agreement be determined to be illegal or in conflict with any law of the State of California, the validity of the remaining portions or provisions shall not be affected thereby. Each term or provision of this Agreement shall be valid and enforced as written to the fullest extent permitted by law.

14. **California Law.** This Agreement shall be construed in accordance with and governed by the laws and decisions of the State of California.

15. **Ratification of Boards of Education.** This Agreement is not enforceable and is invalid unless and until it is approved and/or ratified by the governing board of the Marysville Joint Unified School District as evidenced by motions of said boards duly passed, and adopted in compliance with the provisions of Education Code Section 39656.

IN WITNESS WHEREOF, MJUSD, and YCSD have executed this Agreement as of the day and year first above written.

YCSD:
Yuba County Sheriff's Department

By: 
Wendell Anderson
Yuba County Sheriff


MJUSD:
Marysville Joint Unified School District
By:  8-2-21
Penny Lauseng-MJUSD
Asst. Supt of Business Services

Exhibit A
Scope of Services
FISCAL YEAR 2020-21

This Scope of Services is part of an agreement entitled "School Resources Officer Agreement (the "Agreement")" by and between, MJUSD and YCSD for the Fiscal Year of 2020-21. Unless the context of the usage of a particular term may otherwise require, all defined term used in this Exhibit "A", denoted by an initial capital letter in each such word, shall have the same meaning as set forth in the Agreement.

PURPOSE

A prosperous future for the citizens of Yuba County depends, in large measure, upon the MJUSD's ability to properly educate its children. Effective schooling requires a safe and orderly environment in which learning can occur. Consequently, YCSD in collaboration with MJUSD, conducts the Program in order to provide school administrators and staff with law enforcement resources and expertise they need to maintain safety, order, and discipline in the school environment. The Program is intended to insure to the greatest extent reasonably feasible, that no student's right to receive an education is abridged by violence or disruption in the school or classroom setting.

The Program involves the assignment by YCSD of a School Resource Officer to both Lindhurst High School and Yuba Gardens Intermediate School campuses within the County of Yuba. and the SRO is to work out of a central location on the campus of Lindhurst High School. In accordance with staffing ability and the demonstrated needs of the schools, YCSD will assign a full-time S R O for the services designated in this Agreement.

With daily interaction among the administration of each school, MJUSD District Administration, the SRO and YCSD, the Parties acknowledge and agree to mutually consult with each other and establish, maintain, and update specific guidelines and procedures to be followed by the School Resource Officers and individual school administrators in the implementation of the Program. This Exhibit clarifies the role of the School Resource Officer and the school administrators, the scope of their authority, and the responsibilities of MJUSD and YCSD in this collaboration. The success of the School Resource Officer program relies on effective communication between the School Resource Officer, the principals and other key staff members in each organization.

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SHERIFF SERVICES

YCSD agrees to provide MJUSD:

- One fully uniformed sworn sheriff deputy employee of YCSD who shall be assigned to work as School Resource Officer for both Lindhurst High School and Yuba Garden Intermediate School campuses within the county of Yuba and work out of a central location on the campus of Lindhurst High School.
- Such sworn deputy/School Resource Officer ("SRO") assigned by YCSD to the school sites of MJUSD shall be physically present at those sites at least 90% of each 40 hour work week during normal school hours (260 days of the year), except when subpoenaed for court, attending official YCSD training or business assigned by YCSD or when such SRO is taking routine vacation and special time off as an employee of YCSD, or on days when public school students are not scheduled for regular attendance at such school site, school holidays and other periods of time when MJUSD may designate.
- The School Resource Officer (SRO) may perform sheriff deputy services as directed by YCSD at time outside the time periods set forth for duty as an SRO under this Agreement when deemed necessary by YCSD.
- School Resource Officers are responsible for dealing with criminal law issues, not to enforce school discipline or punish students.
- Absent a real and immediate threat to student, teacher, or school safety, and absent the situations described herein where formal law enforcement intervention is deemed appropriate, building-level school administrators shall have final authority in the building.
- Absent a real and immediate threat to student, teacher, or public safety, incidents involving public order offenses including: disturbance/disruption of schools or public assembly; loitering; profanity; and fighting that does not involve physical injury or weapon, shall be considered school discipline issues to be handled by school officials, rather than criminal law issues warranting formal law enforcement intervention (e.g., issuance of criminal citation, ticket, summon, or filing of delinquency petition).
- Students shall not be taken into custody at school, except where a child poses a real and immediate threat to student, teacher, or public safety or pursuant to a warrant.
 - a. School principals shall be consulted prior to a student being taken into custody where practicable.
 - b. The student's parent or guardian shall be notified of a child being taken into custody as soon as practicable.

Information Sharing

The school district designates the SRO a "school official" as provided in the Federal Educational Rights and Privacy Act (FERPA) 20 U.S.C. 1232g, and California Education Code section 49076. A SRO may be provided access to student records information

maintained by the school district only as needed by the SRO to perform his or her duties as SRO. A SRO may also be granted access to student records information in the event of an emergency situation threatening the health or safety of a student or other individual. The SRO may only re-disclose student records information consistent with FERPA and Wisconsin pupil records law.

Records created and maintained by a SRO for the purpose of ensuring the safety and security of persons or property in the school, district, or for the enforcement of local, state, or federal laws or ordinances shall not be considered student records - even when such records may serve the dual purpose of enforcing school rules - and are not subject to the same prohibitions of access or disclosure by the SRO.

Exhibit B Insurance

1. YCSD shall procure and maintain at all times it performs any portion of the Services the following insurances with minimum limits equal to the amounts indicated below.
 - A. **Commercial General Liability and Automobile Liability Insurance.** Commercial General Liability Insurance and Any Auto Automobile Liability Insurance that shall protect YCSD, District, and the State from all claims of bodily injury, property damage, personal injury, death, advertising injury, and medical payments arising performing any portion of the Services. (Form CG 0001 and CA 0001)
 - B. **Workers' Compensation and Employers' Liability Insurance.** Workers' Compensation Insurance and Employers' Liability Insurance for all of its employees performing any portion of the Services. In accordance with provisions of section 3700 of the California Labor Code, YCSD shall be required to secure workers' compensation coverage for its employees. If any class of employee or employees engaged in performing any portion of the Services under this Agreement are not protected under the Workers' Compensation Statute, adequate insurance coverage for the protection of any employee(s) not otherwise protected must be obtained before any of those employee(s) commence performing any portion of the Services. YCSD shall sign and file with District the following certification prior to performing the work of the contract: "I am aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provisions before commencing the performance of the work of this contract."

- C. **Professional Liability (Errors and Omissions).** Professional Liability (Errors and Omissions) Insurance as appropriate to YCSD's profession.

Type of Coverage	Minimum Coverage
Commercial General Liability Insurance , including Bodily Injury, Personal Injury, Property Damage, Advertising Injury, and Medical Payments	
Each Occurrence	\$1,000,000
General Aggregate	\$1,000,000
Automobile Liability Insurance - Any Auto	
Each Occurrence	\$1,000,000
General Aggregate	\$1,000,000
Professional Liability	\$1,000,000
Workers Compensation	Statutory Limits
Employer's Liability	\$1,000,000

2. YCSD shall not commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverage's have been delivered in duplicate to District and approved by District. Certificates and insurance policies shall include the following:
- A. A clause stating: "This policy shall not be canceled or reduced in required limits of liability or amounts of insurance until notice has been mailed to District, stating date of cancellation or reduction. Date of cancellation or reduction shall not be less than thirty (30) days after date of mailing notice."
 - B. Language stating in particular those insured, extent of insurance, location and operation to which insurance applies, expiration date, to whom cancellation and reduction notice will be sent, and length of notice period.
 - C. An endorsement stating that District and the State and their representatives, employees, trustees, officers, consultants, and volunteers are named additional insureds under all policies except Workers' Compensation Insurance, Professional Liability, and Employers' Liability Insurance. An endorsement shall also state that YCSD's insurance policies shall be primary to any insurance or self-insurance maintained by District.
 - D. All policies shall be written on an occurrence form, except for Professional Liability which shall be on a claims-made form.

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July 15, 2021

Project #: TBD

**Mr. Travis Barnett
Marysville Joint Unified School District
1919 B Street
Marysville, California 95901**

**Re: Limited Stockpile Soil Sampling Assessment Proposal
Arboga Elementary School Project - Arboga, California**

Dear Mr Barnett:

Pinnacle Environmental, Inc. (PEI), is pleased to present this proposal to the Marysville Joint Unified School District (Client) for limited soil sampling assessment activities for a soil stockpile located at 1959 11th Avenue (and other addresses), in Olivehurst, California (the "borrow" site). Based upon information (map and description) provided by the construction contractor, the subject soils to be sampled consist of an approximate 500 cubic yard stockpile of soil excavated from an approximate 4.6-acre borrow site, apparently planned for re-development. Based on limited aerial photography, the above property has been undeveloped agricultural land surrounded by residential properties for many decades. The primary concern is for potential crop pesticides to have been applied in the past, residential hazardous materials dumping/disposal, as well as other potential naturally occurring constituents (e.g., NOA, heavy metals).

PEI understands that the Client desires to test the soil pile for subsequent re-use as fill material beneath planned structures and flatwork at Arboga Elementary School. The soil re-use is reportedly not planned for garden or playground areas.

Since PEI has not visited the borrow area or stockpile, or completed an in-depth historic review, and in the interest of expediency, a preliminary scope of work for screening subsurface assessment is presented.

This is a limited assessment of stockpiled soils only from the reported borrow site. No subsurface (e.g., below grade) soil, soil vapor or groundwater sampling are included. This screening investigation is not intended to define the extent of potentially impacted soil at the borrow site or stockpile, but rather is intended to discover area(s) of impact by the below-mentioned potential constituents in a limited accessible soil stockpile location at the borrow site. Additionally, the report is not necessarily intended to satisfy regulatory agencies, or be used for official "closure" purposes. Significant additional scope requirements, cost and turnaround time (including agency interaction) are necessary to achieve such a purpose.

Offices In:

California

Business Services Department
Approval: 
Date: 7-27-21

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SCREENING SOIL SAMPLING ASSESSMENT

As potential imported fill material to an elementary school, it would be appropriate to complete a soil sampling protocol in accordance with the 2001 CalEPA Department of Toxics Substances Control (DTSC) "Information Advisory for Clean Imported Fill". That document specifically addresses the use of fill introduced onto sensitive land uses which include hospitals, homes, day care centers and schools.

According to the Contractor, the reported size of the soil stockpile is approximately 500 cubic yards stockpiled on the eastern portion of the borrow property. Using the DTSC guidance mentioned above, PEI proposes to divide the stockpile into 2 portions of approximately 250 cubic yards each. PEI proposes to collect a discreet soil sample from within each soil stockpile sub-area of approximately 250 cubic yards each. PEI estimates that 2 total discrete soil samples will be analyzed by a laboratory(s). The samples will be obtained using hand tools (e.g., trowel or shovel) to excavate the soils into clean lab-supplied glass jars or other suitable containers.

This sampling strategy presented above is for screening purposes for imported soils covered by buildings and similar uses. It may not be adequate to assess whether soils can be used for garden or playground purposes. It may or may not be adequate for purposes of off-site disposal. In order to assess whether this sampling strategy will suffice for off-site disposal at a specific disposal facility, a copy of a soil sampling plan and site photographs/diagrams will need to be sent to that disposal facility for their review and approval. Preparation of that sampling plan/report is not included in this proposal. Should the soils be impacted above regulatory guidelines, this proposal does not address or include potential additional analyses or other efforts to evaluate the stockpile for its final disposition.

The scope of work is based on information provided by the construction contractor, excavation contractor and others, and PEI has not confirmed (and will not confirm) the information provided, and is relying on that information for completion of the project. PEI also cannot confirm that the soil stockpile being assessed is the actual soil being imported to the final end-use site location. This would involve direct oversight of the exporting and importing operations, and PEI will not be involved beyond sampling and reporting the stockpile analyses results.

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This sampling strategy presented above is for screening purposes for imported soils covered by buildings and similar uses. It may not be adequate to assess whether soils can be used for garden or playground purposes. It may or may not be adequate for purposes of off-site disposal. In order to assess whether this sampling strategy will suffice for off-site disposal at a specific disposal facility, a copy of a soil sampling plan and site photographs/diagrams will need to be sent to that disposal facility for their review and approval. Preparation of that sampling plan/report is not included in this proposal. Should the soils be impacted above regulatory guidelines, this proposal does not address or include potential additional analyses or other efforts to evaluate the stockpile for its final disposition.

The scope of work is based on information provided by the construction contractor, excavation contractor and others, and PEI has not confirmed (and will not confirm) the information provided, and is relying on that information for completion of the project. PEI also cannot confirm that the soil stockpile being assessed is the actual soil being imported to the final end-use site location. This would involve direct oversight of the exporting and importing operations, and PEI will not be involved beyond sampling and reporting the stockpile analyses results.

CHEMICAL ANALYSES OF SELECT SAMPLES

Due to the reported source of the soil stockpile, and the primary concern is for potential pest control, weed abatement and/or dust control chemicals (e.g., chlorinated herbicides, oil-based spray) to have been applied to the borrow area in the past, and/or residential hazardous materials disposal. In addition, naturally occurring materials may be present (e.g., NOA, metals). Based on DTSC guidance, PEI proposes to analyze the soil samples for the following:

- Total Petroleum Hydrocarbons differentiated by carbon chain (TPH-cc) by EPA Method 8015;
- Volatile Organic Compounds (VOCs) by EPA Method 8260B;
- Semi-VOCs (SVOCs) by EPA method 8270C
- Title 22 Metals (aka CAM 17) by EPA Method 6010A/7471A;
- Polychlorinated Biphenyls (PCBs) by EPA Method 8082;
- Organochlorine Pesticides (OCPs) by EPA method 8081A;
- Organophosphorus Pesticides (OPPs) by EPA method 8141A;
- Chlorinated Herbicides (CHs) by EPA method 8151A
- Naturally Occurring Asbestos (NOA) via CARB 435 Level B (reporting limit to 0.15%)

The soil samples designated for analysis will be tested at a California ELAP certified off-site laboratory(s) under a properly completed and signed Chain-of-Custody form, delivered via overnight service. Up to two (2) discrete soil samples from the soil stockpile will be submitted for initial laboratory analysis as noted above.

PEI will obtain authorization from the Client prior to additional analysis beyond the initial soil sample analysis for the above parameters (at an additional cost on a time and materials basis); however, additional analysis is not expected. A rush 48-hour turnaround time for laboratory analysis is included. PEI will also assume 1 metal from each sample may require an additional Soluble Threshold Limit Concentration (STLC) analysis by the laboratory, for a total of 2 STLC analyses. The actual number of STLC analyses may vary and will be billed accordingly.

PREPARE AND SUBMIT SITE INVESTIGATION REPORT

Following completion of the fieldwork and receipt of laboratory analytical results, a site investigation report will be prepared that includes the following information:

- Subject property and plot plan showing locations of soil samples and soil pile areas;
- Description of sampling procedures;
- Results of laboratory analyses compared against appropriate regulatory screening levels;
- Findings, conclusions and any recommendations, as necessary.

The report will be signed by a California Professional Geologist and submitted to the Client.

PROJECT SCHEDULE

The following estimated schedule is anticipated to complete the proposed Scope of Work after authorization to proceed has been received (cumulative weeks):

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|---|---|
| 1. Screening Soil Sampling Field Work | 1 st to 2 nd week |
| 2. Laboratory analyses (assuming 48 hr rush analysis) | 2 nd week |
| 3. Report preparation | 3 rd week |

PROJECT BUDGET

PEI proposes the Scope of Work on a time and materials budget as itemized below:

- | | |
|---|----------------|
| 1. Preparation & Review (estimated 3 hours) | \$450 |
| 2. Screening Soil Sampling Field Work - Property/Soil Stockpile Area observations, soil sampling; consumables, travel, mileage, field equipment, and sample shipping (Estimated 8 hours labor + mileage, shipping, materials) | \$1,200 |
| 3. Laboratory analysis - Soil Stockpile - Up to 2 discrete soil samples for 48-hour <u>Rush</u> : TPH-cc, VOCs, SVOCs, Title 22 metals, PCBs, OCPs, OPPs, CHs, NOA @\$1,400/sample. 2 STLC @75/metal (assume 2) | \$3,000 |
| 4. Data evaluation, client interaction, report preparation by PEI (estimated 8 hours labor) | <u>\$1,200</u> |
| TOTAL ESTIMATED FEES | \$5,850 |

Payment is due within 30 days of report delivery, unless prior arrangements have been made. Client will be responsible for any costs incurred by PEI in the collection of the unpaid balance after the initial 30 days to include a fee of 1.5% interest penalty per month for the unpaid balance.

Additional Conditions:

1. PEI assumes that permission for full access will be granted to the property by the subject property owner. If full access is not granted by property owner or others, the Client will be notified immediately and will be invoiced on a time and materials basis for efforts.
2. PEI nor its contractors are responsible for delays or costs incurred or caused by weather conditions or acts of God. Further, PEI assumes that the field work will be performed during normal business hours (7-5, Mon.-Fri.), or additional costs may be charged for overtime.
3. The contractors utilized may have various exclusions and limitations to their work and/or liability as indicated in their contracts with PEI and/or others; however, despite these limitations, PEI does not thereby accept liability in any way for acts or omissions by its subcontractors or others.
4. Laboratory analyses of samples is limited to the number specified above. Additional sample analysis will require authorization by the Client.
5. In the event soil or groundwater contamination is discovered, this contract does not include any removal or disposal of any contaminated soil, groundwater or any other requirement of regulatory agency(s) contingent on the fact that there was a release. PEI or its subcontractors are also not responsible for potential release or dispersal of pre-existing contamination or hazardous materials which may occur or be encountered as part of the investigation. In addition, PEI is not responsible for disposal of potentially impacted soil cuttings or groundwater, if any, generated from this investigation. However, PEI can assist the property owner with logistical support for such disposal.
6. PEI assumes that should contamination be discovered, it is the responsibility of the Client/property owner (the "responsible party") to report such impact to the appropriate regulatory agency(s). PEI can assist Client in the reporting of such conditions, if necessary.
7. Any delays or stoppage of work caused by others or circumstances beyond PEI or it's subcontractor's control such as site conditions, contamination, uncooperative site occupants, etc., will incur extra charges to the proposal cost estimate billed on a time and materials basis to the Client.
8. This investigation is performed for the Client listed on the first page. This estimate is valid for 30 days, and may be changed based upon new information.
9. In the interest of time, this scope of work is being completed without the initial involvement and approval of the state or local regulatory agencies. Without prior direction, it is unknown what additional work, if any, would be required by an agency for their review purposes. Except for unusual circumstances (e.g., imminent threat to human health, etc.), it is the property owner's (i.e., responsible party's) responsibility to report

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- potential environmental impacts which may be identified from the investigation, if required by law. This responsibility to report may extend to the Client if required by law.
10. All efforts will be made to expedite the field work; however, PEI does not control subcontractor (laboratory, driller, geophysical, etc.) availability.
 11. PEI will not be responsible for tenant or occupant inconveniences or loss of business due to the fact that this investigation may have temporarily limited or interrupted their operations. PEI is also not responsible for indirect or consequential damages related to the work performed. The property owner is responsible for arrangements to insure the work can be performed without limitation and that proposed work areas are free of obstructions. If delays are incurred, related charges will be charged to the property owner or Client.
 12. **Insurance and Limitation of Liability:** PEI shall, during the performance of this agreement, keep in force the following minimum insurance and PEI's related liability is subject to the conditions and limitations of the policies: 1) Comprehensive General Liability Insurance with limits of \$1,000,000 per occurrence; \$1,000,000 aggregate, 2) Comprehensive Automotive Liability Insurance including operation of owned, non-owned, and hired automobiles with limits of \$1,000,000 per occurrence and in aggregate; and 3) Professional Liability, Errors and Omissions Insurance with limits of \$1,000,000 per occurrence and in aggregate. PEI agrees to furnish Client, upon request, insurance certificate(s) reflecting PEI compliance with the requirements of this article. Unless covered by insurance carried by PEI pursuant to this article, in which case the coverage and limits specified to be maintained shall apply, the aggregate liability of PEI for any and all claims, damages, costs or expenses, including attorney's fees, resulting from PEI's performance or non-performance of its obligations under this agreement, whether based in contract, breach of warranty, tort (including negligence), strict liability or otherwise shall not exceed the total compensation paid for service out of which the claim, damage, cost or expense arose, but in no event shall PEI be liable for any consequential or special damages such as loss of profits or revenues or increased cost of operation or by reason of shut down or delay whether based on contract, tort (including negligence), or strict liability, whether caused by or alleged to have been caused by PEI, its employees, subcontractors, or independent parties working under the direction, or with PEI.
 13. **Claims:** Client shall not assert any claim or suit, whether in tort, error/omission, breach of warranty or contract, against PEI after expiration of the Limitation Period, defined as the shorter of (a) one year from substantial completion of the particular services out of which the claim or suit arose or (b) the time period of any statute of limitations or ultimate repose provided by law. **Governing Law:** This Agreement is made under and shall be governed by and enforced under the laws of the state of California. **Attorney's Fees:** In any suit, dispute or action arises from or in connection with this Agreement, the prevailing party shall be entitled to recover all reasonable attorney fees, costs and expenses incurred, including without limitation any at trial, on appeal, or in a bankruptcy proceeding.

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If you are in agreement with the Scope of Work and wish to authorize us to proceed, please sign where provided below and return.

Sincerely,
Pinnacle Environmental, Inc.



David W. Copp, EP
Project Manager



Kevin M. Clark, P.G.
Professional Geologist

APPROVED FOR CLIENT (Marysville Joint Union School District)

Signature: Penny Lausong

Name: Penny Lausong

Title: Assistant Superintendent

Date: 7-27-21

APPROVED FOR PROPERTY/STOCKPILE OWNER:

Signature: Penny Lausong

Name: Penny Lausong

Title: Assistant Superintendent

Date: 7-27-21

REVIEWED BY:



TRAVIS Barnett
Director of Buildings
& Grounds

7.26.21
DATE

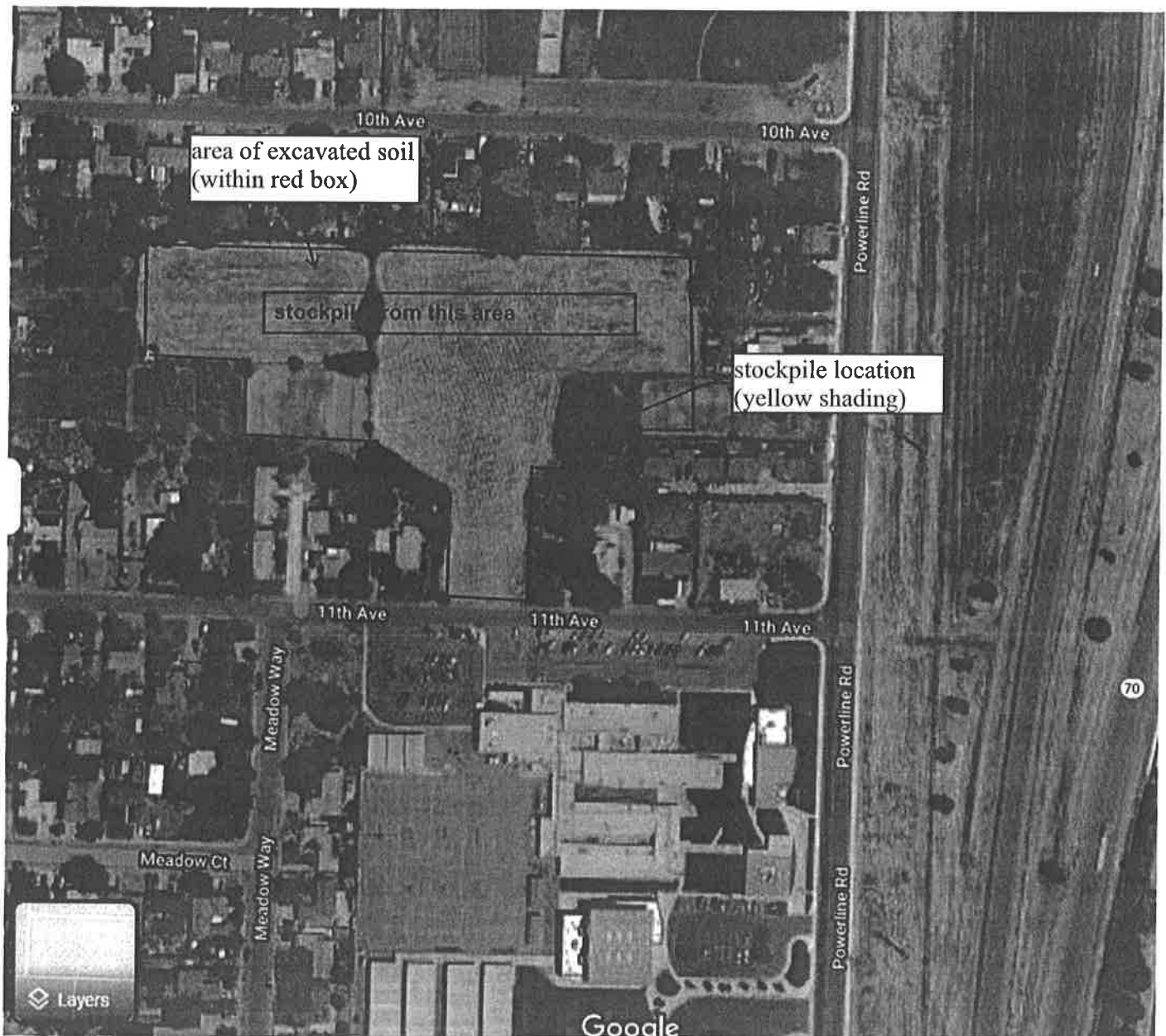
436

Jonathan Grisell

From: Eric Moore <emoore@gobrco.com>
Sent: Wednesday, July 14, 2021 12:22 PM
To: Jonathan Grisell
Cc: Brian Roth
Subject: RE: Arboga soil testing.

Jon,

Below is the location of the material. The location is North of Yuba Gardens Intermediate School on 11th Ave in Arboga and the stock pile is indicated in Yellow. Let me know if I need to meet them onsite.



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SPEECH PATHOLOGY FIELD PLACEMENT AGREEMENT
BETWEEN BAYLOR UNIVERSITY AND
MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT

The following agreement is mutually agreed upon in order to clarify the joint and separate responsibilities between Marysville Joint Unified School District, hereinafter referred to as the "Agency," and Baylor University, a Texas non-profit corporation, hereinafter referred to as the "University," by which the parties will provide field instruction in Speech Pathology for selected students of the University. This contract supersedes any previous contract or agreement, verbal or written, entered into between the University and Agency for the purpose of Speech Pathology field placement.

SECTION I

It is mutually agreed that:

1. The purpose of Speech Pathology field placement with the Agency is to provide opportunities for learning and to enable the students to meet the objectives of field instruction.
2. The Agency will have the right to interview students selected by the University.
3. The Agency will have the right to reject any student who, in the Agency's judgment, does not meet its criteria for acceptance and to set the total number of students the Agency is willing to accept for placement.
4. The Agency through the Field Instructor(s) will provide input to the University's Speech Pathology curriculum and the University is responsible for maintaining adequate structure to consider the utilization of such input.
5. In the interest of quality clinical care, the Agency will provide supervision and instruction regarding individual cases seen by the student.
6. The number of students which the Agency will receive will be mutually agreed upon at least 4 weeks prior to the students' field experience.
7. The Agency will plan and administer all aspects of the clinical care program and shall provide qualified supervision of all clinical care activities.
8. Any provision of this agreement to the contrary notwithstanding, the Agency personnel may, at any time, relieve a student of any specific assignment, or may request that a student leave the clinical care area or the hospital premises, for any reason that the Agency personnel deem necessary for the quality of clinical care.

9. Any provision of this agreement to the contrary notwithstanding, a client may request that they not be a teaching client and such request will be honored by Agency and University. In addition, the Agency may, on its sole authority, designate one of its clients as a non-teaching client.

10. Students and faculty of the University may not be deemed employees of the Agency nor shall employees of the Agency be deemed to be employees of the University for purposes of compensation or benefits or within the terms of any workmen's compensation, unemployment compensation, or the withholding of income and social security taxes. This provision shall not be deemed to prohibit the employment of a student or faculty member of the University by the Agency under a separate employment agreement or prohibit the employment of an employee of the Agency by the University under separate employment agreement.

11. If Agency is a Covered Entity under the Health Insurance Portability and Accountability Act (HIPAA) of 1996, then for purposes of compliance with HIPAA, Students of University shall function as part of the Facility's "workforce", limited to the definition of 45 CFR §160.103 and shall be subject to the HIPAA policies and procedures of the Facility. University shall inform the assigned Students of the HIPAA requirements prior to their assignment to the Agency. However, University shall not be considered to be a Business Associate of the Facility, as that term is defined in 45 CFR §160.103.

12. Each party is separately responsible for compliance with applicable laws, including anti-discrimination laws that are applicable to their respective activities under the program.

13. The Agency is not responsible for providing a student with life insurance, workmen's compensation insurance, or hospitalization insurance. The Agency will not provide free medical care to the student.

14. Indemnity Provision – University agrees to indemnify and hold harmless the Agency from and against any and all liability for personal injury, including injury resulting in death, or damage to property, or both, resulting from the negligent acts and/or omissions of Students. Agency agrees to indemnify and hold harmless University against any and all liability for personal injury, including injury resulting in death, or damage to property, or both, resulting from the negligent acts and/or omissions of its employees. University has the authority to investigate liability claims or discrimination claims made by or against University, its faculty or students.

SECTION II

The Agency agrees to:

1. Accept students for field instruction in Speech Pathology including participation in the overall Agency program and activities as appropriate to the objectives of field instruction. The Agency will provide students such cases, client contacts, access to records and other information within the Agency to meet the objectives of field instruction, including both a variety of direct service experiences and experiences with the organizational functioning of the Agency as are available and appropriate.
2. Appoint a professional Speech Pathologist(s) who demonstrate(s) commitment to practice and to education to assume a day-to-day working relationship with the University's Field Coordinator and to act as Field Instructor(s) for the student(s) and will allot said staff member(s) sufficient time for planning, supervision, evaluation, and to gain familiarity with the University's program.
3. Furnish in writing to the University any exceptional criteria it considers necessary for the selection of students placed with the Agency.
4. Inform the University of any difficulties a student is having that might result in termination of the placement or a failing grade. The Agency will be responsible for documenting any student difficulties and efforts to deal with them.
5. Prohibit the disclosure of personally identifiable information, as defined by the Family Educational Rights and Privacy Act, of a student without the prior consent of the student, and to limit Agency's use of such information only for the purpose for which it obtained such information.
6. Provide the use of existing office space, including privacy for interviewing, and such equipment, supplies, and clerical assistance as are necessary to the accomplishment of the learning task and the student's responsibilities in the Agency.
7. Inform the University of any change in policies, procedures, or staffing that might affect the quality of nature of field instruction.
8. Provide the University with a written summary of student performance at the termination of the field experience.
9. Provide the University with the Agency's standards and regulations for personnel. Students will be subject to such rules and regulations of the Agency as are congruent with the educational objectives of field experience.
10. Retain responsibility for Speech Pathology services to its clients.

11. Maintain appropriate general liability insurance coverage in the amounts of at least \$1,000,000 per occurrence and \$3,000,000 in the aggregate, with insurance carriers or self-insurance programs.

SECTION III

The University agrees to:

1. Assume responsibility for the selection of students to be interviewed by the Agency, and provide the Agency, prior to the interview, information about the student's academic achievement, previous work experience, and a brief autobiography. The University agrees to endeavor to meet the exceptional criteria specified by the Agency.
2. Honor a written request by the Agency, detailing the reason or cause, to relieve a student of his or her field placement responsibilities if such a student is found unsuitable for his or her assignment, or if unusual circumstances within the Agency dictate termination of the field experience.
3. Assume responsibility for the overall quality of the student's education in the Speech Pathology Program and for the administration of the field instruction program in relation to the educational requirements of the Speech Pathology Program and the University.
4. Be responsible for cooperation with the Agency in maintaining standards in preparing students for placement to assure the quality of services required by the Agency.
5. If requested by the Agency, maintain for itself and provide to Students or require that Students obtain and maintain appropriate general and professional liability insurance coverage in the amounts of at least \$1,000,000 per occurrence and \$3,000,000 in the aggregate, with insurance carriers or self-insurance programs approved by Agency, in accordance with Agency's bylaws, rules and regulations. A copy of the certificate of insurance shall be provided to the Agency.
6. If the student will receive non-FERPA covered Protected Health Information, as that term is defined under HIPAA, as amended, during the placement, require students to obtain training in the legal requirements and practices concerning the:
 - A. Confidentiality of patient information prior to assignment to the Agency, which will include privacy and security standards established by the Health Insurance Portability and Accountability Act of 1996 (HIPAA), 42 U.S.C. §§1320d et seq., and regulations adopted under that act, as modified by the Health Information Technology for Economic and Clinical Health Act (HITECH) (P.L. 111-5), and regulations adopted under that act at 45 CFR Parts 160, 162, and 164. University will also instruct students in their responsibility to obtain education in Agency specific privacy and security requirements.

B. Confidentiality of knowledge and information obtained about the Agency while participating in the field placement, including knowledge and information regarding the business and operation of the Agency; policies, procedures, and guidelines of the Agency; and information about employees, agents, representatives, and contractors of the Agency.

7. If the student may be at risk for occupational exposure to blood or other potentially infectious materials, require students, as condition for participating in this field placement to obtain:

- A. Training in accordance with the Occupational Safety and Health Administration's (OSHA) Occupational Exposure to Blood-borne Pathogens
- B. Training in the modes of transmission, epidemiology and symptoms of Hepatitis B virus (HBV) and Human Immunodeficiency (HIV) and other blood borne pathogens.
- C. Training in the methods of control that prevent or reduce exposure including universal precautions, appropriate engineering controls, work practices, and personal protective equipment.
- D. Information on the hepatitis B vaccine, its efficacy, safety, method of administration, and benefits of being vaccinated.

SECTION IV

The student will be expected to:

- 1. Follow the administrative and clinical policies, standards, and practices of the Agency.
- 2. Comply with the regulations of professional conduct as outlined by the American Speech-Language-Hearing Association.
- 3. Obtain prior written approval of the Agency before publishing any materials related to the clinical experience.
- 4. Provide the necessary and appropriate dress (uniforms, if required). Provide his or her own transportation and living arrangements and meals.

SECTION V

- 1. This agreement will become effective as of the date last signed below.

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2. This Agreement shall remain in effect until terminated. Either party may terminate this Agreement, with or without cause, by written notice to the other party at least sixty (60) days prior to the commencement of the next academic term. Students enrolled in the course at the time notice is given shall have the opportunity to complete the course of study in progress.

3. The parties to this agreement may amend this Agreement as deemed necessary provided, however, that no amendment to this Agreement shall be valid unless in writing and signed by the duly authorized representatives of the parties.

4. All the terms, conditions, and provisions agreed upon by the parties to this agreement are incorporated in this document.

For the faithful performance of the terms of this agreement, the parties hereto, in their capacities as stated, affix their signatures and bind themselves.

BAYLOR UNIVERSITY

By: _____

Sheri L. Dragoo
Interim Dean, Robbins College of Health and Human Sciences

Date: _____

AGENCY:

MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT

By: _____

Ramiro Carreon
Assistant Superintendent of Personnel Services

Date: _____



Marysville Youth and Civic Center

1830 B St, Marysville, CA, 95901

Phone: 530-443-2951

Email: president.mycc@gmail.com

LEASE agreement- 2021-2022

This agreement is by and between the **Marysville Youth & Civic Center** (hereinafter referred to as MYCC) and the **Marysville Charter Academy for the Arts School** (Lessee).

1. Whereas, the lessee desires to secure from MYCC certain rights and privileges and to obtain use of the premises Monday through Friday, 8:00 AM to 3:00pm beginning on August 9th, 2021 at 8:00 AM and ending June 10th, 2022 at 3:00 PM.
2. MYCC hereby grants to the Lessee the right to occupy the spaces described below with a maximum attendance of N/A persons for the purposes set forth in this agreement.
3. The purpose of this occupancy shall be limited to conducting **School Classes** and for no other purpose.
 - a. Two days in August, 2021 prior to school opening for Senior Pictures
 - b. One day in June, 2022 for Senior Breakfast
 - c. ***Other School Sanctioned Activities**, such as use is determined through the school year.
4. Security/ damage fee is due upon reserving the requested space within the facility.
5. A valid certificate of Insurance (naming MYCC as an additional insured must be presented to MYCC by August 2nd. The minimum coverage required is \$1,000,000.
6. Payment may be made in cash, check, money order or cashier check, with a \$25 service charge for any returned checks. A returned check may result in cancellation of the lessee's scheduled lease date. The Lessee may avoid cancellation by covering the returned check with cash within 24 hours of the notice of cancellation due to a returned check.
7. In the event that the Silent Fire Alarm is pulled and it is a false alarm there will be a penalty of
8. The Lessee agrees to pay to the MYCC the rights and privileges hereby granted in the amount and in the manner set forth below:

Description of Facility	Use Fee	Security/Damage Fee
Ballroom, Conference Room and Locked Storage Room	\$33,500.00**	\$500.00**
Total	\$33,500.00	

*Other School Sanctioned Activities will be invoiced separately as events occur.

**Use Fee of \$33,500.00 does not include Other School Sanctioned Activities.

***Security/Damage Fee is already on file.

9. Security/ Damage fees will be returned within 30 days from the end of the contract if there are no damages.

- a. If there are damages, the damages will be repaired and the costs deducted from the Security Fee prior to the return of the Security/ Damages fee.

10. The Lessee agrees to pay to MYCC for the use of any additional equipment or fixtures and:
 - a. The cost of any damages to MYCC property and/ or utility charges if any
 - b. The cost of the removal of any of the Lessee property, refuse, and/ or cleanup required beyond that determined reasonable by MYCC and in excess of the costs of the cleaning deposit.

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Business Services Department

Approval: PL

Date: 8-2-21



Marysville Youth and Civic Center
1830 B St, Marysville, CA, 95901
Phone: 530-443-2951
Email: president.mycc@gmail.com
LEASE agreement- 2021-2022

11. The Lessee agrees that he/she will not sell, exchange, barter, or permit his/ her employees to sell exchange, barter any permits issues to the Lessee or his/her employees hereunder.
12. This contract or Privileges or any part thereof, cannot be assigned or otherwise disposed of without written consent of MYCC.

Security Deposit

- A refundable security deposit of \$500.00 shall be required from the Marysville Charter Academy for the Arts School (Lessee) upon signature of the contract. In the event of insufficient quality of cleaning. MYCC(Lessor) will use security deposit funds to have a cleaning company to clean the Lessee's portion of the building. The Lessee will then be presented a copy of the invoice from the cleaning company and will have 30 days to reimburse the lessor for the expenditure from the Security Deposit, which must maintain a funded balance of their security deposit back to \$500. Failure to do this will be considered a violation of the lease agreement.
- If there are any damages caused by the Lessee the property, the Lessor will use security deposit funds to have a contractor repair Lessee's portion of the damages. The Lessee will then be presented a copy of the invoice from the contractor and will have 30 days to pay the Lessor to bring the balance of their security deposit back to \$500. Failure to do this will be considered a violation of the lease agreement.

Janitorial

- The Lessee will be responsible for:
 1. Cleaning the Front Conference Room - dusting or sweeping the floor, mopping if needed, cleaning the Formica countertop, cleaning the front glass entrance floor and gum removed from the floor.
 2. The Ballroom floor is to be dusted, gum removed from the floor and damp mopped if needed.
 3. The entryway to the bathrooms are to be swept or dusted and mopped if needed.
 4. Each week the urinals, toilets, counters, mirrors and faucets are to be cleaned with a disinfectant. The bathroom floors are to be mopped with a standard cleaning agent.
 5. Each week all soap, toilet paper, and paper towel dispensers are to be refilled if needed.
- 6. Spit wads will be removed from the bathroom walls, doors and ceilings.
- 7. All trash cans are to be emptied and removed to the dumpster during each cleaning and replaced with fresh liners.
- 8. Extra cleanings for extra rental days as needed throughout the school year.
- 9. Gum on the sidewalk leading to the back entrance must be removed.



Marysville Youth and Civic Center

1830 B St, Marysville, CA, 95901

Phone: 530-443-2951

Email: president.mycc@gmail.com

LEASE agreement- 2021-2022

- Frequency of cleanings is to occur Tuesday and Friday each week immediately following the cessation of classes at 2:50 PM. In the case of non-use by the school on Tuesday or Friday due to holidays or other events, janitorial services may be performed after the cessation of classes for that week. A daily walk-through must be completed to address any janitorial mess made beyond a routine cleaning.

Storage Unit

- The Lessee will be given use of one storage unit for educational materials and supplies. The Lessor is not liable for the contents of the storage unit. All materials and supplies must be secured inside the storage unit. Lessor is not liable for materials or supplies not stored or secured properly in the storage unit. It is the responsibility of the Lessee to inform the Lessor if the floor or lock is not functioning properly.
- Any and all supplies and props used by the school and or students are to be stored in the storage room at the close of each day. Failure to remove educational materials will result in Lessee being charged for the time to move items from the rooms. Please ensure that all student belongings are removed from the ballroom and conference room at the end of each instructional day. Failure to do so will result in the Lessee being charged for the time to remove items from the rooms.

Other

- All School sanctioned Activities must be cleared through Lessor prior to use of facility. Failure to do so will result in the Lessee being charged \$50 for Lessor representative to accommodate Lessee representatives, such as opening facility, turning off alarms, unlocking storage unit, table storage, chair storage, janitorial storage.
- All School Sanctioned Activities must be cleaned up at the end of the activity.

Lessor Initials MS Date 8/2/21 Lessee Initials PL Date 8-2-21

MYCC Representative

Marysville Youth & Civic Center

1830 B Street

Marysville, CA, 95901

Phone: 530-763-3075

Name: Peggy Smith
Title: President
Signature: Peggy Smith
Date: 8/2/21

Lessee Representative

Marysville Charter Academy of the Arts

1917 B Street

Marysville, CA, 95901

Phone: 530-749-6156

Fax: 530-741-7892

Name: Penny Lauseng
Penny Lauseng-MJUSD
Asst. Supt of Business Services

8-2-21

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Marysville Joint Unified School District

Resolution 2021-22/03

DISPOSAL OF OBSOLETE TEXTBOOKS/INSTRUCTIONAL MATERIALS

WHEREAS, the Marysville Joint Unified School District accumulates worn and obsolete textbooks and instructional materials each year; and

WHEREAS, the Marysville Joint Unified School District desires to dispose of said worn and obsolete textbooks and instructional materials; and

NOW, THEREFORE, BE IT RESOLVED that in accordance with provisions of the Education Code and district policy, the Superintendent, or designee, is hereby authorized to sell, donate, recycle, or dispose of obsolete textbooks and instructional materials for the 2021-22 school year.

PASSED AND ADOPTED THIS 10th DAY OF August 2021.

AYES:

NOES:

ABSENT:

ABSTAIN:

ATTEST:

Gary Cena
Superintendent of Schools

Randy L. Rasmussen
President to Board of Trustees

Marysville Joint Unified School District

Resolution 2021-22/04

DISPOSAL OF SURPLUS AND WORN DISTRICT PROPERTY

WHEREAS, Marysville Joint Unified School District accumulates worn and obsolete property, furniture, equipment, relocatable classrooms, and vehicles; and

WHEREAS, Marysville Joint Unified School District desires to dispose of said worn and obsolete property, furniture, equipment, relocatable classrooms, and vehicles; and

NOW, THEREFORE, BE IT RESOLVED that in accordance with provisions of the Education Code and district policy, the Superintendent or designee is hereby authorized to dispose of property, furniture, equipment, relocatable classrooms, and vehicles through public/private sale, donation, recycle, or discard for the 2021-22 school year.

PASSED AND ADOPTED THIS 10th DAY OF AUGUST 2021.

AYES:

NOES:

ABSENT:

ABSTAIN:

ATTEST:

Gary Cena, Superintendent
Secretary – Board of Trustees

Randy L. Rasmussen
President - Board of Trustees

Marysville Joint Unified School District

Resolution 2021-22/05

PROCUREMENT THROUGH USE OF VARIOUS STATE CONTRACTS

WHEREAS, the Governing Board has the authority to purchase through another public agency if it is in the best interest of the district; and

NOW, THEREFORE, BE IT RESOLVED that the Governing Board of the Marysville Joint Unified School District does declare it to be in the best interest of the district to acquire materials, equipment, supplies, services, and vehicles through use of various State of California Department of General Services and Department of Technology contracts, as the district deems necessary. These state contracts may be used through the term of the contract including extensions if the district so chooses; and

NOW, THEREFORE, BE IT FURTHER RESOLVED that the Governing Board authorizes the district to accept and award purchase orders as needed for the procurement of materials, equipment, supplies, services, and vehicles through use of various State of California Department of General Services and Department of Technology contracts.

PASSED AND ADOPTED THIS 10th DAY OF August 2021.

AYES:

NOES:

ABSENT:

ABSTAIN:

ATTEST:

Gary Cena
Superintendent of Schools

Randy L. Rasmussen
President to Board of Trustees

TENTATIVE AGREEMENT
Between
MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT
And the
OPERATING ENGINEERS LOCAL UNION #3

The Marysville Joint Unified School District ("District") and the Operating Engineers Local Union #3 ("OE3") reached a tentative agreement on July 26, 2021, incorporating the following:

Total Compensation for the 2020/2021 School Year:

The parties agreed to a total compensation package that reflects a three point five percent (3.5%) off-schedule payment retroactive to July 1, 2020. The total compensation package shall be structured in the following manner:

Retro Payment

All OE3-represented employees employed by the District on July 1, 2020, and remaining in good standing, shall receive the retroactive payment. Employees not in good standing, and/or having left the District before January 1, 2021, shall not receive the retro payment. Retirees, who left the District, in good standing, after July 1, 2020, shall receive the retroactive payment.

Total Compensation for the 2021/2022 School Year:

The parties agreed to a total compensation package that reflects a two point zero percent (2.0%) increase to all wage ranges beginning to July 1, 2021.

Article 8: Temporary Assignment to Other Duties and Compensation

The parties agreed to extend the temporary assignment threshold to forty-five (45) days beginning July 1, 2021. Beginning July 1, 2021, the employee providing out-of-class duties shall receive the hourly equivalent of Step 1 of the job title or ten percent (10%) whichever is higher for performing the duties.

Increases to Tool and Safety Footwear Allowances for Eligible Employees:

The District shall increase the Tool (12.6.1) and Safety Footwear (12.6.2) allowance by ten dollars (\$10) per month and thirty dollars (\$30) annually respectively, and apply the increases to the regular payment cycle.

Minimum Wage Issue:

The District will comply with all minimum wage laws, as it has since the increases have taken place each year. The expected increase on January 1, 2022 shall be resolved for all ranges currently below the anticipated and required minimum.

Completion of Negotiations for 2020/21 and 2021-22 Term and Duration of Agreement

This Agreement shall fully resolve all negotiations through the 2020/2021 and 2021/2022 school years. The parties agree on a "Me, too!" clause. The new term of the Memorandum of Understanding ("MOU") between the parties shall be in force through June 30, 2025.

Traditional reopeners for total compensation (e.g., wages and benefits) shall still apply in school year 2022-23.

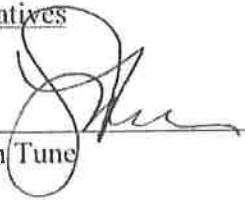
For OE3:


Felix Mario Huerta, Jr., OE3 Business Rep

7/26/21
Date

Employee Representatives

Ruda Nelson



Fran Tune



Cathey Gingrich

Scott Clancy



Maria Flores



Kathy Maldonado



Ken Tarr

For The District:



Ramiro G. Carreón, Asst. Supt/Personnel

07/26/2021
Date

SUMMARY OF PROPOSED AGREEMENT

BETWEEN THE	Marysville Joint Unified	SCHOOL DISTRICT
WITH THE	OE3	BARGAINING UNIT (BU)
To be acted upon by the Governing Board at its meeting on :	(enter Date)	8/10/2021
Budget Revisions to be INPUT no later than 45 days after approval: (will calc + 45 days)	(enter Date)	9/24/2021
Estimated Agreement Payment Date	(enter Date)	8/31/2021

GENERAL

Section 1: STATUS OF BARGAINING UNIT AGREEMENTS

This document is REQUIRED whenever a NEW or AMENDED agreement is ratified.

If this Public Disclosure is not applicable to all of the District's bargaining units, indicate the current status (whether settled or pending settlement) of the remaining units:
(Separate disclosures should be made for each bargaining unit agreement)

Certificated:		# FTE Represented
Classified:	OE3	307.16

Section 2: PERIOD OF AGREEMENT

The proposed agreement covers the period beginning on: (enter Begin Date) 7/1/2020
and ending on: (enter End Date) 6/30/2022

If this agreement is part of a multi-year contract, indicate ALL fiscal years covered:

Fiscal Years:	2020-2021	2021-2022
Reopeners: Yes or NO ?	Yes	Yes

if Yes, what Areas?

Total compensation (e.g. wages and benefits). The parties agree on a "Me, too" clause, regarding salary increases.

COMPENSATION PROVISIONS

Section 3: SALARIES: PERCENTAGE CHANGE IN SALARIES IN PROPOSED AGREEMENT:

The proposed agreement includes the following costs for salaries for the above-mentioned Bargaining unit:

Current Year Salary Cost Before Settlement (Based on Year to Date (YTD) Actuals Projected through 6/30):	\$ 13,567,226.96
Current Year Salary Cost After Settlement (Include any retroactive pay increases or (decreases) or one time bonuses/stipends or (reductions), as applicable):	\$ 14,321,040.61
Total Cost Increase or (Decrease):	\$753,813.65
Percentage Increase or (Decrease):	5.56%

SALARY CHANGE FOR AN AVERAGE, REPRESENTED EMPLOYEE FROM PRIOR YEAR
(Includes annual step/column movement on schedule):

<u>Salary Increase or (Decrease)</u>	
% increase or (decrease) to existing schedule	2.00% per employee
% increase or (decrease) for one-time bonus/stipend or (salary reduction)	3.50% per employee
<u>Step & column</u>	
average % annual change over the prior year schedule	0.00% per employee
TOTAL PERCENTAGE CHANGE FOR AVERAGE REPRESENTED EMPLOYEE	5.50% per employee

Indicate Change in # of Work Days, Furlough or Additional, Related to % Change	0.00
Indicate Total # of Work Days to be provided for fiscal year:	0.00
Indicate Total # of Instructional Days to be provided for fiscal year:	0.00

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SUMMARY OF PROPOSED AGREEMENT

BETWEEN THE

Marysville Joint Unified

SCHOOL DISTRICT

Section 4: BENEFITS: PERCENTAGE CHANGE IN EMPLOYEE BENEFITS IN PROPOSED AGREEMENT:

The proposed agreement includes the following costs for employee statutory and health/welfare benefits:

Statutory Benefits: (object 3XXX less 34XX)

(STRS, PERS, Workers Compensation, Unemployment Insurance, Social Security, Medicare)

Total Statutory Benefit Costs:

Current Costs:

Proposed Costs:

Total Cost Increase or (decrease):

Percentage Change:

\$	4,150,546.28
\$	4,395,234.19
	\$244,687.91
	5.90%

District Health and Welfare Plans - Object 34XX (Medical, Dental, Vision, Life Insurance, Other)

Total Health and Welfare Costs:

Current Costs:

Proposed Costs:

Total Cost Increase or (decrease):

Percentage Change:

\$	2,742,090.42
\$	2,742,090.42
	\$0.00
	0.00%

Indicate if Health/Welfare Benefits are Capped: (Include details such as different caps per health plans or any super composite rates. Also, indicate if cap includes health benefits only or also other insurances.)

OE3 Health & Welfare cap is \$901.80 per month and includes: Health, Vision, Dental and Life Insurance.

Current Cap:

Proposed Cap:

Average Capped Amount increase or (decrease) per employee

\$	901.80	
\$	901.80	
	\$0.00	0.00%

TOTAL COST OR (SAVINGS) OF COMPENSATION CHANGES (REGARDLESS OF WHETHER PREVIOUSLY BUDGETED IN WHOLE OR IN PART)

Section 5: TOTAL COST INCREASE OR (SAVINGS) FOR SALARIES AND BENEFITS IN THE PROPOSED AGREEMENT:

Current Year Combined Cost Before Settlement: (data pulls from above)

(Based on YTD Actuals Projected through 6/30 and current agreement)

Salaries

Benefits

Total:

\$	13,567,226.96
\$	6,892,636.70
\$	20,459,863.66

Current Year Cost After Settlement: (data pulls from above)

(Include any retroactive pay increases or (decreases) or one-time bonuses/stipends or (reductions)):

Salaries

Benefits

Total:

\$	14,321,040.61
\$	7,137,324.61
\$	21,458,365.22

TOTAL COST INCREASE OR (DECREASE)

(This amount should tie to the multiyear projection sections for 1XXX-3XXX)

PERCENTAGE CHANGE

1% CHANGE IN SALARY AND STATUTORY BENEFIT COSTS (prior to any settlements):

\$998,501.56

4.88%

\$ 177,177.73

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SUMMARY OF PROPOSED AGREEMENT

BETWEEN THE

Marysville Joint Unified

SCHOOL DISTRICT

OTHER PROVISIONS (COMPENSATION AND NON-COMPENSATION)

Section 6: The following are additional compensation and non-compensation provisions contained in the proposed agreement: (Indicate, IN DETAIL, the terms of the agreement covered in each section)

A. OTHER COMPENSATION: Off-Schedule Stipends/Bonuses, Reductions, etc. (amounts, staff affected, total cost and/or savings).

Retroactive to July 1, 2020, the District will provide an off schedule payment equivalent to three point five percent (3.5%) for the 20/21 school year. All OE3-represented employees employed by the District on July 1, 2020, and remaining in good standing, shall receive the retroactive payment. Employees not in good standing and/or having left the District before January 1, 2021, shall not receive the retro payment. Retirees, who left the District, in good standing, after July 1, 2020, shall receive the retroactive payment.

B. NON-COMPENSATION: Class Size Changes (indicate before and after class sizes/grades affected; and, if applied for CDE waiver (attach copy)), Staff Development Days, Teacher Prep Time, etc..

N/A

C. REOPENERS, CONTINGENCY AND/OR RESTORATION LANGUAGE: Describe specific areas identified for Reopeners, Contingency, and/or Restoration (include triggers and timing). Provide copy of Board Action to BAS upon approval.

Total compensation (e.g. wages and benefits). The parties agree on a "Me, too" clause, regarding salary increases.

Section 7: State Minimum Reserve Standard Calculation:

Total Expenditures and Other Uses: *(pulls from MYP Sec. 9)*

Minimum State Reserve Percentage *(input %)*

Minimum State Reserve Requirement: *(Formula includes Total Exp/Uses x Minimum Reserve %)*

\$	134,014,336.00
	3%
\$	4,020,430.08

FISCAL IMPACT IN CURRENT AND TWO SUBSEQUENT FISCAL YEARS

Section 8: Date of governing board approval of budget revisions in Section 9, Col.2 (below) in accordance with E.C. 42142 and Government Code 3547.5.
(Pulls from above Governing Board Date plus 45 days)

9/24/2021

Provide proof that board-approved budget revisions have been input within 45 days. Date budget revisions input/BT Batch #'s:

Batch #'s:	mm/dd/yy
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If the board-approved revisions input are different from the proposed budget adjustments in Col. 2 provide a detailed explanation of differences.

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SUMMARY OF PROPOSED AGREEMENT

BETWEEN THE

Marysville Joint Unified

SCHOOL DISTRICT

Section 9: IMPACT OF PROPOSED AGREEMENT ON THE GENERAL FUND BUDGET IN CURRENT AND TWO SUBSEQUENT FISCAL YEARS. (Reflect both Unrestricted and Restricted General Fund Budget Amounts)
In-Lieu of this form, an updated Form MYP can be supplied which includes the results of the settlement over the most recent Form MYP filed with this office.

most recent Form MYP filed with this office.

		Current Fiscal Year		2021-2022	
		(Col. 1)	(Col. 2)	(Col. 3)	(Col. 4)
Please NOTE: The title reflected in Col. 1 can be modified if the agreement is being approved along with the Adopted Budget Process. In this case, Col. 4 should reflect the Adopted Budget including the salary agreement and Col. 1 would reflect the Adopted Budget less Col. 2, the actual cost of the agreement.		Latest Board-Approved Budget Before Settlement - As of 6/22/2021	Adjustments as a Direct Result of this Proposed Settlement	Other Revisions (Including Other Proposed BU Agreements) Required to support cost of agreement (i.e. "me-too")	Projected District Budget After Settlement of Agreement (Cols. 1 + 2 + 3)
OPERATING REVENUES: LCFF ADA		ADA=9,280			9,280
LCFF Sources	(8010-8099)	106,438,868.00	0.00	0.00	106,438,868.00
Remaining Revenues	(8100-8799)	22,894,747.00	0.00	0.00	22,894,747.00
	TOTAL	129,333,615.00	0.00	0.00	129,333,615.00
OPERATING EXPENDITURES					
1000 Certificated Salaries		50,020,045.00	0.00	0.00	50,020,045.00
2000 Classified Salaries		23,077,087.00	753,813.65	0.00	23,830,900.65
3000 Benefits		33,239,089.00	244,687.91	0.00	33,483,776.91
4000 Instructional Supplies		8,039,514.00	0.00	0.00	8,039,514.00
5000 Contracted Services		12,496,614.00	0.00	0.00	12,496,614.00
6000 Capital Outlay		965,125.00	0.00	0.00	965,125.00
7000 Other		4,476,712.00	0.00	0.00	4,476,712.00
	TOTAL	132,314,186.00	998,502.00	0.00	133,312,688.00
OPERATING SURPLUS (DEFICIT)		(2,980,571.00)	(998,502.00)	0.00	(3,979,073.00)
Other Sources and Transfers In		0.00	0.00	0.00	0.00
Other Uses and Transfers Out		701,648.00	0.00	0.00	701,648.00
CURRENT YEAR INCREASE/ (DECREASE) TO FUND BALANCE		(3,682,219.00)	(998,502.00)	0.00	(4,680,721.00)
BEGINNING FUND BALANCE 9791-92		69,875,916.00			69,875,916.00
Prior-Year Adjustments 9793-95				0.00	0.00
NET BEGINNING BALANCE		69,875,916.00		0.00	69,875,916.00
ENDING FUND BALANCE (EFB)		66,193,697.00	(998,502.00)	0.00	65,195,195.00
COMPONENTS OF ABOVE EFB:					
Nonspendable (9711-9719)		498,377.00	0.00	0.00	498,377.00
Restricted (9740)		25,343,256.00	0.00	0.00	25,343,256.00
Committed (9750/9760)		182,866.00	0.00	0.00	182,866.00
Assigned (9780)		16,586,025.00	0.00	0.00	16,586,025.00
Reserve Economic Uncertainties (9789)		3,990,475.02	29,955.06	0.00	4,020,430.08
Unassigned/Unappropriated (9790)		19,592,697.98	(1,028,457.06)	0.00	18,564,240.92
State Minimum Reserves %		17.73%	Meets		16.85%
Are budgets in balance?		In Balance			In Agreement
Did you adjust reserves? s/b \$0		\$0.00	OK		\$0.00
FUND 17 RESERVES (9789) or N/A		\$ -			\$ -

If the total amount of the adjustment in Column 2 does not agree with the amount of the total cost shown in Section 5, Total Costs, please explain below. Also, list any other assumptions used or included in Column 3:

The difference between Column 2 and Section 5 is \$29,955.06 which is equal to 3% REU of the additional expenditures.

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SUMMARY OF PROPOSED AGREEMENT

BETWEEN THE

Marysville Joint Unified

SCHOOL DISTRICT

First Subsequent Year 2022-2023			
(Col. 1)	(Col. 2)	(Col. 3)	(Col. 4)
Latest Board- Approved Budget Before Settlement - As of 6/22/2021	Adjustments as a Direct Result of this Proposed Settlement	Other Revisions (Including Other Proposed BU Agreements) Required to support cost of agreement (i.e. "me-too")	Projected District Budget After Settlement of Agreement (Cols. 1 + 2 + 3)
9,280			9,280
107,326,470.00	0.00	0.00	107,326,470.00
22,894,745.00	0.00	0.00	22,894,745.00
TOTAL	0.00	0.00	130,221,215.00

OPERATING REVENUES: LCFF ADA

LCFF Sources

(8010-8099)

Remaining Revenues

(8100-8799)

TOTAL

OPERATING EXPENDITURES

1000 Certificated Salaries

2000 Classified Salaries

3000 Benefits

4000 Instructional Supplies

5000 Contracted Services

6000 Capital Outlay

7000 Other

TOTAL

51,020,445.00	0.00	0.00	51,020,445.00
23,538,630.00	0.00	0.00	23,538,630.00
34,236,262.00	0.00	0.00	34,236,262.00
7,312,140.00	0.00	0.00	7,312,140.00
12,717,187.00	0.00	0.00	12,717,187.00
680,000.00	0.00	0.00	680,000.00
4,914,684.00	0.00	0.00	4,914,684.00
TOTAL	0.00	0.00	134,419,348.00

OPERATING SURPLUS/(DEFICIT)

Other Sources and Transfers In

Other Uses and Transfers Out

CURRENT YEAR INCREASE/ (DECREASE) TO FUND BALANCE

(4,198,133.00)	0.00	0.00	(4,198,133.00)
	0.00	0.00	0.00
110,000.00	0.00	0.00	110,000.00
(4,308,133.00)	0.00	0.00	(4,308,133.00)

BEGINNING FUND BALANCE (9791) (Pulls from prior year EFB)

Prior-Year Adjustments (9792-9795)

NET BEGINNING BALANCE

65,195,195.00			65,195,195.00
			0.00
65,195,195.00			65,195,195.00
60,887,062.00	0.00	0.00	60,887,062.00

ENDING FUND BALANCE (EFB)

COMPONENTS OF EFB (above):

Nonspendable (9711-9719)

Restricted (9740)

Committed (9750/9760)

Assigned (9780)

Reserve Economic Uncertainties (9789)

Unassigned/Unappropriated (9790)

State Minimum Reserves %

Are budgets in balance?

Did you adjust reserves? s/b \$0

FUND 17 RESERVES (9789) or N/A

498,377.00	0.00	0.00	498,377.00
25,343,256.00	0.00	0.00	25,343,256.00
0.00	0.00	0.00	0.00
16,148,053.00	0.00	0.00	16,148,053.00
4,035,880.44	0.00	0.00	4,035,880.44
14,861,495.56	0.00	0.00	14,861,495.56
14.05%	Meets		14.05%
In Balance			In Balance
\$ -	OK		\$ -
\$ -			\$ -

Assumptions used for LCFF Gap%, Unduplicated %, Other Revenue COLAs, Add/Reduced staffing, etc., explain below:

LCFF 100%, Unduplicated 76.06%, 2.48% COLA

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SUMMARY OF PROPOSED AGREEMENT

BETWEEN THE

Marysville Joint Unified

SCHOOL DISTRICT

Second Subsequent Year 2023-2024			
(Col. 1)	(Col. 2)	(Col. 3)	(Col. 4)
Latest Board- Approved Budget Before Settlement - As of <u>6/22/2021</u>	Adjustments as a Direct Result of this Proposed Settlement	Other Revisions (Including Other Proposed BU Agreements) Required to support cost of agreement (i.e. "me-too")	Projected District Budget After Settlement of Agreement (Cols. 1 + 2 + 3)
9,280			9,280
(8010-8099) 110,663,631.00	0.00	0.00	110,663,631.00
(8100-8799) 22,894,745.00	0.00	0.00	22,894,745.00
TOTAL 133,558,376.00	0.00	0.00	133,558,376.00

OPERATING REVENUES: LCFF ADA

LCFF Sources

Remaining Revenues

(8010-8099)

(8100-8799)

TOTAL

OPERATING EXPENDITURES

1000 Certificated Salaries

2000 Classified Salaries

3000 Benefits

4000 Instructional Supplies

5000 Contracted Services

6000 Capital Outlay

7000 Other

TOTAL

OPERATING SURPLUS/(DEFICIT)

Other Sources and Transfers In

Other Uses and Transfers Out

CURRENT YEAR INCREASE/

(DECREASE) TO FUND BALANCE

BEGINNING FUND BALANCE (9791) (Pulls from prior year EFB)

Prior-Year Adjustments (9792-9795)

NET BEGINNING BALANCE

ENDING FUND BALANCE (EFB)

COMPONENTS OF EFB (above):

Nonspendable (9711-9719)

Restricted (9740)

Committed (9750/9760)

Assigned (9780)

Reserve Economic Uncertainties (9789)

Unassigned/Unappropriated (9790)

State Minimum Reserves %

Are budgets in balance?

Did you adjust reserves? s/b \$0

FUND 17 RESERVES (9789) or N/A

52,040,854.00	0.00	0.00	52,040,854.00
24,012,573.00	0.00	0.00	24,012,573.00
35,263,349.00	0.00	0.00	35,263,349.00
7,766,008.00	0.00	0.00	7,766,008.00
12,717,187.00	0.00	0.00	12,717,187.00
680,000.00	0.00	0.00	680,000.00
6,742,656.00	0.00	0.00	6,742,656.00
TOTAL 139,222,627.00	0.00	0.00	139,222,627.00
(5,664,251.00)	0.00	0.00	(5,664,251.00)
0.00	0.00	0.00	0.00
115,000.00	0.00	0.00	115,000.00
(5,779,251.00)	0.00	0.00	(5,779,251.00)
60,887,062.00			60,887,062.00
			0.00
60,887,062.00			60,887,062.00
55,107,811.00	0.00	0.00	55,107,811.00
(use whole rounded numbers only)			
498,377.00			498,377.00
25,343,256.00			25,343,256.00
0.00			0.00
13,882,109.00	0.00		13,882,109.00
4,180,128.81	0.00	0.00	4,180,128.81
11,203,940.19	0.00	0.00	11,203,940.19
11.04%	Meets		11.04%
In Balance			In Balance
\$0.00	OK		\$0.00
\$ -			\$ -

Assumptions used for LCFF Gap%, Unduplicated %, Other Revenue COLAs, Add/Reduced Staffing, etc., explain below:

LCFF 100%, Unduplicated 76.09% COLA 3.11%

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SUMMARY OF PROPOSED AGREEMENT

BETWEEN THE

Marysville Joint Unified

SCHOOL DISTRICT

Section 10: MULTI-YEAR CONTRACT AGREEMENT PROVISIONS: The proposed agreement contains the following COLAs and other compensation/non-compensation provisions for subsequent years as follows *(text pulls into disclosure)*: Send copy of final Agreement to BAS upon Board Approval

N/A

Section 11:
FINANCIAL IMPACT OF PROPOSED AGREEMENT IN SUBSEQUENT FISCAL YEARS: The following assumptions were used to determine that resources will be available to fund these obligations in future fiscal years. (Include any compensation/noncompensation provisions specified below.) *(text pulls into disclosure)*:

The District has sufficient Fund Balance and anticipates funding the ongoing obligations in subsequent years by using revenue generated by the Governor's proposed Local Control Funding Formula (LCFF).

Section 12:
NARRATIVE OF AGREEMENT: Provide a brief narrative of the proposed changes in compensation or health premiums, including percentage changes, effective dates, and comments and/or explanations. *(text pulls into disclosure)*:

Effective July 1, 2021, each wage range for job title represented by OE3 shall be improved by 2.0%. In addition, Retroactive to July 1, 2020, the District will provide an off schedule payment equivalent to three point five percent (3.5%) for the 20/21 school year. All OE3-represented employees employed by the District on July 1, 2020, and remaining in good standing, shall receive the retroactive payment. Employees not in good standing and/or having left the District before January 1, 2021, shall not receive the retro payment. Retirees, who left the District, in good standing, after July 1, 2020, shall receive the retroactive payment.

Section 13: SOURCE OF FUNDING FOR PROPOSED AGREEMENT: Provide a brief narrative of the funds available in the current year to provide for the costs of this agreement. *(text pulls into disclosure)*:

The District has sufficient Fund Balance and anticipates funding the ongoing obligations in subsequent years by using revenue generated by the Governor's proposed LCFF.

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SUMMARY OF PROPOSED AGREEMENT

BETWEEN THE

Marysville Joint Unified

SCHOOL DISTRICT

ADDITIONAL FISCAL INDICATORS- CRITERIA AND STANDARDS A.5.

This section is in response to the Criteria and Standards Additional Fiscal Indicators #A.5., which asks: "Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state cost of living adjustment."

Section 14:

COMPARISON OF PROPOSED AGREEMENT TO CHANGE IN DISTRICT LOCAL CONTROL FUNDING FORMULA (LCFF):

(A)	Current-year (CY) LCFF Average Rate per ADA: (CY LCFF Entitlement per ADA, FCMAT LCFF Calculator, Calculator Tab, Row 79)	Estimated \$11,558.00
(B)	Less Prior-Year (PY) LCFF BASC Calculator Rate per ADA: (PY LCFF Entitlement per ADA, FCMAT LCFF Calculator, Calculator Tab, Row 79)	\$11,109.00
(C)	= Amount of Current-Year Increase or (decrease): (A) minus (B)	449.00
(D)	= Percentage Increase or (decrease) in LCFF per ADA: (C) divided by (B)	4.04%
(E)	ADA Increase/(Decrease) from Prior Year as % Current year P-2 LCFF funded ADA (greater of PY guarantee or current year) Prior Year P-2 LCFF funded ADA (greater of PY guarantee or current year)	9,279.88 9,279.88
(F)	Total LCFF % increase or (decrease) plus ADA % change	4.04%
(G)	Indicate Total Settlement Percentage Change from Section 5	4.88%

If proposed agreement % on Line G is greater than Line F, please provide explanation below:

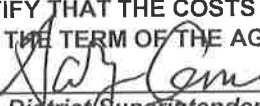
CERTIFICATION

To be signed by the **District Superintendent AND Chief Business Official** upon submission to the Governing Board and by the **Board President** upon formal Board action on the proposed agreement.


Districts with a Qualified or Negative Certification: Per Government Code 3540.2, signatures of the District Superintendent and Chief Business Official must accompany the Summary Disclosure sent to the County Superintendent for review 10 days prior to the board meeting that will ratify the agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200, AB 2756, GC 3547.5, and GC 3540.2.

WE HEREBY CERTIFY THAT THE COSTS INCURRED BY THE SCHOOL DISTRICT UNDER THIS AGREEMENT CAN BE MET BY THE DISTRICT DURING THE TERM OF THE AGREEMENT.


District Superintendent - signature

7-29-21
Date


Chief Business Official - signature

7-29-21
Date

After public disclosure of the major provisions contained in this Summary, the Governing Board, at its meeting on Tuesday, August 10, 2021 took action to approve the proposed Agreement with the Bargaining Unit.

OE3

President, Governing Board - signature

Date

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**FORM FOR PUBLIC DISCLOSURE
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2)**

Marysville Joint Unified

SCHOOL DISTRICT

Government Code Section 3547.5: **Before** a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement, including, but not limited to, the costs that would be incurred by the public school employer under the agreement for the current and subsequent fiscal years, shall be disclosed at a public meeting of the public school employer.

Intent of Legislation: To ensure that members of the public are informed of the major provisions of a collective bargaining agreement before it becomes binding on the school district.

(This information is pulled from the SUMMARY section of this file which should be completed FIRST)

MAJOR PROVISIONS OF PROPOSED AGREEMENT WITH THE

OE3

BARGAINING UNIT

To be acted upon by the Governing Board at its meeting on

08/10/21

A. PERIOD OF AGREEMENT:

The proposed bargaining agreement covers the period beginning and ending
for the following fiscal years **2020-2021**

07/01/20

06/30/22

2020-2021, 2021-2022,

B. TOTAL COST CHANGE TO IMPLEMENT PROPOSED AGREEMENT (SALARIES & BENEFITS)

The total change in costs for salaries and employee benefits in the proposed agreement:

1. Current Year Costs Before Agreement

\$20,459,863.66

2. Current Year Costs After Agreement

\$21,458,365.22

3. Total Cost Change

\$998,501.56

4. Percentage Change

4.88%

5. Value of a 1% Change

177,178

C. PERCENTAGE SALARY CHANGE FOR AVERAGE, REPRESENTED EMPLOYEE

The total percentage change in salary, including annual step and column movement on the salary schedule (as applicable), for the average, represented employee under this proposed agreement:

1. Salary Schedule change
(% Change To Existing Salary Schedule)
(% change for one time bonus/stipend or salary reduction)

2.0%

3.5%

2. Step & Column
(Average % Change Over Prior Year Salary Schedule)

3. TOTAL PERCENTAGE CHANGE FOR THE
AVERAGE, REPRESENTED EMPLOYEE

5.5%

4. Change in # of Work Days (+/-) Related to % Change

5. Total # of Work Days to be provided in Fiscal Year

6. Total # of Instructional Days to be provided in Fiscal Year
(applicable to Certificated BU agreements only)

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**FORM FOR PUBLIC DISCLOSURE
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2)**

Marysville Joint Unified

SCHOOL DISTRICT

D. PERCENTAGE BENEFITS CHANGE FOR BOTH STATUTORY AND DISTRICT-PROVIDED EMPLOYEE BENEFITS INCLUDED IN THIS PROPOSED AGREEMENT:

1.	Cost of Benefits Before Agreement	6,892,636.70
2.	Cost of Benefits After Agreement	7,137,324.61
3.	Percentage Change in Total Costs	3.55%

E. IMPACT OF PROPOSED AGREEMENT ON DISTRICT RESERVES

State-Recommended Minimum Reserve Level (after implementation of Proposed Agreement)

1.	Based On Total Expenditures and Other Uses in the General Fund of:	\$ 134,014,336.00
2.	Percentage Reserve Level State Standard for District:	3.0%
3.	Amount of State Minimum Reserve Standard:	\$ 4,020,430.08

SUFFICIENCY OF DISTRICT UNRESTRICTED RESERVES to meet the minimum recommended level AFTER IMPLEMENTATION OF PROPOSED AGREEMENT:

GENERAL FUND RESERVES (Fund 01 Unrestricted ONLY)

4.	Reserve for Economic Uncertainties (Object 9789)	\$4,020,430.08
5.	Unassigned/Unappropriated (Object 9790)	\$18,564,240.92
6.	Total Reserves: (Object 9789 + 9790)	\$22,584,671.00

SPECIAL RESERVE FUND (Fund 17, as applicable)

7.	Reserve for Economic Uncertainties (Object 9789)	
----	---	--

TOTAL DISTRICT RESERVES, applicable to State Minimum Reserve Standard:

8.	General Fund & Special Reserve Fund:	\$22,584,671.00
9.	Percentage of General Fund Expenditures/Uses	16.85%
Difference between District Reserves and Minimum State Requirement		\$18,564,240.92

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**FORM FOR PUBLIC DISCLOSURE
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2)**

Marysville Joint Unified

SCHOOL DISTRICT

F. MULTIYEAR CONTRACT AGREEMENT PROVISIONS

N/A

G. FINANCIAL IMPACT OF PROPOSED AGREEMENT IN SUBSEQUENT FISCAL YEARS

The following assumptions were used to determine that resources will be available to fund these obligations in future fiscal years (including any compensation and/or noncompensation provisions specified below that have been agreed upon if the proposed agreement is part of a multi-year contract):

The District has sufficient Fund Balance and anticipates funding the ongoing obligations in subsequent years by using revenue generated by the Governor's proposed Local Control Funding Formula (LCFF).

H. NARRATIVE OF AGREEMENT

Effective July 1, 2021, each wage range for job title represented by OE3 shall be improved by 2.0%. In addition, Retroactive to July 1, 2020, the District will provide an off schedule payment equivalent to three point five percent (3.5%) for the 20/21 school year. All OE3-represented employees employed by the District on July 1, 2020, and remaining in good standing, shall receive the retroactive payment. Employees not in good standing and/or having left the District before January 1, 2021, shall not receive the retro payment. Retirees, who left the District, in good standing, after July 1, 2020, shall receive the retroactive payment.

I. SOURCE OF FUNDING FOR PROPOSED AGREEMENT

The following source(s) of funding have been identified to fund the proposed agreement

The District has sufficient Fund Balance and anticipates funding the ongoing obligations in subsequent years by using revenue generated by the Governor's proposed LCFF.

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**FORM FOR PUBLIC DISCLOSURE
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2)**

Marysville Joint Unified

SCHOOL DISTRICT

CERTIFICATION

To be signed by the District Superintendent AND Chief Business Official when submitted for Public Disclosure and by the Board President after formal action by the Governing Board on the proposed agreement.

Districts with a Qualified or Negative Certification: Per Government Code 3540.2, signatures of the District Superintendent and Chief Business Official must accompany the Summary Disclosure sent to the County Superintendent for review 10 days prior to the board meeting that will ratify the agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted for public disclosure in accordance with the requirements of AB 1200, AB 2756 and GC 3547.5.

We hereby certify that the costs incurred by the school district under this agreement can be met by the district during the term of the agreement.


District Superintendent - signature

7-29-21

Date


Chief Business Official- signature

7-29-21

Date

After public disclosure of the major provisions contained in this Summary, the Governing Board, at its meeting on **Tuesday, August 10, 2021** *took action to approve the proposed Agreement*

with the **OE3** *Bargaining Unit.*

President, Governing Board
(signature)

Date

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SUMMARY OF PROPOSED AGREEMENT

BETWEEN THE Marysville Joint Unified SCHOOL DISTRICT
 WITH THE UNREPRESENTED BARGAINING UNIT (BU)

To be acted upon by the Governing Board at its meeting on : (enter Date) 8/10/2021
 Budget Revisions to be INPUT no later than 45 days after approval: (will calc + 45 days) (enter Date) 9/24/2021
 Estimated Agreement Payment Date (enter Date) 8/31/2021

GENERAL

Section 1: STATUS OF BARGAINING UNIT AGREEMENTS

This document is REQUIRED whenever a NEW or AMENDED agreement is ratified.

If this Public Disclosure is not applicable to all of the District's bargaining units, indicate the current status (whether settled or pending settlement) of the remaining units:

(Separate disclosures should be made for each bargaining unit agreement)

	# FTE Represented
Certificated: <u></u>	<u></u>
Classified: <u>UNREPRESENTED</u>	<u>20.625</u>

Section 2: PERIOD OF AGREEMENT

The proposed agreement covers the period beginning on: (enter Begin Date) 7/1/2020
 and ending on: (enter End Date) 6/30/2022

If this agreement is part of a multi-year contract, indicate ALL fiscal years covered:

Fiscal Years:	2020-2021	2021-2022	
Reopeners: Yes or NO ?	Yes	Yes	

if Yes, what Areas?

Total compensation (e.g. wages and benefits). The parties agree on a "Me, too" clause, regarding salary increases.

COMPENSATION PROVISIONS

Section 3: SALARIES: PERCENTAGE CHANGE IN SALARIES IN PROPOSED AGREEMENT:

The proposed agreement includes the following costs for salaries for the above-mentioned Bargaining unit:

Current Year Salary Cost Before Settlement
 (Based on Year to Date (YTD) Actuals Projected through 6/30): \$ 782,722.05

Current Year Salary Cost After Settlement
 (Include any retroactive pay increases or (decreases) or one time bonuses/stipends or (reductions), as applicable): \$ 824,581.76

Total Cost Increase or (Decrease):	<u>\$41,859.71</u>
Percentage Increase or (Decrease):	<u>5.35%</u>

SALARY CHANGE FOR AN AVERAGE, REPRESENTED EMPLOYEE FROM PRIOR YEAR

(Includes annual step/column movement on schedule):

<u>Salary Increase or (Decrease)</u>	
% increase or (decrease) to existing schedule	<u>2.00%</u> per employee
% increase or (decrease) for one-time bonus/stipend or (salary reduction)	<u>3.50%</u> per employee
<u>Step & column</u>	
average % annual change over the prior year schedule	<u>0.00%</u> per employee
TOTAL PERCENTAGE CHANGE FOR AVERAGE REPRESENTED EMPLOYEE	<u>5.50%</u> per employee

Indicate Change in # of Work Days, Furlough or Additional, Related to % Change	<u>0.00</u>
Indicate Total # of Work Days to be provided for fiscal year:	<u>0.00</u>
Indicate Total # of Instructional Days to be provided for fiscal year:	<u>0.00</u>

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SUMMARY OF PROPOSED AGREEMENT

BETWEEN THE

Marysville Joint Unified

SCHOOL DISTRICT

Section 4: BENEFITS: PERCENTAGE CHANGE IN EMPLOYEE BENEFITS IN PROPOSED AGREEMENT:

The proposed agreement includes the following costs for employee statutory and health/welfare benefits:

Statutory Benefits: (object 3XXX less 34XX)

(STRS, PERS, Workers Compensation, Unemployment Insurance, Social Security, Medicare)

Total Statutory Benefit Costs:

Current Costs:

Proposed Costs:

Total Cost Increase or (decrease):

Percentage Change:

\$	246,544.99
\$	260,132.65
	\$13,587.66
	5.51%

District Health and Welfare Plans - Object 34XX (Medical, Dental, Vision, Life Insurance, Other)

Total Health and Welfare Costs:

Current Costs:

Proposed Costs:

Total Cost Increase or (decrease):

Percentage Change:

\$	168,172.80
\$	168,172.80
	\$0.00
	0.00%

Indicate if Health/Welfare Benefits are Capped: (Include details such as different caps per health plans or any super composite rates. Also, indicate if cap includes health benefits only or also other insurances.)

Unrepresented Health & Welfare monthly cap includes: Health, Vision, and Dental. The monthly cap rates are as follows: Employee - \$627.47, Employee Plus One - \$1,073.46 and Employee Plus Family - \$1,374.36.

Current Cap:

Proposed Cap:

Average Capped Amount increase or (decrease) per employee

\$	627.47
\$	627.47
	\$0.00
	0.00%

TOTAL COST OR (SAVINGS) OF COMPENSATION CHANGES (REGARDLESS OF WHETHER PREVIOUSLY BUDGETED IN WHOLE OR IN PART)

Section 5: TOTAL COST INCREASE OR (SAVINGS) FOR SALARIES AND BENEFITS IN THE PROPOSED AGREEMENT:

Current Year Combined Cost Before Settlement: (data pulls from above)

(Based on YTD Actuals Projected through 6/30 and current agreement)

Salaries

Benefits

Total:

\$	782,722.05
\$	414,717.79
\$	1,197,439.84

Current Year Cost After Settlement: (data pulls from above)

(Include any retroactive pay increases or (decreases) or one-time bonuses/stipends or (reductions)):

Salaries

Benefits

Total:

\$	824,581.76
\$	428,305.45
\$	1,252,887.21

TOTAL COST INCREASE OR (DECREASE)

(This amount should tie to the multiyear projection sections for 1XXX-3XXX)

PERCENTAGE CHANGE

1% CHANGE IN SALARY AND STATUTORY BENEFIT COSTS (prior to any settlements):

\$55,447.37

4.63%

\$ 10,292.67

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SUMMARY OF PROPOSED AGREEMENT

BETWEEN THE

Marysville Joint Unified

SCHOOL DISTRICT

OTHER PROVISIONS (COMPENSATION AND NON-COMPENSATION)

Section 6: The following are additional compensation and non-compensation provisions contained in the proposed agreement: (Indicate, IN DETAIL, the terms of the agreement covered in each section)

A. OTHER COMPENSATION: Off-Schedule Stipends/Bonuses, Reductions, etc. (amounts, staff affected, total cost and/or savings).

A three point five percent (3.5%) one-time, off-schedule payment retroactive to July 1, 2020, for the 2020-21 school year.

B. NON-COMPENSATION: Class Size Changes (indicate before and after class sizes/grades affected; and, if applied for CDE waiver (attach copy)), Staff Development Days, Teacher Prep Time, etc..

N/A

C. REOPENERS, CONTINGENCY AND/OR RESTORATION LANGUAGE: Describe specific areas identified for Reopeners, Contingency, and/or Restoration (include triggers and timing). Provide copy of Board Action to BAS upon approval.

Total compensation (e.g. wages and benefits). The parties agree on a "Me, too" clause, regarding salary increases.

Section 7: State Minimum Reserve Standard Calculation:

Total Expenditures and Other Uses: *(pulls from MYP Sec. 9)*

Minimum State Reserve Percentage *(input %)*

Minimum State Reserve Requirement: *(Formula includes Total Exp/Uses x Minimum Reserve %)*

\$	133,071,281.00
	3%
\$	3,992,138.43

FISCAL IMPACT IN CURRENT AND TWO SUBSEQUENT FISCAL YEARS

Section 8: Date of governing board approval of budget revisions in Section 9, Col.2 (below) in accordance with E.C. 42142 and Government Code 3547.5.
(Pulls from above Governing Board Date plus 45 days)

9/24/2021

Provide proof that board-approved budget revisions have been input within 45 days. Date budget revisions input/BT Batch #'s:

Batch #'s:

mm/dd/yy

If the board-approved revisions input are different from the proposed budget adjustments in Col. 2 provide a detailed explanation of differences.

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SUMMARY OF PROPOSED AGREEMENT

BETWEEN THE

Marysville Joint Unified

SCHOOL DISTRICT

Section 9: IMPACT OF PROPOSED AGREEMENT ON THE GENERAL FUND BUDGET IN CURRENT AND TWO SUBSEQUENT FISCAL YEARS. (Reflect both Unrestricted and Restricted General Fund Budget Amounts)
In-Lieu of this form, an updated Form MYP can be supplied which includes the results of the settlement over the most recent Form MYP filed with this office.

		Current Fiscal Year			2021-2022
		(Col. 1)	(Col. 2)	(Col. 3)	(Col. 4)
<div>Please NOTE: The title reflected in Col. 1 can be modified if the agreement is being approved along with the Adopted Budget Process. In this case, Col. 4 should reflect the Adopted Budget including the salary agreement and Col. 1 would reflect the Adopted Budget less Col. 2, the actual cost of the agreement.</div>		Latest Board- Approved Budget Before Settlement - As of _____ 6/22/2021	Adjustments as a Direct Result of this Proposed Settlement	Other Revisions (Including Other Proposed BU Agreements) Required to support cost of agreement (i.e. "me-too")	Projected District Budget After Settlement of Agreement (Cols. 1 + 2 + 3)
OPERATING REVENUES: LCFF ADA		ADA=9,280			9,280
LCFF Sources	(8010-8099)	106,438,868.00	0.00	0.00	106,438,868.00
Remaining Revenues	(8100-8799)	22,894,747.00	0.00	0.00	22,894,747.00
TOTAL		129,333,615.00	0.00	0.00	129,333,615.00
OPERATING EXPENDITURES					
1000 Certificated Salaries		50,020,045.00	0.00	0.00	50,020,045.00
2000 Classified Salaries		23,077,087.00	41,859.71	0.00	23,118,946.71
3000 Benefits		33,239,089.00	13,587.66	0.00	33,252,676.66
4000 Instructional Supplies		8,039,514.00	0.00	0.00	8,039,514.00
5000 Contracted Services		12,496,614.00	0.00	0.00	12,496,614.00
6000 Capital Outlay		965,125.00	0.00	0.00	965,125.00
7000 Other		4,476,712.00	0.00	0.00	4,476,712.00
TOTAL		132,314,186.00	55,447.00	0.00	132,369,633.00
OPERATING SURPLUS (DEFICIT)		(2,980,571.00)	(55,447.00)	0.00	(3,036,018.00)
Other Sources and Transfers In		0.00	0.00	0.00	0.00
Other Uses and Transfers Out		701,648.00	0.00	0.00	701,648.00
CURRENT YEAR INCREASE/ (DECREASE) TO FUND BALANCE		(3,682,219.00)	(55,447.00)	0.00	(3,737,666.00)
BEGINNING FUND BALANCE 9791-92		69,875,916.00			69,875,916.00
Prior-Year Adjustments 9793-95				0.00	0.00
NET BEGINNING BALANCE		69,875,916.00		0.00	69,875,916.00
ENDING FUND BALANCE (EFB)		66,193,697.00	(55,447.00)	0.00	66,138,250.00
COMPONENTS OF ABOVE EFB:					
Nonspendable (9711-9719)		498,377.00	0.00	0.00	498,377.00
Restricted (9740)		25,343,256.00	0.00	0.00	25,343,256.00
Committed (9750/9760)		182,866.00	0.00	0.00	182,866.00
Assigned (9780)		16,586,025.00	0.00	0.00	16,586,025.00
Reserve Economic Uncertainties (9789)		3,990,475.02	1,663.41	0.00	3,992,138.43
Unassigned/Unappropriated (9790)		19,592,697.98	(57,110.41)	0.00	19,535,587.57
State Minimum Reserves %		17.73%	Meets		17.68%
Are budgets in balance?		In Balance			In Agreement
Did you adjust reserves? s/b \$0		\$0.00	OK		\$0.00
FUND 17 RESERVES (9789) or N/A		\$ -			\$ -

If the total amount of the adjustment in Column 2 does not agree with the amount of the total cost shown in Section 5, Total Costs, please explain below. Also, list any other assumptions used or included in Column 3:

The difference between Column 2 and Section 5 is \$1,663.41 which is equal to 3% REU of the additional expenditures.

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SUMMARY OF PROPOSED AGREEMENT

BETWEEN THE

Marysville Joint Unified

SCHOOL DISTRICT

First Subsequent Year 2022-2023			
(Col. 1)	(Col. 2)	(Col. 3)	(Col. 4)
Latest Board- Approved Budget Before Settlement - As of 6/22/2021	Adjustments as a Direct Result of this Proposed Settlement	Other Revisions (Including Other Proposed BU Agreements) Required to support cost of agreement (i.e. "me-too")	Projected District Budget After Settlement of Agreement (Cols. 1 + 2 + 3)
9,280			9,280
(8010-8099) 107,326,470.00	0.00	0.00	107,326,470.00
(8100-8799) 22,894,745.00	0.00	0.00	22,894,745.00
TOTAL	0.00	0.00	130,221,215.00

OPERATING REVENUES: LCFF ADA

LCFF Sources

Remaining Revenues

(8010-8099)

(8100-8799)

TOTAL

OPERATING EXPENDITURES

1000 Certificated Salaries

2000 Classified Salaries

3000 Benefits

4000 Instructional Supplies

5000 Contracted Services

6000 Capital Outlay

7000 Other

TOTAL

51,020,445.00	0.00	0.00	51,020,445.00
23,538,630.00	0.00	0.00	23,538,630.00
34,236,262.00	0.00	0.00	34,236,262.00
7,312,140.00	0.00	0.00	7,312,140.00
12,717,187.00	0.00	0.00	12,717,187.00
680,000.00	0.00	0.00	680,000.00
4,914,684.00	0.00	0.00	4,914,684.00
TOTAL	0.00	0.00	134,419,348.00

OPERATING SURPLUS/(DEFICIT)

Other Sources and Transfers In

Other Uses and Transfers Out

CURRENT YEAR INCREASE/
(DECREASE) TO FUND BALANCE

(4,198,133.00)	0.00	0.00	(4,198,133.00)
	0.00	0.00	0.00
110,000.00	0.00	0.00	110,000.00
(4,308,133.00)	0.00	0.00	(4,308,133.00)

BEGINNING FUND BALANCE (9791) (Pulls from prior year EFB)

Prior-Year Adjustments (9792-9795)

NET BEGINNING BALANCE

ENDING FUND BALANCE (EFB)

66,138,250.00			66,138,250.00
			0.00
66,138,250.00			66,138,250.00
61,830,117.00	0.00	0.00	61,830,117.00

COMPONENTS OF EFB (above):

Nonspendable (9711-9719)

Restricted (9740)

Committed (9750/9760)

Assigned (9780)

Reserve Economic Uncertainties (9789)

Unassigned/Unappropriated (9790)

State Minimum Reserves %

Are budgets in balance?

Did you adjust reserves? s/b \$0

FUND 17 RESERVES (9789) or N/A

498,377.00	0.00	0.00	498,377.00
25,343,256.00	0.00	0.00	25,343,256.00
0.00	0.00	0.00	0.00
16,148,053.00	0.00	0.00	16,148,053.00
4,035,880.44	0.00	0.00	4,035,880.44
15,804,550.56	0.00	0.00	15,804,550.56
14.75%	Meets		14.75%
In Balance			In Balance
\$ -	OK		\$ -
\$ -			\$ -

Assumptions used for LCFF Gap%, Unduplicated %, Other Revenue COLAs, Add/Reduced staffing, etc., explain below:

LCFF 100%, Unduplicated 76.06%, 2.48% COLA

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SUMMARY OF PROPOSED AGREEMENT

BETWEEN THE

Marysville Joint Unified

SCHOOL DISTRICT

Second Subsequent Year 2023-2024			
(Col. 1)	(Col. 2)	(Col. 3)	(Col. 4)
Latest Board- Approved Budget Before Settlement - As of 6/22/2021	Adjustments as a Direct Result of this Proposed Settlement	Other Revisions (Including Other Proposed BU Agreements) Required to support cost of agreement (i.e. "me-too")	Projected District Budget After Settlement of Agreement (Cols. 1 + 2 + 3)
9,280			9,280
(8010-8099) 110,663,631.00	0.00	0.00	110,663,631.00
(8100-8799) 22,894,745.00	0.00	0.00	22,894,745.00
TOTAL 133,558,376.00	0.00	0.00	133,558,376.00

OPERATING REVENUES: LCFF ADA

LCFF Sources

Remaining Revenues

(8010-8099)

(8100-8799)

TOTAL

OPERATING EXPENDITURES

1000 Certificated Salaries

2000 Classified Salaries

3000 Benefits

4000 Instructional Supplies

5000 Contracted Services

6000 Capital Outlay

7000 Other

TOTAL

52,040,854.00	0.00	0.00	52,040,854.00
24,012,573.00	0.00	0.00	24,012,573.00
35,263,349.00	0.00	0.00	35,263,349.00
7,766,008.00	0.00	0.00	7,766,008.00
12,717,187.00	0.00	0.00	12,717,187.00
680,000.00	0.00	0.00	680,000.00
6,742,656.00	0.00	0.00	6,742,656.00
TOTAL 139,222,627.00	0.00	0.00	139,222,627.00

OPERATING SURPLUS/(DEFICIT)

Other Sources and Transfers In

Other Uses and Transfers Out

CURRENT YEAR INCREASE/ (DECREASE) TO FUND BALANCE

(5,664,251.00)	0.00	0.00	(5,664,251.00)
0.00	0.00	0.00	0.00
115,000.00	0.00	0.00	115,000.00
(5,779,251.00)	0.00	0.00	(5,779,251.00)

BEGINNING FUND BALANCE (9791) (Pulls from prior year EFB)

Prior-Year Adjustments (9792-9795)

NET BEGINNING BALANCE

61,830,117.00			61,830,117.00
			0.00
61,830,117.00			61,830,117.00

ENDING FUND BALANCE (EFB)

56,050,866.00	0.00	0.00	56,050,866.00
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COMPONENTS OF EFB (above):

Nonspendable (9711-9719)

Restricted (9740)

Committed (9750/9760)

Assigned (9780)

Reserve Economic Uncertainties (9789)

Unassigned/Unappropriated (9790)

State Minimum Reserves %

Are budgets in balance?

Did you adjust reserves? s/b \$0

FUND 17 RESERVES (9789) or N/A

(use whole rounded numbers only)

498,377.00			498,377.00
25,343,256.00			25,343,256.00
0.00			0.00
13,882,109.00	0.00		13,882,109.00
4,180,128.81	0.00	0.00	4,180,128.81
12,146,995.19	0.00	0.00	12,146,995.19
11.72%	Meets		11.72%
In Balance			In Balance
\$0.00	OK		\$0.00
\$ -			\$ -

Assumptions used for LCFF Gap%, Unduplicated %, Other Revenue COLAs, Add/Reduced Staffing, etc., explain below:

LCFF 100%, Unduplicated 76.09% COLA 3.11%

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SUMMARY OF PROPOSED AGREEMENT

BETWEEN THE

Marysville Joint Unified

SCHOOL DISTRICT

Section 10: MULTI-YEAR CONTRACT AGREEMENT PROVISIONS: The proposed agreement contains the following COLAs and other compensation/non-compensation provisions for subsequent years as follows *(text pulls into disclosure)*: Send copy of final Agreement to BAS upon Board Approval

N/A

Section 11:
FINANCIAL IMPACT OF PROPOSED AGREEMENT IN SUBSEQUENT FISCAL YEARS: The following assumptions were used to determine that resources will be available to fund these obligations in future fiscal years. (Include any compensation/noncompensation provisions specified below.) *(text pulls into disclosure)*:

The District has sufficient Fund Balance and anticipates funding the ongoing obligations in subsequent years by using revenue generated by the Governor's proposed Local Control Funding Formula (LCFF).

Section 12:
NARRATIVE OF AGREEMENT: Provide a brief narrative of the proposed changes in compensation or health premiums, including percentage changes, effective dates, and comments and/or explanations. *(text pulls into disclosure)*:

Improve all wage ranges on salary schedules, by two percent (2%) beginning July 1, 2021. A three point five percent (3.5%) one-time, off-schedule payment retroactive to July 1, 2020, for the 2020-21 school year.

Section 13: SOURCE OF FUNDING FOR PROPOSED AGREEMENT: Provide a brief narrative of the funds available in the current year to provide for the costs of this agreement. *(text pulls into disclosure)*:

The District has sufficient Fund Balance and anticipates funding the ongoing obligations in subsequent years by using revenue generated by the Governor's proposed LCFF.

SUMMARY OF PROPOSED AGREEMENT

BETWEEN THE

Marysville Joint Unified

SCHOOL DISTRICT

ADDITIONAL FISCAL INDICATORS - CRITERIA AND STANDARDS A.5.

This section is in response to the Criteria and Standards Additional Fiscal Indicators #A.5., which asks: "Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state cost of living adjustment."

Section 14:

COMPARISON OF PROPOSED AGREEMENT TO CHANGE IN DISTRICT LOCAL CONTROL FUNDING FORMULA (LCFF):

(A)	Current-year (CY) LCFF Average Rate per ADA: (CY LCFF Entitlement per ADA, FCMAT LCFF Calculator, Calculator Tab, Row 79)	Estimated \$11,558.00
(B)	Less Prior-Year (PY) LCFF BASC Calculator Rate per ADA: (PY LCFF Entitlement per ADA, FCMAT LCFF Calculator, Calculator Tab, Row 79)	\$11,109.00
(C)	= Amount of Current-Year Increase or (decrease): (A) minus (B)	449.00
(D)	= Percentage Increase or (decrease) in LCFF per ADA: (C) divided by (B)	4.04%
(E)	ADA Increase/(Decrease) from Prior Year as % Current year P-2 LCFF funded ADA (greater of PY guarantee or current year)	0.00%
	Prior Year P-2 LCFF funded ADA (greater of PY guarantee or current year)	9,279.88
		9,279.88
(F)	Total LCFF % increase or (decrease) plus ADA % change	4.04%
(G)	Indicate Total Settlement Percentage Change from Section 5	4.63%

If proposed agreement % on Line G is greater than Line F, please provide explanation below:

CERTIFICATION

To be signed by the **District Superintendent AND Chief Business Official** upon submission to the Governing Board and by the **Board President** upon formal Board action on the proposed agreement.


Districts with a Qualified or Negative Certification: Per Government Code 3540.2, signatures of the District Superintendent and Chief Business Official must accompany the Summary Disclosure sent to the County Superintendent for review 10 days prior to the board meeting that will ratify the agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure of the major provisions of the agreement (as provided in the "Public Disclosure of Proposed Collective Bargaining Agreement") in accordance with the requirements of AB 1200, AB 2756, GC 3547.5, and GC 3540.2.

WE HEREBY CERTIFY THAT THE COSTS INCURRED BY THE SCHOOL DISTRICT UNDER THIS AGREEMENT CAN BE MET BY THE DISTRICT DURING THE TERM OF THE AGREEMENT.


District Superintendent - signature

8-2-21
Date


Chief Business Official - signature

8-2-21
Date

After public disclosure of the major provisions contained in this Summary, the Governing Board, at its meeting on
Tuesday, August 10, 2021 took action to approve the proposed Agreement with the
UNREPRESENTED Bargaining Unit.

President, Governing Board - signature

Date

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**FORM FOR PUBLIC DISCLOSURE
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2)**

Marysville Joint Unified

SCHOOL DISTRICT

Government Code Section 3547.5: **Before** a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement, including, but not limited to, the costs that would be incurred by the public school employer under the agreement for the current and subsequent fiscal years, shall be disclosed at a public meeting of the public school employer.

Intent of Legislation: To ensure that members of the public are informed of the major provisions of a collective bargaining agreement before it becomes binding on the school district.

(This information is pulled from the SUMMARY section of this file which should be completed FIRST)

MAJOR PROVISIONS OF PROPOSED AGREEMENT WITH THE

UNREPRESENTED

BARGAINING UNIT

To be acted upon by the Governing Board at its meeting on

08/10/21

A. PERIOD OF AGREEMENT:

The proposed bargaining agreement covers the period beginning and ending
for the following fiscal years **2020-2021**

07/01/20

06/30/22

2020-2021, 2021-2022,

B. TOTAL COST CHANGE TO IMPLEMENT PROPOSED AGREEMENT (SALARIES & BENEFITS)

The total change in costs for salaries and employee benefits in the proposed agreement:

1. Current Year Costs Before Agreement

\$1,197,439.84

2. Current Year Costs After Agreement

\$1,252,887.21

3. Total Cost Change

\$55,447.37

4. Percentage Change

4.63%

5. Value of a 1% Change

10,293

C. PERCENTAGE SALARY CHANGE FOR AVERAGE, REPRESENTED EMPLOYEE

The total percentage change in salary, including annual step and column movement on the salary schedule (as applicable), for the average, represented employee under this proposed agreement:

1. Salary Schedule change
(% Change To Existing Salary Schedule)
(% change for one time bonus/stipend or salary reduction)

2.0%

3.5%

2. Step & Column
(Average % Change Over Prior Year Salary Schedule)

3. TOTAL PERCENTAGE CHANGE FOR THE
AVERAGE, REPRESENTED EMPLOYEE

5.5%

4. Change in # of Work Days (+/-) Related to % Change

5. Total # of Work Days to be provided in Fiscal Year

6. Total # of Instructional Days to be provided in Fiscal Year
(applicable to Certificated BU agreements only)

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**FORM FOR PUBLIC DISCLOSURE
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2)**

Marysville Joint Unified

SCHOOL DISTRICT

D. PERCENTAGE BENEFITS CHANGE FOR BOTH STATUTORY AND DISTRICT-PROVIDED EMPLOYEE BENEFITS INCLUDED IN THIS PROPOSED AGREEMENT:

1.	Cost of Benefits Before Agreement	414,717.79
2.	Cost of Benefits After Agreement	428,305.45
3.	Percentage Change in Total Costs	3.28%

E. IMPACT OF PROPOSED AGREEMENT ON DISTRICT RESERVES

State-Recommended Minimum Reserve Level (after implementation of Proposed Agreement)

1.	Based On Total Expenditures and Other Uses in the General Fund of:	\$ 133,071,281.00
2.	Percentage Reserve Level State Standard for District:	3.0%
3.	Amount of State Minimum Reserve Standard:	\$ 3,992,138.43

SUFFICIENCY OF DISTRICT UNRESTRICTED RESERVES to meet the minimum recommended level AFTER IMPLEMENTATION OF PROPOSED AGREEMENT:

GENERAL FUND RESERVES (Fund 01 Unrestricted ONLY)

4.	Reserve for Economic Uncertainties (Object 9789)	\$3,992,138.43
5.	Unassigned/Unappropriated (Object 9790)	\$19,535,587.57
6.	Total Reserves: (Object 9789 + 9790)	\$23,527,726.00

SPECIAL RESERVE FUND (Fund 17, as applicable)

7.	Reserve for Economic Uncertainties (Object 9789)	
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TOTAL DISTRICT RESERVES, applicable to State Minimum Reserve Standard:

8.	General Fund & Special Reserve Fund:	\$23,527,726.00
9.	Percentage of General Fund Expenditures/Uses	17.68%
Difference between District Reserves and Minimum State Requirement		\$19,535,587.57

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**FORM FOR PUBLIC DISCLOSURE
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2)**

Marysville Joint Unified

SCHOOL DISTRICT

F. MULTIYEAR CONTRACT AGREEMENT PROVISIONS

N/A

G. FINANCIAL IMPACT OF PROPOSED AGREEMENT IN SUBSEQUENT FISCAL YEARS

The following assumptions were used to determine that resources will be available to fund these obligations in future fiscal years (including any compensation and/or noncompensation provisions specified below that have been agreed upon if the proposed agreement is part of a multi-year contract):

The District has sufficient Fund Balance and anticipates funding the ongoing obligations in subsequent years by using revenue generated by the Governor's proposed Local Control Funding Formula (LCFF).

H. NARRATIVE OF AGREEMENT

Improve all wage ranges on salary schedules; by two percent (2%) beginning July 1, 2021. A three point five percent (3.5%) one-time, off-schedule payment retroactive to July 1, 2020, for the 2020-21 school year.

I. SOURCE OF FUNDING FOR PROPOSED AGREEMENT

The following source(s) of funding have been identified to fund the proposed agreement

The District has sufficient Fund Balance and anticipates funding the ongoing obligations in subsequent years by using revenue generated by the Governor's proposed LCFF.

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**FORM FOR PUBLIC DISCLOSURE
OF PROPOSED COLLECTIVE BARGAINING AGREEMENT
(AB1200 (Statutes of 1991, Chapter 1213) as revised by AB 2756
(Statutes of 2004, Chapter 25), Government Code 3547.5 & 3540.2)**

Marysville Joint Unified

SCHOOL DISTRICT

CERTIFICATION

To be signed by the District Superintendent AND Chief Business Official when submitted for Public Disclosure and by the Board President after formal action by the Governing Board on the proposed agreement.

Districts with a Qualified or Negative Certification: Per Government Code 3540.2, signatures of the District Superintendent and Chief Business Official must accompany the Summary Disclosure sent to the County Superintendent for review 10 days prior to the board meeting that will ratify the agreement.

The information provided in this document summarizes the financial implications of the proposed agreement and is submitted for public disclosure in accordance with the requirements of AB 1200, AB 2756 and GC 3547.5.

We hereby certify that the costs incurred by the school district under this agreement can be met by the district during the term of the agreement.


District Superintendent - signature

8-2-21

Date


Chief Business Official- signature

8-2-21

Date

After public disclosure of the major provisions contained in this Summary, the Governing Board, at its meeting on **Tuesday, August 10, 2021** *took action to approve the proposed Agreement*

with the **UNREPRESENTED** *Bargaining Unit.*

President, Governing Board
(signature)

Date

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Early Literacy Support Block Grant LITERACY ACTION PLAN TEMPLATE

Statute: <https://www.cde.ca.gov/od/ps/elsbgrantsb98.asp>

Goal of the Early Literacy Support Block Grant

The Goal of the Early Literacy Support Block Grant is to develop and implement literacy instruction and support programs, particularly focused on literacy in early grades (TK/K-3), ultimately resulting in improved student outcomes.

The ELSB *Literacy Action Plan Template* and *Rubric* are designed to work in tandem to support sites/LEAs in the development of a three-year literacy action plan to meet the goal of the grant. The *Literacy Action Plan Template* and *Rubric Overview* provides a snapshot of the process for developing the *Literacy Action Plan*. Use the *Rubric* for examples of evidence to include in the *Literacy Action Plan*.

Section 1, the Planning Phase, is required by statute and includes stakeholder engagement, root cause analysis, and a needs assessment.

Section 2, Literacy Action Plan Components, is also required by statute and includes the plan's goals and actions, metrics, and expenditures that are aligned to the categories in Section 3.

Section 3, Categories 1-4, includes allowable programs and services. Plans must include one or more of the four categories based on the needs assessment.

The Expert Lead in Literacy will provide a step-by-step process from planning phase to plan approval, with expert technical assistance and ongoing support and feedback. Refer to the [ELSB Grant Resources Padlet](#) for additional support and resources.

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Literacy Action Plan Template and Rubric Overview

OVERVIEW *(Required)*

- Current Site/LEA ELA/ELD Instructional Plan

Section 1: PLANNING PHASE *(Required)*

- 1.1 Stakeholder Engagement
- 1.2 Root Cause Analysis
- 1.3 Needs Assessment

Section 2: LITERACY ACTION PLAN COMPONENTS *(Required)*

- 2.1 Goals and Actions
- 2.2 Metrics to Measure Progress
- 2.3 Expenditures Consistent with Categories 1–4 (see below)

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Section 3: CATEGORIES 1–4 (One or more of the following categories required. Must meet criteria OR provide rationale for not including in plan.)

Category 1: Access to High-Quality Literacy Teaching

- 3.1a Support Personnel
- 3.1b Development of Strategies
- 3.1c Evidence-based Professional Development on Literacy Instruction, Achievement, and Use of Data
- 3.1d Professional Development on the Implementation of the English Language Arts/English Language Development (ELA/ELD) Framework

Category 2: Support for Literacy Learning

- 3.2a Literacy Curriculum and Instructional Materials
- 3.2b Diagnostic Assessment Instruments

Category 3: Pupil Supports

- 3.3a Expanded Learning Programs
- 3.3b Extended School Day
- 3.3c Culture and Climate
- 3.3d Research-Based Social-Emotional Learning (SEL)
- 3.3e Expanded Access to the School Library

Category 4: Family and Community Supports

- 3.4a Trauma-Informed Practices and Support
- 3.4b Mental Health Resources
- 3.4c Multi-Tiered Systems of Support (MTSS) and Response to Intervention
- 3.4d Literacy Training and Education for Parents
- 3.4e Parent and Community Engagement

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**Early Literacy Support Block Grant
LITERACY ACTION PLAN TEMPLATE**

Statute: <https://www.cde.ca.gov/pd/ps/elsbgrantsb98.asp>

LEA/District: Marysville Joint Unified School District

LEA/District Contact/Project Director: Amy Stratton

Site(s): Cedar Lane Elementary 58 72736 6056659

Site Administrator(s): Monica Reyna (VP) and Rebecca Evers (principal starting July 2021)

Early Literacy Team Member	Role (Include title and/or grade level)
Kathy Lefever	TK teacher
Lynn Crist	Kindergarten teacher
Jennifer Bradford	1 st Grade teacher
Melissa Murray	2 nd Grade teacher
Dr. Teresa Cowan-Fayter	3 rd Grade teacher
Maria Soto	Kindergarten teacher

Add additional rows as needed.

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LITERACY ACTION PLAN TEMPLATE

OVERVIEW OF CURRENT SITE/LEA ELA/ELD INSTRUCTIONAL PLAN (Required) (Insert additional rows as needed.)			
Tier	Area/Skill	ELA/ELD Instructional Materials	Literacy Assessments
Tier 1: Core, Universal Supports	Foundational Skills	Program 2 Reading Wonders, McGraw Hill	Embedded curriculum assessments
	Language Comprehension	Program 2 Reading Wonders, McGraw Hill	Embedded curriculum assessments
	English Language Development	Program 2 Reading Wonders, McGraw Hill	Embedded curriculum assessments
Tier 2: Targeted, Supplemental Supports	Intervention	WonderWorks (in limited classrooms)	Embedded curriculum assessments
		Wonder sounds and letters	
Tier 3: Intensive, Individualized Supports		Reading Wonders	
		Hegerty Phonemic Awareness Program	
		Teachers Pay Teachers	

2021-2022 class schedules.docx Link to Grades TK/K-3 Master Instructional Schedule.

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SECTION 1: PLANNING PHASE (Required)		
Criteria and Descriptors for Planning Phase	Narrative explanation of planning phase process and procedures	Name artifact(s) and include link(s) to evidence
<p>1.1 STAKEHOLDER ENGAGEMENT The local educational agency shall consult with stakeholders, including school staff, school leaders, parents, and community members, at each eligible school about the root cause analysis and needs assessment and proposed expenditures of the grant funds. The local educational agency may use an existing school site council established pursuant to Section 65000 of the Education Code for this purpose. If the school site council is used for this purpose, the school shall provide public notice of meetings and shall conduct meetings in the manner required by Section 35147 of the Education Code.</p>	<p>In January of 2021, the English Literacy Support Block Grant (ELSB) team began meeting once a week and started the process of collecting and analyzing data to uncover a root cause that affects Cedar Lane's early literacy success, especially for students in grades TK through 3rd grade. On April 19, 2021 the terms of the grant, the data collected and the skeleton action plan were discussed during the school's monthly staff meeting. The Cedar Lane staff had a few questions about the grant and what it would mean for the school. The teachers also wanted to know if the action plan would affect our daily instruction and in what ways, how the grant money was allocated and what the parent involvement would look like. These questions were answered to the best of our knowledge given the grant process was only two-thirds of the way completed.</p> <p>The Site Council was notified on March 22, 2021. The Site Council had a few questions regarding the funding and who makes the decisions for how the money is spent.</p> <p>The English Learners Advisory Committee (ELAC) was notified on May 7, 2021. Very few parents were in attendance but the President took down the information. The ELAC team was thankful for the parent involvement component because it has been requested to increase parent involvement at Cedar Lane Elementary School.</p>	<p>Attached are the questions from the parents about the literacy grant Questions From Parents About Literacy Grant</p> <p>Attached is the agenda for the staff meeting where the literacy grant was discussed Staff meeting 4-19- Cedar Lane.pdf</p> <p>Attached is the agenda for ELAC where the literacy grant was discussed AGENDA FOR ELAC MEETING 5-7</p> <p>Attached is the link for zoom meeting for ELAC zoom_0.mp4</p>
<p>1.2 ROOT CAUSE ANALYSIS The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the</p>	<p>In January of 2021, the ELSB grant team began meeting once a week and started the process of collecting and analyzing data to uncover a root cause that affects Cedar Lane's early literacy success especially for students in grades TK through 3rd grade. Cedar Lane Elementary has adopted and is currently using Reading Wonders which is a resource rich core program. Through the data collection process and</p>	<p>Attached is the root cause analysis Root Cause - Cedar Lane</p> <p>Attached is the data from the Mid-year dibels assessments for TK-3rd grade that was collected in April for the purpose of the Literacy Plan Dibels Data - Cedar Lane.pdf</p>

<p>experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts.</p> <p>The root cause analysis and needs assessment shall identify the strengths and weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3, inclusive. The local educational agency shall review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.</p>	<p>the weekly discussion groups, the team uncovered several key practices that could be affecting our Cedar Lane students' inability to read successfully at grade level year after year. The first item we noticed was the grade level teams were inconsistent with their assessments, assessment practices, and lack of program knowledge implementation. We most notably stated that many of our Cedar Lane students cannot decode, struggle with Word Recognition as identified in Scarborough's Rope, vocabulary knowledge, and too many of our students begin the First and Second grades without knowing all their letters and sounds. For the first time, we administered the midyear Dibels assessments to 25 students in each grade level, Kindergarten through Third. As a result, the team was able to identify several strategic areas of concern: Cedar Lane students struggle with automaticity when naming the letters and sound identification, recognizing high frequency words with automaticity and uncovering the meaning of vocabulary words in context.</p>	<p>Attached are 2 of the zoom meetings that were recorded where we discussed the grant and worked on the root cause analysis <u>Zoom</u></p> <p>Attached is a summary of the attendance of the Literacy Team for the entire process of the grant. This includes scheduled meetings with Sacramento County Office of Education (SCOE) and outside meetings with just the team attendance of teachers for the <u>ELSB grant</u>.</p>
<p>1.3 NEEDS ASSESSMENT</p> <p>The root cause analysis and needs assessment shall examine both school-level and local educational agency-level practices or unmet needs, including those relating to school climate, social-emotional learning, and the experience of pupils who are below grade-level standard on the English language arts content standards adopted by the State Board of Education and their families, that have contributed to low pupil outcomes for pupils in grade 3 on the consortium summative assessment in English language arts.</p> <p>The root cause analysis and needs assessment shall identify the strengths and</p>	<p>Based on the Early Literacy Block Grant team's data collection and root cause analysis, a needs assessment plan was devised for Cedar Lane Elementary. The team concluded that Cedar Lane students underperformed in foundational skills, specifically Letter Naming, Phonemic Segmentation, Nonsense Word and Word Reading Fluency. In support of this goal, our needs assessment determined that we will purchase supplemental WonderWorks intervention, professional development in the use of Supplemental WonderWorks and the Reading Wonders, as well as professional development from the Consortium on Reading Excellence (CORE). The team also uncovered Cedar Lane students underperformed in vocabulary development. Furthermore, it was discussed that teachers lacked implementation instruction of the Reading Wonders vocabulary cards embedded in the program. Teachers will receive professional development in the use of the vocabulary cards allowing the teachers to create vocabulary lists and assessments for each grade level through the process of vertically</p>	<p>Attached is the needs assessment <u>Needs Assessment - Cedar Lane</u></p> <p>Attached is a copy of the student dibels data that was collected in April for the purpose of the Literacy Plan <u>Dibels Data - Cedar Lane.pdf</u></p> <p>Attached is a summary of the attendance of the Literacy Team for the entire process of the grant. This includes scheduled meetings with Sacramento County Office of Education (SCOE) and outside meetings with just the team attendance of teachers for the <u>ELSB grant</u>.</p>

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<p>weaknesses of both the eligible school and the local educational agency with regard to literacy instruction in kindergarten and grades 1 to 3, inclusive. The local educational agency shall review all relevant diagnostic measures, including, but not limited to, pupil performance data, data on effective and ineffective practices, and equity and performance gaps.</p>	<p>and horizontally aligning the Reading Wonders vocabulary. As stated in the root cause analysis, the team immediately noticed a discrepancy in assessment practices at Cedar Lane. There was not a uniform and consistent assessment practice among grade levels and Cedar Lane did not have a universal screener to assess students' literacy skills. In support of goal number three, we will use Dibels mClass to assess, record and group students according to their current knowledge in foundational skills. Through the process of analyzing data and examining our current resources, the team agreed that our current Reading Wonders curriculum with the addition of supplemental WonderWorks is a strength and resource abundant.</p>
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SECTION 2: LITERACY ACTION PLAN COMPONENTS (Required)				
2.1 Literacy Goal "Big Picture"	2.1 Rationale "Why you chose the goal"	2.1 Evidence "Artifacts that back up the rationale and support why you chose the goal"	2.1 Action Item(s) "Specific, timebound actions that describe how the literacy instructional program will be improved"	2.2 Metrics "How you will measure progress on actions (implementation) and/or growth (student data) and how often"
<p>Focus of improvement centered on TK/K-3 literacy instruction</p> <ul style="list-style-type: none"> • Site/LEA practices or issues • Evidence-based rigorous goal 	<p>Connect to stakeholder engagement, root cause analysis, and needs assessment evident in identified goals.</p>	<p>Include links to supporting evidence.</p>	<ul style="list-style-type: none"> • Align action items to the goal • Design to impact literacy outcomes • Write as SMART goal 	<ul style="list-style-type: none"> • Articulate plan that includes: <ul style="list-style-type: none"> • Tool/Metric • Intervals • Monitoring and adjusting
<p>Example: Provide explicit, systematic phonics instruction</p>	<p>Root cause analysis and needs assessment revealed incoherent delivery of phonics instruction, materials used, and low student performance across the grades.</p>	<p>Screening data shows low student performance. [Insert Link] Link to needs assessment and root cause analysis provided</p>	<ul style="list-style-type: none"> • By August 2021 (Year 2), purchase SIPPS for year 2 implementation By October 2021, initial training for all K-3 and support staff, and provide monthly follow up sessions • By the first month of school, groups formed based on placement data 	<ul style="list-style-type: none"> • PD Plan • Invoices • Placement assessment data • SIPPS Mastery test data • Classroom implementation observation data

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<p>Example: Provide explicit, academic vocabulary instruction.</p>	<p>Example: Root cause analysis and needs assessment revealed inconsistent delivery of academic vocabulary instruction.</p>	<p>Example: Screening data revealed low student scores in vocabulary across K-3. [Insert Link] Link to needs assessment and root cause analysis</p>	<p>Example: <ul style="list-style-type: none"> By August 2022 (Year 3), purchase Academic Vocabulary Toolkit By October 2022, initial training for all K-3 teachers and support staff, with monthly follow-up sessions </p>	<p>Example: <ul style="list-style-type: none"> PD Plan Invoices iReady diagnostic data Curriculum-embedded formative assessment data (core curriculum and Academic Vocabulary Toolkit) ELPAC data </p>
<p>Provide explicit, systematic phonics instruction.</p>	<p>Our root cause analysis and needs assessments revealed inconsistent instructional practices to achieve automaticity in foundational reading skills.</p>	<p>Screening data using Dibels revealed low student scores in Letter Naming Fluency, Phonemic Segmentation Fluency, Nonsense Word Fluency, and Word Reading Fluency. Attached is a link to the Root Cause - Cedar Lane, and our needs assessment Needs Assessment - Cedar Lane. Attached is the data from our Dibels assessments Dibels Data - Cedar Lane.pdf.</p>	<p>We will improve students' automaticity in Letter Naming, Nonsense Word, and Phonemic Segmentation Fluency in grades TK-3rd by utilizing professional development to build teachers' understanding in instructional practices in Wonders and supplemental WonderWorks to build students' fluency as measured by our Dibels assessment calendar, data collection forms, professional development calendar, and coaching schedule by June 2022.</p>	<p>Coaching schedule with CORE Professional Development Calendar <ul style="list-style-type: none"> Assessment Calendar Pre-Post survey of teachers Pre-Post survey questions.docx </p>
<p>Provide explicit, academic vocabulary instruction.</p>	<p>Our root cause analysis and needs assessments revealed inconsistent delivery of academic vocabulary instruction in grades TK-3rd.</p>	<p>Screening data using Dibels revealed low student scores in vocabulary knowledge.</p>	<p>We will increase student vocabulary knowledge and rigor in grades TK-3rd by utilizing professional development in building teachers' understanding of vocabulary instruction in Reading</p>	<p>Professional development calendar <ul style="list-style-type: none"> Vertical/Horizontal alignment documents Assessment Calendar </p>

		<p>Attached is a link to the <u>Root Cause</u> - Cedar Lane, and our needs <u>assessment Needs Assessment</u> - Cedar Lane .</p> <p>Attached is the data from our Dibels assessments <u>Dibels Data - Cedar Lane.pdf</u> .</p>	<p>Wonders and supplemental WonderWorks as measured by the vertical and horizontal alignment and vocabulary charts and vocabulary assessments in supplemental Reading WondersWorks by June 2023.</p>	<ul style="list-style-type: none"> • <u>Pre-Post survey of teachers</u> • <u>Pre-Post survey questions.docx</u>
Use a reliable and valid assessment tool.	<p>Our root cause analysis and needs assessments revealed a need to provide a consistent, reliable, and valid assessment tool that goes across the grade levels.</p>	<p>Through the root cause analysis process, it was apparent that all grade levels, and within the same grade levels, do not use the same assessment tool. Historically, the data gathered from the teachers was not generated from a consistent, common assessment tool.</p> <p>Attached is a link to the <u>Root Cause</u> - Cedar Lane, and our needs <u>assessment Needs Assessment</u> - Cedar Lane .</p> <p>Attached is a copy of the results of the free dibels assessment tool that was administered for the purpose of gathering data for the grant <u>Dibels Data - Cedar Lane.pdf</u> .</p>	<p>We will improve our assessment practices in TK-3rd grades by developing an assessment calendar and implementing and learning how to administer Dibels by using mClass for data collection and analysis as measured by our assessments calendar, data analysis conferences, and grade-level collaboration meetings by June 2022.</p>	<ul style="list-style-type: none"> • Assessment calendar • Data analysis conferences plan with teachers • <u>Pre-Post survey of teachers</u> • <u>Pre-Post survey questions.docx</u>
2.3 Expenditures Consistent with Categories Budget - Cedar Lane - Marysville Joint Unified School District.xlsx				

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SECTION 3: CATEGORIES 1-4 (One or more of the following categories required.)

Category 1: ACCESS to HIGH-QUALITY LITERACY TEACHING (Must meet criteria OR provide rationale for not including in plan.)

Category 1 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.1a SUPPORT PERSONNEL Hiring of literacy coaches or instructional aides to provide support to struggling pupils, including, among others, bilingual reading specialists to support English learner programs.	Example (action item): By September 2021, hire a literacy coach to work with students in grades K-3, focusing specifically on foundational reading skills using the SIPPS curriculum.	Example (action item): As seen in our screening data [insert Link], our root cause analysis [insert Link], and our needs assessment [insert Link], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need. Attached is our job description for the hiring of our literacy coach [insert Link].	Example (action item): A majority of our K-3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.
	No action for hiring Literacy Coaches and EL Facilitators.	Marysville JUSD will be providing a Literacy Coach and EL Facilitators to all school sites through the Local Control and Accountability Plan (LCAP). Attached is the 2021 LCAP. Information regarding Literacy Coaches can be found on page 29. Information regarding EL Facilitators can be found on page 28. 2021 Local Control and Accountability Plan DRAFT Marysville Joint Unified School District 20210518.pdf	Although the students at Cedar Lane are testing below proficiency Marysville JUSD sees the need district wide. All school sites will receive a Literacy Coach and EL facilitator provided for the first time through the Local Control and Accountability Plan (LCAP) starting the 2021-2022 school year. During the needs assessment work, this appears to be addressed by the district.

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<p>3.1b DEVELOPMENT OF STRATEGIES</p> <p>Development of strategies to provide culturally responsive curriculum and instruction.</p>	<p>Support of Goals 1 and 2:</p> <p>By August 2021, hire two additional para educators to support classroom instruction and intervention.</p>	<p>Cedar Lane provides paraeducators daily to grades TK-2. Grade 3-6 does not have the same level of access as TK-2.</p> <p>Attached is the duty statement of a paraeducator and job description Para Educator Duty Statement.doc ; Para Educator Job Description.docx</p> <p>Attached is the job description for the Literacy Coach Literacy Coach Job Description.pdf.</p> <p>Attached is the budget showing the resources to hire two additional paraeducators Budget - Cedar Lane - Marysville Joint Unified School District.xlsx .</p>	<p>Currently, TK-2nd grade has two para educators in the classroom for one hour a day. Third grade does not have the same level of support. The additional two paraeducators will provide 3rd grade with the same support as grades TK-2. The additional time in the paraeducators day will be used for intensive intervention across the grades as needed.</p>
<p>3.1b DEVELOPMENT OF STRATEGIES</p> <p>Development of strategies to provide culturally responsive curriculum and instruction.</p>	<p>Example (rationale):</p> <p>No action</p>	<p>Example (rationale):</p> <p>[Insert Link] Link to the school's state approved core curriculum website.</p> <p>Or [Insert Link] Link to needs assessment indicating not a priority</p>	<p>Example (rationale):</p> <p>Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.</p>
	<p>No action</p>	<p>Cedar Lane has access to a state approved core ELA/ELD curriculum.</p> <p>Attached is a copy of the original purchase order showing what curriculum is in the classrooms Purchase order for Wonders curriculum.pdf.</p>	<p>Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.</p>

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<p>3.1c EVIDENCE-BASED PROFESSIONAL DEVELOPMENT ON LITERACY INSTRUCTION, ACHIEVEMENT, AND USE OF DATA</p> <p>Evidence-based professional development for teachers, instructional aides, and school leaders regarding literacy instruction and literacy achievement and the use of data to help identify and support struggling pupils.</p>	<p>Support of Goals 1 and 2:</p> <p>By August 2021, we will hire the Consortium on Reaching Excellence in Education (CORE) to support teachers through coaching, pedagogy, development of consistent instructional practices and data analysis. Professional development will be provided by CORE in alignment with the professional development calendar for the length of the grant and will be revised annually.</p>	<p>As seen in our root cause analysis <u>Root Cause - Cedar Lane</u>, and our needs assessment <u>Needs Assessment - Cedar Lane</u>, we will hire the services of Consortium on Reaching Excellence in Education (CORE) to provide professional development for our teachers, school leaders, and all other staff who support our TK-3rd grade students. We will contract with CORE throughout the grant.</p> <p>Attached is the preliminary scope of work from CORE: <u>R21-031 Cedar Lane MJUSD ELSB - Prelim CLIENT.pdf</u></p> <p>Attached is the link to the budget <u>Budget - Cedar Lane - Marysville Joint Unified School District.xlsx</u>.</p>	<p>Cedar Lane staff believes that CORE is able to provide our site with focused, research based, ongoing support and professional development to help us meet our needs in Goals 1 and 2. We will contract with CORE for 6 days in year 1, 6 days in year 2, and 4 days in year 3.</p>
	<p>Support of Goal 3:</p> <p>By August 2021, we will provide professional development in mClass Dibels for teachers, instructional aides, and school leaders. This action will occur each year by August for the length of the grant.</p>	<p>As seen in our root cause analysis <u>Root Cause - Cedar Lane</u>, and our needs assessment <u>Needs Assessment - Cedar Lane</u>, we will purchase Dibels mClass for all TK-3rd grade students for three years as well as provide professional development in year one to support teachers, school leaders, and all other staff in data analysis. During year 2 and 3 of the grant, we will continue to provide professional development in mClass.</p> <p>Attached is the quote for mClass Dibels with professional development <u>mClass Dibels - Cedar Lane.pdf</u>.</p>	<p>Cedar Lane does not have a consistent, common assessment tool that is used across the grade levels to monitor progress of students. The addition of Dibels mClass will allow teachers to have a common assessment, common practices, and provide a robust analysis suite for the purpose of monitoring and intervening with students.</p>
	<p>Support of Goal 3:</p> <p>By September 2021, a data analysis conference plan will be developed that includes the use of Marysville JUSD's student calendar of already established,</p>	<p>As seen in our root cause analysis <u>Root Cause - Cedar Lane</u>, and our needs assessment <u>Needs Assessment - Cedar Lane</u>, teachers will need time to analyze the data from the Dibels assessments to form and plan intervention groups. Marysville JUSD</p>	<p>Although Marysville JUSD provides time in the district calendar for district wide minimum days, the structure of the time and data used has not been consistent. By using a common assessment calendar, teachers will be able to focus the</p>

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	district wide minimum days and additional collaboration time defined by our assessment calendar to support data analysis.	already has district wide minimum days <u>2021-2022 adopted school calendar.pdf</u> that can be used in conjunction with our assessment calendar.	conversations on a specific topic for a specific outcome.
3.1d PROFESSIONAL DEVELOPMENT ON THE IMPLEMENTATION OF THE ENGLISH LANGUAGE ARTS/ ENGLISH LANGUAGE DEVELOPMENT FRAMEWORK Professional development for teachers and school leaders regarding implementation of the ELAVELD Framework and the use of data to support effective instruction.	No action	Marysville JUSD will provide Literacy Coaches as part of the Local Control and Accountability Plan (LCAP). Attached is the job description for the Literacy Coach <u>Literacy Coach Job Description.pdf</u> Attached is the LCAP. Information regarding Literacy Coaches can be found on page 29 <u>2021 Local Control and Accountability Plan DRAFT</u> <u>Marysville Joint Unified School District 20210518.pdf</u> .	Teachers in Marysville JUSD have had training in the ELAVELD framework. Any additional training or refreshers can be supported by the Literacy Coaches hired by Marysville JUSD through the Local Control and Accountability Plan (LCAP).

SECTION 3: CATEGORIES 1-4 (One or more of the following categories required.)			
Category 2: SUPPORT for LITERACY LEARNING (Must meet criteria OR provide rationale for not including in plan.)			
Category 2 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.2a LITERACY CURRICULUM AND	Example (action item): <ul style="list-style-type: none"> By August 2021, purchase SIPPS curriculum 	Example (action item): As seen in our screening data [Insert Link], our root	Example (action item): Through purchasing SIPPS to provide foundational

<p>INSTRUCTIONAL MATERIALS Purchase of literacy curriculum resources and instructional materials aligned with the ELA content standards and the ELA/ELD framework, but only if the Literacy Action Plan also includes professional development for staff on effective use of these materials.</p>	<p>and provide initial and ongoing training of the curriculum throughout the implementation year.</p> <ul style="list-style-type: none"> By August 2021, develop monitoring plan to include data collection to assess implementation of professional learning as well as cycles of improvement. By August 2021, develop communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan. 	<p>cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3 students are testing below proficiency in phonemic awareness and phonics.</p> <p>Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the SPPS curriculum for Years 2 and 3. Included in the professional learning plan is the administrative support, monitoring, and communication that will support the implementation and ongoing use of SPPS.</p>	<p>reading skills instruction for K–3 students, we will provide coherent, explicit, and systematic delivery of foundational skills across the grades. Utilizing the SPPS curriculum will allow students to be placed in differentiated groups based on the ongoing SPPS placement and mastery assessments.</p> <p>Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial SPPS training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the two years of the grant.</p>
	<p>Example (action item):</p> <ul style="list-style-type: none"> By August 2022 (Year 3), purchase the Academic Vocabulary Toolkit curriculum and provide initial and ongoing training of the curriculum throughout the implementation year. By the end of Year 2, May 2022, develop monitoring plan to include data collection to assess implementation of professional learning plan as well as cycles of improvement. By the end of Year 2, May 2022, develop communication plan that clearly outlines the goals and implementation as well as success of the professional learning plan. 	<p>Example (action item):</p> <p>As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], a majority of our K–3 students are testing below proficiency in vocabulary, in addition to phonemic awareness and phonics.</p> <p>Attached is our professional learning plan [Insert Link] to support teachers, from initial training through ongoing support, of the Academic Toolkit curriculum for Year 3. Included in the professional learning plan is the administrative support, and monitoring, and communication that will support the implementation and ongoing use of the Academic Vocabulary Toolkit.</p>	<p>Example (action item):</p> <p>Through purchasing the Academic Vocabulary Toolkit to support our Tier 1 reading instruction for K–3 students, our school will become more intentional in targeting vocabulary acquisition for students. Utilizing the Academic Vocabulary Toolkit curriculum in Tier 1 instruction will allow students to receive additional vocabulary instruction which is necessary to support their core ELA/ELD curriculum.</p> <p>Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new curriculum is necessary to ensure fidelity, consistency, or quality consistent implementation and transferability for students. Initial Academic Vocabulary Toolkit training will be provided in the beginning of the academic school year, and ongoing training will be offered for the remainder of the grant.</p>

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<p>3.2b DIAGNOSTIC ASSESSMENT INSTRUMENTS</p> <p>Purchase of diagnostic assessment instruments to help assess pupil needs and progress and training for school staff regarding the use of those assessment instruments.</p>	<p>Support of Goals 1 and 2:</p> <p>By September 2021, we will purchase supplemental WonderWorks curriculum and provide initial training by McGraw Hill.</p> <p>Ongoing training and support in effective instructional practices will be provided by Consortium on Reaching Excellence in Education (CORE) throughout the entire grant cycle. Services and action plan with CORE will be in place for the 2021-2022 school year no later than September 2021.</p>	<p>As seen in our screening data Dibels Data - Cedar Lane.pdf, our root cause analysis Root Cause - Cedar Lane, and our needs assessment Needs Assessment - Cedar Lane, a majority of our K-3 students are testing below proficiency in vocabulary, in addition to phonemic awareness, phonics and high frequency words.</p> <p>Attached is the quote for the curriculum for supplemental WonderWorks WonderWork quotes - Cedar Lane.xls which includes professional development. The student consumables will be purchased each year Budget - Cedar Lane - Maysville Joint Unified School District.xlsx.</p> <p>Ongoing support will be provided by Consortium on Reaching Excellence in Education (Core) R21-031 Cedar Lane MUUSD ELSB - Prelim CLIENT.pdf for 3 years.</p>	<p>Through purchasing the supplemental WonderWorks, instruction will become more intentional in foundational skills and vocabulary instruction. Utilizing the supplemental WonderWorks intervention curriculum, instruction will allow students to receive additional decoding and vocabulary instruction which is necessary to support their core ELA/ELD curriculum.</p> <p>Initial training, ongoing professional learning, and administrative monitoring of the implementation of the new supplemental curriculum is necessary to ensure fidelity and transferability for students. Initial professional development for supplemental WonderWorks will be provided in the beginning of the academic school year (2021) by the publisher, and ongoing training will be offered from CORE for the remainder of the grant.</p>
	<p>Example (rationale):</p> <p>No action</p>	<p>Example (rationale):</p> <p>[Insert Link] Link to district expectations/resources of evidence-based diagnostic assessments.</p> <p>Or, [Insert Link] link to needs assessment indicating not a priority.</p>	<p>Example (rationale):</p> <p>Our district already provides and collects data from evidence-based diagnostic assessments. Our district already provided training regarding the use of the assessments.</p>
	<p>Support of Goal 3:</p> <p>By August 2021, the purchase of mClass Dibels will be purchased from Amplify. This purchase will give teachers access to the 8th edition of Dibels as well as the initial screener and all of the online data analysis software and instructional support. This three year purchase of the mClass platform will support teachers with data analysis and intervention</p>	<p>As seen in our root cause analysis Root Cause - Cedar Lane, and our needs assessment Needs Assessment - Cedar Lane, we do not have a consistent, common and reliable tool to screen or assess our students' progress towards reading.</p> <p>Attached is the quote for mClass Dibels with professional development mClass Dibels - Cedar Lane.pdf.</p>	<p>Our teachers need a consistent, common and reliable tool to use to measure student progress. We need an evidence-based, diagnostic assessment along with professional development in using the tool. Each year, teachers will be provided additional training in the use of mClass to help ensure fidelity and consistency each year.</p>

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	strategies. Additional funding will be allocated each year of the grant for additional professional development from Dibels mClass (Amplify).	Attached is the link to the budget showing a commitment to Professional development from Dibels mClass for the length of the grant. link in the budget Budget - Cedar Lane - Marysville Joint Unified School District.xlsx.	
	Support of Goal 3: By August 2021, Cedar Lane will create an assessment calendar.	As seen in our root cause analysis Root Cause - Cedar Lane, and our needs assessment Needs Assessment - Cedar Lane, we do not have a consistent, common assessment plan. By the start of the school year, an assessment calendar will be created outlining all of the expected assessments during the school year.	Our teachers need a consistent, common assessment plan. By having an assessment calendar, teachers can plan their data analysis and intervention groups more efficiently.

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SECTION 3: CATEGORIES 1-4 (One or more of the following categories required.)			
Category 3: PUPIL SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)			
Category 3 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)
3.3a EXPANDED LEARNING PROGRAMS Expanded learning programs, such as before- and after-school programs or summer school, to	Example (action item): By September 2021, hire a literacy coach to work with students in grades K-3, focusing specifically on foundational reading skills using the SIPPS curriculum.	Example (action item): As seen in our screening data [Insert Link], our root cause analysis [Insert Link], and our needs assessment [Insert Link], increased student access to targeted, evidence-based foundational reading skills instruction is an urgent need.	Example (action item): A majority of our K-3 students are testing below proficiency in phonemic awareness and phonics according to our screening data. We need to become more targeted in our instructional groupings of students so that they can be placed in

improve pupils' access to literacy instruction.		Attached is our job description for the hiring of our literacy coach [Insert Link].	differentiated groups based on ongoing formative assessment data. A literacy coach will be utilized to coach teachers.
	No action	<p>Marysville Joint Unified will be offering extended learning opportunities for students provided through the COVID-19 Relief and School Reopening Grants.</p> <p>Attached is the link to a survey where Marysville JUSD input from the stakeholders for expended learning opportunities for the 2021-2022 school year https://mijusd.sic1.qualtrics.com/jfe/form/SV_7PZ5SeWfB010D8C.</p> <p>Attached is the Extended Learning Plan for the 2021-2022 school year 2021 ELO Plan MJUSD 5.17.2021.pdf.</p>	<p>We do not need to create an action item for expanded learning because our school is currently implementing expanded learning programs for the summer with a district wide implementation. In addition, Marysville JUSD has surveyed the stakeholders for expanded learning opportunities during the 2021-2022 school year which are still being finalized for services beyond summer school 2021. During the needs assessment work, this appeared to be an area being addressed by the district.</p>
3.3b EXTENDED SCHOOL DAY Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.	<p>Example (rationale): No action</p>	<p>Example (rationale): [Insert Link] Link to the school's state approved core curriculum website.</p> <p>Or [Insert Link], link to needs assessment indicating not a priority.</p>	<p>Example (rationale): Our school is currently implementing a state-approved core curriculum that includes culturally responsive curriculum and instruction. We have been focused on improving and deepening our implementation of the curriculum. During the needs assessment work, this appeared as an area of strength. Therefore, we are not including it in this action plan.</p>
	Support Goal 1 and 2: By August 2021, Cedar Lane will establish and publish a calendar of days that the school library will be available after school for parents and students to access grade level books.	The staff of Cedar Lane feels that students need access to the school library outside of the school day. This will allow families to engage with their students in reading. Although Marysville JUSD provides some support for library access, this support does not extend beyond the school day.	Our school is providing extended library hours for our families to engage in early literacy activities at home. A calendar of extended library hours will be published and distributed at the beginning of the 2021 school year.

<p>3.3c CULTURE AND CLIMATE Strategies to improve school climate, pupil connectedness, attendance and to reduce exclusionary discipline practices, including in-school suspensions that may limit a pupil's time in school.</p>	<p>No action</p>	<p>Attached is a link to the district LCAP. Information regarding Literacy technicians can be found on page 14.</p> <p>Attached is the link to the budget <u>Budget - Cedar Lane - Marysville Joint Unified School District.xlsx</u>.</p> <p>Marysville JUSD provides support to all school sites for attendance clerks, Positive Behavioral Interventions and Supports (PBIS) / Multi-Tiered System of Supports (MTSS), school counselors, EL Facilitators, and Family Liaisons in the district through the Local Control and Accountability Plan (LCAP).</p> <p>Attached is the link to the LCAP. Information regarding attendance clerks/A2A program can be found on page 33. Information on Positive Behavioral Interventions and Supports (PBIS) / Multi-Tiered System of Supports (MTSS) support can be found on page 19. Information on Parent Liaisons can be found on page 33. Information on EL Facilitators can be found on page 28</p> <p><u>2021 Local Control and Accountability Plan DRAFT</u></p> <p><u>Marysville Joint Unified School District 20210518.pdf</u>.</p> <p>Attached is the job posting for additional elementary school counselors <u>ELEMENTARY COUNSELORS (2) MJUSD Multi Sites.pdf</u>.</p> <p>Attached is the link to the job description for Family Liaison <u>Family Liaison job description - MJUSD.pdf</u>.</p>	<p>We do not need to create an action item around culture and climate because our school is currently providing attendance clerks, and student support services district wide. In addition, we are implementing a new Social Emotional Learning (SEL) curriculum school wide starting the 2021-2022 school year. During the needs assessment work, this appeared to be already addressed. Therefore, we are not including it in this action plan.</p>
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<p>3.3d RESEARCH-BASED SEL Strategies to implement research-based, social-emotional learning approaches, including restorative justice.</p>	<p>No action</p>	<p>Attached is the link to the job description for the EL Facilitator EL_facilitator_job_description.pdf</p> <p>Marysville JUSD will provide Social Emotional Learning (SEL) for the entire district from the Local Control and Accountability Plan (LCAP).</p> <p>Attached is the 2021-2022 LCAP showing the intent to purchase Social Emotional Learning (SEL) curriculum district wide. Information can be found on page 22.</p> <p>2021 Local Control and Accountability Plan DRAFT</p> <p>Marysville Joint Unified School District 20210518.pdf.</p> <p>Attached is the job posting for additional elementary school counselors ELEMENTARY COUNSELORS (2) MJUSD Multi Sites.pdf.</p>	<p>We do not need to create an action item around Social Emotional Learning (SEL) practices because Marysville JUSD will provide our school with a Social Emotional Learning (SEL) curriculum and training. In addition, Marysville JUSD provides Positive Behavioral Interventions and Supports (PBIS) district wide. During the needs assessment work, this appeared to be already addressed. Therefore, we are not including it in this action plan.</p>
<p>3.3e EXPANDED ACCESS Expanded access to the school library.</p>	<p>Support Goal 1 and 2:</p> <p>By August 2021, we will be expanding the hours of the school library to include after school hours.</p> <p>By August 2021, a budget will be given to the library to purchase new books to expand the library in reading materials appropriate for TK-3rd grade students.</p>	<p>The staff of Cedar Lane feels that students need access to the school library outside of the school day. This will allow families to engage with their students in reading.</p> <p>Attached is the budget showing the addition of \$1000 each year for three years to increase the books in the library Budget - Cedar Lane - Marysville Joint Unified School District.xlsx.</p>	<p>Our school currently opens the school library during school hours. The library clerk is a 3.5 hour position. Over the course of the three year grant, we will provide access by offering after school hours where families and students can visit the library for books. Also, the current inventory is not as robust with new books as we would like to see. The library will be given \$1000 each year for three years to purchase additional books targeted for grades TK-3rd grade.</p>

SECTION 3: CATEGORIES 1-4 (One or more of the following categories required.)

Category 4: FAMILY AND COMMUNITY SUPPORTS (Must meet criteria OR provide rationale for not including in plan.)				
Category 4 Descriptors	Action Item(s) Specific, timebound actions describe how literacy instruction will be improved.	Evidence Connection to stakeholder engagement, root cause analysis, and needs assessment evident in identified metrics.	Explanation/Rationale The plan includes strategies (effective practices), milestones (implementation indicators), actions (steps to the milestone), outputs (produced in completing actions), and a timeline (for completion of actions and meeting of milestones.)	
3.4a TRAUMA-INFORMED PRACTICES Development of trauma-informed practices and supports for pupils and families.	Example (action item): <ul style="list-style-type: none"> By December 2021, provide initial training for staff on identifying signs of trauma, as well as trauma-informed supports, specifically de-escalation and restorative practices, to support student literacy instruction. Monthly follow-up training will be provided. By May 2022, collaboratively design and develop a system to capture student voice to raise staff awareness and inform supports available to pupils as well as families. 	Example (action item): As seen in our root cause analysis [Insert Link], and our needs assessment [Insert Link], a significant percentage of students in our district are experiencing homelessness or are in foster homes where they have experienced trauma. Therefore, trauma-informed practices and supports are priorities. Attached is the plan for developing, implementing, supporting, and monitoring trauma-informed practices and supports for the next two years [Insert Link].	Example (action item): Development of strategies and implementation of evidence-based supports, including training for teachers and staff on the importance of adult-student connections, de-escalation strategies, and restorative practices in order to ensure positive classroom cultures in each classroom to support high impact literacy instruction. Through supporting teachers' creation of trauma-informed positive classroom environments at our school, student literacy learning is enhanced by reducing students' affective filters and removing barriers to learning associated with trauma.	
	No action	Cedar Lane staff does not see a need to go beyond the support already offered by Marysville JUSD. Attached is the 2021-2022 LCAP. Information on school counselors can be found on page 19. Information on Positive Behavioral Interventions and Supports (PBIS) / Multi-Tiered System of Supports (MTSS) can be found on page 19. Information on Social Emotional Learning (SEL) curriculum can be found on page 22. <u>2021 Local Control and Accountability Plan</u>	We do not need an action item around the provision of trauma-informed practices and support for students because Marysville JUSD provides school counselor services to all district schools. Next year, each school will implement a new Social Emotional Learning (SEL) curriculum. During the needs assessment work, this appeared to be already addressed. Therefore, we are not including it in this action plan.	

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<p>3.4b MENTAL HEALTH RESOURCES Extended school day to enable implementation of breakfast in the classroom or library models to support expanded literacy instruction.</p>	<p>Example (rationale): No action</p>	<p>Example (rationale): [Insert Link] Link to school budget/SPSA/LCAP that indicates allocated funds for mental health resources. Or [Insert Link], link to needs assessment indicating not a priority.</p>	<p><u>DRAFT</u> <u>Marysville Joint Unified School District 20210518.pdf</u>.</p>	
	<p>No Action</p>	<p>Cedar Lane does not need to expand the school day for the purpose of mental health. Marysville JUSD is committed to provide elementary school counselors as part of the district services.</p> <p>Attached is the 2021-2022 LCAP. Information on school counselors can be found on page 19. <u>2021 Local Control and Accountability Plan</u> <u>DRAFT</u> <u>Marysville Joint Unified School District 20210518.pdf</u></p> <p>Attached is a copy of the 2020-2021 expenditure report showing how much Marysville JUSD spent during the 2020-2021 school year on elementary school counselors districtwide. The Local Control and Accountability Plan (LCAP) shows how Marysville JUSD is expanding the services and adding additional counselors for the 2021-2022 school year. <u>2020-2021 expenditure report for school counselors districtwide.pdf</u>.</p> <p>Attached is the job listing for hiring two additional</p>	<p>Example (rationale): We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district.</p> <p>We do not need to create an action item around the provision of mental health resources because these supports are already provided through our school and district.</p>	

<p>3.4c MULTI-TIERED SYSTEMS OF SUPPORT AND RESPONSE TO INTERVENTION</p> <p>Strategies to implement multi-tiered systems of support (MTSS) and the response to intervention (RtI) approach.</p>	<p>Support of Goals 1 and 2:</p> <p>By August 2021 we will purchase supplemental WonderWorks Intervention to support the Reading Wonders core curriculum. This program will help define and provide a structured intervention program to complement the core program.</p> <p>We will purchase Dibels mClass as a tool for data analysis. This tool will help teachers make decisions as to what interventions students need.</p> <p>Cedar Lane will hire two additional paraeducators to provide additional support during intervention time.</p>	<p>elementary school counselors for the 2021-2022 <u>ELEMENTARY COUNSELORS (2) MJUSD Multi Sites.pdf</u>.</p> <p>As seen in our root cause analysis <u>Root Cause - Cedar Lane</u>, and our needs assessment <u>Needs Assessment - Cedar Lane</u>, discovered a need to provide a structured intervention program. Our teachers have district wide days for collaboration in the school calendar. This dedicated time allows some time for teachers to structure intervention groups based on the data.</p> <p>Attached is the quote for supplemental WonderWorks- McGraw Hill <u>WonderWork quotes - Cedar Lane.xls</u>.</p> <p>Attached is the quote for mClass Dibels with professional development <u>mClass Dibels - Cedar Lane.pdf</u>.</p> <p>Attached is the budget showing the intent of hiring two additional paraeducators <u>Budget - Cedar Lane - Marysville Joint Unified School District.xlsx</u>.</p> <p>Attached is the para educator duty statement and job description <u>Para Educator Duty Statement.doc</u>; <u>Para Educator Job Description.docx</u></p>	<p>In order to avoid confusion and curriculum inconsistency, we believe that our students need intervention tied to the core program. To build capacity and sustainability, professional development and coaching will be provided during the year from both McGraw Hill and Consortium on Reaching Excellence in Education (CORE).</p> <p>Moreover, additional paraeducators will be hired so that all grades TK-3rd have the same level of support. In addition, this will also allow for more intensive intervention if needed.</p>
<p>3.4d LITERACY TRAINING AND EDUCATION FOR PARENTS</p> <p>Development of literacy training and education for</p>	<p>Support of Goal 1:</p> <p>By Fall of 2021, we will provide an 8 week program, for up to 50 parents. The program is provided by the Parent Institute for Quality Education (PIQE). The</p>	<p>As seen in our root cause analysis <u>Root Cause - Cedar Lane</u>, and our needs assessment <u>Needs Assessment - Cedar Lane</u>, we determined that there is a need to provide training and education to parents.</p>	<p>Our school serves students from a low socioeconomic community; Cedar Lane has a 91.5% free and reduced lunch status. We believe parents need support in assisting their children in reading literacy skills. Through the PIQE institutes, parents</p>

parents to help develop a supportive literacy environment in the home.	institute will provide parents with reading strategies and activities to enhance parent engagement with their children. This program will be offered each year of the grant.	Attached is the link to the program description Family Literacy P-3 Objectives Table - CA English 2019.pdf / Attached is the MOU for PIQE 7. Memo of Understanding (MOU) - Copy - Cedar Lane.docx	can learn the importance of incorporating literacy development in their child's daily routine.
3.4e PARENT AND COMMUNITY ENGAGEMENT Strategies to improve parent and community engagement and to improve communication with parents regarding how to address pupils' literacy needs.	Support of Goals 1 and 2: By June 2022, we will provide three literacy nights for parents and students.	As seen in our root cause analysis Root Cause - Cedar Lane, and our needs assessment Needs Assessment - Cedar Lane, we determined that there is a need to provide education to parents. Attached are three flyers with dates for the family literacy nights scheduled for the 2021-2022 school year Family Literacy Night - Cedar Lane.pdf .	Our parents need support and strategies in assisting their children as well as connecting to the school personnel. These literacy nights will help build relationships as well as support our parents to academically engage with their children.

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Local Educational Agency Information

Early Literacy Support Block (ELSB) Grant

Educator Excellence and Equity Division
California Department of Education

Requested Information:	Response:
Local Educational Agency (LEA) Name:	Marysville Joint Unified School District
Project Coordinator:	Amy Stratton
Project Coordinator Telephone Number:	(530) 749-6903
Project Coordinator Email Address:	astratton@mjUSD.k12.ca.us
Fiscal Agent Contact (If different from the Project Coordinator):	Jami Larson
Fiscal Agent Telephone Number:	(530) 749-6160
Fiscal Agent Email Address:	jlarsen@mjUSD.k12.ca.us
Grant Award Amount:	\$ 613,140.00

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Proposed Budget Summary (Revised 5/2021)

Early Literacy Support Block Grant

Educator Excellence and Equity Division
California Department of Education

Instructions:

Each grant recipient must submit this form to reflect proposed expenditures during the grant period of December 1, 2020, through June 30, 2024. The Total for the four years MUST match the amount listed on the Grant Award Notification.

Object Code	Line Item	Planning Year	Implementation Year 1	Implementation Year 2	Implementation Year 3	Total
1000	Certified Salaries	\$ 6,720.00	\$ 81,000.00	\$ 75,600.00	\$ 41,411.00	\$ 204,731.00
2000	Classified Salaries	\$ -	\$ 45,066.00	\$ 45,066.00	\$ 38,311.00	\$ 128,443.00
3000	Employee Benefits	\$ 1,280.00	\$ 31,935.00	\$ 30,810.00	\$ 21,386.00	\$ 85,411.00
4000	Books and Supplies	\$ -	\$ 18,007.00	\$ 5,000.00	\$ 5,000.00	\$ 28,007.00
	Services and Other Operating					
	Expenditures: excluding					
5000	Subagreement for Services and Travel	\$ -	\$ 68,000.00	\$ 36,200.00	\$ 27,000.00	\$ 131,200.00
5200	Participant Travel/Project Staff Travel	\$ -	\$ -	\$ -	\$ -	\$ -
	Indirect Costs: must not exceed lead agency's negotiated rate					
7000		\$ 535.00	\$ 14,909.00	\$ 11,772.00	\$ 8,132.00	\$ 35,348.00
5100	Subagreement for Services	\$ -	\$ -	\$ -	\$ -	\$ -
6000	Capital Outlay	\$ -	\$ -	\$ -	\$ -	\$ -
Total		\$ 8,535.00	\$ 258,917.00	\$ 204,448.00	\$ 141,240.00	\$ 613,140.00

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Proposed Budget Narrative for Year 1

Early Literacy Support Block Grant

Educator Excellence and Equity Division

California Department of Education

Provide a detailed Budget Narrative to explain the calculations that led to the budget figures in the Proposed Budget Summary.

Insert additional rows to document line items, if necessary.

Object Codes	Line Items	Detailed Budget Narrative	School Site Name or LEA Name	Total Proposed Budget
1000	Certificated Salaries	Extra Duty and/or subs \$7,363.64 x 11 months = \$81,000 for teachers to participate in professional development, coaching, data analysis, and planning.	Cedar Lane	\$ 81,000.00
2000	Classified Salaries	Extra duty or staffing to hold the library open \$375.60 x 10 months = \$3,756.	Cedar Lane	\$ 3,756.00
2000	Classified Salaries	Babysitting for PIQE night \$75 x 10 months = \$750.	Cedar Lane	\$ 750.00
2000	Classified Salaries	Classified extra duty \$1,051 x 10 months = \$10,510 for support staff to participate in professional development and coaching along side educators.	Cedar Lane	\$ 10,510.00
2000	Classified Salaries	Classified extra para educators \$3,005 x 10 months = \$30,050 to provide additional support in the classroom for student intervention.	Cedar Lane	\$ 30,050.00
3000	Employee Benefits	Associated benefits for certificated salaries \$1,545.46 x 11 months = \$17,000.	Cedar Lane	\$ 17,000.00
3000	Employee Benefits	Associated benefits for classified extra duty or staffing salaries to hold library open = \$124.50 x 10 months = \$1,245.	Cedar Lane	\$ 1,245.00
3000	Employee Benefits	Associated benefits for classified babysitting salaries \$25 x 10 months = \$250.	Cedar Lane	\$ 250.00
3000	Employee Benefits	Associated benefits for classified extra duty salaries \$349 x 10 months = \$3,490.	Cedar Lane	\$ 3,490.00
3000	Employee Benefits	Associated benefits for classified extra para educator salaries \$995 x months = \$9,950.	Cedar Lane	\$ 9,950.00
4000	Books and Supplies	McGraw Hill Reading Wonderworks textbooks for K-3 \$56.67 x 300 students = \$17,000	Cedar Lane	\$ 17,000.00
4000	Books and Supplies	Books for the library \$10.07 x 100 books = \$1,007.	Cedar Lane	\$ 1,007.00
5000	Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)	Dibels for K-3 \$59.70 x 300 students + \$300 x 13 Amplify Atlas 2.0 + \$47 x 13 mCLASS Dibels kits + \$6,579 Professional Development = \$29,000.	Cedar Lane	\$ 29,000.00

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5000	Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)	PIQE Parent Family Literacy P-3 Program for parents. The program is designed to develop skills and techniques which will empower parents to address the educational needs of their school-aged children. 2 months = \$10,000.	Cedar Lane	\$	10,000.00
5000	Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)	PD included with McGraw Hill Reading Wonderworks textbooks = \$3,000.	Cedar Lane	\$	3,000.00
5000	Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)	CORE - PD for additional training = \$5,000.	Cedar Lane	\$	5,000.00
5000	Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)	CORE - Coaching. In-person professional learning days for site implementation support for Wonders. \$7,000 x 3 visits = \$21,000.	Cedar Lane	\$	21,000.00
5200	Participant Travel/Project Staff Travel			\$	-
7000	Indirect Costs	Indirect cost at 6.11%.	Cedar Lane	\$	14,909.00
5100	Subagreement for Services			\$	-
6000	Capital Outlay			\$	-
TOTAL				\$	258,917.00

Proposed Budget Narrative for Year 2

Early Literacy Support Block Grant

Educator Excellence and Equity Division
California Department of Education

Provide a detailed Budget Narrative to explain the calculations that led to the budget figures in the Proposed Budget Summary.
Insert additional rows to document line items, if necessary.

Object Codes	Line Items	Detailed Budget Narrative	School Site Name or LEA Name	Total Proposed Budget
1000	Certificated Salaries	Extra Duty and/or subs \$6,872.73 x 11 months = \$75,600 for teachers to participate in professional development, coaching, data analysis, and planning.	Cedar Lane	\$ 75,600.00
2000	Classified Salaries	Extra duty or staffing to hold the library open \$375.60 x 10 months = \$3,756.	Cedar Lane	\$ 3,756.00
2000	Classified Salaries	Babysitting for PIQE night \$75 x 10 months = \$750.	Cedar Lane	\$ 750.00
2000	Classified Salaries	Classified extra duty \$1,051 x 10 months = \$10,510 for support staff to participate in professional development and coaching along side educators.	Cedar Lane	\$ 10,510.00
2000	Classified Salaries	Classified extra para educators \$3,005 x 10 months = \$30,050 to provide additional support in the classroom for student intervention.	Cedar Lane	\$ 30,050.00
3000	Employee Benefits	Associated benefits for certificated salaries \$1,443.27 x 11 months = \$15,876	Cedar Lane	\$ 15,876.00
3000	Employee Benefits	Associated benefits for classified extra duty or staffing salaries to hold library open = \$124.40 x 10 months = \$1,244.	Cedar Lane	\$ 1,244.00
3000	Employee Benefits	Associated benefits for classified babysitting salaries \$25 x 10 months = \$250.	Cedar Lane	\$ 250.00
3000	Employee Benefits	Associated benefits for classified extra duty salaries \$349 x 10 months = \$3,490.	Cedar Lane	\$ 3,490.00
3000	Employee Benefits	Associated benefits for classified extra para educator salaries \$995 x months = \$9,950.	Cedar Lane	\$ 9,950.00
4000	Books and Supplies	McGraw Hill Reading Wondersworks workbooks for K-3 \$13.34 x 300 students = \$4,000	Cedar Lane	\$ 4,000.00
4000	Books and Supplies	Books for the library \$10 x 100 books = \$1,000.	Cedar Lane	\$ 1,000.00
5000	Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)	Dibels for K-3 = \$3,200 to provide onsite additional professional development in the use of Dibels and data analysis.	Cedar Lane	\$ 3,200.00

504

5000	Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)	PIQE Parent Family Literacy P-3 Program for parents. The program is designed to develop skills and techniques which will empower parents to address the educational needs of their school-aged children. 2 months = \$12,000.	Cedar Lane	\$	12,000.00
5000	Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)	CORE - Coaching. In-person professional learning days for site implementation support for Wonders. \$7,000 x 3 visits = \$21,000.	Cedar Lane	\$	21,000.00
5200	Participant Travel/Project Staff Travel			\$	-
7000	Indirect Costs	Indirect cost at 6.11%.	Cedar Lane	\$	11,772.00
5100	Subagreement for Services			\$	-
6000	Capital Outlay			\$	-
TOTAL				\$	204,448.00

505

Proposed Budget Narrative for Year 3

Early Literacy Support Block Grant

Educator Excellence and Equity Division

California Department of Education

Provide a detailed Budget Narrative to explain the calculations that led to the budget figures in the Proposed Budget Summary.

Insert additional rows to document line items, if necessary.

Object Codes	Line Items	Detailed Budget Narrative	School Site Name or LEA Name	Total Proposed Budget
1000	Certificated Salaries	Extra Duty and/or subs \$3,764.64 x 11 months = \$41,411 for teachers to participate in professional development, coaching, data analysis, and planning.	Cedar Lane	\$ 41,411.00
2000	Classified Salaries	Extra duty or staffing to hold the library open \$375.60 x 10 months = \$3,756.	Cedar Lane	\$ 3,756.00
2000	Classified Salaries	Babysitting for PIQE night \$75 x 10 months = \$750.	Cedar Lane	\$ 750.00
2000	Classified Salaries	Classified extra duty \$375.50 x 10 months = \$3,755 for support staff to participate in professional development and coaching along side educators.	Cedar Lane	\$ 3,755.00
2000	Classified Salaries	Classified extra para educators \$3,005 x 10 months = \$30,050 to provide additional support in the classroom for student intervention.	Cedar Lane	\$ 30,050.00
3000	Employee Benefits	Associated benefits for certificated salaries \$790.64 x 11 months = \$8,697.	Cedar Lane	\$ 8,697.00
3000	Employee Benefits	Associated benefits for classified extra duty or staffing salaries to hold library open = \$124.40 x 10 months = \$1,244.	Cedar Lane	\$ 1,244.00
3000	Employee Benefits	Associated benefits for classified babysitting salaries \$25 x 10 months = \$250.	Cedar Lane	\$ 250.00
3000	Employee Benefits	Associated benefits for classified extra duty salaries \$124.50 x 10 months = \$1,245.	Cedar Lane	\$ 1,245.00
3000	Employee Benefits	Associated benefits for classified extra para educator salaries \$995 x months = \$9,950.	Cedar Lane	\$ 9,950.00
4000	Books and Supplies	McGraw Hill Reading Wonderworks workbooks for K-3 \$13.34 x 300 students = \$4,000	Cedar Lane	\$ 4,000.00
4000	Books and Supplies	Books for the library \$10 x 100 books = \$1,000.	Cedar Lane	\$ 1,000.00
5000	Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)	Dibels for K-3 = \$1,000 to provide online additional professional development in the use of Dibels and data analysis.	Cedar Lane	\$ 1,000.00

506

5000	Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)	PIQE Parent Family Literacy P-3 Program for parents. The program is designed to develop skills and techniques which will empower parents to address the educational needs of their school-aged children. 2 months = \$12,000.	Cedar Lane	\$	12,000.00
5000	Services and Other Operating Expenditures (excluding Subagreement for Services and Travel)	CORE - Coaching. In-person professional learning days for site implementation support for Wonders. \$7,000 x 2 visits = \$14,000.	Cedar Lane	\$	14,000.00
5200	Participant Travel/Project Staff Travel			\$	-
7000	Indirect Costs	Indirect cost at 6.11%.	Cedar Lane	\$	8,132.00
5100	Subagreement for Services			\$	-
6000	Capital Outlay			\$	-
TOTAL				\$	141,240.00

507

Policy 6158: Independent Study

Status: ADOPTED

Original Adopted Date: 03/11/2008 | **Last Reviewed Date:** 03/11/2008

The Board of Education authorizes independent study as an optional alternative instructional strategy for students, including adult education students, whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan and enabling students to reach curriculum objectives and fulfill graduation requirements. As necessary to meet student needs, independent study may be offered on a full-time basis or on a part-time basis in conjunction with part- or full-time classroom study.

The Superintendent or designee shall approve independent study for an individual student only upon determining that the student is prepared to meet the district's requirements for independent study and is likely to succeed in independent study as well as or better than he/she would in the regular classroom.

The Superintendent or designee shall ensure that a written independent study agreement, as prescribed by law, exists for each participating student. (Education Code 51747)

To foster each participating student's success in independent study, the Board establishes the following maximum lengths of time which may elapse between the date an assignment is made and the date by which the student must complete the assigned work:

1. One week for students in grades K-3
2. Two weeks for students in grades 4-8
3. Three weeks for students in grades 9-12, continuation or adult education

When circumstances justify a longer time, the Superintendent or designee may extend the maximum length of an assignment to a period not to exceed eight weeks, pursuant to a written request with justification.

Supervising teachers should carefully set the duration of independent study assignments, within the limits specified above, and establish an appropriate schedule for student-teacher conferences in order to help identify students falling behind in their work or in danger of failing or dropping out of school. Except in unusual circumstances, it is expected that the supervising teacher will meet with each participating student at least once a week to discuss the student's progress.

When any participating student fails to complete three consecutive independent study assignments in a period of 15 school days, or misses two appointments with his/her supervising teacher without valid reasons, an evaluation shall be conducted to determine whether it is in the student's best interest to remain in independent study.

adopted: March 11, 2008 Marysville, California

Regulation 6158: Independent Study

Status: ADOPTED

Original Adopted Date: 03/11/2008 | Last Reviewed Date: 03/11/2008

Educational Opportunities

Educational opportunities offered through independent study may include, but are not limited to: (Education Code 51745)

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 core curriculum
4. Continuing and special study during travel
5. Volunteer community service activities that support and strengthen student achievement

In addition, when requested by the parent/guardian due to emergencies, vacation or illness, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in his/her regular classes.

No course required for high school graduation shall be offered exclusively through independent study. (Education Code 51745)

Equivalency

The district's independent study option shall be substantially equivalent in quality and quantity to classroom instruction, thus enabling students participating in independent study to complete the district's adopted course of study within the customary time frame. Students in independent study shall have access to the same services and resources that are available to other students in the school. (5 CCR 11701.5)

The district shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. (Education Code 46300.6, 51747.3)

Eligibility for Independent Study

Parents/guardians of students who are interested in independent study should contact the principal or designee. Approval for participation shall be based on the following criteria:

1. Evidence that the student will work independently to complete the program
2. Availability of experienced certificated staff with adequate time to effectively supervise the student

A student's participation in independent study shall be voluntary. (Education Code 51747)

Students participating in independent study must be residents of the local county or an adjacent county. (Education Code 51747.3)

Full-time independent study shall not be available to students whose district residency status is based on their parent/guardian's employment within district boundaries pursuant to Education Code 48204. (Education Code 51747.3)

A student with disabilities, as defined in Education Code 56026, shall not participate in independent study unless his/her individualized education program specifically provides for such participation. (Education Code 51745)

A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 by means of independent study. (Education Code 51745)

No more than 10 percent of the students enrolled in a continuation high school or opportunity school or program, not including pregnant and parenting students who are primary caregivers for one or more of their children, shall be

in independent study at any given time. (Education Code 51745)

Students age 21 or older, and students age 19 or older who have not been continuously enrolled in school since their 18th birthday, may participate in independent study only through the adult education program for the purpose of enrolling in courses required for a high school diploma by Education Code 51225.3 or by the Board of Education. (Education Code 46300.1, 46300.4)

Written Agreements

A written agreement shall be developed for each student participating in independent study for five or more school days. (Education Code 46300, 51747)

The written independent study agreement for each participating student shall include, but not be limited to, all of the following: (Education Code 51747)

1. The manner, frequency, time and place for submitting the student's assignments and for reporting his/her progress
2. The objectives and methods of study for the student's work, and the methods used to evaluate that work
3. The specific resources, including materials and personnel, that will be made available to the student
4. The Board's independent study policy describing the maximum length of time allowed between an assignment and its completion and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one semester, or one-half year if the school is on a year-round calendar
6. A statement of the number of course credits or, for an elementary student, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion
7. A statement that independent study is an optional educational alternative in which no student may be required to participate
8. In the case of a student who is referred or assigned to any school, class or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction

The agreement also may include a schedule for achieving objectives and completing the agreement and a schedule of conferences between the student and supervising teacher.

The curriculum and methods of study specified in the written agreement shall be consistent with Board policy, administrative regulations and procedures for curriculum and instruction. (5 CCR 11702)

Before beginning the independent study, each written agreement shall be signed and dated by the student, the parent/guardian or caregiver of the student if the student is under age 18, the certificated employee designated as responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student. (Education Code 51747)

The agreement shall state that the parent/guardian's signature confirms his/her permission for the student's independent study as specified in the agreement.

Student Rights and Responsibilities

Students participating in independent study shall have the right, continuously, to enter or return to the regular classroom mode of instruction, including upon termination of the agreement.

Independent study students who are late, miss scheduled conferences or do not submit assigned work on time shall not be reported as tardy or truant. However, the independent study administrator shall promptly and directly address any failure by the student to meet the terms of his/her written agreement. The following supportive strategies may be used:

1. A letter to the student and/or parent/guardian
2. A meeting between the student and the teacher and/or counselor
3. A meeting between the student and the independent study administrator, including the parent/guardian if appropriate
4. An increase in the amount of time the student works under direct supervision

When the student has missed the number of assignments specified in Board policy and the written independent study agreement as precipitating an evaluation, the Superintendent or designee shall conduct an evaluation which may result in termination of the independent study agreement and the student's return to a regular classroom or alternative instructional program.

Administration of Independent Study

Each student's independent study shall be coordinated, evaluated and carried out under the general supervision of a certificated employee. (Education Code 51747.5)

The responsibilities of the independent study administrator shall be to:

1. Ensure that the district's independent study option is operated in accordance with law, Board policy and administrative regulation
2. Approve the participation of students requesting independent study
3. Facilitate the completion of written independent study agreements
4. Approve all credits earned through independent study and forward the information to the appropriate staff so that the information becomes part of the student's record
5. Authorize the selection of staff to be assigned to supervise independent study
6. Supervise any staff assigned to independent study functions who are not regularly supervised by another administrator
7. Complete or coordinate the preparation of all necessary records and reports
8. Establish and maintain in a systematic manner all records required by law, Board policy and administrative regulation
9. Monitor student participation in independent study so that the district stays within prescribed limits and income to the district is maximized
10. Develop and manage the budget for independent study
11. Obtain and maintain current information and skills required for the operation of an independent study strategy that meets established standards for the district's educational programs
12. Assure a smooth transition into and out of the independent study mode of instruction
13. Prepare and submit reports as required by the Board or Superintendent

Supervising Teachers

The principal may recommend and the independent study administrator shall approve the assignment of teachers to directly supervise independent study. The teacher may be the student's regular classroom teacher, particularly for elementary students.

The ratio of students to full-time equivalent certificated employees responsible for independent study shall not exceed the equivalent ratio for all other education programs in the district.

The teacher supervising independent study shall:

1. Complete designated portions of the written independent study agreement and add additional information to the written agreement when appropriate
2. Supervise and approve coursework
3. Design all lesson plans and assignments
4. Assess all student work and determine and assign grades or other approved measures of achievement
5. Personally judge the time value of assigned work or work products completed and submitted by the student
6. Select and save with each agreement representative samples of the student's completed and evaluated assignments on not less than a monthly basis, preferably biweekly, and signed or initialed and dated in accordance with item #3 in the section on "Records" below
7. Sign and complete the agreement when the student has reached his/her objectives or the agreement is terminated
8. Maintain a daily or hourly attendance register in accordance with item #4 in the section on "Records" below
9. Maintain any other required records and files on a current basis

Records

For audit purposes, the Superintendent or designee shall maintain the following records: (Education Code 51748; 5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and other procedures related to independent study
2. A separate listing of the students and adult education students, by grade level, program and school, who have participated in independent study, identifying units of the curriculum attempted and units of the curriculum completed by students in grades K-8 and identifying course credits attempted by and awarded to students in grades 9-12 and in adult education, as specified in their written agreements
3. A file of all agreements, with representative samples of each student's or adult education student's work products bearing the supervising teacher's signed or initialed and dated notations indicating that he/she has personally evaluated the work or that he/she has personally reviewed the evaluations made by another certificated teacher
4. A daily or hourly attendance register, as appropriate to the program in which the students are participating, separate from classroom attendance records, and maintained on a current basis as time values of student or adult education work products are personally judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons

The Superintendent or designee also shall maintain a record of grades and other evaluations issued to each student for independent study assignments.

Each school shall maintain records for the students at that school.

A written record of the findings of any evaluation conducted after the student has missed the number of assignments specified in Board policy shall be treated as a mandatory interim student record which shall be maintained for three years from the date of the evaluation. (Education Code 51747)

approved: March 11, 2008 Marysville, California

NEW

**Board Policy Manual
Marysville Joint Unified School District**

Policy 6158: Independent Study

Status: DRAFT

Original Adopted Date: 03/11/2008

The Governing Board authorizes independent study as an optional alternative instructional strategy for students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, independent study may be offered on a full-time basis or on a part-time basis in conjunction with part- or full-time classroom study.

The Superintendent or designee may provide a variety of independent study opportunities, including, but not limited to, through a program or class within a comprehensive school, an alternative school or program of choice, a charter school, and an online course.

A student's participation in independent study shall be voluntary. (Education Code 51747, 51749.5)

Independent study for each student shall be under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300. Students' independent study shall be coordinated, evaluated, and documented, as prescribed by law and reflected in the accompanying administrative regulation. (Education Code 51747.5)

The minimum period of time for any independent study option shall be three consecutive school days.

General Independent Study Requirements

For the 2021-22 school year, the district shall offer independent study, as specified in Education Code 51745, to meet the educational needs of students unless the district has obtained a waiver. (Education Code 51745)

For the 2022-23 school year and thereafter, the Superintendent or designee may continue to offer and approve independent study for an individual student upon determining that the student is prepared to meet the district's requirements for independent study and is likely to succeed in independent study as well as or better than the student would in the regular classroom setting.

Because excessive leniency in the duration of independent study assignments may result in a student falling behind peers and increase the risk of dropping out of school, independent study assignments shall be completed no more than one week after assigned for all grade levels and types of program. However, when necessary based on the specific circumstances of the student's approved program, the Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due, up to the termination date of the agreement.

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student fails to make satisfactory educational progress and/or misses three assignments. Satisfactory educational progress shall be determined based on all of the following indicators: (Education Code 51747)

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code 52060
2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments
3. Learning required concepts, as determined by the supervising teacher

4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher

The Superintendent or designee shall ensure that students participating in independent study are provided with content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the district for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria. (Education Code 51747)

The Superintendent or designee shall ensure that students participating in independent study for 15 school days or more receive the following throughout the school year: (Education Code 51747)

1. For students in grades transitional kindergarten, kindergarten, and grades 1 to 3, opportunities for daily synchronous instruction
2. For students in grades 4-8, opportunities for both daily live interaction and at least weekly synchronous instruction
3. For students in grades 9-12, opportunities for at least weekly synchronous instruction

The Superintendent or designee shall ensure that procedures for tiered reengagement strategies are used for all students who are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or who are in violation of their written agreement. This requirement only applies to students participating in an independent study program for 15 school days or more. The procedures shall include, but are not necessarily limited to, all of the following: (Education Code 51747)

1. Verification of current contact information for each enrolled student
2. Notification to parents/guardians of lack of participation within one school day of the absence or lack of participation
3. A plan for outreach from the school to determine student needs, including connection with health and social services as necessary
4. A clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being

The Superintendent or designee shall develop a plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case later, than five instructional days. This requirement only applies to students participating in an independent study program for 15 school days or more. (Education Code 51747)

The Superintendent or designee shall ensure that a written master agreement exists for each participating student as prescribed by law. (Education Code 51747, 51749.5)

The district shall provide written notice to the parents/guardians of all enrolled students of the option to enroll their child in in-person instruction or independent study during the 2021-22 school year. This notice shall be posted on the district's web site, and shall include, at a minimum, information about the right to request a student-parent-educator conference before enrollment, student rights regarding procedures for enrolling, disenrolling, and reenrolling in independent study, and the instructional time, including synchronous and asynchronous learning, that a student will have access to as part of independent study. (Education Code 51747)

Upon the request of the parent/guardian of a student, before making a decision about enrolling or disenrolling in independent study and entering into a written agreement to do so, the district shall conduct a telephone, videoconference, or in-person student-parent-educator conference or other meeting during which the student,

parent/guardian, or their advocate may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51747)

Master Agreement

For the 2021–22 school year only, the district shall obtain a signed written agreement for independent study no later than 30 days after the first day of instruction.

A written agreement shall be developed and implemented for each student participating in independent study for three or more consecutive school days. (Education Code 46300, 51747; 5 CCR 11703)

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but are not limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

1. The frequency, time, place and manner for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's parent/guardian regarding the student's academic progress
2. The objectives and methods of study for the student's work and the methods used to evaluate that work
3. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
4. A statement of the Board's policy detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a maximum of one school year
6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion
7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.
8. A statement that independent study is an optional educational alternative in which no student may be required to participate
9. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction
10. Before the commencement of independent study, the agreement shall be signed and dated by the student, the student's parent/guardian or caregiver if the student is under age 18 years, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student.

However, for the 2021-22 school year, the district shall obtain a signed written agreement for independent study from the student, or the student's parent/ guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil, no later than 30 days after the first day of instruction.

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education (CDE). (Education Code 51747)

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

Course-Based Independent Study

The district's course-based independent study program for students in grades K-12 shall be subject to the following requirements: (Education Code 51749.5)

1. A signed learning agreement shall be completed and on file for each participating student pursuant to Education Code 51749.6
2. Courses shall be taught under the general supervision of certificated employees who hold the appropriate subject matter credential and are employed by the district or by another district, charter school, or county office of education with which the district has a memorandum of understanding to provide the instruction.
3. Courses shall be annually certified by Board resolution to be of the same rigor and educational quality and to provide intellectual challenge that is substantially equivalent to in-person, classroom-based instruction, and shall be aligned to all relevant local and state content standards. For high schools, this shall include access to all courses offered by the district for graduation and approved by the University of California or the California State University as creditable under the A-G admissions criteria. The certification shall, at a minimum, include the duration, number of equivalent daily instructional minutes for each school day that student is enrolled, number of equivalent total instructional minutes, and number of course credits for each course, consistent with that of equivalent classroom-based courses. The certification shall also include plans to provide opportunities for students in grades transitional kindergarten, kindergarten, and grades 1-3 to receive daily synchronous instruction, for students in grades 4-8, to receive both daily live interaction and at least weekly synchronous instruction, and for students in grades 9-12 to receive at least weekly synchronous instruction.
4. Students enrolled in independent study courses shall meet the applicable age requirements established pursuant to Education Code 46300.1, 46300.4, 47612, and 47612.1, and the applicable residency and enrollment requirements established pursuant to Education Code 46300.2, 47612, 48204, and 51747.3.
5. For each student participating in an independent study course, satisfactory educational progress shall be determined based on the student's achievement and engagement in the independent study program, as indicated by their performance on applicable student-level measures of student achievement and student engagement set forth in Education Code 52060, completion of assignments, assessments, or other indicators that evidence that the student is working on assignments, learning of required concepts, as determined by the supervising teacher, and progress toward successful completion of the course of study or individual course, as determined by the supervising teacher.

If satisfactory educational progress in an independent study class is not being made, the teacher shall notify the student and, if the student is under age 18 years, the student's parent/guardian. The teacher shall conduct an evaluation to determine whether it is in the student's best interest to remain in the course or whether the student should be referred to an alternative program, which may include, but is not limited to, a regular school program. A written record of the evaluation findings shall be a mandatory interim student record maintained for three years from the date of the evaluation. If the student transfers to another California public school, the record shall be forwarded to that school.

Procedures for tiered reengagement strategies shall be used for all students who are not making satisfactory educational progress in one or more courses or who are in violation of the written learning agreement, as described in the section "Learning Agreement for Course-Based Independent Study" below. These procedures shall include, but are not necessarily limited to, the verification of current contact information for each enrolled student, notification to parents/guardians of lack of participation within one school day of the absence or lack of participation, a plan for outreach from the school to determine student needs, including connection with health and social services as necessary, and a clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being.

6. Examinations shall be administered by a proctor.

7. Statewide testing results shall be reported and assigned to the school at which the student is enrolled and shall be included in the aggregate results of the district. Test results also shall be disaggregated for purposes of comparisons with the test results of students enrolled in classroom-based courses.
8. A student shall not be required to enroll in courses included in the course-based independent study program.
9. The student-teacher ratio in the courses in this program shall meet the requirements of Education Code 51745.6.
10. For each student, the combined equivalent daily instructional minutes for courses in this program and all other courses shall meet applicable minimum instructional day requirements, and the student shall be offered the minimum annual total equivalent instructional minutes pursuant to Education Code 46200-46208.
11. Courses required for high school graduation or for admission to the University of California or California State University shall not be offered exclusively through independent study.
12. A student participating in this program shall not be assessed a fee that is prohibited by Education Code 49011.
13. A student shall not be prohibited from participating in independent study solely on the basis that the student does not have the materials, equipment, or access to Internet connectivity necessary to participate in the course.
14. A student with disabilities, as defined in Education Code 56026, shall not participate in course-based independent study, unless the student's individualized education program specifically provides for that participation.
15. A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 through course-based independent study.
16. The district shall maintain a plan to transition any student whose family wishes to return to in-person instruction from course-based independent study expeditiously, and, in no case, later than five instructional days.

Learning Agreement for Course-Based Independent Study

Before enrolling a student in a course within this program, the Superintendent or designee shall provide the student and, if the student is under age 18 years, the student's parent/guardian with a written learning agreement that includes all of the following: (Education Code 51749.6)

1. A summary of the district's policies and procedures related to course-based independent study pursuant to Education Code 51749.5
2. The duration of the enrolled course(s) and the number of course credits for each enrolled course, consistent with the Board certifications made pursuant to item #2 above
3. The duration of the learning agreement, which shall not exceed a school year or span multiple school years
4. The learning objectives and expectations for each course, including, but not limited to, a description of how satisfactory educational progress is measured and when a student evaluation is required to determine whether the student should remain in the course or be referred to an alternative program, which may include, but is not limited to, a regular school program
5. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work
6. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health

supports.

7. A statement that enrollment is an optional educational alternative in which no student may be required to participate. In the case of a student who is suspended or expelled, or who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, the agreement also shall include the statement that instruction may be provided to the student through course-based independent study only if the student is offered the alternative of classroom instruction.
8. The manner, time, frequency, and place for submitting a student's assignments, for reporting the student's academic progress, and for communicating with a student's parent/guardian regarding a student's academic progress.
9. The objectives and methods of study for the student's work, and the methods used to evaluate that work.
10. A statement of the adopted policies regarding the maximum length of time allowed between the assignment and the completion of a student's assigned work, the level of satisfactory educational progress, and the number of missed assignments allowed before an evaluation of whether the student should be allowed to continue in course-based independent study.
11. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the learning agreement, to be earned by the student upon completion.
12. Before the commencement of an independent study course, the learning agreement shall be signed and dated by the student, the student's parent/guardian or caregiver, if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of the independent study course, and all persons who have direct responsibility for providing assistance to the student. For purposes of this paragraph "caregiver" means a person who has met the requirements of Family Code 6550-6552.

However, for the 2021–22 school year only, the district shall obtain a signed written agreement for independent study from the student, or the student's parent/guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of the independent study course, and all persons who have direct responsibility for providing assistance to the pupil no later than 30 days after the first day of instruction.

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the CDE. (Education Code 51749.6)

The student's or parent/guardian's signature shall constitute permission for the student to receive instruction through independent study. (Education Code 51749.6)

The Superintendent or designee shall retain a physical or electronic copy of the signed learning agreement for at least three years and as appropriate for auditing purposes. (Education Code 51749.6)

Student-Parent-Educator Conferences

A student-parent-educator conference shall be held as appropriate including, but not limited to, as a reengagement strategy and/or if requested by a parent/guardian prior to enrollment or disenrollment from independent study. (Education Code 51745.5, 51747, 51749.5)

Records for Audit Purposes

The Superintendent or designee shall ensure that records are maintained for audit purposes. These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and other procedures related to independent study
2. A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades K-8 and the course credits attempted by and awarded to students in grades 9-12 and adult education

3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's notations indicating that the teacher has personally evaluated the work or personally reviewed the evaluations made by another certificated teacher
4. As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons
5. Appropriate documentation of compliance with the teacher-student ratios required by Education Code 51745.6 and 51749.5 (Education Code 51745.6 and 51749.5)
6. Appropriate documentation of compliance with the requirements pursuant to Education Code 51747.5 to ensure the coordination, evaluation, and supervision of the independent study of each student by a district employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300 (Education Code 51747.5)

The district shall document each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as applicable, in whole or in part, for which independent study is provided. A student who does not participate in independent study on a school day shall be documented as nonparticipatory for that school day. (Education Code 51747.5)

The Superintendent or designee also shall maintain a written or computer-based record such as a grade book or summary document of student engagement, for each class, of all grades, assignments, and assessments for each student for independent study assignments. (Education Code 51747.5)

The signed, dated agreement, any supplemental agreement, assignment records, work samples, and attendance records may be maintained on file electronically. (Education Code 51747)

Program Evaluation

The Superintendent or designee shall annually report to the Board the number of district students participating in independent study, the average daily attendance generated for apportionment purposes, student performance as measured by standard indicators and in comparison to students in classroom-based instruction, and the number and proportion of independent study students who graduate or successfully complete independent study. Based on the program evaluation, the Board and Superintendent shall determine areas for program improvement as needed.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State References

5 CCR 11700-11703

5 CCR 19819

Ed. Code 17289

Ed. Code 41976.2

Ed. Code 42238

Ed. Code 42238.05

Ed. Code 44865

Ed. Code 46200-46208

Ed. Code 46300-46307.1

Ed. Code 47612.5

Description

Independent study

State audit compliance

Exemption for facilities

Independent study programs; adult education funding

Revenue limits

Local control funding formula; average daily attendance

Qualifications for home teachers

Incentives for longer instructional day and year

Methods of computing average daily attendance

Charter schools operations, general requirements

Ed. Code 48204	Residency requirements
Ed. Code 48206.3	Home or hospital instruction; students with temporary disabilities
Ed. Code 48220	Classes of children exempted
Ed. Code 48340	Improvement of pupil attendance
Ed. Code 48915	Expulsion; particular circumstances
Ed. Code 48916.1	Educational program requirements for expelled students
Ed. Code 48917	Suspension of expulsion order
Ed. Code 49011	Student fees
Ed. Code 51225.3	Graduation requirements; courses that satisfy college entrance criteria
Ed. Code 51745-51749.6	Independent study
Ed. Code 52522	Adult education alternative instructional delivery
Ed. Code 52523	Adult education as supplement to high school curriculum; criteria
Ed. Code 56026	Individual with exceptional needs
Ed. Code 58500-58512	Alternative schools and programs of choice
Fam. Code 6550	Authorization affidavits

Federal References

20 USC 6301

Description

Highly qualified teachers

Management Resources References

California Department of Education Publication

Court Decision

Education Audit Appeals Panel Decision

Website

Description

01-05 Guidelines for Piloting Textbooks and Instructional Materials, rev. January 2015

A.M. v. Albertsons, LLC, (2009) Cal.App.4th 455

Lucerne Valley Unified School District, Case No. 03-02 (2005)

AASA The School Superintendents Association -

<https://simbli.eboardsolutions.com/SU/MOaF8AO8cslshSIfGc13QQoEQ==>

Cross References

0410

0500

3260

3260

3580

3580

4112.2

4131

4131

Description

Nondiscrimination In District Programs And Activities -

<https://simbli.eboardsolutions.com/SU/UoIQX6i68xJBA1oSp54pyA==>

Accountability -

<https://simbli.eboardsolutions.com/SU/CkdK56mVeeT97PeO2zh9Tg==>

Fees And Charges -

<https://simbli.eboardsolutions.com/SU/3nwijxXwxTvcbgsIshnUmQ7wg==>

Fees And Charges -

<https://simbli.eboardsolutions.com/SU/bYvOyBeCTbRyvwIVR4klUQ==>

District Records -

<https://simbli.eboardsolutions.com/SU/sHKtqQdevQslshE5x357rNN2Q==>

District Records -

<https://simbli.eboardsolutions.com/SU/9GBJJsNBG1iR8mBFpFJt3w==>

Certification -

<https://simbli.eboardsolutions.com/SU/cLXoXHDIAaYt4FKplus3lcnDw==>

Staff Development -

<https://simbli.eboardsolutions.com/SU/P605goBlgsZIMBTMlcko3A==>

Staff Development -

<https://simbli.eboardsolutions.com/SU/gMwkvIplumXqQzLIJplusvTzicQ==>

5111.1	District Residency - https://simbli.eboardsolutions.com/SU/veiQHEIplus6eniF8otAacwslshw==
5112.3	Student Leave Of Absence - https://simbli.eboardsolutions.com/SU/e5RIUt9maPNBslsh8TSENE9Dw==
5112.3	Student Leave Of Absence - https://simbli.eboardsolutions.com/SU/v9YWxAcqBqr2ZipT0tZl6w==
5113	Absences And Excuses - https://simbli.eboardsolutions.com/SU/zfHAUGyDNIHWluplusQvn5iHQ==
5113	Absences And Excuses - https://simbli.eboardsolutions.com/SU/lgcbGVPO5FKVMDCG3nFzMQ==
5121	Grades/Evaluation Of Student Achievement - https://simbli.eboardsolutions.com/SU/yAd3DsBITs5qCo280XH1jA==
5121	Grades/Evaluation Of Student Achievement - https://simbli.eboardsolutions.com/SU/QINxLovdNvc45puLsc8qJQ==
5125	Student Records - https://simbli.eboardsolutions.com/SU/Cih3uoJKfNcn9Jn6OSDI5A==
5125	Student Records - https://simbli.eboardsolutions.com/SU/f6ea2arR5SDxpdKbCdIFUw==
5126	Awards For Achievement - https://simbli.eboardsolutions.com/SU/SqvQ4y3VdHBFTmdZslsh7u1RQ==
5126	Awards For Achievement - https://simbli.eboardsolutions.com/SU/7b3cokldGrMS7AmEzKKv8w==
5144.1	Suspension And Expulsion/Due Process - https://simbli.eboardsolutions.com/SU/Y2spYECOzyZamsWP6kQ0slshA==
5144.1	Suspension And Expulsion/Due Process - https://simbli.eboardsolutions.com/SU/GEyFuxJ3muBUllISQGsglw==
5146	Married/Pregnant/Parenting Students - https://simbli.eboardsolutions.com/SU/G3dJ34atMpUuUgOz0vvhbA==
5146	Married/Pregnant/Parenting Students - https://simbli.eboardsolutions.com/SU/yc2EKpMMWCciA90TZW0ayw==
5147	Dropout Prevention - https://simbli.eboardsolutions.com/SU/aDAG9iN2qyApLOSJyLxLKw==
6000	Concepts And Roles - https://simbli.eboardsolutions.com/SU/XGvRsXtlzRVGpHueQt1Scw==
6111	School Calendar - https://simbli.eboardsolutions.com/SU/TXQ4iodMINDB9bL0X9TQsA==
6143	Courses Of Study - https://simbli.eboardsolutions.com/SU/olEslshbFggKB1WACslsh7XPOs4Q==
6143	Courses Of Study - https://simbli.eboardsolutions.com/SU/Wh3R6fUj7XkslshohnKR4wZ6g==
6146.1	High School Graduation Requirements - https://simbli.eboardsolutions.com/SU/VISRsISWMeJRH4HQU06eNA==
6146.1	High School Graduation Requirements - https://simbli.eboardsolutions.com/SU/DMZioiWSZLEon7OVpZWtvQ==
6146.11	Alternative Credits Toward Graduation - https://simbli.eboardsolutions.com/SU/QhRGfcX7XTRTAiSuAslshAOdw==
6146.11	Alternative Credits Toward Graduation - https://simbli.eboardsolutions.com/SU/cLJSplusXtg7Q4ctNcJm2plusHsg==
6152	Class Assignment - https://simbli.eboardsolutions.com/SU/OvHGK96JBb4uUmsyBjRgwQ==

6159	Individualized Education Program - https://simbli.eboardsolutions.com/SU/7cVdztXa9qTZZbG8xiWfyg==
6159	Individualized Education Program - https://simbli.eboardsolutions.com/SU/ze1FiNMplusWQJpL4ISnWBovQ==
6162.5	Student Assessment - https://simbli.eboardsolutions.com/SU/SBc8HbzazRNsIshcG4utTzn0A==
6162.51	State Academic Achievement Tests - https://simbli.eboardsolutions.com/SU/3RIfoMPppluzBhVCNZMfdP5Q==
6162.51	State Academic Achievement Tests - https://simbli.eboardsolutions.com/SU/1cCNHuGeyULR8TN3b2hvHw==
6164.5	Student Success Teams - https://simbli.eboardsolutions.com/SU/slshggINA5plusuhNyS9rMAAtgSg==
6172	Gifted And Talented Student Program - https://simbli.eboardsolutions.com/SU/plus0A16OC5slIRBG0gKvONfA==
6172	Gifted And Talented Student Program - https://simbli.eboardsolutions.com/SU/n0l6b7hsaBUZFXkDt4w7Ew==
6183	Home And Hospital Instruction - https://simbli.eboardsolutions.com/SU/btslshG81FjujGRlz0u6C356w==
6184	Continuation Education - https://simbli.eboardsolutions.com/SU/zVJZKSNStPzNNCP4zv5H8Q==
6184	Continuation Education - https://simbli.eboardsolutions.com/SU/gVyCZQMTxospvb1UuR37zQ==
6185	Community Day School - https://simbli.eboardsolutions.com/SU/gLXzC6EgHOhr2CqWFKUPcA==
6185	Community Day School - https://simbli.eboardsolutions.com/SU/tlUq45do2Q95T484slshetlw==
6200	Adult Education - https://simbli.eboardsolutions.com/SU/aaXTpzPdUiGkP0drD1qgdg==
6200	Adult Education - https://simbli.eboardsolutions.com/SU/g6zXviMgydSdGdYA5HGC6g==

Regulation 6158: Independent Study

Status: DRAFT

Original Adopted Date: 03/11/2008

Definitions

Live interaction means interaction between the student and classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring, provision of services, and instruction. This interaction may take place in person, or in the form of Internet or telephonic communication. (Education Code 51745.5)

Student-parent-educator conference means a meeting involving, at a minimum, all parties who signed the student's written independent study agreement pursuant to Education Code 51747 or the written learning agreement pursuant to Education Code 51749.6. (Education Code 51745.5)

Synchronous instruction means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of Internet or telephonic communications, and involving live two-way communication between the teacher and student. Synchronous instruction shall be provided by the teacher of record for that student pursuant to Education Code 51747.5. (Education Code 51745.5)

Educational Opportunities

For the 2021-22 school year, the district shall offer independent study to meet the educational needs of students as specified in Education Code 51745 unless the district has obtained a waiver. (Education Code 51745)

Educational opportunities offered through independent study may include, but are not limited to: (Education Code 51745)

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 core curriculum, but not provided as an alternative curriculum
4. Continuing and special study during travel
5. Volunteer community service activities and leadership opportunities that support and strengthen student achievement
6. Individualized study for a student whose health, as determined by the student's parent/guardian, would be put at risk by in-person instruction

In addition, when requested by a parent/guardian due to an emergency or illness, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in the student's regular classes.

No course required for high school graduation shall be offered exclusively through independent study. (Education Code 51745)

Equivalency

The district's independent study option shall be substantially equivalent in quality and quantity to classroom instruction to enable participating students to complete the district's adopted course of study within the customary timeframe. Students in independent study shall have access to the same services and resources that are available to other students in the school and shall have equal rights and privileges. (5 CCR 11700, 11701.5)

Students participating in independent study shall have access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work. (Education Code 51747)

The district shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. Providing access to Internet connectivity and local educational agency-owned devices adequate to participate in an independent study program and complete assigned work consistent with Education Code 51747, or to participate in an independent study course, as authorized by Education Code 51749.5, shall not be considered funds or other things of value. (Education Code 46300.6, 51747.3)

Eligibility for Independent Study

Students are eligible for independent study as authorized in law, and as specified in board policy and administrative regulation.

For the 2022-23 school year and thereafter, the Superintendent or designee may approve the participation of a student who demonstrates the motivation, commitment, organizational skills, and academic skills necessary to work independently provided that experienced certificated staff are available to effectively supervise students in independent study. The Superintendent or designee may also approve the participation of a student whose health would be put at risk by in-person instruction. A student whose academic performance is not at grade level may participate in independent study only if the program is able to provide appropriate support, such as supplemental instruction, tutoring, counseling, ongoing diagnostic assessments, and/or differentiated materials, to enable the student to be successful. For an elementary student, the Superintendent or designee may consider the parent/guardian's level of commitment to assist the student.

A student participating in independent study must be a resident of the county or an adjacent county. Full-time independent study shall not be available to students whose district residency status is based on their parent/guardian's employment within district boundaries pursuant to Education Code 48204. (Education Code 46300.2, 51747.3)

A student with disabilities, as defined in Education Code 56026, shall not participate in independent study unless the student's individualized education program specifically provides for such participation. (Education Code 51745)

A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 by means of independent study. (Education Code 51745)

Students age 21 or older, and students age 19 or older who have not been continuously enrolled in school since their 18th birthday, may participate in independent study only through the adult education program for the purpose of enrolling in courses required for a high school diploma by Education Code 51225.3 or the Governing Board. (Education Code 46300.1, 46300.4)

No more than 10 percent of the students enrolled in a continuation high school or opportunity school or program, not including pregnant students and parenting students who are primary caregivers for one or more of their children, shall be enrolled in independent study. (Education Code 51745)

Monitoring Student Progress

The independent study administrator and/or supervising teacher shall promptly and directly address any failure by the student to meet the terms of the student's written agreement. The following supportive strategies may be used:

1. A letter to the student and/or parent/guardian
2. A meeting between the student and the teacher and/or counselor
3. A meeting between the student and the independent study administrator, including the parent/guardian if appropriate

4. An increase in the amount of time the student works under direct supervision

When the student has failed to make satisfactory educational progress or missed the number of assignments specified in the written agreement as requiring an evaluation, the Superintendent or designee shall conduct an evaluation to determine whether or not independent study is appropriate for the student. This evaluation may result in termination of the independent study agreement and the student's return to the regular classroom program or other alternative program.

A written record of the findings of any such evaluation shall be treated as a mandatory interim student record which shall be maintained for three years from the date of the evaluation. (Education Code 51747)

Responsibilities of Independent Study Administrator

The responsibilities of the independent study administrator include, but are not limited to:

1. Recommending certificated staff to be assigned as independent study teachers at the required teacher-student ratios pursuant to Education Code 51745.6 and supervising staff assigned to independent study functions who are not regularly supervised by another administrator
2. Approving or denying the participation of students requesting independent study
3. Facilitating the completion of written independent study agreements
4. Ensuring a smooth transition for students into and out of the independent study mode of instruction
5. Approving all credits earned through independent study
6. Completing or coordinating the preparation of all records and reports required by law, Board policy, or administrative regulation

Assignment and Responsibilities of Independent Study Teachers

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a district employee who possesses a valid certification document pursuant to Education Code 44865 or emergency credential pursuant to Education Code 44300, registered as required by law, and who consents to the assignment. (Education Code 44865, 51747.5; 5 CCR 11700)

The ratio of student average daily attendance for independent study students age 18 years or younger to full-time equivalent certificated employees responsible for independent study shall not exceed the equivalent ratio for all other education programs in the district, unless a new higher or lower ratio for all other educational programs offered is negotiated in a collective bargaining agreement or the district enters into a memorandum of understanding that indicates an existing collective bargaining agreement contains an alternative ratio. (Education Code 51745.6)

The responsibilities of the supervising teacher shall include, but are not limited to:

1. Completing designated portions of the written independent study agreement and signing the agreement
2. Supervising and approving coursework and assignments
3. Maintaining records of student assignments showing the date the assignment is given and the date the assignment is due
4. Maintaining a daily or hourly attendance register in accordance with item #4 in the section on "Records for Audit Purpose" in the accompanying Board policy
5. Providing direct instruction and counsel as necessary for individual student success
6. Regularly meeting with the student to discuss the student's progress
7. Determining the time value of assigned work or work products completed and submitted by the student
8. Assessing student work and assigning grades or other approved measures of achievement

9. Documenting each student's participation in live interaction and/or synchronous instruction pursuant to Education Code 51747 on each school day for which independent study is provided

The Superintendent or designee shall ensure that independent study teachers have access to professional development and support comparable to classroom-based teachers.

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State References

State References	Description
5 CCR 11700-11703	Independent study
5 CCR 19819	State audit compliance
Ed. Code 17289	Exemption for facilities
Ed. Code 41976.2	Independent study programs; adult education funding
Ed. Code 42238	Revenue limits
Ed. Code 42238.05	Local control funding formula; average daily attendance
Ed. Code 44865	Qualifications for home teachers
Ed. Code 46200-46208	Incentives for longer instructional day and year
Ed. Code 46300-46307.1	Methods of computing average daily attendance
Ed. Code 47612.5	Charter schools operations, general requirements
Ed. Code 48204	Residency requirements
Ed. Code 48206.3	Home or hospital instruction; students with temporary disabilities
Ed. Code 48220	Classes of children exempted
Ed. Code 48340	Improvement of pupil attendance
Ed. Code 48915	Expulsion; particular circumstances
Ed. Code 48916.1	Educational program requirements for expelled students
Ed. Code 48917	Suspension of expulsion order
Ed. Code 49011	Student fees
Ed. Code 51225.3	Graduation requirements; courses that satisfy college entrance criteria
Ed. Code 51745-51749.6	Independent study
Ed. Code 52522	Adult education alternative instructional delivery
Ed. Code 52523	Adult education as supplement to high school curriculum; criteria
Ed. Code 56026	Individual with exceptional needs
Ed. Code 58500-58512	Alternative schools and programs of choice
Fam. Code 6550	Authorization affidavits

Federal References

Federal References	Description
20 USC 6301	Highly qualified teachers

Management Resources References

Management Resources References	Description
California Department of Education Publication	01-05 Guidelines for Piloting Textbooks and Instructional Materials, rev. January 2015
Court Decision	A.M. v. Albertsons, LLC, (2009) Cal.App.4th 455
Education Audit Appeals Panel Decision	Lucerne Valley Unified School District, Case No. 03-02 (2005)

Website	AASA The School Superintendents Association - https://simbli.eboardsolutions.com/SU/MOaF8AQ8cslshSlfGc13QQoEQ==
Cross References	Description
0410	Nondiscrimination In District Programs And Activities - https://simbli.eboardsolutions.com/SU/UoIQX6i68xJBA1oSp54pyA==
0500	Accountability - https://simbli.eboardsolutions.com/SU/CkdK56mVeeT97PeO2zh9Tg==
3260	Fees And Charges - https://simbli.eboardsolutions.com/SU/3nwijxXwxTvcbgslshnUmQ7wg==
3260	Fees And Charges - https://simbli.eboardsolutions.com/SU/bYvOyBeCTbRyvwiVR4kLUQ==
3580	District Records - https://simbli.eboardsolutions.com/SU/sHKtqQdevQslshE5x357rNN2Q==
3580	District Records - https://simbli.eboardsolutions.com/SU/9GBJJsNBG1iR8mBFpFJt3w==
4112.2	Certification - https://simbli.eboardsolutions.com/SU/cLXoXHDIAaYt4FKplus3lcnDw==
4131	Staff Development - https://simbli.eboardsolutions.com/SU/P605goBlgsZIMBTMlcko3A==
4131	Staff Development - https://simbli.eboardsolutions.com/SU/gMwkvIplumXqQzLIJplusvTzicQ==
5111.1	District Residency - https://simbli.eboardsolutions.com/SU/veiOHEIplus6eniF8otAacwslshw==
5112.3	Student Leave Of Absence - https://simbli.eboardsolutions.com/SU/e5RIUt9maPNBslsh8TSENE9Dw==
5112.3	Student Leave Of Absence - https://simbli.eboardsolutions.com/SU/v9YWxAcqBqr2ZipT0tZl6w==
5113	Absences And Excuses - https://simbli.eboardsolutions.com/SU/zfHAUGyDNIHWluplusQvn5iHQ==
5113	Absences And Excuses - https://simbli.eboardsolutions.com/SU/lgcbGVPO5FKVMDCG3nFzMQ==
5121	Grades/Evaluation Of Student Achievement - https://simbli.eboardsolutions.com/SU/yAd3DsBITs5qCo280XH1jA==
5121	Grades/Evaluation Of Student Achievement - https://simbli.eboardsolutions.com/SU/QINxLovdNvc45puLsc8qJQ==
5125	Student Records - https://simbli.eboardsolutions.com/SU/Cih3uoJKfNcn9Jn6OSDI5A==
5125	Student Records - https://simbli.eboardsolutions.com/SU/f6ea2arR5SDxpdKbCdIFUw==
5126	Awards For Achievement - https://simbli.eboardsolutions.com/SU/Sqv04y3VdHBFtmZslsh7u1RQ==
5126	Awards For Achievement - https://simbli.eboardsolutions.com/SU/7b3cokldGrMS7AmEzKKv8w==
5144.1	Suspension And Expulsion/Due Process - https://simbli.eboardsolutions.com/SU/Y2spYECOzyZamsWP6kQ0slshA==
5144.1	Suspension And Expulsion/Due Process - https://simbli.eboardsolutions.com/SU/GEyEuxJ3muBUllISQgslw==
5146	Married/Pregnant/Parenting Students - https://simbli.eboardsolutions.com/SU/G3dJ34atMpUuUgOz0vvvhA==

5146	Married/Pregnant/Parenting Students - https://simbli.eboardsolutions.com/SU/yc2EKpMMWCciA90TZW0ayw==
5147	Dropout Prevention - https://simbli.eboardsolutions.com/SU/aDAG9iN2qyApLOSJyLxLKw==
6000	Concepts And Roles - https://simbli.eboardsolutions.com/SU/XGvRsXtlzRVGpHueQt1Scw==
6111	School Calendar - https://simbli.eboardsolutions.com/SU/TXQ4iodMINDB9bL0X9TQsA==
6143	Courses Of Study - https://simbli.eboardsolutions.com/SU/olEslshbFggKB1WACslsh7XPOs4Q==
6143	Courses Of Study - https://simbli.eboardsolutions.com/SU/Wh3R6fUi7XkslshohnKR4wZ6g==
6146.1	High School Graduation Requirements - https://simbli.eboardsolutions.com/SU/VISRsISWMeJRH4HQU06eNA==
6146.1	High School Graduation Requirements - https://simbli.eboardsolutions.com/SU/DMZioiWSZLEon7OVpZWtvQ==
6146.11	Alternative Credits Toward Graduation - https://simbli.eboardsolutions.com/SU/QhRGfcX7XTRTAiSuAslshAOdw==
6146.11	Alternative Credits Toward Graduation - https://simbli.eboardsolutions.com/SU/cLJSplusXtg7Q4ctNcJm2plusHsg==
6152	Class Assignment - https://simbli.eboardsolutions.com/SU/OvHGK96JBb4uUmsyBjRgwQ==
6159	Individualized Education Program - https://simbli.eboardsolutions.com/SU/7cVdztXa9qTZZbG8xiWfyg==
6159	Individualized Education Program - https://simbli.eboardsolutions.com/SU/ze1FiNMplusWQJpL4ISnWBovQ==
6162.5	Student Assessment - https://simbli.eboardsolutions.com/SU/SBc8HbzazRNsishcG4utTzn0A==
6162.51	State Academic Achievement Tests - https://simbli.eboardsolutions.com/SU/3RIfoMPppluszBhVCNZMfdP5Q==
6162.51	State Academic Achievement Tests - https://simbli.eboardsolutions.com/SU/1cCNHuGeyULR8TN3b2hyHw==
6164.5	Student Success Teams - https://simbli.eboardsolutions.com/SU/slshggINA5plusuhNyS9rMAAtgSg==
6172	Gifted And Talented Student Program - https://simbli.eboardsolutions.com/SU/plus0A16OC5slIRBG0gKvONfA==
6172	Gifted And Talented Student Program - https://simbli.eboardsolutions.com/SU/n0l6b7hsaBUZFXkDt4w7Ew==
6183	Home And Hospital Instruction - https://simbli.eboardsolutions.com/SU/btslshG81FjujGRlz0u6C356w==
6184	Continuation Education - https://simbli.eboardsolutions.com/SU/zVJZKSNStPzNNCP4zv5H8Q==
6184	Continuation Education - https://simbli.eboardsolutions.com/SU/gVyCZQMTxospvb1UuR37zQ==
6185	Community Day School - https://simbli.eboardsolutions.com/SU/gLXzC6EgHOhr2CqWFKUPcA==
6185	Community Day School - https://simbli.eboardsolutions.com/SU/tUuq45do2Q95T484slshetlw==
6200	Adult Education - https://simbli.eboardsolutions.com/SU/aaXTpzPdUiGkP0drD1qgdg==

6200

Adult Education -
<https://simbli.eboardsolutions.com/SU/g6zXviMgydSdGdYA5HGC6g==>

PRE-CONSTRUCTION AND LEASE-LEASEBACK SERVICES FOR THE COVILLAUD ELEMENTARY SCHOOL MODERNIZATION PROJECT

Request for and Authorization to Proceed with Pre-Construction Services in accordance with the District's Request for Proposal Section V, the applicable Lease-Leaseback Contract Documents including the Pre-Construction Services referenced as Preliminary Services in Exhibit H to the Facilities Lease, and CORE CONSTRUCTION's Fee Proposal dated July 16th, 2021.

The terms and conditions pertaining to the performance of preliminary services set forth herein are established in Exhibit H to the applicable Facilities Lease for the Covillaud Elementary School Modernization Project. To the extent any terms and conditions set forth herein conflict with terms and conditions in the body of the Facilities Lease, the terms and conditions contained herein shall control regarding the performance of preliminary services.

1. Preliminary Services Payments. The Marysville Joint Unified School District ("District") shall pay to Core Construction ("Contractor") a sum not to exceed **Twenty-Five Thousand Dollars (\$25,000.00)** ("Preliminary Services Payment(s)"), based on the amount of Work satisfactorily performed and approved by the District pursuant to the scope and provisions in Exhibit H to the Facilities Lease.

The Preliminary Services Payments include all costs and expenses for all time and materials required and expended to provide the specific Preliminary Services including but not limited to the costs of hiring sub-consultants, contractors and other professionals, review of the Project, Plans and Specifications, review and preparation of necessary documentation relating to the development of the Project, all travel-related expenses, as well as for meetings with District and its representatives, long distance telephone charges, copying expenses, salaries of Contractor staff and employees working on the Project, overhead, and any other reasonable expenses incurred by Contractor in performance of the Preliminary Services.

Each Preliminary Services Payment shall be paid within forty-five (45) days upon submittal to (and verification by) the District of a monthly billing statement showing completion of the billed-for tasks.

2. Scope of Contractor's Preliminary Services. Contractor, as the District's development consultant and authorized representative as contemplated by Business and Professions Code section 7040, agrees to perform the services described herein. Contractor shall perform value-engineering reviews and recommendations and other reviews as necessary to verify that the New Construction Component of the Project does not exceed that funding provided by the State Allocation Board ("Preliminary Services").

3. General Services. Contractor shall attend regular meetings during Project development between the Architect, the District, District site personnel, and any other applicable consultants of the District as required to discuss the Project, including budget, scope and schedule.

Contractor shall assist Architect with the making of a written record of all meetings, conferences, discussions, and decisions made between or among the District, Architect and Contractor, and shall assist the Architect with making formal presentations to the governing board of District. Contractor shall prepare and update the preliminary Project schedule and prepare and update the components of the Guaranteed Project Cost and shall be primarily in control of ensuring that the Project can and is constructed for no more than that amount. Contractor shall provide review and comment upon geotechnical / soils investigation and report and shall provide review and comment upon survey of the Project site.

4. Review of Design Documents. Contractor shall review Project design and budget with the District and the Architect and shall provide recommendations on site use and improvements, selection of materials, building systems and equipment and methods of Project delivery. Contractor shall provide recommendations on relative feasibility of construction methods, availability of materials and labor, time requirements for procurement, installation and construction of the Project and subparts thereof if requested, and factors relating to cost including, but not limited to, construction costs of alternate designs of materials, preliminary budgets and possible economics that could be achieved through alternate methods or substitutions. Contractor shall provide estimates to establish and maintain the Project budget and scheduled costs, and shall provide plan review.
5. Value-engineering. Contractor shall prepare a value-engineering report for District review and approval that details areas of cost saving (e.g. construction processes/procedures, specified materials and equipment, and equipment or other aspects of the design documents that can be modified to reduce costs and/or the time for achieving final completion of the Project and/or to extend life-cycle and/or to reduce maintenance/operations costs, without diminution in the quality of materials/equipment/workmanship, scope or intended purposes of the Project) The Report shall provide detailed estimates for proposed value-engineering items and define methodology or approaches that maximize value and identifies design choices that can be more economically delivered.
6. Constructability Review. Contractor shall prepare detailed interdisciplinary constructability review within thirty (30) days of receipt of the plans from the District that; ensures construction documents are well coordinated and reviewed for errors; identifies to the extent known, construction deficiencies and areas of concern; back-checks design drawings for inclusion of modifications; provides the District with written confirmation that requirements noted in the design documents prepared for the Project are consistent with and conform to the District's Project requirements and design standards; and various

components have been coordinated and are consistent with each other so as to minimize conflicts within or between components of the design documents.

7. Confirm Modifications to Design Drawings. If the District accepts Contractor's comments, including the value-engineering and/or constructability review comments, Contractor shall review the design documents to confirm that those comments are properly incorporated into the Site Lease and the Facilities Lease as well as into the final design documents.
8. Budget of Project Costs. At each stage of plan review indicated above, Contractor shall update and refine the budget of the Guaranteed Project Cost based on the most recent set of design documents. Contractor shall also advise the District and the Architect if it appears that the total construction costs may exceed the Guaranteed Project Cost established by the District and shall make recommendations for corrective action. Contractor will further provide input to the District and Architect relative to value of construction, means and methods for construction, duration of construction of various building methods and constructability.

In each budget of the Guaranteed Project Cost, Contractor shall include values of scopes of work subdivided into component parts in sufficient detail to serve as the basis for progress payments during construction. This budget of the Guaranteed Project Cost shall include, at a minimum, the following information divided into at least the following categories:

- Overhead and profit
- Supervision
- General conditions
- Layout & Mobilization (not more than one percent (1 %))
- Submittals, samples, shop drawings (not more than three percent (3%))
- Bonds and insurance (not more than two percent (2%))
- Close-out documentation (not less than three percent (3%))
- Demolition
- Installation
- Rough-in
- Finishes
- Testing
- Punchlist and acceptance

Contractor shall indicate its willingness and ability to enter into the Contract Documents to construct the Project for at or below that Guaranteed Project Cost, excluding unforeseen conditions or District-requested changes. This commitment will be a component of the Contract Documents.

9. Construction Schedule and Phasing Plan. Contractor shall prepare a preconstruction schedule to guide the design team through to bid dates. That schedule shall show the multiphases and interrelations of design, constructability review, and estimating. Contractor shall also prepare a full construction schedule for the Project detailing the phasing and construction activities. Contractor shall further investigate, recommend and prepare a schedule for the District's purchase of materials and equipment requiring long lead time procurement, and coordinate the schedule with the early preparation of portions of the Contract Documents by the Architect.

10. Construction Planning and Bidding. Contractor shall prepare and distribute specifications and drawings provided by District to facilitate bidding to Contractor's subcontractors. Contractor shall review the drawings and specifications to eliminate areas of conflict and overlapping in the work to be performed by various subcontractors, and with a view to eliminating change order requests by the Architect or subcontractors.

Contractor shall conduct pre-bid conferences. Contractor shall coordinate with District and the Architect in responding to subcontractor questions or providing clarification to all subcontractors.

Contractor shall prepare appropriate subcontractor bid packages.

11. Limited Authority. The duties, responsibilities and limitations of authority of Contractor shall not be restricted, modified or extended without written agreement between the District and Contractor.

12. District's Responsibilities. The District has and shall continue to provide to Contractor information regarding requirements for the Project, including information regarding the District's objectives, schedule, constraints and criteria.

13. Termination.

Termination by Contractor. The services described in this Exhibit may be terminated by Contractor upon fourteen (14) days written notice to District in the event of an uncured substantial failure of performance by District, unless the District has acted to commence cure efforts in any case where a reasonable cure cannot be concluded within the fourteen (14) day notice period.

Termination by District. This Agreement may be terminated at any time without cause by District upon fourteen (14) days written notice to Contractor. In the event of such a termination by District, the District shall pay Contractor for all undisputed services performed and expenses incurred per this Agreement, supported by documentary evidence, including, but not limited to, payroll records, invoices from third parties retained by Contractor pursuant to this Agreement, and expense reports up until the date of notice of

termination plus any sums due Contractor for Board-approved extra services. In ascertaining the services actually rendered hereunder up to the date of termination of this Agreement, consideration shall be given to both completed work and work in process that would best serve the District if a completed product was presented.

14. **Ownership of Records.** It is mutually agreed that all materials prepared by Contractor under this Agreement shall become the property of the District and Contractor shall have no property right therein whatsoever. Contractor hereby assigns to District any copyrights associated with the materials prepared pursuant to the Agreement. Immediately upon termination and upon written request, the District shall be entitled to, and Contractor shall deliver to the Contractor, all data, drawings, specifications, reports, estimates, summaries and such other materials and commissions as may have been prepared or accumulated to date by the District in performing the Agreement (the "Termination Material") which is not Contractor privileged information, as defined by law, or Contractor's personnel information.
15. **Schedule of Preliminary Services.** The Contractor shall perform the Preliminary Services pursuant to a schedule to be determined by the District in consultation with the Contractor and District consultants. Contractor shall not proceed with any activity, other than these preconstruction services, related to construction of the Project, including but not limited to purchasing materials, entering into contracts with subcontractors or entering into binding financial commitments with any vendor, supplier, company or person until preconstruction services are complete and the adjusted/final Guaranteed Maximum Price has been agreed upon by the District and Contractor.
16. **Responding to Funding Changes.** The Contractor acknowledges that the funding for the New Construction Component of the Project is uncertain, and that in the event the New Construction Component is not fully funded by the State Allocation Board or other reasons arise in which the scope of the New Construction Component must be reduced or otherwise modified to accommodate fiscal pressures, that the Contractor's Preliminary Services will include, by way of illustration and not limitation, advising the District as to the constructability of a revised reduced New Construction Component in preparation for a deductive Change Order.

DISTRICT:

Marysville Joint Unified School District

CONTRACTOR:

CORE Construction

BY: _____

BY: Scott Mann

TITLE: _____

TITLE: President

Marysville High School Library Project

Vendor: Meteor Education

Total cost: \$148,115.13

Meteor Education will provide furniture, room partitions, wall graphics, and staff orientation for the entirety of the Marysville High School Library. Installation is included in this cost. The furnishings selected are modern designs intended to engage students and designed to meet the needs of different types of learners and use environments. The library will have a dedicated college and career center, small meeting places, semi-private study carrels, and can be utilized for large assemblies.

Vendor: EKC Enterprises

Total cost: \$6,861.23

EKC will provide speakers and multimedia hardware to allow MHS staff to display videos, photos, zoom calls, and other forms of electronic communication and display within the library. The setup allows a laptop to be plugged in at one central space to control all of the speakers and the video wall (to be provided by CDW-G). Included in this price is installation.

Vendor: CDW-G

Total cost: \$21,815.23

CDW will provide a video wall made up on 4 large screens places together to create either one large cohesive screen or up to 4 smaller screens, dependent upon the needs of the user. This video wall is designed to work with the hardware being provided by EKC. This is similar to a projector and screen, but provides a more immersive multimedia experience and allows staff greater control. This price includes installation.

Grand total for all vendors: \$176,791.59

METEOR EDUCATION

MeTEOR Education, LLC
690 NE 23rd Avenue
Gainesville, FL 32609
www.meteorededucation.com

Prepared For:
Marysville JUSD
1919 B Street
Marysville, CA 95901

CUSTOMER QUICK QUOTE (QUOTE #74132-01)

Site:
Marysville High School
12 E. 18th Street
Marysville, CA 95901

Quote ID	Terms	Quote Contact	Site Contact
74132-01 07/30/2021	Net 30 Days Prices Good Through 08/29/2021	Ann Greiner / cell: 4155160459 / agreiner@meteorededucation.com	Kelly O'Rourke / 530/749-6130 / korourke@mjusd.k12.ca.us

9to5 Seating	OMNIA/Region 4 - Zone 4 Installed #R191810	Discount: 44.5%	Install: 11.21%	Shipping and Handling: 0%
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No.	Qty.	Model No. / Description	List Price	Your Price	Ext. Price
1	2	@NCE-205 MESH BACK, MESH SEAT, TASK CHAIR * @NCE Series * 24-1/2"D x 25-1/2"W x 36-41"Adj. Ht * Contemporary Design * Y1 Simple Synchro * 2-Way Height Adjustable Arms * Black Mesh Back Finish * Black Air Grid Mesh Seat Finish * 3" Thick Molded Foam Seat	\$480.00	\$266.40	\$532.80

9to5 Seating Subtotal: \$532.80

AmTab Manufacturing	OMNIA/Region 4 - Zone 4 Installed #R191810	Discount: 57%	Install: NET	Shipping and Handling: 10%
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No.	Qty.	Model No. / Description	List Price	Your Price	Ext. Price
1	1	INTERIOR WALL DECOR INTERIOR WALL DECOR * Custom Interior wall décor package * Includes installation	\$69,127.00	\$29,724.61	\$29,724.61

AmTab Manufacturing Subtotal: \$29,724.61

Fomcore LLC	OMNIA/Region 4 - Zone 4 Installed #R191810	Discount: 42%	Install: 7.21%	Shipping and Handling: 0%
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No.	Qty.	Model No. / Description	List Price	Your Price	Ext. Price
1	6	F005-18x18-ROK-GR1 ROK OTTOMAN * Ottoman Series * 18"Dia x 18"H * Reinforced Seams & Stitching * All Foam Construction FabricGR1: Side; Linette Steel (qty 1 each) (srp \$.00) FabricGR1: Top; Abbey Midnight (qty 1 each) (srp \$.00)	\$556.50	\$322.77	\$1,936.62
2	6	F005-18x18-ROK-GR1 ROK OTTOMAN * Ottoman Series * 18"Dia x 18"H * Reinforced Seams & Stitching * All Foam Construction FabricGR1: Side; Linette Steel (qty 1 each) (srp \$.00) FabricGR1: Top; Windflower Bazaar (qty 1 each) (srp \$.00)	\$556.50	\$322.77	\$1,936.62

Business Services Department

Approval: PL

Date: 8-25-21

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No.	Qty.	Model No. / Description	List Price	Your Price	Ext. Price
3	4	F020-67x31x35-C-GR1 CURVED ARMLESS SOFA - INSIDE, GR1 * Armless Series * 67"D x 31"W x 35"H * 18" Seat Height * Upholstered Finish * Base Finish Base: Casters (Locking) (qty 1 each) (srp \$.00) FabricGR1: Back; Abbey - Midnight (qty 1 each) (srp \$.00) FabricGR1: Seat; Linette - Flame (qty 1 each) (srp \$.00)	\$4,536.00	\$2,630.88	\$10,523.52
4	4	F027-38x38x32-G TWO STEP SEAT * Step Series * 38"D x 38"W x 32"H * 16-1/2"H first step * Upholstered finish Base: Glides (Adjustable) (qty 1 each) (srp \$.00) VinylGR1: Front & Back; Abbey Midnight (qty 1 each) (srp \$.00) VinylGR1: Sides; Linette Flame (qty 1 each) (srp \$.00)	\$2,157.75	\$1,251.50	\$5,006.00
5	3	F115-41.5x18x18-G-GR1 TRAPEZOID BENCH * Network Series * 18"D x 41-1/2"W x 18"H * Upholstered Finish * Reinforced Seams & Stitching * All Foam Construction Base: Glides (Adjustable) (qty 1 each) (srp \$.00) FabricGR1: Side Fabric; Grade 1 Linette Steel (qty 1 each) (srp \$.00) FabricGR1: Top Fabric; Grade 1 Windflower Bazzar (qty 1 each) (srp \$.00)	\$1,165.50	\$675.99	\$2,027.97

Fomcore LLC Subtotal: \$21,430.73

Global Industries Inc.		OMNIA/Region 4 - Zone 4 Installed #R191810	Discount: 33.5%	Install: 19.21%	Shipping and Handling: 0%
No.	Qty.	Model No. / Description	List Price	Your Price	Ext. Price
1	16	DPOST18 DIVIDER POST, 18" HIGH * Divide Series * 1-17/25"Dia. x 18"H * Paint Finish * Includes One (1) Post Mounting Plate, One (1) Top Cap, Three (3) Cover Strips, And One (1) Threading Rod FrameFinish: Silver (qty 1 each) (srp \$.00)	\$122.00	\$81.13	\$1,298.08
2	8	DTB1820-GR1 FABRIC PANEL, 18" HIGH, GR1 * Divide Series * 17/25"D x 14-4/5"W x 18"H * Fabric Finish * Rail Finish FabricGR1: Anchorage Graphite AN51 (qty 1 each) (srp \$.00) Paint: SI - Silver (qty 1 each) (srp \$.00)	\$223.00	\$148.30	\$1,186.40

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Global Industries Inc. Subtotal: \$2,484.48

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agreiner@meteorededucation.com

Site Contact
Kelly O'Rourke / 530/749-6130 /
korourke@mjud.k12.ca.us

No.	Qty.	Model No. / Description	List Price	Your Price	Ext. Price
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Loftwall		CP Quote #2020	Discount: Net%	Install: 17.21%	Shipping and Handling: 25%	
No.	Qty.	Model No. / Description	List Price	Your Price	Ext. Price	
1	6	AZTEC-AKUS-24-CHA AKUSTIK CHARCOAL LARGE PANEL W/AZTEC PATTERN * Aztec pattern * 2'x4' panel	\$220.00	\$138.97	\$833.82	
2	6	BP-03-SV CASTERS * Locking Caster Base * Silver * Adds 2" to overall height of wall	\$105.00	\$66.18	\$397.08	
3	3	LW-45-LH-PC LOW HEIGHT FRAME * 46"W x 53"H * Framewall with (2) 2x4 panel infills * (Frame ONLY, panels and posts must be specified separately) * Anodized Aluminum	\$620.00	\$410.29	\$1,230.87	
4	6	POST-LH LOW HEIGHT POST * 53"H End Post * Anodized Aluminum	\$50.00	\$33.09	\$198.54	

Loftwall Subtotal: \$2,660.31

Magnuson Group		CP Quote #2011	Discount: 0%	Install: 19.21%	Shipping and Handling: 12%	
No.	Qty.	Model No. / Description	List Price	Your Price	Ext. Price	
1	3	7231-TORO-W WALL MOUNTED BROCHURE HOLDER * 7000 Series * 7-7/8"D x 11-7/16"W x 45-5/16"H * Black Steel Frame With Silver Shelves * 3 Shelves	\$985.00	\$724.26	\$2,172.78	
2	1	TREE-1 COAT RACK * 1-3/16"D x 23-1/4"W x 10-5/8"H * Finish ***To be installed by school facilities Finish: Black (qty 1 each) (srp \$.00)	\$275.00	\$202.21	\$202.21	

Magnuson Group Subtotal: \$2,374.99

Mediatechnologies		OMNIA/Region 4 - Zone 4 Installed #R191810	Discount: Net%	Install: 14.21%	Shipping and Handling: 16%	
No.	Qty.	Model No. / Description	List Price	Your Price	Ext. Price	

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No.	Qty.	Model No. / Description	List Price	Your Price	Ext. Price
1	4	CR-18C-MOB-G1 CARLO STOOL * Carlo Series * 15"Dia x 18"H * Casters FabricGR1: Flame (qty 1 each) (srp \$.00) Powdercoat: Group 1 - Silver (qty 1 each) (srp \$.00)	\$462.00	\$244.86	\$979.44
2	4	CR-18C-MOB-G1 CARLO STOOL * Carlo Series * 15"Dia x 18"H * Casters FabricGR1: Steel (qty 1 each) (srp \$.00) Powdercoat: Group 1 - Silver (qty 1 each) (srp \$.00)	\$462.00	\$244.86	\$979.44
3	6	CRS-31C-G1 TALL STOOL * Carlo Series * 15"Dia x 31"H * Fabric finish * Powdercoat frame finish * Glides FabricGR1: Linette Steel (qty 1 each) (srp \$.00) Powdercoat: Group 1 - Silver (qty 1 each) (srp \$.00)	\$554.00	\$293.62	\$1,761.72
4	6	CRS-31C-G1 TALL STOOL * Carlo Series * 15"Dia x 31"H * Fabric finish * Powdercoat frame finish * Glides FabricGR1: Linette Flame (qty 1 each) (srp \$.00) Powdercoat: Group 1 - Silver (qty 1 each) (srp \$.00)	\$554.00	\$293.62	\$1,761.72
5	2	EDO-C4272-42 OPEN FRAME TABLE, MOBILE * Edison Inventor Table Series * 42"D x 72"W x 42"H * HPL finish * PVC finish * 16-gauge square powder coated steel tubing * Casters Laminate: 5882-58 Citadel Warp (qty 1 each) (srp \$.00) PVC: Graphite (qty 1 each) (srp \$.00) Powdercoat: Group 1 - Silver (qty 1 each) (srp \$.00)	\$2,756.00	\$1,460.68	\$2,921.36
6	1	MCD-MB-29EPL-LH LEFT HAND END PANEL * Malibu Series * 1"D x 30"W x 29"H * HPL laminate * 3mm PVC edge * Left hand Accessories: A30G- Wire Grommet(3 1/8"Dia.) (qty 3 each) (srp \$38.00) Laminate: Wilsonart French Pear (qty 1 each) (srp \$.00) PVC: Graphite (qty 1 each) (srp \$.00)	\$839.00	\$444.67	\$444.67

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Prepared For:
Marysville JUSD
1919 B Street
Marysville, CA 95901

CUSTOMER QUICK QUOTE (QUOTE #74132-01)

Site:
Marysville High School
12 E. 18th Street
Marysville, CA 95901

Quote ID	Terms	Quote Contact	Site Contact
74132-01 07/30/2021	Net 30 Days Prices Good Through 08/29/2021	Ann Greiner / cell: 4155160459 / agreiner@meteorededucation.com	Kelly O'Rourke / 530/749-6130 / korourke@mjusd.k12.ca.us

No.	Qty.	Model No. / Description	List Price	Your Price	Ext. Price
7	1	MCD-MB-29EPL-RH RIGHT HAND END PANEL * Malibu Series * 1"D x 30"W x 29"H * HPL laminate * 3mm PVC edge * Right hand Laminate: Wilsonart French Pear (qty 1 each) (srp \$.00) PVC: Graphite (qty 1 each) (srp \$.00)	\$725.00	\$384.25	\$384.25
8	2	MCD-MB-29IPL INTERMEDIATE PANEL * Malibu Series * 1"D x 30"W x 29"H * HPL Laminate * 3mm PVC edge Laminate: Wilsonart French Pear (qty 1 each) (srp \$.00) PVC: Graphite (qty 1 each) (srp \$.00)	\$0.00	\$0.00	\$0.00
9	2	MCD-MB-29IPL-KS INTERMEDIATE KNEESPACE PANEL * Malibu Series * 1"D x 30"W x 29"H * HPL Laminate * 3mm PVC edge Laminate: Wilsonart French Pear (qty 1 each) (srp \$.00) PVC: Graphite (qty 1 each) (srp \$.00)	\$0.00	\$0.00	\$0.00
10	1	MCD-MB-30ERC54-KSR-32L EXTENDED RADIUS CORNER * Malibu 90° * 54" Radius top * 54"W x 30"D x 32"H * Kneespace panel left and right * Pass thru Laminate: Sides; Wilsonart French Pear (qty 1 each) (srp \$.00) LaminateTop: 5882-58 Citadel Warp (qty 1 each) (srp \$.00) PVC: Graphite (qty 1 each) (srp \$.00) Powdercoat: Group 1 - Silver (qty 1 each) (srp \$.00)	\$7,804.00	\$4,136.12	\$4,136.12
11	1	MCD-MB-30ERC54R-KSL-39L EXTENDED RADIUS CORNER * Malibu 90° * 54"R top * 54"W x 30"D x 39"H * Kneespace panel left and right * Pass thru Laminate: Back; Wilsonart French Pear (qty 1 each) (srp \$.00) LaminateTop: 5882-58 Citadel Warp (qty 1 each) (srp \$.00) PVC: Graphite (qty 1 each) (srp \$.00) Powdercoat: Group 1 - Silver (qty 1 each) (srp \$.00)	\$7,963.00	\$4,220.39	\$4,220.39
12	1	MCD-MB-36CS-39L CUPBOARD UNIT WITH DRAWER * Malibu Series * 30"D x 36"W x 39"H * HPL Finish * PVC Edge Laminate: Back; Wilsonart French Pear (qty 1 each) (srp \$.00) Laminate: Top; 5882-58 Citadel Warp (qty 1 each) (srp \$.00) Option: Paint; Silver (qty 1 each) (srp \$.00) PVC: Graphite (qty 1 each) (srp \$.00)	\$4,358.00	\$2,309.74	\$2,309.74

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No.	Qty.	Model No. / Description	List Price	Your Price	Ext. Price
13	1	MCD-MB-36D-32-ADAL ADA DESK UNIT * Malibu ADA Desk Unit * 36"W X 30"D X 31.5"H Laminate: Sides; Wilsonart French Pear (qty 1 each) (srp \$.00) LaminateTop: 5882-58 Citadel Warp (qty 1 each) (srp \$.00) PVC: Graphite (qty 1 each) (srp \$.00) Powdercoat: Group 1 - Silver (qty 1 each) (srp \$.00)	\$3,449.00	\$1,827.97	\$1,827.97
14	1	MCD-MB-48D-KS-32L MALIBU CIRCULATION DESK UNIT * Malibu Series * 30"D x 48"W x 32"H * HPL Finish * PVC Edge * Pass thru Laminate: Back; Wilsonart French Pear (qty 1 each) (srp \$.00) Laminate: Top; 5882-58 Citadel Warp (qty 1 each) (srp \$.00) Option: Paint; Silver (qty 1 each) (srp \$.00) PVC: Graphite (qty 1 each) (srp \$.00)	\$4,498.00	\$2,383.94	\$2,383.94
15	5	RX26-C0030-36 RALLY X-BASE ROUND * Rally Table * 30"D x 36"H * HPL * 3mm PVC edge * 26" Arch X base * Glides LaminateTop: 5882-58 Citadel Warp (qty 1 each) (srp \$.00) PVC: Graphite (qty 1 each) (srp \$.00) Powdercoat: Group 1 - Silver (qty 1 each) (srp \$.00)	\$1,008.00	\$534.24	\$2,671.20
16	2	RX38-C0048-29-4C RALLY X-BASE ROUND TABLE W/CASTER * Rally Series * 48" Dia. x 29"H * HPL * 3mm PVC edge * 38" Arch X base with casters Casters: -4C Twin Wheel Locking Casters (Set of 4) (qty 1 each) (srp \$72.00) LaminateTop: 5882-58 Citadel Warp (qty 1 each) (srp \$.00) PVC: Graphite (qty 1 each) (srp \$.00) Powdercoat: Group 1 - Silver (qty 1 each) (srp \$.00)	\$1,156.00	\$612.68	\$1,225.36
17	2	XCWT-C0066-34-18C COLUMN WRAP TABLE * Column Wrap Table * 66" Diameter * 18" round column dia. w/ a 24"W opening * 30"H Table * 4"H Black splash * HPL top * 3mm PVC edge * (6) Cantilevered steel legs with leveling glides * (2) Mending plates * Top to be made in 2 pieces LaminateTop: 5882-58 Citadel Warp (qty 1 each) (srp \$.00) PVC: Graphite (qty 1 each) (srp \$.00) Powdercoat: Group 1 - Silver (qty 1 each) (srp \$.00)	\$3,349.00	\$1,774.97	\$3,549.94

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Mediatechnologies Subtotal: \$31,557.26

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No.	Qty.	Model No. / Description	List Price	Your Price	Ext. Price
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Meteor Ed Support	CP Quote #2016	Discount: Net%	Install: 2.21%	Shipping and Handling: 0%
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No.	Qty.	Model No. / Description	List Price	Your Price	Ext. Price
1	1	TEACHER ORIENTATION TEACHER ORIENTATION Teacher Orientation is designed to provide information and support so that the teacher/end user feels comfortable and confident in the new microenvironment. Support includes the following: how to set up the space to align to instructional intent and student collaboration in a variety of environment configurations; functionality, safety and maintenance information; and instructional strategies for student engagement in the new microenvironment.	\$2,500.00	\$0.00	\$0.00

Meteor Ed Support Subtotal: \$0.00

MooreCo- Balt/Best-Rite	OMNIA/Region 4 - Zone 4 Installed #R191810	Discount: 35%	Install: 19.21%	Shipping and Handling: 28%
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No.	Qty.	Model No. / Description	List Price	Your Price	Ext. Price
1	3	661AD-HH DOC MOBILE ROOM PARTITION AND DISPLAY PANEL * DOC Divider Series * 20"D x 52"W x 73"H * Dura-Rite finish * Anodized aluminum trim	\$727.23	\$472.70	\$1,418.10

MooreCo-Balt/Best-Rite Subtotal: \$1,418.10

National Office Furniture	OMNIA/Region 4 - Zone 4 Installed #R191810	Discount: Net%	Install: 19.21%	Shipping and Handling: 0%
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No.	Qty.	Model No. / Description	List Price	Your Price	Ext. Price
1	4	10N1622RTPUL PERSONAL PULL-UP TABLE * Accessories Series * 13-3/4"D x 22"W x 28-1/2"H * Laminate finish * Paint finish Laminate: 461 - Graphite (qty 1 each) (srp \$.00) Paint: 501 - Platinum Metallic (qty 1 each) (srp \$.00)	\$1,107.00	\$638.40	\$2,553.60
2	2	C01SDC0101 UPHOLSTERED SIDE CHAIR * Deker Series * 22-2/5"D x 24"W x 31-1/10"H * Elements Smoke Upholstery * Wood legs Option: Smoke Upholstery (qty 1 each) (srp \$.00)	\$583.00	\$349.80	\$699.60

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No.	Qty.	Model No. / Description	List Price	Your Price	Ext. Price
3	1	CBV1828US BASE SUPPORT * 1-1/2"D x 15-1/3"W x 27-3/4"H * Platinum Metallic Finish	\$495.00	\$297.00	\$297.00
4	1	CBV3028US SUPPORT BASE, U-STYLE * Bases & Support Series * 1-1/2"D x 27-1/16"W x 27-3/4"H * Platinum metallic finish	\$564.00	\$325.20	\$325.20
5	1	NAC0236SUR UNDERSURFACE SUPPORT RAIL * Maneuver Series * 2-3/4"D x 36"W x 1"H * Used on and up to 66" worksurfaces * Required when kneespace is greater than 48"	\$171.00	\$102.60	\$102.60
6	4	NAC04ELPG4HTAB HITCH, BATTERY-POWERED CHARGER, BLACK * 3 Single USB-A 2.0 Amps * 6 Foot Power Cord * Black Finish	\$535.00	\$321.00	\$1,284.00
7	1	NAC06WMSTF WRE MANAGEMENT LEATHER STRAP * Accessories Series * 1-1/4"D x 6"H * Leather Finish Finish: Leather Color; 82009 Florence Struzzo (qty 1 each) (srp \$.00)	\$64.00	\$38.40	\$38.40
8	1	NAC5412MPA-GR1 RECTANGULAR MODESTY PANEL, RESIN * Accessories Series * 3/16"D x 53-11/16"W x 12-5/8"H * Resin finish Resin Grade 1: Frosted (qty 1 each) (srp \$.00)	\$610.00	\$366.00	\$366.00
9	3	NCCB-001-S LOCK CORE AND KEY, SILVER * Silver finish KeyNumber: 001 (qty 1 each) (srp \$.00)	\$18.00	\$10.80	\$32.40
10	1	WW1527MPL MODESTY/BACK PANEL PEDESTAL * WaveWorks Series * 3/4"D x 14-3/16"W x 27-3/16"H * Laminate Finish LaminateChassis: 478 - Platinum Grey (qty 1 each) (srp \$.00)	\$121.00	\$72.60	\$72.60
11	1	WW1724PUHL DOUBLE DOOR STORAGE, UNDERSURFACE * WaveWorks Series * 16-15/16"D x 23-3/4"W x 27-3/4"H * Laminate finish * Top and back are open Laminate: 478- Platinum Grey (qty 1 each) (srp \$.00) LaminateChassis: 478- Platinum Grey (qty 1 each) (srp \$.00) LaminateDoor: 478- Platinum Grey (qty 1 each) (srp \$.00) Lock: KS1S - Silver, 1 Lock Per Unit (qty 1 each) (srp \$-18.00) Option: X - Grommet (qty 1 each) (srp \$.00) Pull: 6PL - Nantucket, Platinum Metallic (qty 1 each) (srp \$.00)	\$707.00	\$424.20	\$424.20

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No.	Qty.	Model No. / Description	List Price	Your Price	Ext. Price
12	1	WW1730LFM2L LATERAL FILE UNIT, UNDERSURFACE * WaveWorks Series * 16-15/16"D x 29-15/16"W x 27-3/4"H * Laminate finish Grommet: X - No Grommet (qty 1 each) (srp \$.00) LaminateChassis: 478 - Platinum Grey (qty 1 each) (srp \$.00) LaminateDrawer: 478 - Platinum Grey (qty 1 each) (srp \$.00) Lock: KS1S - Silver, 1 Lock Per Unit (qty 1 each) (srp \$.00) Pull: 6PL - Nantucket, Platinum Metallic (qty 1 each) (srp \$.00)	\$913.00	\$547.80	\$547.80
13	1	WW1878WSSDL RECTANGULAR WORKSURFACE, 18X77 * Waveworks Series * 18-1/8"D x 77-15/16"W x 1-3/16"H * HPL Finish Grommet: G1L - Round, Left (qty 1 each) (srp \$.00) Laminate: Wilsonart French Pear WST_8220_38 (qty 1 each) (srp \$.00) ModifiedDepth: X - No Modified Depth (STD) (qty 1 each) (srp \$.00) ModifiedWidth: X - No Modified Width (STD) (qty 1 each) (srp \$.00) PVCSoftenedRim: V461 - Graphite (qty 1 each) (srp \$.00) Support: M - Main (qty 1 each) (srp \$.00) WireManager: X - No Wire Manager (qty 1 each) (srp \$.00)	\$553.00	\$331.80	\$331.80
14	1	WW2442WSSDL RECTANGULAR WORKSURFACE * WaveWorks Series * 24"D x 42-1/16"W x 1-3/16"H * Laminate finish * Support finish * Rim profile finish Grommet: G1C - Round, Center (qty 1 each) (srp \$.00) Laminate: Wilsonart French Pear WST_8220_38 (qty 1 each) (srp \$.00) ModifiedDepth: X - No Modified Depth (STD) (qty 1 each) (srp \$.00) ModifiedWidth: X - No Modified Width (STD) (qty 1 each) (srp \$.00) PVCSoftenedRim: V461 - Graphite (qty 1 each) (srp \$.00) Support: F - Filler (qty 1 each) (srp \$.00) WireManagerColo: X - No Wire Manager (qty 1 each) (srp \$.00)	\$339.00	\$203.40	\$203.40
15	1	WW2915PUBBFL PEDESTAL UNDERSURFACE * Waveworks Series * 28-7/8"D x 14-15/16"W x 27-3/4"H * Laminate finish * Locking * Box/box/file Grommet: X - No Grommet (qty 1 each) (srp \$.00) LaminateChassis: 478 - Platinum Grey (qty 1 each) (srp \$.00) LaminateDoor: 478 - Platinum Grey (qty 1 each) (srp \$.00) LaminateDrawer: 478 - Platinum Grey (qty 1 each) (srp \$.00) Lock: KS1S - Silver, 1 Lock Per Unit (qty 1 each) (srp \$.00) Pull: 6PL - Nantucket, Platinum Metallic (qty 1 each) (srp \$.00)	\$838.00	\$502.80	\$502.80
16	1	WW3027MPL MODESTY/BACK PANEL, LATERAL FILE * Waveworks Series * 3/4"D x 29-3/4"W x 27-3/16"H * Laminate finish Grommet: X - No Grommet (qty 1 each) (srp \$.00) LaminateChassis: 478 - Platinum Grey (qty 1 each) (srp \$.00) ModifiedWidth: 24.0000 24 (609.5 MM) (qty 1 each) (srp \$.00) Support: M - Main (qty 1 each) (srp \$.00)	\$163.00	\$97.80	\$97.80

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No.	Qty.	Model No. / Description	List Price	Your Price	Ext. Price
17	1	WW3027MPL MODESTY/BACK PANEL, LATERAL FILE * Waveworks Series * 3/4"D x 29-3/4"W x 27-3/16"H * Laminate finish Grommet: X - No Grommet (qty 1 each) (srp \$.00) LaminateChassis: 478 - Platinum Grey (qty 1 each) (srp \$.00) ModifiedWidth: X - No Modified Width (STD) (qty 1 each) (srp \$.00) Support: M - Main (qty 1 each) (srp \$.00)	\$163.00	\$97.80	\$97.80
18	1	WW3078WSSDL RECTANGULAR WORKSURFACE, 30X77 * Waveworks Series * 30-1/16"D x 77-15/16"W x 1-3/16"H * HPL Finish Grommet: G1R - Round, Right (qty 1 each) (srp \$.00) Laminate: Wilsonart French Pear WST_8220_38 (qty 1 each) (srp \$.00) ModifiedDepth: X - No Modified Depth (STD) (qty 1 each) (srp \$.00) ModifiedWidth: X - No Modified Width (STD) (qty 1 each) (srp \$.00) PVCSoftenedRim: V461 - Graphite (qty 1 each) (srp \$.00) Support: M - Main (qty 1 each) (srp \$.00) WireManager: X - No Wire Manager (qty 1 each) (srp \$.00)	\$685.00	\$411.00	\$411.00

National Office Furniture Subtotal: \$8,388.00

USA Capitol		OMNIA/Region 4 - Zone 4 Installed #R191810		Discount: Net%	Install: 14.21%	Shipping and Handling: 20%
No.	Qty.	Model No. / Description	List Price	Your Price	Ext. Price	
1	12	OCURL CURL SINGLE-STUDENT DESK * Interlox Series * 24"D x 36"W * Laminate Top * Spray Edge * Legs Sold Separately Laminate: French Pear (qty 1 each) (srp \$.00) SprayEdge: Graphite (qty 1 each) (srp \$.00)	\$214.00	\$92.69	\$1,112.28	
2	2	OFOG FOG THREE-STUDENT PLATFORM * Interlox Series * 43"D x 68"W * HPL Top * Spray Edge * Legs Sold Separately Laminate: French Pear (qty 1 each) (srp \$.00) SprayEdge: Graphite (qty 1 each) (srp \$.00)	\$803.00	\$445.67	\$891.34	

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No.	Qty.	Model No. / Description	List Price	Your Price	Ext. Price
3	56	OLEGAC ADJUSTABLE INTERLOX LEG, CASTER OVAL * Interlox Series * 25-3/4" x 34-3/4" Adj. Ht * Leg Finish * Twin-wheel Hooded Casters * Backpack/Technology Hooks * Quantity of 1 *** Installed on OCURL & OFOG FrameFinish: Chrome (qty 1 each) (srp \$.00)	\$96.50	\$53.56	\$2,999.36
4	24	OLEGC INTERLOX LEG, CASTER OVAL * Interlox Series * 28-1/2"H * Leg finish * Twin-wheel hooded casters * Backpack/technology hooks * Quantity of 1 ***For 2460-SE & 48HR-SE FrameFinish: Chrome (qty 1 each) (srp \$.00)	\$95.00	\$52.73	\$1,265.52
5	4	2460-SE RECTANGULAR TABLE (TOP ONLY) * Dimension Series * 24"D x 60"W * Laminate top Laminate: Wilsonart French Pear (qty 1 each) (srp \$.00) SprayEdge: Graphite (qty 1 each) (srp \$.00)	\$378.00	\$209.79	\$839.16
6	32	3508C 18" EUROFLEX CHAIR WITH CASTERS * Euroflex Series * 15-1/2"D x 18-1/2"W * 18" seat height * Shell finish * Frame finish * Casters FrameFinish: Chrome (qty 1 each) (srp \$.00) Shell: Graphite (qty 1 each) (srp \$.00)	\$238.50	\$114.33	\$3,658.56
7	10	35T24 24" EUROFLEX STOOL * Euroflex Series * 15-1/2"D x 18-1/2"W x 24"H * Shell Finish * Frame Finish * Glides FrameFinish: Chrome (qty 1 each) (srp \$.00) Glides: Nylon Snap (qty 1 each) (srp \$.00) Shell: Slate (qty 1 each) (srp \$.00)	\$274.50	\$152.35	\$1,523.50
8	2	48HR-SE HALF ROUND TABLE (TOP ONLY) * Dimension Series * 48"Dia. * Laminate top Laminate: Wilsonart; French Pear (qty 1 each) (srp \$.00) Option: Graphite Spray edge (qty 1 each) (srp \$.00)	\$249.50	\$138.47	\$276.94

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USA Capitol Subtotal: \$12,566.66

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	Quote Totals:
Product:	\$113,137.94
Install:	\$11,806.68
Shipping and Handling:	\$11,882.29
[PFI] Sales Tax at 8.250%:	\$11,288.22
Total:	\$148,115.13

All pricing and lead times are based on the information (color options, finishes, etc.) supplied to MeTEOR at the time a purchase order is received. Changes could result in a possible delay of order and/or additional costs.

Sales tax rates are based on the end user's site address and are subject to change. The sales tax rate and amount provided on this quote are estimates only. Upon delivery, you will be invoiced at the current rate of sales tax which may differ from this estimate.

By submitting a purchase order to MeTEOR, Customer accepts our offer and agrees to be bound by the attached terms and conditions. Prices are good for 30 days from date of quote. Prices good through 08/29/2021.

I have verified that all products, quantities, specifications and colors on this quote are correct.

Signature

Date

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Marysville, CA 95901

Quote ID	Terms	Quote Contact	Site Contact
74132-01 07/30/2021	Net 30 Days Prices Good Through 08/29/2021	Ann Greiner / cell: 4155160459 / agreiner@meteorededucation.com	Kelly O'Rourke / 530/749-6130 / korourke@mjusd.k12.ca.us

TERMS AND CONDITIONS OF SALE

Within these Terms and Conditions of Sale the "Company" shall be deemed to mean MeTEOR Education. Should any product be purchased under a bid or contract with terms and conditions different from those contained herein, the terms of said bid or contract shall supersede or augment the following. If customer purchase order includes terms different than the terms listed below, terms will be reviewed for acceptance by the Company.

GENERAL SALES POLICY: No order in process of production, or product other than standard, is subject to cancellation, delivery deferment, or specification change without the written acceptance of the Company.

The Company must be in receipt of an authorized written purchase order prior to an order being processed. MeTEOR Education reserves the right to refuse purchase orders if the terms and conditions of such orders are contrary to these Terms and Conditions of Sale. Purchase Orders should be emailed to orders@meteorededucation.com or mailed to MeTEOR Education at 690 NE 23rd Avenue, Gainesville, FL, 32609. All orders are subject to the approval of the Company's credit control department and the terms and conditions relating to the granting of such credit facilities.

First time orders from non-publicly funded entities must be prepaid at the time of the order in accordance with the prepay requirements listed below unless prior arrangements have been agreed upon with the Company's credit control department.

Prepay Requirements for non-publicly funded entities:

- <\$25,000 100% prepay
- \$25,001-\$125,000 50% to order, 50% Net 30 from invoice date
- +\$125,001 35% to order, 35% at delivery, 30% Net 30 from invoice date

Any order over \$5,000 for a prepay vendor, will require prepayment from customer. A list of prepay vendors is available upon request.

RETURNED GOODS: Returned goods will only be accepted under a Return Authorization number (RA) issued by the Company. Accepted Returns may be subject to re-stocking and handling fees and any additional freight costs. Special order or custom made products may not be returned.

CANCELLED ORDERS: Cancelled orders may be subject to fees associated with completed work including, but not limited to, design, order processing, and manufacturing.

ORDER CHANGES: Any change to your order must be in a written change order.

TAXES: Excise, sales, occupation, use, or other tax imposed upon the distributor will be additional to the sales price unless otherwise noted on the purchase order. For tax exempt entities, tax exempt form must be on file with the Company before purchase order is processed or the Company must, by law, charge appropriate sales tax. If applicable, please submit your sales tax exemption ID on the purchase order to ensure proper billing. Sales tax rates are based on the end user's site address and are subject to change. The sales tax rate and amount provided on this quote are estimates only. Upon delivery, you will be invoiced at the current rate of sales tax which may differ from this estimate.

BONDING: Performance and payment bonds are available for a fee and are not included in quoted price unless clearly noted. If bonding is needed, cost will be 1.5%* of total quoted amount. *Fee percentage is subject to change.

TERMS: MeTEOR Education will invoice customer upon delivery. Terms are net 30 days unless otherwise agreed prior to the acceptance of the order. Customer agrees to pay 18% annual interest, or \$50 per month, whichever is greater, on the balance of any late payment.

DROP-SHIP OR INSIDE DELIVERY ONLY:

- Freight damage must be reported to the Company within 48 hours of delivery. It is important to note any crushed or damaged packaging, discolored packaging (indicating water damage), or anything that looks as if it has been reopened or repackaged. All packages should be opened and products inspected within 48 hours of receipt. Upon discovery of any damage or shortage, the Company's Service Department must be notified at 1-800-699-7516.
- The Carrier will produce a Bill of Lading for signature acknowledging receipt. Please ensure the number of cartons/items received match the bill of lading as well as the work order. Any shortages should be annotated on THE BILL OF LADING NEXT TO YOUR SIGNATURE and immediately reported to the Company's Traffic Office on 1-800-699-7516. The acknowledged Bill of Lading is deemed to be proof of delivery and the Company will issue its invoice(s) for payment. Any unauthorized assessorial charges will not be paid for.

INSTALLED PRODUCT & SERVICES: Product to be installed will be delivered and installed at the address notified in the purchase order unless previous arrangements have been agreed. Upon the delivery of product to the specified location MeTEOR Education will invoice the customer in the amount of product delivered with the appropriate proof of delivery (bill of lading, manufacturer packing list, or work order). All placement and assembly will be verified by signature confirmation that items have been assembled, set in place, and are in good condition. All installation and delivery charges (above product invoices) will be billed upon receipt of final verification by customer signature on completed work orders. MeTEOR Education will also provide a complete Master Invoice summarizing all invoices at that time at the customer's request. Any damage must be noted on the separate service request form provided by the installer, a copy of which will be made available for customer records. Services will be delivered to staff/personnel at the address notified in the purchase order unless previous arrangements have been agreed. Services may be provided prior to, during and/or after delivery of product. Any associated services pertaining to this agreement are good for a period of up to one-year from the initial delivery date of product.

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METEOR EDUCATION

MeTEOR Education, LLC
690 NE 23rd Avenue
Gainesville, FL 32609
www.meteorededucation.com

Prepared For:
Marysville JUSD
1919 B Street
Marysville, CA 95901

CUSTOMER QUICK QUOTE (QUOTE #74132-01)

Site:
Marysville High School
12 E. 18th Street
Marysville, CA 95901

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07/30/2021	Prices Good Through 08/29/2021		

WARRANTY: All products carry their manufacturer's standard warranty. Please contact your local representative for details.

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EKC Enterprises, Inc.
4658 E. Weathermaker Ave.
Fresno, CA 93703
(559) 438-0330

Estimate

BILL TO:

MARYSVILLE JOINT USD
1919 B STREET
MARYSVILLE, CA 95901

QUOTE DATE	QUOTE VALID THRU	ESTIMATE NO	SITE
4/27/2021	5/26/2021	2504.1	

Marysville HS Gym
AV Equipment

Item Number	Quantity	Description	Unit Price	Total
NON-INV PARTS	1	MLC Plus 100 60-1469-03	773.50	773.50
NON-INV PARTS	1	DMP 64 60-1054-01	1,040.00	1,040.00
NON-INV PARTS	1	XPA 1002 60-849-01	390.00	390.00
NON-INV PARTS	4	QSC 10" Speaker White AD-S10T-WH	615.00	2,460.00
NON-INV PARTS	4	QSC Yoke MOunt AD-S10T	130.00	520.00
NON-INV PARTS	1	Crestron HDMI DA HD-DA-2	335.00	335.00
NON-INV PARTS	1	Crestron DM Lite Tx HD-TXC-101-C-E	270.00	270.00
NON-INV PARTS	1	Crestron DM Lite Rx HD-RXC-101-C-E	270.00	270.00
SHIPPING	1	SHIPPING/FREIGHT	302.90	302.90*

* means item is non-taxable

ITEM TOTAL 6,361.40
TAX 499.83

TOTAL AMOUNT 6,861.23

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QUOTE CONFIRMATION



DEAR KELLY OROURKE,

Thank you for considering CDW•G for your computing needs. The details of your quote are below. [Click here](#) to convert your quote to an order.

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
MCGT874	4/28/2021	AV ROOM	0786643	\$21,815.23

QUOTE DETAILS				
ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
NEC UN462A-TMX4P 46" LED video wall - Full HD Mfg. Part#: UN462A-TMX4P UNSPSC: 52161505 Contract: Sourcewell 081419-CDW Tech Catalog (081419#CDW)	1	5407955	\$10,500.00	\$10,500.00
Shure Combo Wireless System SLX124/85/SM58-G5 Mfg. Part#: SLX124/85/SM58-G5 Contract: Sourcewell 081419-CDW Tech Catalog (081419#CDW)	1	3196778	\$826.77	\$826.77
INSTALL-NEW SITE Mfg. Part#: INSTALL REQUESTED see attached P-SOW Contract: MARKET	1	3573044	\$9,554.00	\$9,554.00

PURCHASER BILLING INFO		SUBTOTAL	\$20,880.77
Billing Address: MARYSVILLE JOINT UNIFIED SCHOOL DIS ACCTS PAYABLE 1919 B ST MARYSVILLE, CA 95901-3798 Phone: (530) 749-6108 Payment Terms: NET 30 Days-Govt/Ed		SHIPPING	\$0.00
		SALES TAX	\$934.46
		GRAND TOTAL	\$21,815.23
DELIVER TO		Please remit payments to: CDW Government 75 Remittance Drive Suite 1515 Chicago, IL 60675-1515	
Shipping Address: MARYSVILLE JOINT UNIFIED SCHOOL DIS WAREHOUSE 1919 B ST MARYSVILLE, CA 95901-3798 Shipping Method: DROP SHIP-GROUND			

Need Assistance? CDW•G SALES CONTACT INFORMATION			
	Pat Hein	(866) 642-8073	pathei@cdwg.com

This quote is subject to CDW's Terms and Conditions of Sales and Service Projects at <http://www.cdwg.com/content/terms-conditions/product-sales.aspx>
For more information, contact a CDW account manager

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Business Services Department
Approval: PL
Date: 8-2-21



45-Day Budget Revise

Presented to Board of Trustees

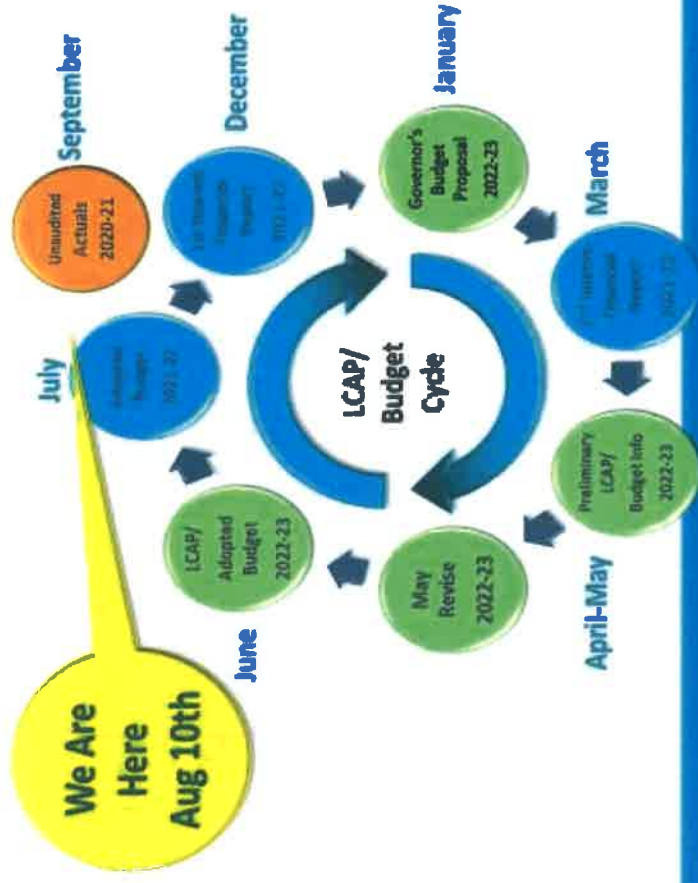
August 10, 2021



What Is The 45-Day Budget Revision?

In the annual budget cycle the 45-Day Revision occurs after the State Budget is Enacted if there are material changes to the MJUSD Adopted Budget.

Per Ed Code 42127(i)(4)



2020-21
2021-22
2022-23



MJUSD 2021-22 Adopted Budget CHANGES



- LCFF – Concentration Grant increase **\$2.8M**
- Expanded Learning Opportunities **\$2.9M**
- A-G Completion Improvement Grant **\$737K**
- CA Pre-K Planning & Implementation Grant **\$135K**

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- Cash deferrals are eliminated for 2021-22
- All 2020-21 cash deferrals paid by August 2021

LCFF

Concentration Grant Increase \$2.8M



Increases the funding factor from 50% to 65% of the adjusted grade span base grant

Additional 15% to be used to increase the number of credentialed and/or classified staff who provide direct services to pupils

Increase is measured by comparing prior year staff-to-pupil ratios at schools with greater than 55% UPP versus schools with less than 55% UPP

Use of these funds in 2021-22 must be detailed in a one-time LCAP Supplement and as a part of the LCAP Annual Update

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Expanded Learning Opportunities (ELO) Grades TK-6 \$2.9M



Conditions To Receive Funds:

- Must **offer** ELO to all classroom-based unduplicated students in grades K -6
- Must **provide** ELO **to at least half** of the students

ELO Grades TK-6th \$2.9M

MJUSD will need many more staff as will other school districts in California

School Days

Before and/or after school expanded learning plus the instructional day must equal 9 hours.

Summer or Intersession

At least 30 days of 9 hour expanded learning must be provided.

TK and Kinder Classes

Must maintain a pupil-to-staff ratio of no more than 10 to 1.

Grades 1st through 6th

Pupil-to-staff ratio of no more than 20 to 1.

After School Education and Safety (ASES)

Homework assistance, tutoring and enrichment must be provided.

Nutrition

A nutritious snack, meal, or both, must be provided.

A-G Completion Improvement Grant



A-G Learning Loss Mitigation Grants	A-G Success Grants	Due on or Before January 1, 2022
<p>Must be used to allow pupils who received a "D", "F", or "Fail" in an A-G approved course in the 2020–21 school year to retake those A-G courses</p> <p>If sufficient funds are still available, LEAs may also use grant funds to offer credit recovery opportunities</p>	<p>Recommended that funds be used towards pupils in danger of not receiving a grade of "C" or better in A-G courses</p>	<p>Grant recipient must develop a plan describing how the funds received will increase or improve services for unduplicated pupils to improve A-G eligibility</p>

\$736K



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Thank You

Any questions?