



Approved by the Board of Trustees at the _____ board meeting.

Request Form for New Course and/or Textbook(s)/Materials(s)

- ☒ Change of Text ☐ Add as a Supplement ☐ Existing textbook/reordering
☐ Text for New Course ☐ English Learners/Committee Compliance [Currently not listed on textbook list]
☐ NEW COURSE: _____

For use beginning with the semester of:

☒ Fall ☐ Spring Year 2016-2017

This form will provide the Board of Trustees, administration, and teachers an overview of the strengths this proposed textbook(s)/material(s) will support a particular course.

Textbook(s)/Material(s) Title Government in America, People, Politics, and Policy 15th Edition, AP Edition

Author Edwards, Wattenberg, and Lineberry Publisher Longman/Pearson

Copyright 2011 Price \$ 75.00 (depending on supplier)

School Lindhurst High School Teacher/Department Requesting Social Science/Billy Priddy

Funding Source LCAP Grade Level(s) 12th Grade Advanced Placement

Title of Course/Subject United States Government and Politics, Advanced Placement

Course Description(s) Covered

An introductory course in U.S. government and politics, it is one semester in length. This course will give the students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific issues. Topics that will be covered in AP Government include:

- Constitutional Underpinnings of United States Government
- Political Behaviors and Beliefs
- Political Parties, Interest Groups, and Mass Media
- Institutions of National Government
- Public Policy
- Civil Rights and Civil Liberties

Does this textbook(s)/material(s) cover the content standards?

- ☒ Yes, thorough coverage/alignment
☐ Yes, moderate coverage/alignment

Will this textbook(s)/material(s) be used at all MJUSD high schools?

☒ Yes ☐ No

If no, why not? _____

Has the decision to request this textbook(s)/material(s) been discussed by all MJUSD high schools?

☒ Yes ☐ No

If no, why not? _____

Are there sections and/or passages in the textbook(s)/material(s) a parent/guardian or student may find objectionable?

☐ Yes ☒ No

If yes, explain in detail: (Violence: How much? What kind? (guns, fighting, knives, swords, etc./Profanity: sexual expressions, inappropriate verbiage and/or

Please contact Mong Yang(749-6161) if you have any questions or need assistance.

List Major Content Standard(s) Covered:

See course syllabus (attached).

Example:

Reading/Language Arts -

Gr. 9: Literary Response and Analysis: 3.3, 3.6, 3.10
Writing Strategies: 1.1, 1.5, 1.7, 1.8

History-Social Science -

Grade 12: Principles of American Democracy: 12.1 - #1, #2, #6
Principles of Economics: 12.2 - #2, #3, #8, #10

Prerequisites/Guidance Information:

Graduation Requirement:

☒ Yes

☐ No

UC/CSU Credit:

☒ Yes

☐ No

Is this an elective class?

☐ Yes

☒ No

Course Length 1 semester Credits 5.0 credits

Additional comment(s) teacher/department would like to express in support of their decision to choose the proposed textbook(s) or basic learning material(s)

I hereby verify the textbook(s)/material(s):

- meets the legal compliance requirements of Education Code Sections 60040-60047,
- supports MJUSD standards for this course, and
- meets the intent of Board Policy 6205.

Department Chairperson:

Robert Linder

St. Whit

1-11-15

Principal Approval:

John Smith LHS

12-17-15

Nylan MHI

Approval:

Lennie Tate

2-11-16

Lennie Tate, Executive Director of Educational Services

Date

☒ Approved ☐ Denied

AP US Government and Politics Syllabus

Lindhurst High School

Instructor: Billy D. Priddy
e-mail: bpriddy@mjustd.com

Introduction:

The Advanced Placement Program (AP) US Government and Politics is a semester long college level course that explores the formal and informal structure of the US Government and the politics that influence its implementation. The purpose of this course goes beyond the normal expectations and requires analysis and the interpreting of literature and data on how our government functions. Students who take this course should note that you will be required do at least 1 to 2 hours of homework each night. The ultimate goal for the course is to prepare the students for AP Exam and introduce college level curriculum.

Course Objectives:

Students should gain a greater understanding of:

- the constitutional foundation of the United States government and the general themes of the government.
- the political beliefs, opinions, ideologies and their influence and origin
- how mass media, interest groups and political parties influence the daily functioning of government.
- the institutions that make up US Government and how the bureaucracy functions on a daily basis.
- how public policy is created and the factors that influence the policy agenda.
- the development of civil rights and civil liberties and Supreme Court decisions that have impacted citizens rights.
- how to analyze and interpret data that from various forms of literature. i.e., textbook, supplemental reader, handouts and Internet activities.
- how to analyze primary resources i.e., Federalist Papers, New York Times articles, and OP/ED's.

Teaching Strategies:

The teacher will use lecture and seminar for the majority of daily curriculum. Student will also be exposed to graphic organizers, debates, primary resources and current events. The course will rely heavily on formal assessment, final, midterms and chapter quizzes. Another component is Internet activity, which utilizes government websites and social networking as a source of information and discussion.

Writing Components:

Students will be expected to write on major thematic topics in each unit. The writings should be analytical in thought and should be based on in class lectures and seminars and out of class research and readings. Student should feel confident in their ability to answer Free Response Question on the AP Exam by the end of the course.

Course Readings:

Textbook: Edwards, George C. III, Martin P. Wattenberg, and Robert L. Lineberry.
Government in America: People, Politics, and Policy, 12th ed. New York: Longman, 2006

Supplemental Text: Woll, Peter. *American Government: Readings and Cases*, 16th Edition.
New York: Pearson Longman, 2006.

Grading:

Grades will be based largely on quizzes, chapter tests, and unit exams. Every unit will end with a 50 question multiple choice exam and 2 free response questions. Homework/class work, projects and participation will also be factored into your grade.

Quizzes, tests, exams	33%
Homework/Class Work	33%
FRQ's	33%

A- 100-90

B- 89-80

C- 79-67

D- 66-60

F- 59- 0

Homework:

Although there will not be a huge amount of homework, there will be some from time to time. Homework can include some book work, an internet activity, or a current event activity. Homework is expected to be turned in on the due date and **NO LATE WORK WILL BE ACCEPTED.**

Current Events:

I strongly suggest that you pay attention to current national political events. We will draw on these events to help better understand the political system. Your knowledge of current issues will be beneficial to you. I suggest watching a variety of news shows.

Participation:

To get the most out of this class, you will be expected to participate in lectures and debates. I encourage you to voice your opinion, ask questions, and choose sides in debates. In our discussions I expect you to act civil and treat each other and other's opinions with respect.

Course Outline:

Unit 1: Constitutional Underpinnings (2 weeks): Chapters 1-2 and, assigned Woll Readings

- Origins of the Constitution
- Principles of the Constitution
 - Checks and Balances
 - Separation of Powers
 - Limited Government
 - Judicial Review
 - Changing the Constitution
- Introduction to Free Response Questions (FRQs)
 - Examples of questions
 - List
 - Identify
 - Describe/Discuss
 - Analyze
 - Explain
 - Compare
 - Contrast
 - Evaluate

Unit 2: Federalism (1 Week): Chapter 3 and assigned Woll Readings

- Discussion of Federalist 51
- Federalism
- States Rights vs. Mandates
 - Analyzing Fiscal Dependency and Federal Grants in Aid
- Group presentations on the effects of Federalism on States' Rights
 - Enumerated Powers vs. Implied Powers
 - 10th Amendment vs. Supremacy Clause
 - McCulloch v. Maryland (1819)
 - Gibbons v. Ogden
 - "Full Faith and credit"
 - Cooperative Federalism v. Dual Federalism

Unit 3: Political Culture, Attitudes, Ideology, Participation (3 Weeks): Chapters 6, 9-10 and assigned Woll Readings

- The American people and how they feel about their government.
 - Public Opinion
 - Ideology
- The process of American Political Socialization
- Public opinion shaping society
- Voting behavior and the ways citizens participate in government.
 - Analyzing Voter Turnout and Demographic Trends
 - Analyzing Changing Patterns in Voting
- American Political Ideology

Unit 4: Interest Groups/Political Parties/Media (3 Weeks): Chapters 7,8 and 11 and assigned Woll Readings

- Types of Interest Groups
- Tactics of Interest Groups
- Who joins an Interest Group
- PACs
 - PAC Money – Who Gets What
- Federalist 10
- The Rise, Functions and Impact of Political Parties
- What is Mass Media?
 - Media and Public Opinion
 - Effect of Mass Media on Politics

Unit 5: Institutions (4 Weeks): Chapters 12-16 and assigned Woll Readings
Congress

- Powers
- Organization and Structure
- Influence
- Legislative Process
- Problems and Criticisms
 - Incumbency Advantage
 - Analyzing the 2006 and 2010 National Election
 - Fund Raising

Executive Branch

- Powers and Roles
 - Growth of Presidential Power
- Organization and Structure
 - Presidential Cabinet
- Relationship w/ Other Branches
- Influences

Supreme Court

- Powers and Roles
 - Review Major Supreme Court Cases (Marbury v. Madison etc...)
- Organization and Structure
 - Federal Judges and Attorneys
- Relationship w/ Other Branches
- Problems and Criticisms
 - Judicial Activism v. Judicial Restraint
- Influences

Unit 6: Policy and Bureaucracy (2 weeks): Chapters 18, 20 and assigned Woll Readings

- Policy Agenda: Influences
- Taxing and Spending
 - Analyzing Federal Revenues and Expenditures
 - Budgeting Activity
- How Policy is Made and Carried Out
 - Analyzing surpluses, deficits, and national debt
 - Health care policy
 - Environmental policy
 - Education policy
- Organization and Structure of Bureaucracy
- Major Policy Types
 - Foreign Policy

Unit 7: Civil Rights and Civil Liberties (3 weeks): Chapters 4-5 and assigned Woll Readings

- Bill of Rights
 - Freedom of Speech
 - Freedom of Religion
 - Freedom of the Press
 - Right to Petition and Assembly
- Equal Rights and Equal Protection
- Barriers to Voting
 - Literacy Test ect...
- Major Court Cases
 - Gideon v. Wainwright
 - Schenck v. United States
 - Miranda v. Arizona
- Rights of an Accused Person
 - Arresting, Questioning, and Imprisonment

AP Exam Review (1 Week)

- AP Course Outline Review
- Free-Response Writing Guide and Possible topics
- Charts/Data analysis Work Shop



Request Form for New Course and/or Textbook(s)/Materials(s)

- ☒ Change of Text ☐ Add as a Supplement ☐ Existing textbook/reordering
☐ Text for New Course ☐ English Learners/Committee Compliance [Currently not listed on textbook list]
☐ NEW COURSE: _____

For use beginning with the semester of:

☒ Fall ☐ Spring Year 2016-2017

This form will provide the Board of Trustees, administration, and teachers an overview of the strengths this proposed textbook(s)/material(s) will support a particular course.

Textbook(s)/Material(s) Title Krugman's Macroeconomics for AP

Author Margaret Ray and David Anderson Publisher Worth Publishers 2015

Copyright 2015

Price \$ \$120.00 (depending on supplier)

School Lindhurst High School

Teacher/Department Requesting Social Science/Bill Priddy

Funding Source LCAP

Grade Level(s) 12th Grade Advanced Placement

Title of Course/Subject MACROECONOMICS (Advanced Placement)

Course Description(s) Covered:

The purpose of an AP course in Macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places particular emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics.

GRADE LEVEL: 12

PREREQUISITE: Recommendations from 11th Grade English and Social Science teachers. Students must also possess advanced reading and writing skills.

CREDITS: Economics

Does this textbook(s)/material(s) cover the content standards?

- ☒ Yes, thorough coverage/alignment
☐ Yes, moderate coverage/alignment

Will this textbook(s)/material(s) be used at all MJUSD high schools?

☒ Yes ☐ No

If no, why not? Currently the class is not offered at Marysville High School, but if offered, this would be the textbook for the MJSUD high school classes.

Has the decision to request this textbook(s)/material(s) been discussed by all MJUSD high schools?

☒ Yes ☐ No

If no, why not? _____

Are there sections and/or passages in the textbook(s)/material(s) a parent/guardian or student may find objectionable?

☐ Yes ☒ No

If yes, **explain in detail:** (Violence: How much? What kind? (guns, fighting, knives, swords, etc./Profanity: sexual expressions, inappropriate verbiage and/or innuendoes, etc. _____)

List Major Content Standard(s) Covered:

See attached.

Example:

Reading/Language Arts -

Gr. 9: Literary Response and Analysis: 3.3, 3.6, 3.10
Writing Strategies: 1.1, 1.5, 1.7, 1.8

History-Social Science -

Grade 12: Principles of American Democracy: 12.1 - #1, #2, #6
Principles of Economics: 12.2 - #2, #3, #8, #10

Prerequisites/Guidance Information:

Graduation Requirement:

☒ Yes

☐ No

UC/CSU Credit:

☒ Yes

☐ No

Is this an elective class?

☐ Yes

☒ No

Course Length 1 semester

Credits 5.0

Additional comment(s) teacher/department would like to express in support of their decision to choose the proposed textbook(s) or basic learning material(s) _____

I hereby verify the textbook(s)/material(s):

- meets the legal compliance requirements of Education Code Sections 60040-60047,
- supports MJUSD standards for this course, and
- meets the intent of Board Policy 6205

Department Chairperson:

Robert Johnson

Stephanie

1-11-15

Date

Principal Approval:

1st [Signature]

[Signature] (MRS)

12-12-15

Date

Approval:

Lennie Tate

Lennie Tate, Executive Director of Educational Services

2-11-16

Date

☒ Approved ☐ Denied

7/14/05
revised 6/3/11



PRICE QUOTE

Price Quote good for 90 days. Please attach a copy of this price quote to your purchase order. Price increases occur each November

CUSTOMER CONTACT:	SALES REPRESENTATIVE:	WAREHOUSE CONTACT:
Billy Priddy Lindhurst High School Olivehurst, CA 95961 bpriddy@mjud.com	Johnna Reitz High School Account Representative Bedford/St. Martin's, W.H. Freeman, & Worth Publishers 206-295-2019 Jreitz@bfwpub.com	MPS 16365 James Madison Highway Gordonsville, VA 22942 Toll Free: 540-672-7744 Fax: 540-672-7542 Email: highschool@mps virginia.com

Date: 12/15/2015


ISBN	Author	Title/Description	Price	Qty	Total
97814641422	Margaret Ray	AP Macroeconomics, 2nd Edition	\$125.00	36	\$4,500.00
FREE:					
Please include on your PO and write next to it:					
JR220					
1464155755	Margaret Ray	ExamView Assessment Suite for Macroeconomics for AP, 2nd Edition	\$200.00	1	\$0.00
1464155798	Margaret Ray	Teachers Edition for AP Economics, 2nd Edition	\$170.00	1	\$0.00
1464155801	Margaret Ray	Teacher's Resource Flash Drive for AP Economics, 2nd Edition	\$400.00	1	\$0.00
Subtotal					\$4,500.00
Continental US					0.02
TOTAL					\$4,590.00

NOTE: Competition in providing the above named products is precluded by the existence of a copyright. There are no like products available for purchase that serve the same purpose because of exclusive distribution/marketing rights. These products should be purchased directly from BFW (MPS) or its approved depositories. Purchases from any other source would not ensure the item's authenticity/warranty. Unapproved 3rd party vendors cannot provide packages, digital materials or teacher materials. BFW (MPS) cannot provide these items to a school if the student edition has been purchased through a third party. We are the sole source for these items and packages.

IMPORTANT - if adopting an edapttext please see below when creating PO

****edapttext package price is contingent on the purchase of the print books****

Upon adoption of edapttext, a school contact MUST be provided. Please fill in the information below.

 EDUCATIONAL ADAPTABLE TEXTBOOK Powered by COPIA	The information in YELLOW is required in order to set up your course for use. On your purchase order, please designate a contact for us to reach out to, in order to launch your edAPtext course. Please provide the following information (REQUIRED).		
http://highschool.bfwpub.com/catalog/microsite/edapttext	Technology Administrator:	Email:	Phone Number:
	Teacher:		
	School Name:		
	Contact Name:		

Prepared L.Fratz

Search:

Books

Go

Advanced Search

Home > Books

Macroeconomics for AP* by David A. Anderson and Margaret

Ray (2015, Hardcover) (Hardcover, 2015)

Author: David A. Anderson, Margaret Ray

Price: \$120.00

Seller: furball221 (152 ★) 100%

► View other items from this seller on eBay

► Back to Main Product Page



Choose a Shipping Method

☒ Media Mail + \$3.99

Add to cart

This item ships from **Hamilton, NJ**

Buying Info Details & Specs Related Products On eBay

Seller's Description

Condition: Brand New

Seller's Comments:

Full Description:

Format: Hardcover

ISBN-10: 1464142289

ISBN-13: 9781464142284

Publisher: Worth Publishers, Incorporated

560 pages

Edition: 2

Language: English

* Actual items for sale may vary from the above information and image.

Do you think this item is in violation of the Half.com Listing Policies? Report the violation.

View the Half.com Listing Policies.

SAVE on Shipping
Find out how...

Rate this product





Save My Ratings

Certain data records © 2015 Bowker. Rights in cover images reserved by owners.

 has more for you...

 Shopping.com
Compare product prices
and stores

 StubHub
Buy and sell all kinds of
event tickets

 eBay Classifieds
Free and friendly local
classifieds

[Home](#) | [Books](#) | [Textbooks](#) | [Music](#) | [Movies](#) | [Games](#)

[Shops](#) | [Affiliate Programs](#) | [Announcements](#) | [Site Map](#)

Copyright © 1999-2015 Half.com Inc. All Rights Reserved. Designated trademarks and brands are the property of their respective owners. Use of this web site constitutes acceptance of the eBay User Agreement and Privacy Policy.

12

AP Macroeconomics Syllabus

Lindhurst High School

Introduction:

AP Macroeconomics emphasizes economic principles as applied to the economy as a whole. Lessons include an analysis of national income and its components, economic indicators, inflation and unemployment, money and banking, stabilization policies, and the United States' role in world trade.

Text:

Ayers, Robert M and Robert A. Collinge. Economics: Explore and Apply. Pearson Prentice-Hall, 2005.

Supplementary Reading:

Local Newspaper Articles, Wall Street Journal, Various Financial Magazines

Teaching Strategies:

The teacher will use lecture and seminar for the majority of daily curriculum. Student will also be exposed to graphic organizers, debates, primary resources and current events. The course will rely heavily on formal assessment, final, midterms and chapter quizzes. Another component is Internet activity, which utilizes government websites and social networking as a source of information and discussion.

Writing Components:

Students will be expected to write on major thematic topics in each unit. The writings should be analytical in thought and should be based on in class lectures and seminars and out of class research and readings. Student should feel confident in their ability to answer Free Response Question on the AP Exam by the end of the course.

Grading:

Grades will be based largely on quizzes, chapter tests, and unit exams. Every unit will end with a 50 question multiple choice exam and 2 free response questions. Homework, classwork, projects and participation will also be factored into your grade.

Quizzes, tests, exams	60%
Homework/Class Work	20%
Projects	20%

A- 100-90

B- 89-80

C- 79-67

D- 66-60

F- 59- 0

Homework:

Although there will not be a huge amount of homework, there will be some from time to time. Homework can include some book work, an internet activity, or a current event activity. Homework is expected to be turned in on the due date and **NO LATE WORK WILL BE ACCEPTED.**

Current Events:

I strongly suggest that you pay attention to current national political economic policy. We will draw on these events to help better understand the economic system. Your knowledge of current issues will be beneficial to you. I suggest watching a variety of news shows.

Participation:

To get the most out of this class, you will be expected to participate in lectures and debates. I encourage you to voice your opinion, ask questions, and choose sides in debates. In our discussions I expect you to act civil and treat each other and other's opinions with respect.

Unit 1: An Introduction to Economics (4 weeks): Chapters 1-4**Topic 1: Basic Economic Concepts**

- Scarcity: What is it? Why is it so important to economic thought?
- Opportunity Cost: Define and compute it. Why can it never be avoided?
- Production Possibilities: Construct and interpret production possibilities schedules, and graphs; relate production possibilities curves to the issues of scarcity, choice, and cost. Why are most PPC's bowed out?
- Specialization and Comparative Advantage: Define and calculate absolute and comparative advantages for production exchange.
- Functions of Any Economic System
 - Answer the questions: What to produce? How to produce? For whom to produce?
 - Define ways societies determine allocation, efficiency, and equity.

Topic 2: Demand, Supply, and Price Determination

- Demand: Define and illustrate demand through schedules and graphs.
 - Distinguish between change(s) in quantity demanded and change(s) in demand.
 - Examine the inverse relationship existing between quantity demanded and price.
 - Evaluate the Law of Demand.
 - Identify and explain the variables that cause a change in demand.
 - Illustrate graphically a change in demand versus a change in quantity demanded.
- Supply: Define and illustrate supply through schedules and graphs.
 - Distinguish between change(s) in quantity supplied and change(s) in supply.

- Examine the direct relationship existing between quantity supplied and price. Evaluate the Law of Supply.
- Identify and explain the variables that cause a change in supply.
- Illustrate graphically a change in supply versus a change in the quantity supplied.
- Equilibrium Price and Quantity: Define and illustrate equilibrium through schedules and graphs.
 - Define and illustrate surpluses and shortages.
 - Define the effects of surpluses and shortages on prices and quantities.
 - Interpret the effects of a price floor and price ceiling on equilibrium price and quantity.
 - Introduction to market failures: lack of competition, externalities, and public goods.

• **Unit 2: Measurement of Economic Performance (4 weeks): Chapters 5-7**

Topic 1: Gross Domestic Product and National Income Concepts

- Measuring GDP, Four-Sector Circular Flow Model, and Flow Versus Stock.
 - Expenditure approach $[C+I+G+(X-IM)]$ where: C = Personal Consumption Expenditures, I = Gross Private Investment, G = Government Consumption Expenditures, and Gross Investment $X - IM =$ Net Exports
- Income Approach $(W+I+R+P)$ where:
 - W = Compensation of Employees, I = Net Interest, R = Rental Income of Persons, P = Profits (Non-income adjustments)
- Problems with calculating GDP: Nonmarket transactions, distribution, kind and quality of products.
- Changing Nominal GDP (NGDP) to real GDP (RGDP): How and why?
- Other national accounts: net national product (NNP), national income (NI), personal income (PI), and disposable income (DI).

Topic 2: Unemployment and Business Cycles

- The RollerCoaster: the four phases of the business cycle.
- Total Spending and How It Affects the Business Cycle.
- Unemployment: Defined.
- Problems with Unemployment Rate: Who is and isn't counted?
- Types of Unemployment
 - Seasonal, Frictional, Structural, Cyclical
 - Which type(s) affect the unemployment rate?
- Full Employment: What is it? What are the implications if achieved?
- The GDP Gap: Explaining lost potential.

Topic 3: Inflation

- The Meaning and Measurement of Inflation.
- The Consumer Price Index (CPI) and how it is computed.
- Problems with the CPI.

- Other Indexes: Producer Price Index
- Consequences of Inflation: shrinking incomes, changes in wealth, effect on interest rates.
- DemandPull and CostPull Inflation
-

Unit 3: Macroeconomic Theory and Policy (6 weeks): Chapters 8-14

Topic 1: The Classical Theory and Keynesian Theory: An Introduction

- The Role of the Consumption Function.
- Marginal Propensities to Consume and Save
- Why the Consumption Function Shifts and How it Affects Aggregate Demand.
- The Role of the Investment Function.
- Why is Investment Demand Unstable?
 - Expectations.
 - Technological Change.
 - Capacity utilization
- Investment as an Autonomous Expenditure.
- Graphing the Aggregate Expenditure Function.

Topic 2: Keynesian Model in Action

- Government Spending and How It Affects Aggregate Demand.
- Adding International Trade to the Aggregate Expenditure Model.
- The Spending Multiplier: the math and its effects.
- Recessionary and Inflationary Gaps: a graphing exercise.

Topic 3: Aggregate Demand and Supply: National Income and Price Determination

- Aggregate Demand Curve: Reasons for its Shape.
 - Real balances effect
 - Interest rate effect
 - Net export effect
- Non price-level Determinants of Aggregate Demand.
- Aggregate Supply Curve:
 - Classical view
 - Keynesian view
 - Changes in equilibrium price and quantity with the three ranges
- Macroeconomic equilibrium

Topic 4: Fiscal Policy/Public Sector

- Discretionary Fiscal Policy.
 - Changes in government spending
 - Changes in tax rates
 - Balance budget multiplier
- SupplySide Policies
- Laffer Curve
- Government Size and Growth
 - Financing budgets
 - Government expenditure patterns

- Type of Taxation
 - Progressive
 - Proportional
 - Regressive
- Federal Deficits and the National Debt
 - The Federal Budget Balancing Act
 - Gramm Rudman Hollings Act
 - Line-item veto
 - Budget ceiling
- Should we worry about deficits or the debt?

Topic 5: Money, Banking, the Financial Sector, and Monetary Policy

- Three Functions of Money
- What Stands Behind the U.S. Dollar?
- The Three Money Supply Definitions:
 - M1: most narrowly defined money supply
 - M2: adding near monies to M1
 - M3: adding large time deposits to M2
- Financial Assets: Money, Stocks, Bonds
 - Time value of money (present and future value)
 - Banks and creation of money
 - Money demand
 - Money market
 - Loanable funds market
- The Federal Reserve System (FED)
 - Origins and organizational Structure
 - Powers of the FED
 - Controlling the money supply
 - Clearing Checks
 - Supervising and regulating the banks
 - Loaning currency to banks
 - Acting as the bank for the U.S. government
 - Tools of the FED
 - Open market operations
 - Discount rate
 - Reserve requirement
- The Money Multiplier
 - Theory versus reality
- Monetary Policy Shortcomings
 - Money multiplier inaccuracies
 - Lags in policy effects
- Monetary Policy
 - The demand for money and how it may affect interest rates.
 - How monetary policy affects prices, output, and employment.
 - The Monetarist view of money ($MV=PY$)
 - A comparison of views: Monetarist, Keynesian, and classical economists.

Topic 6: The Phillips Curve and Expectations Theory

- What is the Phillips Curve?
 - In the short run.
 - In the long run.
- Rational Expectations Theory
 - Can it work?

Unit 4: Economic Growth and Productivity (1 week): Chapters 11 and 12

Topic 1: Raising Productivity: Real Output and Capital Formation

- Human Capital Formation
- Physical Capital Accumulation
- Research and Development, Technological Progress
- Public Policy and Long Run Economic Growth

Unit 5: The International Economy (3 weeks): Chapters 27, 28

Topic 1: International Trade and Finance

- Why Nations Trade at All
- Comparative and Absolute Advantage
- Free Trade Versus Protectionism
 - Arguments for free trade
 - Arguments against free trade
- The Balance of Payments
 - Current account
 - Capital account
 - International debt of the United States
- Exchange Rates
 - Supply and demand for foreign exchange
 - Current fluctuations
 - Appreciation and depreciation
 - Graphing currency changes

Topic 2: Comparative Economic Systems

- Basic Types of Economic Systems
 - Traditional, command, and market economies – defined and analyzed.
 - The mixed economy of today.
 - Capitalism and socialism: basic tenets.
 - Comparing the systems.
- Comparing Developed and Developing Countries
 - Classifying countries by GDP per capita
 - Problems with classification
 - How to sustain economic growth in developing countries.
 - National resources
 - Policy making
- Implications for a changing world



Approved by the Board of Trustees at the _____ board meeting.

Request Form for New Course and/or Textbook(s)/Materials(s)

- ☒ Change of Text ☐ Add as a Supplement ☐ Existing textbook/reordering
☐ Text for New Course ☐ English Learners/Committee Compliance [Currently not listed on textbook list]
☐ NEW COURSE: _____

For use beginning with the semester of:

☒ Fall ☐ Spring Year 2016-2017

This form will provide the Board of Trustees, administration, and teachers an overview of the strengths this proposed textbook(s)/material(s) will support a particular course.

Textbook(s)/Material(s) Title TEMAS, AP ^{Spanish} Language and Culture

Author Frisancho, Redmon, Bravo

Publisher Jose A. Blanco

Copyright 2014 Price \$85.00 (Textbook and Supersite Plus Code)

School Lindhurst High School Teacher/Department Requesting World Languages/Maria Lamas

Funding Source LCAP Grade Level(s) 10th - 12th Grade Advanced Placement

Title of Course/Subject AP Spanish Language

Course Description(s) Covered

AP Spanish Language (CSU/UC)

This language course covers the equivalent of a third year college course in advanced Spanish writing and conversation. It encompasses aural/oral skills, reading comprehension, grammar, and composition.

GRADE LEVEL: 10-12

PREREQUISITE: Spanish III with a "B" or better or Native speakers that pass the entrance exam with an 80%.

CREDITS: Fine Arts, Foreign Language

Does this textbook(s)/material(s) cover the content standards?

- ☒ Yes, thorough coverage/alignment
☐ Yes, moderate coverage/alignment

Will this textbook(s)/material(s) be used at all MJUSD high schools?

☒ Yes ☐ No

If no, why not? The course is not currently taught at Marysville High School but if taught, this would be the agreed upon text.

Has the decision to request this textbook(s)/material(s) been discussed by all MJUSD high schools?

☒ Yes ☐ No

If no, why not? _____

Are there sections and/or passages in the textbook(s)/material(s) a parent/guardian or student may find objectionable?

☐ Yes ☒ No

If yes, **explain in detail:** *(Violence: How much? What kind? (guns, fighting, knives, swords, etc./Profanity: sexual expressions, inappropriate verbiage and/or*

Please contact Mong Yang(749-6161) if you have any questions or need assistance.

List Major Content Standard(s) Covered:

See course syllabus (attached).

Example:

Reading/Language Arts -

Gr. 9: Literary Response and Analysis: 3.3, 3.6, 3.10

Writing Strategies: 1.1, 1.5, 1.7, 1.8

History-Social Science -

Grade 12: Principles of American Democracy: 12.1 - #1, #2, #6

Principles of Economics: 12.2 - #2, #3, #8, #10

Prerequisites/Guidance Information:

Graduation Requirement:

☐ Yes

☒ No

UC/CSU Credit:

☒ Yes

☐ No

Is this an elective class?

☐ Yes

☒ No

Course Length 1 year

Credits 10.0 credits

Additional comment(s) teacher/department would like to express in support of their decision to choose the proposed textbook(s) or basic learning material(s)

I hereby verify the textbook(s)/material(s):

- meets the legal compliance requirements of Education Code Sections 60040-60047,
- supports MJUSD standards for this course, and
- meets the intent of Board Policy 6205.

Department Chairperson:

Maria E. Lamas

12-17-15

Principal Approval:

1st John LHS

12-17-15

Date

John MHS

Date

Approval:

Lennie Tate

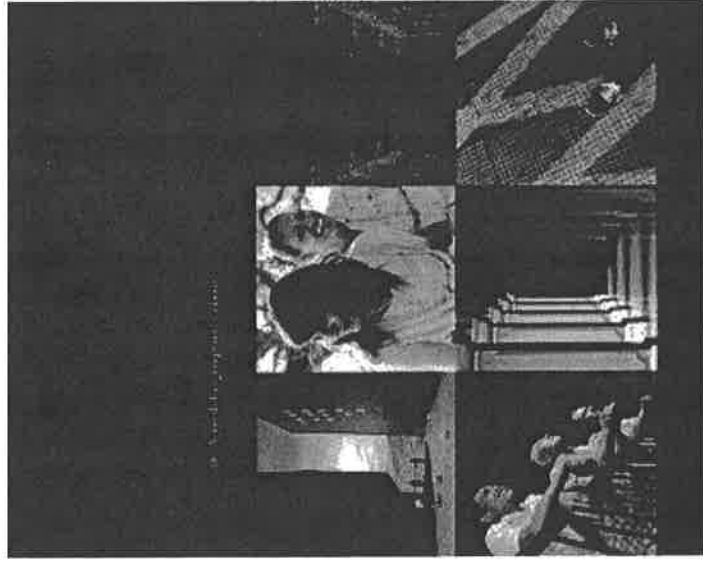
2-11-16

Lennie Tate, Executive Director of Educational Services

Date

☒ Approved

☐ Denied



21

Temas

AP[®] Spanish Language and Culture

© 2014

AP and Advanced Placement Program are registered trademarks of the College Board, which was not involved in the production of, and does not endorse, this product.

hardcover | 8.5 x 10.5 inches | downloadable eBook available
6 chapters | 500 pages

[Overview](#) [Contents](#) [Components](#) [Sample lesson](#) [Supersite Technology](#)

Description

Overview

“ I am in love with this new text! I feel like I have a solid starting block for the new AP course next year! ”

Amelia Eastin

Midview High School, Grafton, OH

NEW! College Board-approved
sample syllabus (<http://vistahigherlearning.com/temas-syllabus>)

Correlation to the AP® Spanish Language and Culture Exam Formats (http://vistahigherlearning.com/media/pdf/temas_correlations.pdf)

Pacing Guide (http://vistahigherlearning.com/media/pdf/temas_pacing_guide.pdf)

Get started with Temas—watch these training videos (<http://vistahigherlearning.com/ap-spanish>)

Watch the program video tour (<http://go.vistahigherlearning.com/secondary-program-videos#temas>).

Targeted

Built for the new course, units focus on the themes and recommended contexts from the College Board's AP® Spanish Language and Culture curriculum framework.

Fresh

Contemporary source material from the Spanish-speaking world — print, short films, and audio — provide an engaging, authentic environment for learning.

Comprehensive

Integrated grammar and extensive cultural coverage support interpretive, interpersonal, and presentational communication skill development.

Program Features

- **Authentic Media:** High-quality readings, short films, and audio broadcasts from a variety of sources—informational, journalistic, and literary.
- **AP® Testing Formats:** Practice in the interpretive, interpersonal, and presentational modes, including the same formats as the new exam.
- **Essential Questions:** Themes and contexts are organized around Essential Questions that drive student learning throughout all units.
- **Cultural Connections:** Thematically-based readings specifically address the cultural component of the new exam.
- **Language Support:** Grammar, vocabulary, spelling, and punctuation skills are reinforced in print and online.
- **Strategies:** Reading, writing, listening, and speaking strategies help students tackle challenging material.
- **Online Communication Tools:** The three modes of communication can be practiced in real time and assessed at your convenience.
- **eBook** (<http://vistahigherlearning.com/new-supersite/interactive-texts/>)—a downloadable electronic text for offline reading on the iPad®
- Plus, iPad®-friendly* Supersite and vText access

**Students must use a computer for audio recording and select presentations and tools that require Flash or Shockwave.*

- Live Chat to connect with students in real time, without leaving your browser:
 - Instant messaging
 - Audio chat
 - Video chat

Learn more (<http://vistahigherlearning.com/educators/secondary/spanish-programs/preparing-for-the-ap-spanish-language-and-culture-exam.html>) about the definitive test prep for the new exam.

Contents


Components

[Sample lesson](#)

[Supersite Technology](#)

[Educators \(http://vistahigherlearning.com/educators\)](http://vistahigherlearning.com/educators) | [Students \(http://vistahigherlearning.com/students\)](http://vistahigherlearning.com/students) | [About](#)

<http://vistahigherlearning.com/about> | [Contact \(http://vistahigherlearning.com/contact/contact-us?store\)](http://vistahigherlearning.com/contact/contact-us?store)

[Subscribe! It's worth it. \(http://vistahigherlearning.com/opt-in/\)](http://vistahigherlearning.com/opt-in/)  |

Stay Connected

 <https://www.facebook.com/vistahigherlearning?ref=bookmarks>  https://twitter.com/vhl_online

 <https://www.youtube.com/user/vhlonline/>  <https://instagram.com/vistahigherlearning/>

 <https://www.linkedin.com/company/vista-higher-learning/>

Copyright © 2015 Vista Higher Learning, Inc. All rights reserved

[Site Map \(http://vistahigherlearning.com/catalog/seo_sitemap/category/\)](http://vistahigherlearning.com/catalog/seo_sitemap/category/) | [Terms of Use \(http://vistahigherlearning.com/terms-of-use\)](http://vistahigherlearning.com/terms-of-use) | [Privacy Policy](#)

<http://vistahigherlearning.com/privacy-policy/>

AP[®] Spanish Language and Culture

Sample Syllabus 1

Syllabus 1029710v1



Curricular Requirements	Page(s)
CR1 The teacher uses the target language almost exclusively in class and encourages students to do likewise.	1
CR2a Instructional materials include a variety of authentic audio and video recordings.	15, 17
CR2b Instructional materials include a variety of authentic nonliterary texts such as newspaper and magazine articles.	17
CR2c Instructional materials include a variety of authentic literary texts.	10, 17
CR3a The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.	2, 3, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 16
CR3b The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.	3, 5, 13
CR4a The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual, and audiovisual materials.	4, 6, 8, 11, 13, 14, 15, 16
CR4b The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.	3, 4, 6, 7, 8, 9, 10, 11, 13, 15, 16
CR5a The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.	2, 6, 9, 11, 13, 15
CR5b The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.	3, 4, 6, 7, 8, 16
CR6a The course explicitly addresses the Global Challenges theme.	12
CR6b The course explicitly addresses the Science and Technology theme.	4
CR6c The course explicitly addresses the Contemporary Life theme.	14
CR6d The course explicitly addresses the Personal and Public Identities theme.	2
CR6e The course explicitly addresses the Families and Communities theme.	7
CR6f The course explicitly addresses the Beauty and Aesthetics theme.	9
CR7 The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.	3, 4, 10, 13, 14, 15
CR8 The course provides opportunities for students to make comparisons between and within languages and cultures.	4, 11, 15
CR9 The course prepares students to use the target language in real-life settings.	1, 6

Course Overview

The AP Spanish Language and Culture course is a rigorous course taught exclusively in Spanish that requires students to improve their proficiency across the three modes of communication [CR1]. The course focuses on the integration of authentic resources including online print, audio, and audiovisual resources, as well as traditional print resources that include literature, essays, and magazine and newspaper articles with the goal of providing a rich, diverse learning experience. Students communicate using rich, advanced vocabulary and linguistic structures as they build proficiency in all modes of communication toward the pre-advanced level.

CR1—The teacher uses the target language almost exclusively in class and encourages students to do likewise.

Organization

The course is divided into thematic units which are further based on recommended contexts and guided by essential questions. Corresponding cultural elements are integrated into the study of the units, and activities are directed with those cultural connections in mind. Discussion of the topics completely in Spanish is a requirement for this course. It is assumed that students have previously been exposed to advanced language structures in the courses leading up to the AP Spanish Language and Culture course; however, review of the mechanics is done within the contextual framework of each unit as needed.

Real-Life Language and Culture [CR9]

Students are required to engage in real-life activities outside the classroom to enrich their Spanish language and culture experiences. They complete entries that interest them throughout the year for their *Language and Culture Portfolio*. Options include but are not limited to: attending an art exhibit, musical show or play; preparing a meal while following recipes written in Spanish; regular correspondence through email, Skype or Face Time with heritage speakers in a Spanish-speaking country; viewing of important events involving target language speakers, such as a president's acceptance speech or a national celebration of a country's independence; and visits to university campuses for special events, hosting a student from a Spanish-speaking country; visiting area businesses and learning about opportunities with Spanish; teaching Spanish to area EMS/firefighters as part of their service for the *Sociedad Honoraria Hispánica*, and more. Students must provide acceptable evidence of their engagement as described in the *Language and Culture Portfolio Guidelines*.

CR9—The course prepares students to use the target language in real-life settings.

A Tool for Students within the Unit

Tabla de noticias:

Ongoing assignment (14 entries turned in monthly) to support all units all the time. (Note: I use two documents (Instructions and Table) available on the AP Spanish Language and Culture Community Site under Resources.) Students regularly connect to

authentic resources outside of class which accompany the complete list of themes and recommended contexts, as well as essential questions. This ongoing assignment leads to class discussions exploring themes, contexts, and vocabulary learned once TABLAS are returned.

Unit One: *El individuo y su identidad*

Theme: Personal and Public Identities / *Las identidades personales y públicas*[CR6d]

Contexts Covered:

- Alienation and Assimilation / *La enajenación y la asimilación*
- Heroes and Historical Figures / *Los héroes y los personajes históricos*
- National and Ethnic Identities / *La identidad nacional y la identidad étnica*
- Personal Beliefs / *Las creencias personales*
- Self-Image / *La autoestima*

CR6d—The course explicitly addresses the Personal and Public Identities theme.

Essential Questions:

- ¿Cómo se expresan los distintos aspectos de la identidad en diversas situaciones?
- ¿Cómo se desarrolla la identidad de una persona a lo largo del tiempo?
- ¿Cómo influyen la lengua y la cultura en la identidad de la persona?

Connections also to the themes of: *Los desafíos mundiales, La vida contemporánea, Las familias y las comunidades*

Activate Prior Knowledge to Explore the Theme: Spoken Interpersonal and Presentational Communication

1. Whole class: Discussion to explore this unit's theme and recommended contexts based on questions such as:

- ¿Qué es un héroe?
- ¿Cómo describirían su identidad nacional?
- ¿Es la identidad étnica tan importante como la identidad nacional?
- ¿Cuáles son sus creencias personales? ¿Cómo se formaron? [CR3a]

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

2. Think/Pair/Share Activity: Students think of an Hispanic hero in the U.S. and identify the contributions s/he has made for the well being of our society. After discussing in pairs, students share with the class as a whole. [CR3a] & [CR5a]

CR5a—The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.

Explore Personal Beliefs About Self-image: Written Interpersonal communication; formative assessment

Students write in a blog on the teacher's website to answer the following questions: ¿Por qué es importante la autoestima de una persona? ¿Cómo afecta el destino de la persona?

Students are required to engage in an extended written discussion with at least one of their classmates via the blog. **[CR3b]**

Connecting to Authentic Resources: Audio, Visual, and Audiovisual Interpretive Communication, Written and Print Interpretive Communication

1. As a homework assignment, students access the following audio visual/written resource from *BBCmundo.com* ("*EE.UU. y la educación: la batalla de una familia de inmigrantes*") to learn about problems that immigrant parents face helping their children with schoolwork and what this family defines as a new form of racism: www.bbc.co.uk/mundo/noticias/2011/09/110916_video_nuevo_mexico_cristian.shtml. **[CR4b]**

To help guide the students, they first read over the following questions:

- ¿Cómo te ayudaban tus padres con las tareas cuando estabas en la escuela primaria?
- ¿Cómo han participado tus padres en tus actividades escolares por los años?
- ¿Es esta participación importante para tus padres y para ti? Explica tu respuesta.

Students share out their responses to these questions in think-pair-share groups and are also encouraged to add their own opinions. **[CR3a]**

After viewing the news report, students participate in an interactive conversation recording using Interactive Conversations through CLEAR, from Michigan State University: <http://clear.msu.edu/teaching/online/ria/>. This is then assessed using the AP World Language and Culture scoring guidelines for Spoken Interpersonal Communication. During class discussion the next day, they present reactions to these questions:

- ¿Cómo es la autoestima de estos padres en este video con respecto a su habilidad de ayudar a su hijo a tener éxito en sus estudios?
- Si fueras capaz de realizar cambios como oficial de la escuela, ¿qué harías para mejorar la situación de las familias que se encuentran en esta situación?

2. Students read and view the following news article and photos from *el Nuevo Herald*: www.elnuevoherald.com/2012/10/04/1314880/100-latinos-miami-recoge-historias.html, titled "*100 Latinos Miami*" recoge historias de superación y logros de cien hispanos. After reading the article, students write a reflective essay in which they draw conclusions as to how these immigrant Latinos have overcome diversity to reach success and how they can serve as role models for others facing problems such as alienation. As part of this assignment, students are asked to consider—what are the practices and perspectives that are highlighted in this piece? What do these successful Hispanics have in common? **[CR4b], [CR5b] & [CR7]**

CR3b—The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR4b—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR5b—The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

CR7—The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.

3. Speaking Assessment: Students use the Internet to find authentic texts that explore challenges faced by immigrants to Spain. They use a T chart to document comparison of issues facing immigrants in the U.S. and should document sources so that they have them as evidence for Spoken Presentational communication:

Desafíos en los EE.UU.

Desafíos en España

In class, students give an oral presentation in which they address the following prompt: *Compara los desafíos enfrentados por los inmigrantes a los EE.UU. con los inmigrantes a España.* They are evaluated using AP scoring guidelines. **[CR7] & [CR8]**

Unit extension: Film: *La misma luna* (Discussion questions: How is the family unit affected when a parent goes to another country to find work to make a better life for the family? What are the risks? What unforeseen circumstances may arise to delay a family reunion?) **[CR4a]**

Written Presentational Assessment: At the end of the unit, students write a culminating persuasive essay to answer the following prompt: *¿Debe uno asimilar la cultura o guardar su identidad cultural al inmigrar a un país nuevo?* Students listen to an audio about the identity of the new generation of Hispanics in the U.S.: www.bbc.co.uk/mundo/cultura_sociedad/2010/06/100607_video_hispanos_generacion_la_np.shtml and read an article explaining how more than 60% of immigrant children living in Spain do not feel Spanish: www.eluniverso.com/2010/11/04/1/1360/mas-60-hijos-inmigrantes-identifican-como-espanoles.html?p=1360&m=1860. **[CR4b]** They also are given a map showing immigration patterns in various parts of Europe. **[CR4a]** The essay is evaluated using the new exam scoring guidelines. Students consider the unit essential questions as they develop the persuasive essay:

- *¿Cómo se expresan los distintos aspectos de la identidad en diversas situaciones?*
- *¿Cómo se desarrolla la identidad de una persona a lo largo del tiempo?*
- *¿Cómo influyen la lengua y la cultura en la identidad de la persona?*

[CR5b] & [CR8]

Unit Two: Los efectos de la tecnología

Theme: Science and Technology / *La ciencia y la tecnología* **[CR6b]**

Contexts Included:

- Access to Technology / *El acceso a la tecnología*
- Effects of Technology on Self and Society / *Los efectos de la tecnología en el individuo y en la sociedad*
- Health Care and Medicine / *El cuidado de la salud y la medicina*
- Innovations / *Las innovaciones tecnológicas*

CR7—The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.

CR8—The course provides opportunities for students to make comparisons between and within languages and cultures.

CR4a—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual, and audiovisual materials.

CR4b—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

CR5b—The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

CR6b—The course explicitly addresses the Science and Technology theme.

- Natural Phenomena / *Los fenómenos naturales*
- Science and Ethics / *La ciencia y la ética*

Essential Questions:

- ¿Qué impacto tiene el desarrollo científico y tecnológico en nuestras vidas?
- ¿Qué factores han impulsado el desarrollo y la innovación en la ciencia y la tecnología?
- ¿Qué papel cumple la ética en los avances científicos?

Connections also to the themes of: *Los desafíos mundiales, La vida contemporánea, Las familias y las comunidades, La belleza y la estética, Las identidades personales y públicas*

Thematic Vocabulary:

1. In groups of three, students write thematic vocabulary associated with science and technology. Words that are unfamiliar are defined by other students in Spanish.
2. The teacher selects one group to write the identified vocabulary on the white board. Each remaining group follows, only adding those not already listed. The teacher may also add additional vocabulary with which students may not already be familiar.
3. After a discussion, the class decides on a final list. **[CR3a]**

Activate Prior Knowledge to Explore the Theme: Written and Spoken Interpersonal Communication

1. Reflection Log Entry: Students think about the following question and write personal responses in their logs: *¿Qué impacto tienen la tecnología y los avances científicos en mi vida personal?* Then, through journal dialoguing, students engage in an exchange of ideas via a written format with another member of the class. **[CR3b]** This culminates in a full-class discussion on all of the individual perspectives of the students in the class. **[CR3a]**
2. Socratic circle to discuss and reflect on the following questions (students may, of course, add additional questions to the conversation): Spoken Interpersonal Communication
 - ¿Conoces a alguien que no use la tecnología o a quien no le importen los avances tecnológicos? Explica las circunstancias.
 - ¿Cuáles han sido unos avances tecnológicos en el campo de la medicina?
 - ¿Cómo ha afectado la tecnología los resultados y los efectos de los desastres naturales en los años recientes?
 - ¿Cuál es la importancia de la ética con el uso de la tecnología para la investigación biomédica? **[CR3a]**

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR3b—The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

Connecting to Authentic Resources: Audio, Visual, and Audiovisual Interpretive Communication, Written and Print Interpretive Communication

1. As a homework assignment, students access *El genio que humanizó la tecnología* which discusses Steve Jobs from *El País*: http://tecnologia.elpais.com/tecnologia/2012/10/04/actualidad/1349377628_741832.html
Lee el artículo y contesta:
 - ¿Cómo humanizó Steve Jobs la tecnología?
 - ¿Cómo te ha afectado la tecnología de Steve Jobs? [CR4a]
2. Read the text and watch the accompanying video to *Tecnología para mejorar la calidad de la vida de los enfermos crónicos* which discusses how computers improve the quality of life for the terminally ill, and write a brief summary of the main points to use during class discussion. [CR3a] & [CR4b]
3. Listen and take notes from this audio from *Radioteca*: www.radioteca.net/result.php?id=06030015. Students respond to a multiple choice comprehension activity about the human genome and progress in the last ten years. [CR4a]

Making Predictions: ¿Cuáles avances tecnológicos veremos en este siglo?

- In pairs, students identify what they consider to be the greatest challenges in the modern world. [CR3a]
- Using VoiceThread, students think about the conversation from class and answer the following question: ¿Cuál es un avance tecnológico que veremos este siglo para resolver uno de los problemas identificados? [CR5a]

Differentiated Summative Assessment: Assessed using AP scoring guidelines keeping in mind that the focus of the assessment is the Essential Question: ¿Qué impacto tiene el desarrollo científico y tecnológico en nuestras vidas?

Option one:

Students interview someone in their lives who can speak in Spanish about his/her youth without cell phones, computers for creating texts, Internet for news, research, etc. This could be a teacher, a family member or friend, or a member of the local Spanish speaking community. [CR9] Students compile a list of questions that they want to ask ahead of time and share them with other students for feedback and with the teacher if they still have any questions. The person interviewed will be able to give students a clear idea of how different life was. [CR3a] Then, students write an essay on how their lives would be different in both a positive and negative way if they did not have the technology today. Students will cite evidence from the interview and/or other information gathered. [CR5b]

CR4a—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual, and audiovisual materials.

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR4b—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

CR5a—The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.

CR9—The course prepares students to use the target language in real-life settings.

CR5b—The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

Option two:

Students research hurricanes and tornados that occurred before the Internet Age and advances in technology. Then, they research technologies available for identifying and predicting tornadoes and hurricanes today. **[CR4b]** Finally, citing their sources, they write a persuasive essay telling how outcomes may have been different in those early natural disasters if they had the technology we have today, while citing evidence and synthesizing their research. **[CR5b]**

CR4b—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

Unit Three: *El valor de la familia y la comunidad*

Theme: Families and Communities / *Las familias y las Comunidades* [CR6e]

Contexts Included:

- Customs and Values / *Las tradiciones y los valores*
- Education Communities / *Las comunidades educativas*
- Family Structure / *La estructura de la familia*
- Global Citizenship / *La ciudadanía global*
- Human Geography / *La geografía humana*
- Social Networking / *Las redes sociales*

CR5b—The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

CR6e—The course explicitly addresses the Families and Communities theme.

Essential Questions:

- ¿Cómo se define la familia en distintas sociedades?
- ¿Cómo contribuyen los individuos al bienestar de las comunidades?
- ¿Cuáles son las diferencias en los papeles que asumen las comunidades y las familias en las diferentes sociedades del mundo?

Connections also to the themes of: *Los desafíos mundiales, La vida contemporánea, La belleza y la estética, Las identidades personales y públicas, La ciencia y la tecnología*

Activate Prior Knowledge to Explore the Theme: Spoken Interpersonal Communication

Whole class - Students think about the following questions and respond as fully as possible:

1. ¿Cómo se define una familia?
2. ¿Cómo adquiere una familia o una comunidad sus tradiciones y sus valores?
3. ¿Qué quiere decir la expresión “ciudadanía global”?
4. ¿Qué es una red social y para qué sirve?

[CR3a]

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

Connecting to Authentic Resources: Audio, Visual, and Audiovisual Interpretive Communication, Written and Print Interpretive Communication

1. Read online at La Nación: *Las redes sociales cambiaron para siempre a América Latina* www.nacion.com/2012-10-13/AldeaGlobal/las-redes-sociales-cambiaron-para-siempre-a-america-latina.aspx and be prepared to answer in class:
 - ¿Cómo han cambiado las redes sociales para siempre a Latinoamérica? Da ejemplos.
 - Compara el impacto de las redes sociales en los EE.UU. y en la América Latina, dando ejemplos específicos. [CR4b]
2. Assign this listening to give students another idea of community and the sharing of common goals: www.masvoces.org/Radio-logias-de-Economia-Social-y,4860 Using DropBox from CLEAR audio technologies, have students describe *Can Cases* (about a cooperative living community in a rural area of Catalunya) using a Who? What? Where? When? Why? format. [CR4a]
3. *Cortometraje: La leyenda del espantapájaros*
Before viewing:
 - A. Ask students to define the word *leyenda* and share legends that they know.
 - B. Have students discuss why it is important to be part of a community, to have a feeling of belonging, and to have friends. [CR3a]
 - C. Explore vocabulary (defined in Spanish) that students may not know while viewing, such as *costrar vida*, *malvado*, and *tiritear*.
 - D. View the YouTube video: www.youtube.com/watch?v=-dnIU1Ip5Vs
 - E. Follow up with Ricardo Arjona's song, *El espantapájaros* www.youtube.com/watch?v=FKgLU7udU0M, which deals with a similar theme. [CR4a]

To show understanding of the themes of both the song and video, students engage in a Written Presentational communication task in which they develop an essay based on the following questions:

- ¿Por qué existe el prejuicio?
- ¿Cuál es el mensaje de los dos productos?
- ¿Cómo puede la sociedad evitar actitudes similares y cambiar las prácticas y perspectivas que dirigen al prejuicio? [CR5b]

CR4b—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

CR4a—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual, and audiovisual materials.

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR5b—The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

Summative Assessment: Interpretive Print, Written and Spoken Presentational Communication

1. Students read about UNESCO and its goals and world initiatives in Spanish-speaking cultures, by accessing their Web site: www.unesco.org/new/es/unesco/about-us/who-we-are/introducing-unesco/
As students explore the projects, organizations, and initiatives of UNESCO, they

identify evidence that addresses these essential questions:

- ¿Cómo contribuyen los individuos al bienestar de las comunidades?
- ¿Cuáles son las diferencias en los papeles que asumen las comunidades y las familias en las diferentes sociedades del mundo?

[CR4b]

2. Either individually or in pairs (decide year by year according to the make-up of the class), students create a multimedia presentation (Prezi, PowerPoint, Google presentation, or other) based on this resource to answer the following question: ¿Qué quiere decir ser ciudadano del mundo? [CR5a]

CR4b—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

CR5a—The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.

CR6f—The course explicitly addresses the Beauty and Aesthetics theme.

Unit Four: ¿Cómo se define la belleza?

Theme: Beauty and Aesthetics / La belleza y la estética [CR6f]

Contexts Covered:

- Architecture / La arquitectura
- Defining Beauty / Definiciones de la belleza
- Defining Creativity / Definiciones de la creatividad
- Fashion and Design / La moda y el diseño
- Language and Literature / El lenguaje y la literatura

Essential Questions:

- ¿Cómo se establecen las percepciones de la belleza y la creatividad?
- ¿Cómo influyen los ideales de la belleza y la estética en la vida cotidiana?
- ¿Cómo las artes desafían y reflejan las perspectivas culturales?

Connections also to the themes of: *La vida contemporánea, Las identidades personales y públicas*

Activate Prior Knowledge to Explore the Theme: Interpersonal Speaking

Whole Class: Students answer the following question:

¿En qué aspectos de la vida observamos la belleza? [CR3a]

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

Thematic Vocabulary:

1. Distribute the handout below.
2. In groups of two, students brainstorm as many words and expressions as possible to

use in discussing these contexts.

la belleza humana	la arquitectura	el arte y la creatividad	la moda y el diseño	el lenguaje y la literatura	las artes visuales y escénicas

3. Share orally with the group, adding to a master copy on the class projector.

¿Es bello o no?

- Using Poll Everywhere (www.poll Everywhere.com/) create a poll where students will view examples of art, titles of literature with which they are familiar, architecture, photos of people, clothing, etc. to find out their perceptions of beauty. ¿Es bello? They can answer *Sí* o *No*.
- Students volunteer to lead a short interpersonal discussion after each poll to stimulate thinking beyond the norm. **[CR3a]**

Puntos de hablar—Comunicando por las artes: Spoken Interpersonal Communication

Explain how we will discuss these points in contrast, answering student questions:

- El realismo mágico del cuento *Chac Mool*, por Carlos Fuentes **[CR2c]**
- El realismo del cuento *Un día de estos*, por Gabriel García Márquez **[CR2c]**
- ¿Cómo se define la diferencia entre la realidad y la fantasía?
- El surrealismo y la fantasía de la pintura de Salvador Dalí, *La persistencia de la memoria*
- El realismo histórico de la pintura: *Sueño de una tarde domical en la alameda central*, por Diego Rivera **[CR3a]**

Connecting to Authentic Resources: Audio, Visual, and Audiovisual Interpretive Communication, Written and Print Interpretive Communication (Spoken Interpersonal and Presentational Communication interwoven)

- Read for homework (divided in 2–3 evenings) *Chac Mool*, by Carlos Fuentes using either www.ciudadseva.com/textos/cuentos/esp/fuentes/chac.htm or illustrated story with questions presented in *Nuevas vistas, curso de introducción*.
 - Provide pre-reading vocabulary that may be difficult.
 - Discuss the elements of *realismo mágico*. **[CR3a]**
 - Assign comprehension questions for each segment. **[CR4b]**
 - Have students also make connections to Mayan history and the importance of the

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR2c—Instructional materials include a variety of authentic literary texts.

CR4b—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

CR7—The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.

figure of Chac Mool by researching authentic resources on the Web. [CR7]

- In class, besides answering the questions, discuss the *realismo mágico* of this story.
- Discusión: ¿Por qué es esto un buen ejemplo del realismo mágico? [CR3a]

2. Listen to the story, *Un día de estos*, by García Márquez. Have students listen twice at home, providing a link to or downloading and posting: www.ivoox.com/un-dia-edit-gabriel-garcia-audios-mp3_rf_1196469_1.html [CR4a]

- Provide pre-listening vocabulary that may be difficult.
- Discuss elements of *realismo* in literature.
- Assign comprehension questions to be answered in class. [CR4b]
- In class, have students retell the story with ¿Quién? ¿Qué? ¿Dónde? ¿Cuándo? ¿Por qué?
- Discusión: ¿Por qué es esto un ejemplo de realismo? [CR3a]

3. For homework, have students research one of the two paintings (equally dividing the class among the two): *La persistencia de la memoria* by Dalí and *Sueño de una tarde domical en la alameda central* by Diego Rivera. [CR4a]

- Students analyze what they represent, bringing evidence to class, as well as a picture of it to use for presenting to a peer.
- In class, students pair up and one presents his/her painting to the other, identifying important figures, stating what they represent, talking about style/genre, and giving one's own opinion about how the painting affects him/her. Students may ask questions and develop conversations as they share presentations. [CR5a]
- Possible culminating project: students paint or write their own works depicting fantasy and reality making them available to the class and providing oral presentations explaining their motivations. [CR3a]

4. Have students research how Gaudí's *Sagrada Familia* and other architecture was received during Gaudí's time and how it is viewed today to answer the question:

- ¿Cómo puede cambiar la percepción de la belleza por el tiempo?

Bring the Unit to a Close: Summative Spoken Presentational Assessment evaluated with adapted AP scoring guidelines:

Students create a cultural comparison using examples from their own culture and the culture of the Spanish-speaking world to address one of the following essential questions:

- ¿Cómo se establecen las percepciones de la belleza y la creatividad?
- ¿Cómo influyen los ideales de la belleza y la estética en la vida cotidiana?
- ¿Cómo las artes desafían y reflejan las perspectivas culturales? [CR8]

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR4a—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual, and audiovisual materials.

CR4b—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

CR5a—The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.

CR8—The course provides opportunities for students to make comparisons between and within languages and cultures.

Unit Five: *Nosotros y nuestro mundo*

Theme: Global Challenges [CR6a]

Contexts Covered:

- Economic Issues / *Los temas económicos*
- Environmental Issues / *Los temas del medio ambiente*
- Philosophical Thought and Religion / *El pensamiento filosófico y la religión*
- Population and Demographics / *La población y la demografía*
- Social Welfare / *El bienestar social*
- Social Conscience / *La conciencia social*

CR6a—The course explicitly addresses the Global Challenges theme.

Essential Questions:

- ¿Cuáles son los desafíos sociales, políticos y del medio ambiente que enfrentan las sociedades del mundo?
- ¿Cuáles son los orígenes de esos desafíos?
- ¿Cuáles son algunas posibles soluciones a esos desafíos?

Connections also to the themes of: *La vida contemporánea, Las identidades personales y públicas, La ciencia y la tecnología, Las familias y las comunidades*

Thematic Vocabulary: Spoken Interpersonal Communication

As a class: Storyboard of vocabulary

1. The teacher places the following contexts on the white board and students go to the board to add vocabulary that would be needed to tell a story about the state of each category today: *la economía, el medio ambiente, el pensamiento filosófico y la religion, la población y la demografía, el bienestar social, la conciencia social*.
2. The teacher adds additional key vocabulary explaining their meaning in context.
3. The teacher follows with a daily discussion on each topic using vocabulary from the board asking students personalized questions about each topic. [CR3a]

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

Activate Prior Knowledge to Explore the Theme and Contexts: Spoken Interpersonal Communication

VoiceThread with Peer Comments:

1. Students reflect on the following questions and give personal spoken responses using a picture, map, chart, or other graphic as evidence of their opinion:
 - ¿Cual desafío social, político, o medioambiental es el más crítico para nuestro planeta?
 - ¿Por qué piensas esto?

- ¿Cómo podríamos resolver este desafío?
- ¿Qué te gustaría hacer personalmente para ayudar? [CR5a]

2. Peers access three VoiceThreads on which to comment and react to their classmates' responses by questioning, commenting, analyzing, suggesting, inferring, and the like. [CR3a] & [CR3b]

Connecting to Authentic Resources: Audio, Visual, and Audiovisual Interpretive Communication, Written and Print Interpretive Communication (Spoken Interpersonal and Presentational Communication interwoven)

1. For homework, students listen to the following audio about the economic crisis in Spain and complete selected accompanying activities: <http://audiria.com/capitulos-detalle.php?id=680>. Class discussion the next day to answer: *¿Cuáles son los efectos de la crisis económica para la sociedad de España? Piensa en todos los aspectos de la sociedad afectados.* [CR3a] & [CR4a]
2. The next evening, students read: *El colombiano que lucha por salvar los corales* www.bbc.co.uk/mundo/noticias/2012/10/121011_corales_jairo_rivera_am.shtml. Students should come to class prepared to discuss what Jairo Rivera Posada is accomplishing and why. [CR3a] & [CR4b]
3. Using the Internet and consulting sites such as UNESCO and *Radio Naciones Unidas*, students explore the following themes and bring evidence to class for a circular discussion about why they are important and how they pose global challenges:
 - *el pensamiento filosófico y la religion*
 - *la población y la demografía*
 - *el bienestar social* [CR3a], [CR4a] & [CR4b]

Summative Assessment: Multimedia presentation

Students choose one global challenge that interests them and prepare a Prezi or other multimedia presentation in which they depict the problem from the perspective of at least one Spanish-speaking country. They must include the essential questions:

- *¿Cuáles son los desafíos sociales, políticos y del medio ambiente que enfrentan las sociedades del mundo?*
- *¿Cuáles son los orígenes de esos desafíos?*
- *¿Cuáles son algunas posibles soluciones a esos desafíos?* [CR5a] & [CR7]

CR5a—The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR3b—The course provides opportunities for students to demonstrate their proficiency in Written Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR4a—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual, and audiovisual materials.

CR4b—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

CR7—The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.

Unit Six: ¿Quiénes somos y cómo es nuestra vida?

Theme: Contemporary Life / La vida contemporánea [CR6c]

Contexts Covered:

- Education and Careers / *La educación y las carreras profesionales*
- Lifestyles / *Los estilos de vida*
- Relationships / *Las relaciones personales*

CR6c—The course explicitly addresses the Contemporary Life theme.

Essential Questions:

- ¿Cómo definen los individuos y las sociedades su propia calidad de vida?
- ¿Cómo influyen los productos culturales, las prácticas y las perspectivas de la gente en la vida contemporánea?
- ¿Cuáles son los desafíos de la vida contemporánea?

Connections also to the themes of: *Los desafíos globales, Las identidades personales y públicas, La ciencia y la tecnología, Las familias y las comunidades, La belleza y la estética*

Activate Prior Knowledge to Explore the Theme: Creative Written Presentational Task

Homework Blog - Students reflect on the following situation and associated questions and write a short paragraph to respond:

Imagina que tienes que crear una caja de tres tesoros para enviar a un pueblo extraterrestre para describir quiénes somos en el año 2015. ¿Cuáles tres productos incluirías? ¿Cómo describirías el producto y la función que desempeña? ¿Cómo describirías la perspectiva que representa cada uno? ¿Cómo reflejan estos productos nuestra sociedad actual? Piensa cuidadosamente en los productos, prácticas y perspectivas que definen nuestra vida contemporánea. After reading the blog entries, the teacher enables the “view by all” function so that students can read each other’s comments as another homework assignment. A Spoken Interpersonal discussion follows the next day. [CR3a] & [CR7]

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

Connecting to Authentic Resources: Audio, Visual, and Audiovisual Interpretive Communication, Written and Print Interpretive Communication (Spoken Interpersonal and Presentational Communication interwoven)

CR7—The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.

1. Homework: students listen to the following audio from *Más voces*: www.masvoces.org/Reportaje-Dia-de-la-Hispanidad-y

- In class the next day, they answer the following questions: *¿Cómo influyen las perspectivas de la gente en la celebración contemporánea de la fiesta el Día de la raza? ¿Debe España pedir perdón a los pueblos? ¿Cuáles son unos ejemplos de neo-colonialismo en la actualidad?*
- Students give their own opinions and cite examples. [CR3a] & [CR4a]

CR4a—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual, and audiovisual materials.

2. Examinando algunas prácticas de la vida contemporánea:

- In *Abriendo paso: lectura*, students read *La Tomatina*, complete the comprehension activities, prepare to answer and defend their opinions to the question, *¿Es diversion o tontería?* [CR4b]
- By accessing www.ver-taal.com/cultura_20080704_sanfermines.htm, students view and listen to: *Los Sanfermines de Pamplona* and complete the interactive activities that accompany the audiovisual presentation. Once again, they prepare to answer and defend their opinion: *¿Es diversion o tontería?* [CR4a] & [CR7]

CR4b—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

3. In class, students individually read the following news articles to learn about best careers for students in México, the U.S., and Argentina: www.informador.com.mx/economia/2010/252791/6/las-10-profesiones-mejor-pagadas-de-mexico.htm
www.lagaceta.com.ar/nota/480857/Tucumanos/Conoce-las-profesiones-mas-rentables-del-futuro.html

- For homework, students research (in Spanish) the same information about the U.S.
- In class the next day, they compare and contrast tendencies and predict why there may be differences. [CR4b] & [CR8]

CR4a—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual, and audiovisual materials.

4. Homework: Watch the following video about Carlos Slim Domit
<http://contenido.com.mx/seccion/videos/>

- Research his work and answer the following question for class in paragraph form: *¿Por qué merece o no merece Domit ser otorgado el Premio Nacional de la Imagen Pública?*
- For an oral presentation: *Compara a Carlos Slim Domit con Warren Buffett o Bill Gates por investigar información similar de sus carreras y empresas y por investigar sus actividades caritativas.*
- Students record presentations using Audio Dropbox from CLEAR [CR4a] & [CR5a]

CR7—The course provides opportunities for students to demonstrate an understanding of the products, practices, and perspectives of the target cultures.

CR8—The course provides opportunities for students to make comparisons between and within languages and cultures.

5. Homework for three evenings during which students must take notes to use as evidence in class, also citing statistics and information provided in graphic form.

- Listen to the following audio about mothers working in Argentina:
<http://cadena3.com/contenido/2012/08/05/101209.asp>
- Read this article from Spain:
http://elpais.com/diario/2010/11/14/sociedad/1289689201_850215.html
- Read this report about the U.S.:
<http://imow.org/economica/stories/viewStory?language=es&storyId=4744> [CR2a]
- In class discussion to answer the following questions, providing evidence from the three authentic resources above:
 - *¿Cómo ha cambiado el papel de la mujer en las tres sociedades?*

CR5a—The course provides opportunities for students to demonstrate their proficiency in Spoken Presentational Communication in the Intermediate to Pre-Advanced range.

CR2a—Instructional materials include a variety of authentic audio and video recordings.

- *¿Cuáles son las diferencias y semejanzas entre las estadísticas de las mujeres/ madres que trabajan fuera de la casa?*
- *Como resultado, ¿cómo afectan estos cambios la vida contemporánea de la sociedad?*
- *¿Es posible que haya en el futuro una mujer tan exitosa como Carlos Slim Domit, Warren Buffett, o Bill Gates? Explica por qué. [CR3a] & [CR4b]*

Redefining My Views: Written Presentational Communication

Students prepare a persuasive essay to answer the following prompt: *¿Hasta qué punto se puede decir que la mujer y el hombre son iguales en nuestro mundo?* Students read an article about advances women have made in recent times, hear an audio about the inequalities they still face, and look at a chart which compares earning by gender. In their essay, they should address at least one of the following essential questions, citing evidence from the unit:

- *¿Cómo definen los individuos y las sociedades su propia calidad de vida?*
- *¿Cómo influyen los productos culturales, las prácticas y las perspectivas de la gente en la vida contemporánea?*
- *¿Cuáles son los desafíos de la vida contemporánea? [CR4a], [CR4b] & [CR5b]*

CR3a—The course provides opportunities for students to demonstrate their proficiency in Spoken Interpersonal Communication in a variety of situations in the Intermediate to Pre-Advanced range.

CR4b—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic written and print resources.

CR4a—The course provides opportunities for students to demonstrate their ability in Interpretive Communication to understand and synthesize information from a variety of authentic audio, visual, and audiovisual materials.

CR5b—The course provides opportunities for students to demonstrate their proficiency in Written Presentational Communication in the Intermediate to Pre-Advanced range.

Resources: [CR2a], [CR2b] & [CR2c]

Text & Published Resources	
Díaz, José, M. <u>AP Spanish Preparing for the Language and Culture Examination, Fourth Edition</u> Pearson Prentice Hall, 2014	Díaz, José, M., Nadel, María F. <u>Abriendo Paso Gramática</u> Pearson Education, 2014
Díaz, José, M., Nadel, María F. <u>Abriendo Paso Temáticas y lecturas</u> Pearson Education, 2014	<u>Nuevas Vistas, Curso de Introducción, Advanced Spanish</u> , Holt, Rinehart and Winston, 2006.
Movies & Songs	
<i>La misma luna</i> , 2007	www.youtube.com/watch?v=-dnIU1Ip5Vs (La leyenda del espantapájaros)
www.youtube.com/watch?v=FKgLU7udUOM	Ricardo Arjona: <i>El espantapájaros</i>
Websites	
www.bbc.co.uk/mundo/	http://clear.msu.edu/teaching/online/ria/
www.elnuevoherald.com/	www.elpais.com/tecnologia/
www.radioteca.net/	www.nacion.com/
www.masvoces.org	www.unesco.org
www.polleverywhere.com/	www.ciudadseva.com/
www.ivoox.com	http://audiria.com/
www.ver-taal.com/	www.informador.com.mx/
www.lagaceta.com.ar/	http://contenido.com.mx/
http://cadena3.com/	http://imow.org/
www.eluniverso.com	
Other Resources for Student Research	
www.rae.es/rae.html	http://news.bbc.co.uk/hi/spanish/programmes/estudio_834/
http://lab.chass.utoronto.ca/rescentre/spanish/	www.univision.com/
www.abc.es/	www.unmultimedia.org/radio/spanish/
www.un.org/spanish/News/	www.telecinco.es/informativos/
www.lasexta.com/noticias/	www.rnw.nl/espanol/radioprogramme/informativo-internacional
www.spanishnewsnetwork.com/	

CR2a—Instructional materials include a variety of authentic audio and video recordings.

CR2b—Instructional materials include a variety of authentic nonliterary texts such as newspaper and magazine articles.

CR2c—Instructional materials include a variety of authentic literary texts.

FEB 11 2016

RECEIVED

Dear MJUSD,

Please accept this letter as formal notification that I am resigning from my position as a bilingual Paraeducator at Lindhurst High School. My last day will be February 10th, 2016.

Thank you so much for the opportunity to work in this position for the past 6 months. I've greatly enjoyed and appreciated the opportunities I've had to work with all the wonderful students and teachers at Lindhurst High School.

Sincerely,



Maria Ruiz

FEB 01 2016

RECEIVED

Janel Walter

2242 Roberta Avenue | Marysville, CA 95901 | Phone: 530-749-1341 | janelita.15@gmail.com

1 February 2016

Mr. Ramiro Carreon
Assistant Superintendent
Marysville Joint Unified School District
1919 B Street
Marysville, CA 95901

Dear Mr. Carreon,

Please accept this letter as notice of my resignation from my position as Intervention Paraeducator at Arboga Elementary. My last day of employment will be February 15, 2016.

After careful consideration, I realize that I can better serve our school district as a Substitute Teacher. This, I believe, will allow me to fulfill the needs of the district for subs and will contribute to my growth as a professional. I began working for Arboga Elementary in 2015 as a Yard Duty while I was obtaining a Bachelor's degree in Social Science. Once I graduated, I was promoted to Intervention Paraeducator. Now, substitute teaching seems like the next logical step.

I would like to help with the transition of my paraeducator duties so that the students' needs continue to be met as smoothly as possible after my departure. I am available to help train my replacement, and I will make certain that all reporting and records are updated before my last day of work.

Lastly, please do not consider this resignation as a departure, but more like a transition from one job to another in which our district will still reap the benefits. I wish you and your staff all the best with my replacement and I look forward to staying a part of the MJUSD family as a sub. You can email me at janelita.15@gmail.com or call me at 530-749-1341 should you have any questions.

Sincerely,


Janel Walter

cc: Arboga Elementary

Marysville Joint Unified School District

DIRECTOR BEGINNING TEACHER DEVELOPMENT AND SUPPORT

BASIC FUNCTION:

Under the direction of the Superintendent, or designee, plan, organize, deliver, direct and evaluate the District's development of new teachers and related programs; assure compliance with District content standards and the California Standards for the Teaching Profession, while providing support; train and support new teachers and those needing additional development and support, while monitoring performance of assigned personnel. Also, while under the direction of an assigned supervisor, develop, implement and maintain Beginning Teacher/Site Administrator (BTSA) professional support and training programs according to established guidelines and procedures; consult with, train and assess teachers for the enhancement of educational skills; serve as an informational resource concerning program services and activities.

ESSENTIAL FUNCTIONS:

1. Plan, organize, deliver, direct and evaluate the District's professional development and program(s) for new teachers; assure compliance with District content standards and the California Standards for the Teaching Profession.
2. Provide support to teaching staff through their Induction Program process.
3. Serve as District liaison to Tri-County Induction Program (TCIP), while assisting with advisory council and related activities that establish policies and procedures for the TCIP.
4. Train and support the performance of assigned personnel; assist in interview and selection employees.
5. Develop, implement and maintain BTSA professional support and training programs according to established guidelines and procedures; utilize the California Formative Assessment and Support System for
6. Teachers (CFASST) in the development of services; assure program participants acquire required teaching skills, abilities and knowledge.
7. Consult with, train and assess teachers in the enhancement of educational skills; develop and implement Individual Induction Plans for program participants as appropriate; provide supplemental support to beginning teachers in particularly challenging assignments.
8. Serve as an informational resource concerning program services and activities; respond to inquiries and provide information; communicate with personnel, clients and outside agencies to exchange information and resolve issues or concerns.
9. Contact site administrators to encourage participation in BTSA site administrator training programs; collaborate with administrators to develop and implement school support systems for beginning teachers.
10. Organize and implement communication functions to disseminate information and receive participant feedback; arrange for the preparation and distribution of newsletters, surveys, advertisements and related materials; promote BTSA services and activities.
11. Design and conduct program evaluations, prepare related reports and provide recommendations concerning program modifications.

12. Develop and prepare the annual preliminary budget for the program; analyze and review budgetary and financial data; control and authorize expenditures in accordance with established limitations.
13. Prepare and maintain a variety of records and reports related to program services and activities.
14. Coordinate and conduct meetings, in-services and conferences as appropriate; plan, coordinate and schedule educational group activities.
15. Direct and evaluate program that coordinates with the District's Professional Learning goals for teachers, administrative staff.
16. Schedule and calendar professional learning activities and publicize activities according to established procedures.
17. Work in tandem with Curriculum and Instruction Dept. to direct the operation of the professional learning related to new teachers, in conjunction with various administrators to meet the needs of students in the delivery of District curriculum.
18. Provide technical expertise, information and assistance to the Assistant Superintendent regarding assigned functions; assist in the formulation and development of policies, procedures and programs.
19. Plan, organize and implement long and short-term programs and activities designed to enhance assigned programs and services.
20. Provide professional learning for the implementation of new curriculum and instructional materials.
21. Direct the preparation and maintenance of a variety of narrative and statistical reports, records and files related to assigned activities and personnel.
22. Communicate with other administrators, personnel and outside organizations to coordinate activities and programs, resolve issues and conflicts and exchange information.
23. Develop and prepare the professional learning budget; analyze and review budgetary and financial data; control and authorize expenditures in accordance with established limitations.
24. Operate a computer and assigned software programs; operate other office equipment as assigned.
25. Attend and conduct a variety of meetings as assigned.
26. Perform related duties as assigned.

DEMONSTRATED KNOWLEDGE AND ABILITIES:

KNOWLEDGE OF:

1. Planning, organization and direction of the District's Professional Learning program.
2. Principles, techniques, strategies, research and evaluation of a comprehensive employee professional learning program in a pre K-12 system.
3. District curriculum, District content standards and the California Standards for the Teaching Profession.
4. Budget preparation and control.
5. Oral and written communication skills.
6. Principles and practices of administration, supervision and training.

7. Applicable laws, codes, regulations, policies and procedures.
8. Interpersonal skills using tact, patience and courtesy.
9. Operation of a computer and assigned software.
10. Public speaking techniques.

ABILITY TO:

1. Plan, organize, administer and evaluate a Pre K-12 professional learning program.
2. Supervise the performance of assigned personnel.
3. Assure compliance with District content standards and the California Standards for the Teaching Profession.
4. Develop and conduct professional learning training sessions.
5. Communicate effectively both orally and in writing.
6. Interpret, apply and explain rules, regulations, policies and procedures.
7. Establish and maintain cooperative and effective working relationships with others.
8. Operate a computer and assigned office equipment.
9. Analyze situations accurately and adopt an effective course of action.
10. Meet schedules and time lines.
11. Work independently with little direction.
12. Plan and organize work.
13. Prepare comprehensive narrative and statistical reports.
14. Direct the maintenance of a variety of reports and files related to assigned activities.
15. Maintain consistent, punctual and regular attendance.
16. Hear and speak to exchange information and make presentations.
17. Move hands and fingers to operate a computer keyboard.
18. See to read a variety of materials.

EDUCATION AND EXPERIENCE REQUIRED:

Any combination equivalent to: master's degree in curriculum and instruction or related field and five years increasingly responsible experience in the administration of a staff development program. Three to five years site administrator experience.

LICENSES AND OTHER REQUIREMENTS:

1. Possess or eligibility for a California General Administration, Standard Administration, Administrative Services, or Supervision with appropriate basic credentials.
2. Valid California Teaching Credential.
3. Valid California Class C driver's license.
4. CFASST State Training Certification.

WORKING CONDITIONS:

ENVIRONMENT:

1. Office environment, with travel within the district.
2. Travel outside district for related meetings.

8075- LHS Quad T&I



MID PACIFIC ENGINEERING, INC.

GEOTECHNICAL ENGINEERING | EARTHWORK TESTING | MATERIALS ENGINEERING AND TESTING | CONSTRUCTION INSPECTION

REDDING OFFICE
530-246-9499 ph

SACRAMENTO OFFICE
916-927-7000 ph

Cynthia Jensen
Marysville Joint Unified School District
1919 B Street
Marysville, California 95901

February 2, 2015

Proposal for Special Inspections and Testing
LINDHURST HIGH SCHOOL QUAD PROJECT
841 Cedar Lane
Olivehurst, California 95961
MPE No. 15-0365

As requested, our firm will provide special inspection and testing services during the Lindhurst High School Quad project in Olivehurst, California. The purposes of our work will be to provide on-call materials special inspections and testing as required by the project plans and as directed by your representatives. Results of our work would be summarized in daily field reports following completion of the work.

Attached is our budget estimate that presents a line item breakdown of our anticipated scope of services. In preparing this cost estimate we reviewed the project plans. Our estimated fees for this project are \$19,045.

Billing for our work will be on a time and materials expense basis using the attached schedule of fees. Please be aware that the construction schedule and the contractor's efficiency affects the number of site visits - and the cost - required for our services. We will bill only for work actually performed on your project

It is emphasized that our representative will not act as supervisor of construction, nor will we direct construction operations. The contractors should be informed that neither the presence of our representative nor the testing by our firm shall excuse them for defects discovered in their work. Job and site safety will be the sole responsibility of the contractors.

If this proposal is acceptable, please issue the appropriate authorization documents for us to proceed with the work.

Thank you for the opportunity to prepare this proposal. Please contact our office with any questions.

Mid Pacific Engineering, Inc.

A handwritten signature in dark ink, appearing to read "Ken Fritz", with a horizontal line extending to the right.

Ken Fritz
VP Construction Services

Attachments: Budget Estimate
Schedule of Fees

48

MID PACIFIC ENGINEERING, INC.
2014 Prevailing Wage Schedule of Fees – Sacramento Office

LABOR

	Rate per Hour
Field Testing and Inspection Technician	\$90
Senior Field Testing and Inspection Technician (Welding, Bolting and Masonry)	\$100
Senior Field Testing and Inspection Technician (Non Destructive Testing)	\$110
Managing Technician	\$110
Laboratory Technician	\$55
Draftsperson	\$65
Staff Engineer/Geologist	\$95
Project Engineer/Geologist	\$120
Senior Engineer/Geologist	\$135
Principal Engineer	\$150

Overtime and Double Time (work beyond 8 hour days, weekends and Holidays) will be billed at a rate of 1.5 and 2 times the hourly rate presented above, respectively

LABORATORY TESTING

Soil and Aggregate	Rate per Test
Aggregate Unit Weight	\$55
Aggregate Crushed Particles	\$100
Atterberg Limits	\$150
Compaction Curve	\$225
Consolidation Test	\$550
Corrosion Testing	\$150
Direct Shear Test	\$145
Durability	\$170
Expansion Index	\$170
Grain Size Analysis - Total Sieve (200, Fine and Coarse)	\$220
Grain Size Analysis - Fine or Coarse Sieve	\$100
Grain Size Analysis - Soils Finer than No. 200	\$100
Grain Size Analysis - Hydrometer	\$160
Moisture Content	\$30
Permeability	\$275
Resistance Value - Untreated	\$300
Resistance Value - Treated with Lime or Cement	\$360
Sand Equivalent	\$140
Specific Gravity	\$120
Triaxial Shear - Undisturbed	\$360
Triaxial Shear - Remolded	\$440
Unconfined Compression Test	\$110
Unit Weight and Moisture Content - Undisturbed Sample	\$35
Unit Weight and Moisture Content - Loose Sample	\$60
Concrete and Masonry	
Compression Testing - Concrete 4x8 or 6x12	\$30
Compression Testing - Grout, Mortar or CLSM	\$40
Compression Testing - Masonry Unit or Brick	\$50
Compression Testing - Masonry Prism	\$175
Compression Testing - Concrete Core Including Trimming	\$50
Compression Testing - Shotcrete Core	\$55
Compression Testing - Hold Sample	\$20
Length Change of Hardened Concrete	\$1000
Masonry Unit Linear Shrinkage, Absorption and Moisture	\$495
Unit Weight of Hardened Concrete	\$55
Reinforcing and Structural Steel	
Anchor Bolt Tensile Strength	\$80
Fire Proofing Unit Weight	\$55
Rebar Tensile and Bend 1 - 7 bar	\$115
Rebar Tensile and Bend 8 - 14 bar	\$165
Structural Bolt Set Tensile and Hardness	\$300
MISCELLANEOUS	
Mileage	\$0.70/mile
Per Diem	\$125/day
Outside Services	Cost +20%
Final Report of Inspection	\$300
Verified Laboratory Reports	\$525

Project Name: Lindhurst HS Quad Project

Proposal #: 15-0365

Prepared by: KF

Date: 11-3-15

Fee Schedule: 2014 Prevailing Wage

DSA File #: N/A

DSA Application #: N/A

Earthwork, Materials Testing and Inspection Services

Earthwork Grading Inspection and Testing	Tech	Days	Hours	Quantity	Rate	Unit	Total
Demolition	1			0		hr.	\$ -
Bldg. Pad(s) Preparation	1			0		hr.	\$ -
Foundation and Ground Improvements Inspection	Tech	Days	Hours	Quantity	Rate	Unit	Total
Foundation Inspection	1			0		hr.	\$ -
Drilled Pier Inspection	1			0		hr.	\$ -
Driven Pile Inspection	1			0		hr.	\$ -
Underground Utility Testing and Inspection	Tech	Days	Hours	Quantity	Rate	Unit	Total
Sewer Trench Backfill	1			0		hr.	\$ -
Storm Drain Trench Backfill	1			0		hr.	\$ -
Water Trench Backfill	1			0		hr.	\$ -
Dry Utility Trench Backfill	1	3	4	12	\$ 90.00	hr.	\$ 1,080.00
Street/Roadway Testing and Inspection	Tech	Days	Hours	Quantity	Rate	Unit	Total
Street/Roadway Subgrade Preparation	1			0		hr.	\$ -
Chemical Treatment Testing and Inspection	1			0		hr.	\$ -
AB Placement Testing and Inspection	1			0		hr.	\$ -
AC Placement Observation	1			0		hr.	\$ -
Parking Lot	Tech	Days	Hours	Quantity	Rate	Unit	Total
Subgrade Preparation	1			0		hr.	\$ -
AB Placement Testing and Inspection	1			0		hr.	\$ -
Chemical Treatment Testing and Inspection	1			0		hr.	\$ -
AC Placement Observation	1			0		hr.	\$ -
Concrete Flatwork	Tech	Days	Hours	Quantity	Rate	Unit	Total
Subgrade Preparation Testing and Inspection	1	6	5	30	\$ 90.00	hr.	\$ 2,700.00
AB Placement Testing and Inspection	1	6	5	30	\$ 90.00	hr.	\$ 2,700.00

50

AS OF
11/3/2015

Laboratory Soil Testing			Quantity	Rate	Unit	Total
ASTM 1557A			2	\$ 225.00	ea.	\$ 450.00
ASTM 1557C			1	\$ 225.00	ea.	\$ 225.00
R-Value			0		ea.	\$ -
Gradation Soil/Aggregate			0		ea.	\$ -
P.I.			0		ea.	\$ -
E.I.			0		ea.	\$ -
Laboratory Soil Moisture Test			0		ea.	\$ -

Concrete Testing and Inspection			Tech	Days	Hours	Quantity	Rate	Unit	Total
Concrete Mix Design						0		ea.	\$ -
Field Observation, Batch Plant Observation									
Batch Plant Inspection			1			0		hr.	\$ -
Casting of Concrete Specimens	ASTM C192		1	10	6	60	\$ 90.00	hr.	\$ 5,400.00
Concrete Cylinder Transport	ASTM C192		1	10	3	30	\$ 90.00	hr.	\$ 2,700.00
Compression Tests									
Concrete	ASTM C39					50	\$ 30.00	cyl.	\$ 1,500.00
Concrete Sample Hold						0		cyl.	\$ -
Concrete core with trimming	ASTM C39/C42					0		cyl.	\$ -
Concrete cores	ASTM C39/C42					0		cyl.	\$ -
High Strength Grout cubes	ASTM 109					0		cube	\$ -
Flexural Strength	ASTM C78/C293					0		beam	\$ -
Unit Weight of Hardened Concrete	ASTM C567/C495					0		ea.	\$ -
Splitting Tensile Strength	ASTM C496					0		ea.	\$ -
Drying Shrinkage Test (set of 3)	ASTM C157					0		ea.	\$ -
Rebar Locating (includes Pachometer)			1			0		hr.	\$ -
Concrete Rebound Number	ASTM C805		1			0		hr.	\$ -
Windsor Probe Testing	ASTM C803		1			0		hr.	\$ -
Test Shot						0		shot	\$ -
Floor Slab Moisture Emission Test	ASTM F1869		1			0		hr.	\$ -
Calcium Chloride Test Kit						0		kit	\$ -

Structural Steel Testing and Inspection			Tech	Days	Hours	Quantity	Rate	Unit	Total
High Strength Bolt Observation and Testing			1			0		hr.	\$ -
Shop Welding Inspection			1			0		hr.	\$ -
Field Welding Inspection			1			0		hr.	\$ -
High Strength Bolt Hardness Testing	ASTM E18					0		ea.	\$ -
Bolt Tensile Strength Testing	ASTM F606					0		ea.	\$ -
Structural Steel Tensile Test	ASTM A370					0		ea.	\$ -
Machining of Test Specimens							20%	cost	\$ -
Field Sampling and Tagging Steel			1			0		hr.	\$ -
Fireproofing Observation and Testing			1			0		hr.	\$ -
Fireproofing Unit Weight	ASTM E605					0		ea.	\$ -

Rebar, Epoxy Doweling and Expansion Anchor			Tech	Days	Hours	Quantity	Rate	Unit	Total
Rebar Placement Inspection			1			0		hr.	\$ -
Epoxy Dowel Inspection			1			0		hr.	\$ -
Torque Testing Screws and Wedge Anchors			1			0		hr.	\$ -
Pull Testing Dowels and Anchors			1			0		hr.	\$ -

51

AS OF
11/3/2015

Reinforcement Materials Testing		Tech	Days	Hours	Quantity	Rate	Unit	Total
Rebar Tensile Tests								
Up to #7 bar	ASTM A370						ea.	\$ -
#8 through #14 bar	ASTM A370				0		ea.	\$ -
Bend Tests	ASTM A370				0		ea.	\$ -
Machining of Specimens						20%	cost	\$ -
Field Sampling and Tagging		1			0		hr.	\$ -

Masonry Testing and Inspection		Tech	Days	Hours	Quantity	Rate	Unit	Total
Masonry Testing and Inspection		1			0		hr.	\$ -
Compression Tests								
Grout					0		ea.	\$ -
Mortar					0		ea.	\$ -
Concrete Masonry Units	ASTM C140				0		ea.	\$ -
Brick	ASTM C67				0		ea.	\$ -

Timber Element Inspection		Quantity	Rate	10%	Total
Glue Laminated Beam Inspection at Point of Manufacture				0	\$ -

Miscellaneous Materials Testing and Inspection		Tech	Days	Hours	Quantity	Rate	Unit	Total
					0		\$	-
					0		\$	-
					0		\$	-
					0		\$	-

Project Engineering		Days	Hours	Quantity	Rate	Unit	Total
Project Engineer				0		hr.	\$ -

Project Administration		Quantity	Rate	Unit	Total
DSA Interim Verified Reports (Estimate/Variable)				hr.	\$ -
Final Report		1	\$ 300.00	hr.	\$ 300.00
Dept. of Industrial Relations Wage Reporting		3	\$ 150.00	monthly	\$ 450.00

Per Diem/ Subsistence		Tech	Quantity	Rate	Unit	Total
Per Diem/ Subsistence		1	0		Daily	\$ -

Vehicle Operation		Trips	Mileage	Quantity	Rate	Unit	Total
		35	80	2800	\$ 0.55	mile	\$ 1,540.00

Project Summary							
Earthwork Grading						\$	-
Foundation and Ground Improvements						\$	-
Underground Utilities						\$	1,080.00
Street and Roadway						\$	-
Parking Lot						\$	-
Concrete Flatwork						\$	5,400.00
Laboratory Soil Testing						\$	675.00
Concrete Testing and Inspection						\$	9,600.00
Structural Steel Testing and Inspection						\$	-
Rebar, Epoxy Doweling and Expansion Anchors						\$	-
Reinforcement Materials Testing						\$	-
Masonry Testing and Inspection						\$	-
Timber Element Inspection						\$	-
Miscellaneous Materials Testing and Inspection						\$	-

52

AS OF
11/3/2015

MID PACIFIC ENGINEERING, INC

BUDGET ESTIMATE

Project Engineering	\$	-
Project Administration	\$	750.00
Per Diem Subsistence	\$	-
Vehicle Operation	\$	1,540.00
Total Project Summary		\$ 19,045.00

Estimated Project Billing Amount \$ 19,045.00

53

AS OF
11/3/2015
4:55 PM

8075



DSA-103 rev 12/2013

Statement of Structural Tests & Special Inspections - 2013 CBC

INCREMENT # DSA File No.:

Application No.:

Date Submitted: Revised:

Revised:

School Name: **Lindhurst High School** District: **Marysville Joint Unified School District**

IMPORTANT: This form is only a summary list of structural tests and special inspections required for the project. The actual tests and inspections must be performed as detailed on the DSA approved documents. The project inspector is responsible for providing inspection of all facets of construction, including but not limited to, special inspections not listed on this form such as structural wood framing, high-load wood diaphragms, cold-formed steel framing, anchorage of non-structural components, etc., per Title 24, Part 2, Chapter 17A. **NOTE:** This form is also available for projects submitted for review under the 2007 and 2010 CBC.

INSTRUCTIONS: Click a plus sign (+) before any category or subcategory to reveal additional tests and special inspections. An "X" before a listed test or inspection indicates it is a mandatory requirement. A shaded box indicates a test or special inspection that may be required, depending on the scope of the construction and other issues. A shaded box can be clicked indicating your selection of that test. **Note:** A minus (-) on a category or subcategory heading indicates that it can be collapsed. However, any selections you may have made will be cleared. Click on the "COMPILE" button to show only the tests finally selected. **For more information on use of this form, see DSA-103.INSTR.**

Note: References are to the 2013 edition of the California Building Code (CBC) unless otherwise noted.

TEST OR SPECIAL INSPECTION		PERFORMED BY	CODE REFERENCE AND NOTES	
REQUIRED	TYPE			
SOILS				
1. GENERAL:				
a. Verify that:		Table 1705A.5	GE*	* By geotechnical engineer or his or her qualified representative.
X	• site has been prepared properly prior to placement of controlled fill and/or excavations for foundations,	Periodic		
	• foundation excavations are extended to proper depth and have reached proper material, and			
	• materials below footings are adequate to achieve the design bearing capacity.			
2. COMPACTED FILLS:				
X	a. Perform qualification testing of fill materials.	Table 1705A.6	Lab*	* Under the supervision of the geotechnical engineer.
X	b. Verify use of proper materials and inspect lift thicknesses, placement, and compaction during placement of fill.	Continuous	GE*	* By geotechnical engineer or his or her qualified representative.
X	c. Test compaction of fill.	Test	Lab*	* Under the supervision of the geotechnical engineer.
3. DRIVEN DEEP FOUNDATIONS (PILES):				
4. CAST-IN-PLACE DEEP FOUNDATIONS (PIERS):				
5. RETAINING WALLS:				
6. OTHER SOILS:				
CONCRETE				
7. CAST IN PLACE CONCRETE				
Material Verification and Testing:				
X	a. Verify use of required design mix.	Periodic	SI & P*	* To be performed by batch-plant special inspector and project inspector.
X	b. Test reinforcing steel.	Test	Lab	1913A.2 (1913.2.6*), ASTM A370, DSA IR 17-10

54

8075



DSA-103 rev 12/20/13

Statement of Structural Tests & Special Inspections - 2013 CBC

INCREMENT # DSA File No.:

Application No.: Revised:

Date Submitted: Revised:

<input checked="" type="checkbox"/>	c. Perform slump, temperature, and (where required) air content tests.	Test	Lab	ASTM C172, ASTM C31.
<input checked="" type="checkbox"/>	d. Test concrete (compression).	Test	Lab	ACI 318 Section 5.6 and 1905A.1.2 (1913.3.1)*, ASTM C39.

Inspection:

	e. Batch plant inspection	Continuous	SI	1705A.3.2; If approved by DSA, batch plant inspection may be reduced to periodic if plant complies with 1705A.3.3, item 1, and requires first batch inspection, weighmaster, and batch tickets.
<input checked="" type="checkbox"/>	f. Batch plant inspection - design complies with 1705A.3.3 item 2	Periodic	SI	1705A.3.3, item 2. Requires first batch inspection, weighmaster, and batch tickets.
<input checked="" type="checkbox"/>	g. Inspect placement of formwork, reinforcing steel, embedded items and concrete. Inspect curing and form removal.	Continuous	PI*	* May be performed by a special inspector when specifically approved by DSA.
	h. Welding of reinforcing steel.	Provide special inspection per STEEL, category 19.1(d) & (e) and/or 19.2(g) & (h) below.		
	i. Verify in-situ concrete strength prior to removal of shores and forms from beams and structural slabs.	N/A	PI*	* Project inspector to verify concrete strength test reports prior to removal of shores or formwork.
+	8. PRESTRESSED CONCRETE (in addition to Cast in Place Concrete tests and inspections):			
+	9. PRECAST CONCRETE (in addition to Cast in Place Concrete tests and inspections):			
+	10. SHOTCRETE (in addition to Cast in Place Concrete tests and inspections):			
+	11. POST-INSTALLED ANCHORS:			
+	12. OTHER CONCRETE:			
+	MASONRY	TMS 402-11/ACI 530-11/ASCE 5-11 Table 1.19.3		
+	STEEL	Table 1705A.2.1		
+	WOOD			
+	OTHER			

55

INCREMNT #	DSA File No.:
	Application No.:
Date Submitted:	Revised:
	Revised:

COMPILE
PRINT

Signature of Architect or Structural Engineer _____ date _____

IDENTIFICATION STAMP
DIV OF THE STATE ARCHITECT
APP. # _____
AC N/A F/LS N/A SS _____
DATE _____

56

8173- LHS SHADE CANOPY



MID PACIFIC ENGINEERING, INC.

GEOTECHNICAL ENGINEERING | EARTHWORK TESTING | MATERIALS ENGINEERING AND TESTING | SPECIAL INSPECTIONS

REDDING
530-246-9499 p
530-246-9527 f

WEST SACRAMENTO
916-927-7000 p
916-372-9900 f

Cynthia Jensen
Marysville Joint Unified School District
1919 B Street
Marysville, California 95901

February 2, 2016

Proposal for Special Inspections and Testing

LINDHURST HIGH SCHOOL SHADE STRUCTURE (58-111 / 02-114092) Revised

4446 Olive Avenue
Olivehurst, California
MPE No. 15-0047

As requested, our firm will provide special inspection and testing services during the Lindhurst High School Shade Structure in Olivehurst, California. The purposes of our work will be to provide on-call materials special inspections and testing as required by the project plans and as directed by your representatives. Results of our work would be summarized in daily field reports following completion of the work.

Attached is our budget estimate that presents a line item breakdown of our anticipated scope of services. In preparing this cost estimate we reviewed the project plans. Our estimated fees for this project are \$2762.20.

Billing for our work will be on a time and materials expense basis using the attached schedule of fees. Please be aware that the construction schedule and the contractor's efficiency affects the number of site visits - and the cost - required for our services. We will bill only for work actually performed on your project

It is emphasized that our representative will not act as supervisor of construction, nor will we direct construction operations. The contractors should be informed that neither the presence of our representative nor the testing by our firm shall excuse them for defects discovered in their work. Job and site safety will be the sole responsibility of the contractors.

If this proposal is acceptable, please issue the appropriate authorization documents for us to proceed with the work.

Thank you for the opportunity to prepare this proposal. Please contact our office with any questions.

Mid Pacific Engineering, Inc.

A handwritten signature in black ink, appearing to read "Ken Fritz".

Ken Fritz
Vice President Construction Services

Attachments: Budget Estimate, Schedule of Fees

57

2915 INNSBRUCK DRIVE, SUITE A, REDDING, CALIFORNIA 96003
840 EMBARCADERO DRIVE, SUITE 20, WEST SACRAMENTO, CALIFORNIA 95605

p9 lot 3

**SPECIAL INSPECTION & TESTING SERVICES
SCOPE & BUDGET ESTIMATES
LINDHURST HIGH SCHOOL – SHADE STRUCTURE, OLIVEHURST, CA**

SOILS

Observe Drilling Piers	6 hours @ \$100/hour	= \$600
------------------------	----------------------	---------

CONCRETE TESTING

Sample Concrete, Including BPI:	6 hours @ \$100/hour	= \$600
Sample Pickup:	2 hours @ \$100/hour	= \$200
Compression Tests:	5 @ \$30	= \$150

STEEL TESTING

Verify Seam Welds:	3 hours @ \$110/hour	= \$330
--------------------	----------------------	---------

MILEAGE:	4 trips @ 74 miles @ \$0.70/mi	= \$207.20
-----------------	--------------------------------	------------

DEPARTMENT OF INDUSTRIAL RELATIONS REPORT		\$150
--	--	-------

FINAL VERIFIED REPORT:		= \$525
-------------------------------	--	---------

TOTAL ESTIMATE	\$2762.20
SUGGESTED BUDGET	\$2900.00

58

MPE

DS 226 3

MID PACIFIC ENGINEERING, INC.
2014 Schedule of Fees – Sacramento Office

LABOR

	Rate per Hour
Field Testing and Inspection Technician	\$80
Senior Field Testing and Inspection Technician (Welding, Bolting and Masonry)	\$90
Senior Field Testing and Inspection Technician (Non Destructive Testing)	\$100
Managing Technician	\$100
Laboratory Technician	\$55
Draftsperson	\$65
Staff Engineer/Geologist	\$95
Project Engineer/Geologist	\$120
Senior Engineer/Geologist	\$135
Principal Engineer	\$150

Overtime and Double Time (work beyond 8 hour days, weekends and Holidays) will be billed at a rate of 1.5 and 2 times the hourly rate presented above, respectively

LABORATORY TESTING

Soil and Aggregate	Rate per Test
Aggregate Unit Weight	\$55
Aggregate Crushed Particles	\$100
Atterberg Limits	\$150
Compaction Curve	\$225
Consolidation Test	\$550
Corrosion Testing	\$150
Direct Shear Test	\$145
Durability	\$170
Expansion Index	\$170
Grain Size Analysis - Total Sieve (Fine and Coarse)	\$175
Grain Size Analysis - Fine or Coarse Sieve	\$100
Grain Size Analysis - Soils Finer than No. 200	\$100
Grain Size Analysis - Hydrometer	\$160
Moisture Content	\$30
Permeability	\$275
Resistance Value - Untreated	\$300
Resistance Value - Treated with Lime or Cement	\$360
Sand Equivalent	\$140
Specific Gravity	\$120
Triaxial Shear - Undisturbed	\$360
Triaxial Shear - Remolded	\$440
Unconfined Compression Test	\$110
Unit Weight and Moisture Content - Undisturbed Sample	\$35
Unit Weight and Moisture Content - Loose Sample	\$60
Concrete and Masonry	
Compression Testing - Concrete 4x8 or 6x12	\$30
Compression Testing - Grout, Mortar or CLSM	\$40
Compression Testing - Masonry Unit or Brick	\$50
Compression Testing - Masonry Prism	\$175
Compression Testing - Concrete Core Including Trimming	\$50
Compression Testing - Shotcrete Core	\$55
Compression Testing - Hold Sample	\$20
Length Change of Hardened Concrete	\$1000
Masonry Unit Linear Shrinkage, Absorption and Moisture	\$495
Unit Weight of Hardened Concrete	\$55
Reinforcing and Structural Steel	
Anchor Bolt Tensile Strength	\$80
Fire Proofing Unit Weight	\$55
Rebar Tensile and Bend 1 - 7 bar	\$115
Rebar Tensile and Bend 8 - 14 bar	\$165
Structural Bolt Set Tensile and Hardness	\$300

MISCELLANEOUS

Mileage	\$0.70/mile
Per Diem	\$125/day
Outside Services	Cost +20%
Final Report of Inspection	\$300
Verified Laboratory Reports	\$525

Memorandum of Understanding between CHC and Partner Organization

Partner's name: Marysville Joint Unified School DistrictPartner's address: 1919 B Street, Marysville, CA 95901Contact person: Amber Watson, Director of Nutrition Services Phone number: 530-749-6178
(Name) (Title)E-mail address: awatson@mjUSD.com Fax number: 530-741-7829Term of this Agreement: Oct. 1st 2015 - Sept. 30th 2016Project Name: Butte County Subcontract for SNAP-Ed

This is an Agreement between Partner, Marysville Joint Unified School District, participating as a Partner organization with the Center for Healthy Communities (CHC) in the provision of nutrition education and obesity prevention services to participating school children, and The CSU, Chico Research Foundation (Foundation), acting as lead agency for CHC.

I. Background:

California Department of Public Health - Nutrition Education Obesity Prevention Branch has awarded U.S. Department of Agriculture (USDA) Supplemental Nutrition Assistance Program Education (SNAP-Ed) funds to the Butte County Health Department, and Butte County has in turn awarded a contract to Foundation for CHC's Nutrition Education and Physical Activity Program (the Program). The term of Foundation's Contract from Butte County is October 1, 2015 through September 30, 2016.

II. Purpose & Scope:

The purpose of this Agreement is to clearly identify the roles and responsibilities of Partner and Foundation as they relate to the CHC collaboration and partnership around the promotion of health and nutrition in SNAP-Ed eligible populations. In particular, this Agreement is intended to implement the Program as detailed in the scope of work of Butte County's Application to NEOP for USDA SNAP funds.

III. Partner's Responsibilities:

Partner shall participate in CHC for the duration of this Agreement's Term by contributing nutrition education services and materials and by providing Program information to Foundation on behalf of CHC. Partner shall:

1. Provide a supportive working environment for CHC staff (e.g., nutrition/health education specialist and/or a community nutrition/health assistant);
2. Support and implement appropriate and/or required Program activities/events and policies based on the CHC Program scope of work approved by NEOP including provision of required evaluation information, as appropriate, to assess program effectiveness;
3. Facilitate attendance at Program meetings and trainings by Partner's coordinator for the Program and other appropriate personnel of Partner, as schedules permit;
4. Provide to Foundation verification that Program participants meet USDA low-income criteria (e.g., for school districts and other education agencies, targeting low-resource schools, defined as those with 50% of students or more eligible for free or reduced-price school meals).

IV. Foundation's Responsibilities:

Foundation, as lead agency for CHC, shall provide the following for the duration of this Agreement's Term:

1. The services of CHC staff (e.g., nutrition/health education specialist, community nutrition/health assistant, CHC Program Manager, CHC Administrative Assistant);
2. Fingerprint based criminal information background checks (Live Scan) for all CHC staff who will have supervisory or disciplinary power over a minor or any person under said staff member's care as allowed under California Penal Code section 11105.3.;
3. Report writing, budget monitoring, documentation gathering, grant fund management, and audit responsibility as required by USDA and Network;
4. Assurance that Program activities comply with requirements of USDA and NEOP;
5. Provision of Program information and related materials to Program participants;
6. Guidelines and procedures for requesting purchases to be made by CHC;
7. Purchase of Program materials (e.g., nutrition education materials, etc.) for Partner;
8. Monthly CHC informational/training meetings.

V. It is mutually understood and agreed to by Foundation and Partner that:

1. Modification of this Agreement must be made in writing and must be agreed to and executed by the parties before becoming effective;
2. Either party to this Agreement may elect to terminate this Agreement, but only upon 30 days advance written notice of such election to the other party, and the parties will deal with each other in good faith in the event of such termination;
3. This Agreement is provisional, pending award and appropriation and encumbrance of funds for the Program by NEOP to Butte County as described in its application and by Butte County to Foundation for the period of this Agreement's Term;
4. Each party to this Agreement shall defend, indemnify and hold the other party and its respective directors, officers, employees, agents, successors and assigns free and harmless of and from any and all demands, claims, causes of action, actions, liability, injuries including death, damages, costs, and expenses, including reasonable attorney's fees, incurred by reason of or in any way connected with the acts or omissions of the party or of its directors, officers, employees or agents occurring during the course and term of this Agreement or at any time thereafter;
5. Each party to this Agreement shall follow all relevant and applicable regulations as specified in Exhibit D (F) "Special Terms and Conditions" to NEOP's award to Butte County and Butte County's contract to Foundation. These may include, but are not limited to:
 - A. Subcontract Agreements – as it relates to securing bids for subcontractor services and subcontractor approval;
 - B. Lobbying Restrictions – No federally appropriated funds may be used to pay any person influencing or attempting to influence an officer or employee of any agency, member of Congress, or employee of a member of Congress in connection with specific federal actions.

VI. Funding Requirements:


This Agreement does not include the reimbursement of funds between the two parties.

VII. Record Retention:

Foundation and Partner must maintain all records supporting this Agreement and related activities for three years after the end of the term of Butte County's award from NEOP. Additionally, Partner agrees to make all records relating to this Agreement available upon request by Foundation on behalf of CHC, Butte County, NEOP, and/or USDA.

VIII. Effective Date and Signature:

This Agreement shall be effective upon the signature of Partner and Foundation authorized officials. It shall be in force for the Agreement Term specified above. Foundation and Partner indicate agreement with the foregoing by their signatures below.

 <u>Assistant Supt., Business Services</u>	<u>2/16/16</u>
Name and Title of Partner's Authorized Official	Signature and Date
Name and Title of Foundation's Authorized Official	Signature and Date



Marysville Joint Unified School District

**1919 B Street, Marysville, California 95901
Purchasing Department**

PUBLIC WORKS CONTRACT FOR SERVICES UNDER \$15,000

THIS CONTRACT made and entered into on _____ (Insert Board meeting date or ratification date), by and between National Analytical Laboratories, Inc hereinafter called the CONTRACTOR and the MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT hereinafter called the DISTRICT.

WITNESSETH; The parties do hereby contract and agree as follows:

1. The CONTRACTOR shall furnish labor and materials to the DISTRICT in accordance with the Terms & Conditions set forth in ATTACHMENT B hereof and incorporated herein by this reference and any specifications attached for a total contract price of:

One _____ thousand Three _____ hundred Fifty _____ and no/100 Dollars (\$ 1,350.00)

(MAY NOT EXCEED \$15,000) - to be paid in full within thirty (30) days after completion and acceptance.

2. Contractor shall be a licensed contractor pursuant to the Business and Professions Code and shall be licensed in the following classification: C22 (add applicable to trade).
3. (Check contractor license classification appropriateness at: <http://www.cslb.ca.gov/GeneralInformation/Library/LicensingClassifications/> and contractor license status at: <https://www2.cslb.ca.gov/OnlineServices/CheckLicenseII/CheckLicense.aspx>).
4. This contract shall commence upon Board approval as of _____ (Insert date after Board approval date or ratification date) with work to be completed within Sixty _____ (60) consecutive days and/or by _____, 201____.
5. **SCOPE OF WORK:** By submitting a proposal, contractors warrant that they have made a site examination as they deem necessary as to the condition of the site and certify all measurements, specifications and conditions affecting the work to be performed at the site. Proposals are subject to acceptance by the signing of a contract and issuance of an appropriate purchase order. The District reserves the right to accept or reject any and all quotes and reserves the right to waive any informality in any quote. **CONTRACTOR PROPOSES TO FURNISH LABOR AND MATERIAL IN ACCORDANCE WITH THE FOLLOWING SPECIFICATIONS:** (Describe in detail the scope of the proposed project and materials to be furnished)
 - Refer to ATTACHMENT J, attached hereto (Insert or attached proposal must state at prevailing wage for all services \$1,000 or above but under \$15,000)



Marysville Joint Unified School District

NONCOLLUSION AFFIDAVIT

The party making the foregoing bid certifies that the bid is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization, or corporation; that the bid is genuine and not collusive or sham; that the bidder has not directly or indirectly induced or solicited any other bidder to put false or sham bid, and has not directly or indirectly colluded, conspired, connived, or agreed with any bidder or anyone else to put in a sham bid, or that anyone shall refrain from bidding; that the bidder has not in any manner, directly or indirectly, sought by agreement communication, or conference with anyone to fix the bid price of the bidder or any other bidder, or to fix any overhead, profit, or cost element of the bid price, or of that of any other bidder, or to secure any advantage against the public body awarding the contract of anyone interested in the proposed contract; that all statements contained in the bid are true; and, further, that the bidder has not directly or indirectly, submitted his or her bid price or any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, or paid, and will not pay, any fee to any corporation, partnership, company association, organization, bid depository, or to any member or agent thereof to effectuate a collusive or sham bid.

IN WITNESS WHEREOF, the parties hereunto have subscribed to this Contract, including all Contract Documents as listed below:

<input checked="" type="checkbox"/> Noncollusion Affidavit	<input checked="" type="checkbox"/> ATTACHMENT F - Proof of Contractor Annual Registration with DIR
<input checked="" type="checkbox"/> ATTACHMENT A - Contractor Certification Form	<input checked="" type="checkbox"/> ATTACHMENT G - Withholding Exemption Certificate - CA Form 590
<input checked="" type="checkbox"/> ATTACHMENT B - Terms and Conditions (5 pages)	<input checked="" type="checkbox"/> ATTACHMENT H - W9 Form
<input checked="" type="checkbox"/> ATTACHMENT C - Contractor's Certificate Regarding Workers' Compensation	<input checked="" type="checkbox"/> ATTACHMENT I - Certificate of Insurance and Additional Insured Endorsement
<input checked="" type="checkbox"/> ATTACHMENT D - Criminal Background Investigation/Fingerprinting Certificate	<input checked="" type="checkbox"/> ATTACHMENT J - Scope of Work
<input checked="" type="checkbox"/> ATTACHMENT E - Prevailing Wage and Related Labor Requirements Certification	Purchase Order No. _____

TYPE OF BUSINESS ENTITY

☐ Individual
☐ Sole Proprietorship
☒ Partnership
☐ Corporation
☐ Other

TAX IDENTIFICATION

680288099
Employer Identification Number

License No: 2006-037814 BusLic Classification: _____ Expiration Date: 6/30/2016

(District Use Only: License verified by Julie Brown Date: 2/5/2016)
Fill at time of preparation - DISTRICT STAFF ONLY

I hereby agree to abide by these terms and conditions if awarded the project as described herein. Under penalty of perjury, I certify that I am a duly authorized agent/representative of the company providing this proposal. I also certify that none of the individuals identified on attached certification form (if applicable) or any individual identified above has been convicted of a felony as defined in Education Code 45122.1

Contractor Name: National Analytical Laboratories, Inc

Contractor Address:
2201 Francisco Drive Ste 140-261
El Dorado Hills, CA 95762

Phone: 916-361-0555

Email: paula@na1.com

Print Name: Paula Lee

Title: Executive Director

Authorized Signature: Paula Lee

District Acceptance: _____
Ryan DiGiullo, Assistant Superintendent of Business Services

Date: _____
Board Approval Date



Marysville Joint Unified School District

ATTACHMENT A

CONTRACTOR CERTIFICATION FORM

CERTIFICATION PURSUANT TO EDUCATION CODE SECTION 45125.1

The District has determined per Education Code Section 45125.1, subdivision (c) that in performing services to this contract, Contractor's employees may have contact with pupils. As required under Education Code Section 45125.1, subdivision (a), Contractor shall require their employees, including the employees of any subcontractor, who will provide services pursuant to this contract to submit their fingerprints in a manner authorized by the Department of Justice in order to conduct a criminal background check to determine whether such employees have been convicted of or have charges pending for a felony as defined in Education Code Section 45122.1.

Contractor shall not permit any employee to perform services who may come in contact with pupils under this contract until the Department of Justice has determined that the employee has not been convicted of a felony or has not criminal charges pending for a felony as defined in Section 45122.1.

Contractor shall certify in writing to the District that all of its employees who may come in contact with pupils have not been convicted of or have no criminal charges pending for a felony as defined in Education Code Section 45122.1.

Contractor shall defend, indemnify, protect and hold the District and its agents, officers and employees harmless from and against any and all claims asserted or liability established for damages or injuries to any person or property which arise from or are connected with or are caused or claimed to be caused by Contractor's failure to comply with all of the requirements contained in Education Code Section 45125.1, including, but not limited to, the requirements prohibiting Contractor for using employees who may have contact with pupils who have been convicted or have charges pending for a felony as defined in Education Code Section 45122.1.

It is understood that by signing this document, Contractor agrees they are familiar with Education Code Section 45122.1. The following individuals are employees of Contractor who may come in contact with pupils in the performance of services in this contract.

Name(s) of employee(s):

Anthony De Arcos
Michael J. Lee
Leah Hall

Name(s) of employee(s):

I certify that none of the individuals identified above has been convicted of a felony as defined in Education Code Section 45122.1.

Dated: 2/5/2016

National Analytical Labs, Inc. (Company)

Paula Lee

(Authorized Signature)

Paula Lee

(Print Name)

Executive Director

(Title)

(Complete only if pertinent)



Marysville Joint Unified School District

ATTACHMENT B

TERMS AND CONDITIONS

ARTICLE 1. WAGE RATES: Pursuant to the provisions of article 2 (commencing at section 1770), chapter 1, part 7, divisions 2 of the Labor Code of California, the Director of Industrial Relations has ascertained the general prevailing rate of per diem wages in the locality in which this public work is to be performed for each craft, classification or type of worker needed to execute the contract. Copies of said determinations are on file at District's principal office and available to any interested party on request. Refer to web site (www.dir.ca.gov).

Holiday and overtime work, when permitted by law, shall be paid for at a rate of at least one and one-half times the general prevailing rate of per diem wages as determined by the Director of Industrial Relations, unless otherwise specified. Each worker of the Contractor or any of his subcontractors engaged in work on the project shall be paid not less than the general prevailing rate of per diem wages determined by the Director of Industrial Relations, regardless of any contractual relationship which may be alleged to exist between the Contractor or any subcontractor and such workers.

Each worker needed to execute the work on the project shall be paid travel and subsistence payments, as such travel and subsistence payments are defined in the applicable collective bargaining agreements filed with the Department of Industrial Relations in accordance with Labor Code section 1173.8.

The Contractor shall, as a penalty to the District, forfeit not more than fifty dollars (\$50) for each calendar day, or portion thereof, for each worker paid less than the prevailing rates as determined by the Director of Industrial Relations for the work or craft in which the worker is employed for any public work done under the contract by him or by any subcontractor under him. Prevailing wage rates shall also be used when determining wages paid for change order items. The amount of this forfeiture shall be determined by the Labor Commissioner and shall be based on consideration of the Contractor's mistake, inadvertence, or neglect in failing to pay the correct rate of prevailing wages, or the previous record of the Contractor in meeting his prevailing wage obligations, or the Contractor's willful failure to pay the correct rates of prevailing wages. The difference between the prevailing wage rates and the amount paid to each worker for each calendar day or portion thereof for which each worker was paid less than the prevailing wage rate shall be paid to each worker by the Contractor, and the Contractor shall be bound by the provisions of Labor Code section 1775.

Any worker employed to perform work on the project, which work is not covered by any classification listed in the general prevailing rate of per diem wages determined by the Director of Industrial Relations, shall be paid not less than the minimum rate of wages specified therein for the classification which most nearly corresponds to work to be performed. Such minimum wage rate shall be retroactive to the time of initial employment of such person in such classification.

Pursuant to Labor Code section 1773.1, per diem wages are deemed to include employer payments for health and welfare, pension, vacation, travel time, subsistence pay and similar purposes. Contractor shall post at appropriate conspicuous points on the site of project, a schedule showing all determined minimum wage rates and all authorized deductions, if any, from unpaid wages actually earned.

Contractor and each subcontractor shall keep an accurate payroll record, showing the name, address, social security number, work classification, straight time and overtime hours worked each day and week, and the actual per diem wages paid to each journeyman,

apprentice, worker, or other employee employed by him in connection with the public work.

The payroll records required above shall be certified and shall be available for inspection at all reasonable hours at the principal office of the Contractor on the following basis:

- a) A certified copy of an employee's payroll record shall be made available for inspection or furnished to such employee or his or her authorized representative on request.
- b) A certified copy of all payroll records shall be made available for inspection or furnished upon request to a representative of District, the Division of Labor Standards Enforcement, and the Division of Apprenticeship Standards of the Department of Industrial Relations.
- c) A certified copy of all payroll records shall be made available upon request to the public for inspection or copies thereof made; provided, however, that a request by the public shall be made through either the District, the Division of Apprenticeship Standards, or the Division of Labor Standards Enforcement. The public shall not be given access to such records at the principal office of the Contractor.

A Contractor or Subcontractor shall not be qualified to submit a proposal on, be listed on a proposal (subject to the requirements of Public Contract Code section 4104), or engage in the performance of any contract for public work unless currently registered and qualified to perform public work pursuant to Labor Code §1725.5, except under the limited circumstances set forth in Labor Code §1771.1(a). This requirement shall apply to any bid proposal submitted on or after March 1, 2015, and any contract for public work awarded on or after April 1, 2015. The District may not accept a proposal or enter into a contract for a public works project with an unregistered contractor.

Pursuant to Labor Code §1771.4, this Contract is subject to compliance monitoring and enforcement by the Department of Industrial Relations. Each Contractor and Subcontractor performing work on the Project shall be required to comply with the provisions of the California Labor Code, beginning with section 1720, and the regulations of the Department of Industrial Relations' Division of Labor Standards Enforcement (i.e., the Labor Commissioner), including, but not limited to, the standard provisions requiring payment of prevailing wages, maintenance and submission of certified payroll records, and the hiring of apprentices as appropriate. Unless otherwise specified, the Contractor shall be required to post job site notices regarding the requirements of this paragraph, as prescribed by regulation. For all new public works projects awarded on or after April 1, 2015, Contractor and each Subcontractor shall be required to furnish the records specified in Labor Code §1778 directly to the Labor Commissioner at least monthly, or more frequently if specified in the Contract Documents, and in a format prescribed by the Labor Commissioner. This requirement shall apply to all projects, whether new or ongoing, on or after January 1, 2016.

Contractor shall be responsible for complying with the provisions California Labor Code beginning with Section 1720, and the regulations of the Department of Industrial Relations, including, but not limited to, the standard provisions requiring payment of prevailing wages, maintenance and submission of certified weekly payrolls, and hiring of apprenticeship as appropriate. Contractor shall work with the Compliance Monitoring Unit to ensure the full compliance with the Department of Industrial Relations and applicable labor law.

ARTICLE 2. APPRENTICES: Apprentices of any crafts or trades may be employed and, when required by Labor Code section 1777.5, shall be employed provided they are properly indentured to the Contract in full compliance with provisions of the Labor Code. The prime



Marysville Joint Unified School District

contractor shall bear the responsibility of compliance with Labor Code section 1777.5 for all apprenticeable occupations and agrees that he will comply with said section which reads: "Nothing in this chapter shall prevent the employment of properly registered apprentices upon public works. Every apprentice shall be paid the standard wage paid to apprentices under the regulations of the craft or trade at which he is employed, and shall be employed only at the work of the craft or trade to which he is registered."

Only apprentices, as defined in Section 3077, who are in training under apprenticeship standards and written apprentice agreements under Chapter 4 (commencing with Section 3070), of Division 3, of the Labor Code, are eligible to be employed on public works. The employment and training of each apprentice shall be in accordance with the provisions of the apprenticeship standards and apprentice agreements under which he or she is training.

When the contractor to whom the contract is awarded by the District, in performing any of the work under the contract or subcontract, employs workers in any apprenticeable craft or trade, the contractor and subcontractor shall apply to the joint apprenticeship committee administering the apprenticeship standards of the craft or trade in the area of the site of the public work for a certificate approving the contractor or subcontractor under the apprenticeship standards for the employment and training of apprentices in the area or industry affected. However, approval as established by the joint apprenticeship committee or committees shall be subject to approval of the Administrator of Apprenticeship. The joint apprenticeship committee or committees, subsequent to approving the subject contractor or subcontractor, shall arrange for the dispatch of apprentices to the contractor or subcontractor in order to comply with this section. Every contractor and subcontractor shall submit contact award information to the applicable joint apprenticeship committee which shall include an estimate of journeyman hours to be performed under the contract, the number of apprentices to be employed, and the approximate date the apprentices will be employed. There shall be an affirmative duty upon the joint apprenticeship committee or committees administering the apprenticeship standards of the craft or trade in the area of the site of the public work to ensure equal employment and affirmative action in apprenticeship for women and minorities. Contractors or subcontractors shall not be required to submit individual applications for approval to local joint apprenticeship committees provided they are already covered by the local apprenticeship standards. The ratio of work performed by apprentices to journeymen who shall be employed in the craft or trade on the public work may be the ratio stipulated in the apprenticeship standards under which the joint apprenticeship committee operates, but, except as otherwise provided in this section, in no case shall the ratio be less than one hour of apprentice work for every five hours of labor performed by a journeyman. However, the minimum ratio for the land surveyor classification shall not be less than one apprentice for each five journeymen.

Any ratio shall apply during any day or portion of a day when any journeyman, or the higher standard stipulated by the joint apprenticeship committee, is employed at the job site and shall be computed on the basis of the hours worked during the day by journeymen so employed, except for the land surveyor classification. The Contractor shall employ apprentices for the number of hours computed as above before the end of the contract. However, the Contractor shall endeavor, to the greatest extent possible, to employ apprentices during the same time period that the journeymen in the same craft or trade are employed at the job site. Where an hourly apprenticeship ratio is not feasible for a particular craft or trade, the Division of Apprenticeship Standards, upon application of a joint apprenticeship committee, may order a minimum ratio of not less than one apprentice for each five journeymen in a craft or trade classification.

The Contractor or subcontractor, if he is covered by this section, upon the issuance of the approval certificate, or if he has been previously approved in the craft or trade, shall employ the number of apprentices or the ratio of apprentices to journeymen stipulated in the

apprenticeship standards. Upon proper showing by the Contractor that he employs apprentices in such craft or trade in the state on all of his contracts on an annual average of not less than one hour of apprentice work for every five hours of labor performed by a journeyman, or in the land surveyor classification, one apprentice for each five journeymen, the Division of Apprenticeship Standards may grant a certificate exempting the Contractor from the 1-to-5 hourly ratio as set forth in the section. This section shall not apply to contracts of general contractors or to contracts of specialty contractors not bidding for work through a general or prime contractor, when the contracts of general contractors or those specialty contractors involve less than thirty thousand (\$30,000) or 20 working days. This section shall not use any work performed by a journeyman in excess of eight hours per day or 40 hours per week to calculate the hourly ratio.

"Apprenticeable craft or trade," as used in this section, means a craft or trade determined as an apprenticeable occupation in accordance with the rules and regulations prescribed by the Apprenticeship Council. The joint apprenticeship committee shall have the discretion to grant a certificate which shall be subject to the approval of the Administrator of Apprenticeship, exempting a contractor from the 1-to-5 ratio set forth in this section when it finds that any one of the following conditions is met: a) Unemployment for the previous three-month period in such area exceeds an average of 15 percent. b) The number of apprentices in training in such area exceeds a ratio of 1-to-5. c) If there is a showing that the apprenticeable craft or trade is replacing at least one-thirtieth of its journeymen annually through apprenticeship training, either on a statewide basis, or on a local basis. d) Assignment of an apprentice to any work performed under a public works contract would create a condition which would jeopardize his life, or the life, safety, or property of fellow employees or the public at large or if the specific task to which the apprentice is to be assigned is of such a nature that training cannot be provided by a journeyman.

When exemptions are granted to an organization which represents contractors in a specific trade from the 1-to-5 ratio on a local or statewide basis, the member contractors will not be required to submit individual applications for approval to local joint apprenticeship committees, if they are already covered by the local apprenticeship standards.

A contractor to whom the contract is awarded, or any subcontractor under him who employs journeymen or apprentices in any apprenticeable craft or trade to perform work under the contract and who is not contributing to a fund or funds to administer and conduct the apprenticeship program in any craft or trade in the area of the site of the public work, to which fund or funds other contractors in the area of the site of the public work are contributing, shall contribute to the fund or funds in each craft or trade in which he employs journeymen or apprentices on the public work in the same amount or upon the same basis and in the same manner as the other contractors do. Where the trust fund administrators are unable to accept the fund, contractors not signatory to the trust agreement shall pay a like amount to the California Apprenticeship Council. This contractor or subcontractor may add the amount of the contributions in computing his bid for the contract. The Division of Labor Standards Enforcement is authorized to enforce the payment of the contributions to the fund or funds as set forth in Labor Code Section 227.

The District awarding the contract shall cause to be inserted in the contract stipulations to effectuate this section. The stipulations shall fix the responsibility of compliance with this section for all apprenticeable occupations with the prime contractor. All decisions of the joint apprenticeship committee under this section are subject to Labor Code Section 3081.

ARTICLE 3. WORK HOURS: As provided in article 3 (commencing at section 1810), chapter 1, part 7, division 2 of the Labor Code, eight (8) hours of labor shall constitute a legal day's work. The time of service of any worker employed at any time by the Contractor or by any subcontractor on any subcontract under this contract upon the work or upon any part of the work contemplated by this contract is limited and



Marysville Joint Unified School District

restricted to eight (8) hours during any one-calendar day and forty (40) hours during any one calendar week, except as hereinafter provided. Notwithstanding the provisions hereinabove set forth, work performed by employees of Contractor in excess of eight (8) hours per day, and forty (40) hours during any one week, shall be permitted upon this public work upon compensation for all hours worked in excess of eight (8) hours per day at not less than one and one-half times the basic rate of pay

The Contractor and every subcontractor shall keep accurate record showing the name and actual hours worked each calendar day and each calendar week by each worker employed by him in connection with the work or any part of the work contemplated by this contract. The record shall be kept open at all reasonable hours to the inspection of the District and the Division of Labor Law Enforcement, Department of Industrial Relations of the State of California.

The Contractor shall pay to the District a penalty of twenty-five dollars (\$25) for each worker employed in the execution of this contract by the Contractor or by any subcontractor or by any subcontractor for each calendar day during which such worker is required or permitted to work more than eight (8) hours in any calendar day and forty (40) hours in any one calendar week in violation of the provisions of article 3 (commencing at section 1810), chapter 1, part 7, division 2 of the Labor Code.

Any work necessary to be performed after regular working hours, or on Sundays or other holidays shall be performed without additional expense to District.

ARTICLE 4. SUBCONTRACTING: Contractor agrees to bind every subcontractor by terms of the contract as far as such terms are applicable to subcontractor's work. If Contractor shall subcontract any part of this contract, Contractor shall be fully responsible to District for acts and omissions of subcontractor and of persons either directly or indirectly employed. Nothing contained in contract documents shall create any contractual relation between any subcontractor and District.

ARTICLE 5. ASSIGNMENT: Contractor shall not assign or transfer by operation or law or otherwise any or all of its rights, burdens, duties, or obligations under this contract without prior written consent of District.

ARTICLE 6. WORKERS' COMPENSATION INSURANCE: The Contractor shall provide, during the life of this contract, workers' compensation insurance for all its employees engaged in work under this contract, or at the site of the project, and if work is sublet, the Contractor shall require the subcontractor similarly to provide workers' compensation insurance for all the latter's employees. Any class of employee or employees not covered by a subcontractor's insurance shall be covered by the Contractor's insurance. The Contractor shall provide to the District a Certificate regarding Workers' Compensation available from the District prior to performing the work of the contract.

ARTICLE 7. PROOF OF INSURANCE: Contractor must provide Commercial General Liability Insurance (including automobile insurance) which provides limits of not less than \$1,000,000 per occurrence (combined single limit) and \$2,000,000 Project Specific Aggregate (for this project only). Any general liability policy provided by Contractor hereunder shall contain an endorsement which applies its coverage to District, members of District's Board of Trustees, and the officers, agents, employees and volunteers of District, the State Allocation Board, if applicable, the architect, and the architect's consultants, if applicable, individually and collectively as additional insured. Coverage additional to that shown above to be evidenced in a provided Certificate of Insurance is as follows: Products-Comp/Ops Aggregate \$1,000,000; Automobile \$1,000,000; Personal and Advertising Injury \$1,000,000; Each Occurrence \$1,000,000; Fire Damage minimum \$100,000; Medical Expense (per person) \$5,000. *Activities that place buildings at risk for fire (use of kitchen, portable lighting, heavy electrical gear, etc. must have a \$1,000,000 Property/Fire limit.

The limits set forth above shall not be construed to relieve the Contractor from liability in excess of such coverage, nor shall it limit contractor's indemnification obligations to District, and shall not preclude the District from taking such other actions available to District under other provisions of the contract documents or law.

Contractor and any subcontractor shall not commence work nor shall he allow any subcontractor to commence work under this contract until all required insurance certificates have been delivered to and approved by District.

ARTICLE 8. INDEMNIFICATION: District shall not be liable for, and Contractor shall defend and indemnify District against any and all claims, demands, liability, judgments, awards, fines, mechanics' liens or other liens, labor disputes, losses, damages, expenses, charges or costs of any kind or character, including attorneys' fees and court costs (hereinafter collectively referred to as "Claims"), which arise out of or are in any way connected to the work covered by this contract arising either directly or indirectly from any act, error, omission or negligence of Contractor or its contractors, licensees, agents, servants or employees including, without limitation, Claims caused by the concurrent act, error, omission or negligence of District or its agents or employees. However, Contractor shall have no obligation to defend or indemnify District from a Claim if it is determined by a court of competent jurisdiction that such Claim was caused by the active negligence, sole negligence, or willful misconduct of District or its agents or employees.

ARTICLE 9. MATERIALS: Contractor warrants good title to all material, supplies and equipment installed or including in the work. Except as otherwise specifically stated in this contract, Contractor shall provide and pay for all materials, labor, tools, equipment, water, lights, power, transportation, superintendence, temporary constructions of every nature, and all other services and facilities of every nature whatsoever necessary to execute and complete this contract within specified time. Unless otherwise specified, all materials shall be new and both workmanship and materials shall be of good quality. Materials shall be furnished in ample quantities and at such times as to insure uninterrupted progress of work. Contractor shall be entirely responsible for damage or loss by weather or other causes to materials or work under this contract.

ARTICLE 10. PATENTS, ROYALTIES AND INDEMNITIES: The Contractor shall hold and save the District and its officers, agents and employees harmless from liability of any nature or kind, including cost and expense, for or on account of any patented or unpatented invention, process, article, or appliance manufactured or used in the performance of this contract, including its use by the District, unless otherwise specifically stipulated in the contract documents.

ARTICLE 11. GUARANTEE: Besides guarantees required elsewhere, Contractor shall, and hereby does, guarantee all work for a period of one year after date of acceptance of work by District and shall repair or replace any or all such work, together with any other work, which may be displaced in so doing, that may prove defective in workmanship and/or materials within a one year period from date of acceptance without expense whatsoever to District, ordinary wear and tear, unusual abuse or neglect excepted. District will give notice of observed defects with reasonable promptness. Contractor shall notify District upon completion of repairs.

This article does not in any way limit the guarantee of any items for which a longer guarantee is specified or on any items for which a manufacturer gives a guarantee for a longer period. Contractor shall furnish District all appropriate guarantee or warranty certificates upon completion of the project.

ARTICLE 12. PROTECTION OF WORK AND PROPERTY: The Contractor shall be responsible for all damages to persons or property that occur as a result of his fault or negligence in connection with the prosecution of this contract and shall be responsible for the proper care and protection of all materials delivered and work performed until



Marysville Joint Unified School District

completion and final acceptance by the District. All work shall be solely at the Contractor's risk. Contractor shall adequately protect adjacent property from settlement or loss of lateral support as provided by law and contract documents. Contractor shall take all necessary precautions for safety of employees on the work and shall comply with all applicable safety laws and building codes to prevent accidents or injury to persons on, about, or adjacent to premises where work is being performed. Contractor shall erect and properly maintain at all times, as required by conditions and progress of work, all necessary safeguards, signs, barriers, light and watchmen for protection of workers and the public and shall post danger signs warning against hazards created by such features in the course of construction. Contractor shall designate a responsible member of the organization on the work, whose duty shall be prevention of accidents. Contractor shall report name and position of person so designated to District.

ARTICLE 13. DISTRICT'S RIGHT TO TERMINATE CONTRACT: If the Contractor refuses or fails to prosecute the work or any separable part thereof with such diligence as will insure its completion within the time specified or any extension thereof, or fails to complete said work within such time, or if the Contractor should be adjudged a bankrupt, or if Contractor should make a general assignment for the benefit of creditors, or if a receiver should be appointed on account of insolvency, or if Contractor should persistently or repeatedly refuse or should fail, except in cases for which extension of time is provided, to supply enough properly skilled workers or proper materials to complete the work in time specified, or should fail to make prompt payment to subcontractors or for material or labor, or persistently disregard laws, ordinances or instructions of District, or otherwise be guilty of a substantial violation of any provision of the contract, or if Contractor or subcontractors should violate any of the provisions of this contract, then District may, without prejudice to any other right or remedy, serve written notice upon Contractor and surety of its intention to terminate this contract, such notice to contain the reasons for such intention to terminate, and unless within ten days after the service of such notice such condition shall cease or such violation shall cease and satisfactory arrangements for the correction thereof be made, this contract shall upon the expiration of said ten (10) days, cease and terminate.

ARTICLE 14. COMPLIANCE WITH STORM WATER PERMIT

Contractor shall be required to comply with all conditions of the State Water Resources Control Board ("State Water Board") National Pollutant Discharge Elimination System General Permit for Waste Discharge Requirements for Discharges of Storm Water Runoff Associated with Construction Activity ("Permit") - General NPDES Permit No. CAS000004 adopted by the State Water Resources Control Board. Contractor shall be responsible for filing the Notice of Intent and for obtaining the Permit and include all costs in the Contract amount. Contractor shall be responsible for procuring, implementing and complying with the provisions, monitoring and reporting requirements as required by the Permit. Contractor shall provide copies of all reports and monitoring information to the District Representative. Failure to comply with the Permit is in violation of federal and state law.

ARTICLE 15. CLEAN UP: Contractor at all times shall keep premises free from debris such as waste, rubbish and excess materials and equipment caused by his work; debris shall be removed from premises. Contractor shall not leave debris under, in, or about the premises. Upon completion of work Contractor shall clean interior and exterior of building including fixtures, equipment, walls, floors, ceilings, roofs, window sills and ledges, horizontal projections and any areas where debris has collected so surfaces are free from foreign material or discoloration; Contractor shall clean and polish all glass, plumbing fixtures and finish hardware and similar finish surfaces and equipment and remove temporary fencing, barricades, planking and construction toilet and similar temporary facilities from site.

ARTICLE 16. PROVISIONS REQUIRED BY LAW DEEMED INSERTED: Each and every provision of law and clause required by law to be inserted in this contract shall be deemed to be inserted

herein and the contract shall be read and enforced as though it were included herein, and if through mistake or otherwise any such provisions is not inserted, or is not correctly inserted then upon application of either party the contract shall forthwith be physically amended to make such insertion or correct.

ARTICLE 17. EXCAVATION DEEPER THAN FOUR FEET: If this contract involves digging trenches or other excavations that extend deeper than four feet below the surface, then all of the following apply:

- a. The Contractor shall promptly, and before the following conditions are disturbed, notify the District, in writing of any: (1) Material that the Contractor believes may be material that is hazardous waste, as defined in section 25117 of the Health and Safety Code, that is required to be removed to a Class I, Class II, or Class III disposal site in accordance with provisions of existing law. (2) Subsurface or latent physical conditions at the site differing from those indicated. (3) Unknown physical conditions at the site of any unusual nature, different materially from those ordinarily encountered and generally recognized as inherent in work of the character provided for in this contract.
- b. Upon receiving any such notice, the District shall promptly investigate the conditions, and if it finds that the conditions do materially so differ, or do involve hazardous waste, and cause a decrease or increase in the Contractor's cost of, or the time required for, performance of any part of the work shall issue a change order under the procedures described in this contract.
- c. In the event that a dispute arises between the District and the Contractor whether the conditions materially differ or involve hazardous waste, or cause a decrease or increase in the Contractor's cost of, or time required for, performance of any part of the work, the Contractor shall not be excused from any scheduled completion date provided for by this contract, but shall proceed with all work to be performed under the contract. A contractor shall retain any and all rights provided either by contract or by law which pertain to the resolution of disputes and protest between the contracting parties.

ARTICLE 18. REMOVAL OR RELOCATION OF MAIN OR TRUNKLINE UTILITY FACILITIES:

The Contractor shall not be assessed for liquidated damages for delay in completion of this project, when such delay was caused by the failure of the awarding authority of this contract or the owner of the utility to provide for removal or relocation of the existing main or trunkline utility facilities; however, when the Contractor is aware that removal or relocation of an existing utility has not been provided for, Contractor shall promptly notify the awarding authority and the utility in writing, so that provision for such removal or relocation may be made to avoid and minimize any delay which might be caused by the failure to remove or relocate the main or trunkline utility facilities, or to provide for its removal or relocation. In accordance with section 4215 of the Government Code, if the Contractor while performing the contract discovers any existing main or trunkline utility facilities not identified by the public agency in the contract plans or specifications, he shall immediately notify the public agency and utility in writing. The public utility, where they are the owners, shall have the sole discretion to perform repairs or relocation work or permit the Contractor to do such repairs or relocation work at a reasonable price. The Contractor shall be compensated for the costs of locating, repairing damage not due to the failure of the Contractor to exercise reasonable care, and removing or relocating such utility facilities not indicated in the plans and specifications with reasonable accuracy and for equipment on the project necessarily idled during such work.

ARTICLE 19. CHANGE ORDERS: Change orders may not cause the total aggregate cost of the project to exceed \$15,000 or the project will become subject to competitive bidding. The District, without invalidating contract, and as provided by law, may order extra work or make changes by altering, adding to, or deducting from work, the contract sum being adjusted accordingly. All such work shall be subject to prevailing wage rates and shall be executed under the conditions of the original contract except that any claim for extension of time caused thereby shall be adjusted at the time of ordering such



Marysville Joint Unified School District

change. In giving instructions, Contractor agrees that the District shall have authority to make minor changes in work, not involving change in cost, and not inconsistent with the purposes or approvals of the project. Otherwise, except in an emergency endangering life or property, no extra work or change shall be made unless pursuant to a written order from District, and no claim for an addition to the contract sum shall be valid unless so ordered.

ARTICLE 20. RESOLUTION OF CONSTRUCTION CLAIMS OF \$375,000 OR LESS: For public work claims of \$375,000 or less between Contractor and District, if District has not elected to resolve disputes by arbitration pursuant to article 7.2 (commencing with section 10240) of chapter 1 of part 2 of the Public Contract Code, the provisions of article 1.5 (commencing with section 20104) of chapter 1 of part 3 of the Public Contract Code apply ("Article 1.5").

For purposes of Article 1.5, "public work" has the same meaning as in section 3100 and 3106 of the Civil Code. "Claim" means a separate demand by Contractor for a time extension, or payment of money or damages for work done by or for Contractor, payment for which is not otherwise expressly provided in the contract or to which Contractor would not otherwise be entitled, or a payment disputed by District.

Each claim shall be submitted in writing before the date of final payment and shall include all necessary substantiating documentation. District shall respond in writing within forty-five (45) days of receipt of the claim if the claim is less than \$50,000 ("\$50,000 claim") or within sixty (60) days of receipt of the claim, if the claim is over \$50,000 but less than or equal to \$375,000 ("\$50,000-\$375,000 claim"). In either case, District may request in writing within thirty (30) days of receipt of the claim, any additional documentation supporting the claim or relating to defenses to the claim the District may have against the claimant. Any additional information shall be requested and provided upon mutual agreement of the District and the claimant. District's written response to the claim shall be submitted to claimant within fifteen (15) days after receipt of the further documentation for \$50,000 claims or within thirty (30) days after receipt of the further documentation for \$50,000-\$375,000 claims or within a period of time no greater than that taken by the claimant in producing the additional information, whichever is greater.

Within fifteen (15) days of receipt the District's response, if claimant disputes District's written response or within fifteen (15) days of the District's failure to respond within the time prescribed, the claimant shall provide written notification to District demanding an informal conference to meet and confer ("conference") to be scheduled by the District within thirty (30) days. If the claim or any portion of the claim remains in dispute following the meet and confer ("meet and confer") to be scheduled by the District within 30 days. If the claim or any portion of the claim remains in dispute following the meet and confer conference, the claimant may file a claim as provided in Chapter 1 (commencing with section 900) and Chapter 2 (commencing with section 910) of Part 3 of Division 3.6 of Title 1 of the Government Code. For purposes of those provisions, the period of time within which a claim must be filed is tolled from the time the claimant submits a written claim until the time the claim is denied, including time utilized as a result of the meet and confer process.

If a civil action is filed to resolve claims within sixty (60) days (but no earlier than thirty (30) days) following the filing or responsive pleadings, the court shall submit the matter to nonbinding mediation unless waived by mutual stipulation of both parties. The mediation process shall provide that both parties select a disinterested third person mediator within fifteen (15) days, shall be commenced within thirty (30) days of the submittal and concluded within fifteen (15) days from the commencement of the mediation unless time is extended upon a good case showing to the court or by stipulation of both parties. If the parties fail to select a mediator within the 15-day period, any party may petition the court to appoint the mediator.

If the material remains in dispute, the case shall be submitted to judicial arbitration pursuant to chapter 2.5 (commencing with section Revised 09-22-2015

1141.10) of title 3 of part 3 of the Code of Civil Procedure, notwithstanding section 1141.11 of that code. The Civil Discovery Act of 1986 (article 3, commencing with section 2016, of chapter 3 of title 3 or part 4 of the Code of Civil Procedure) shall apply to any proceeding brought under this subdivision consistent with the rules pertaining to judicial arbitration. The court may, upon request by any party, order any witness to participate in the mediation or arbitration process.

Notwithstanding any other provision of law, upon stipulation of the parties, arbitrators appointed for purposes of this article shall be experienced in construction law and, upon stipulation of the parties, mediators and arbitrators shall be paid necessary and reasonable hourly rates not to exceed their customary rate. Such fees and expenses shall be paid equally by the parties, except in the case of arbitration where the arbitrator, for good cause, determines a different division. In no event shall state or county funds pay these fees or expenses. Any party who, after receiving an arbitration award requests a trial de novo but does not obtain a more favorable judgement, shall pay the attorney's fees of the other party arising out of the trial de novo in addition to payment of costs and fees required under chapter 2.5 (commencing with section 1141.10) of title 3 of part 3 of the Code of Civil Procedure. District shall not fail to pay any portion of a claim which is undisputed unless otherwise provided herein and shall pay interest at the legal rate commencing on the date the suit is filed in court on any arbitration award or judgement.

ARTICLE 21. DRUG FREE/SMOKE FREE/ALCOHOL FREE POLICY: All District sites are designated drug free/smoke free/alcohol free. The use or abuse of controlled substances, tobacco products and alcohol will not be tolerated.

THIS CONCLUDES THE GENERAL TERMS AND CONDITIONS
DATED 2/24/16 (insert
date after Board approval date or ratification date) consisting of
Article 1 through Article 21



Marysville Joint Unified School District

ATTACHMENT C

**CONTRACTOR'S CERTIFICATE REGARDING
WORKERS' COMPENSATION**

Labor Code section 3700 in relevant part provides:

Every employer except the state shall secure the payment of compensation in one or more of the following ways:

(a) By being insured against liability to pay compensation in one or more insurers duly authorized to write compensation insurance in this state.

(b) By securing from the Director of Industrial Relations a certificate of consent to self-insure, which may be given upon furnishing proof satisfactory to the Director of Industrial Relations of ability to self-insure and to pay any compensation that may become due to his[her] employees.

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.

A handwritten signature in cursive script, appearing to read "Paula Lee", is written over a horizontal line.

Signature, Contractor's Authorized Representative

Paula Lee

Name of Contractor's Authorized Representative. (Printed or Typed)

(In accordance with article 5 (commencing at section 1860), chapter 1, part 7, division 2 of the Labor Code, the above certificate must be signed and filed with the awarding body prior to performing any work under this contract.)

(Remainder of page left blank intentionally)



Marysville Joint Unified School District

ATTACHMENT D

CRIMINAL BACKGROUND
INVESTIGATION/ FINGERPRINTING CERTIFICATION

This Criminal Background - Fingerprinting Certification form must be taken to the Marysville Joint Unified School District *Purchasing Department*, 1919 B Street, Marysville, CA 95901.

PROJECT NAME OR CONTRACT NO.: Asbestos Building Inspection between the Marysville Joint Unified School District ("District" or "Owner") and National Analytical Laboratories ("Contractor" or "Bidder").

The undersigned does hereby certify to the governing board of the District as follows:

That I am a representative of the Contractor currently under contract ("Contract") with the District; that I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Contractor.

Contractor certifies that it has taken at least one of the following actions with respect to the construction Project that is the subject of the Contract (check all that apply):

☒ The Contractor has complied with the fingerprinting requirements of Education Code Section 45125.1 with respect to all Contractor's employees and all of its subcontractors' employees who may have contact with District pupils in the course of providing services pursuant to the Contract, and the California Department of Justice has determined that none of those employees have been convicted of a felony as defined in Education Code section 45122. 1. A complete and accurate list of Contractor's employees and all of its subcontractors' employees who may come in contact with District pupils during the course and scope of the Contract is attached hereto; and/or

☐ Pursuant to Education Code Section 45125.2, Contractor has installed or will install, prior to commencement of work, a physical barrier at the work site, that will limit contact between Contractor's employees and District pupils at all times; and/or

☐ Pursuant to Education Code Section 45125.2, Contractor certifies that all employees will be under the continual supervision of, and monitored by, an employee of the Contractor who the California Department of Justice has ascertained has not been convicted of a violent or serious felony. The name and title of the employee who will be supervising Contractor's employees and its subcontractors' employees is:

Name: [REDACTED]

Title: [REDACTED]

☐ The work on the Contract is at an unoccupied school site and no employee and/or subcontractor or supplier of any tier of Contract shall come in contact with the District pupils.

ATTACHMENT D Continued on Next Page



Marysville Joint Unified School District

ATTACHMENT D Continued

SCHOOL SAFETY ACT - COMMUNICATIONS WITH PUPILS

☐ In accordance with Education Code Section 45125.1, the District has determined that fingerprinting and certification will be required of the employees of the Contractor who provide services under this Contract (certification form attached).

☒ In accordance with Education Code Section 45125.2, the District has determined that an exemption exists under requirements of 45125.1, and that workers may have other than limited contact with students. Therefore, the Contractor is required to provide or agree to one or more of the following: (to be determined by District)

☐ Installation of physical barrier at the work site to limit contact with pupils.

☒ Surveillance of employees of the Contractor by school personnel.

☐ Continual supervision and monitoring of all employees of the Contractor by an employee of the Contractor whom the DOJ has ascertained has not been convicted of a violent or serious felony.

Supervisor's Name: Michael J. Lee

Tax ID Number (if applicable - do NOT include Social Security Numbers).
68-0288099

☐ In accordance with Education Code Section 45125.1, subdivision c, the District has determined that this Contract is not subject to Education Code Section 45125.1 (a), because the Contractor's employees, including the employees of any subcontractor, will have only "limited contact" with pupils on the site. Justifications is as follows:

☒ Work will be performed on a day or days when school is not in session (holidays, weekend or non-teaching days - may not include after school hours).

☐ Other, describe:

DISTRICT

Signature: _____

Title: _____

Date: _____

Signature of District Official responsible for assuring selected conditions are met in accordance with Education Code Section 45125.2, if applicable.

Contractor understands that District department staff may monitor and evaluate adherence to these conditions during the performance of their work.

(Remainder of page left blank intentionally)



N/A

Marysville Joint Unified School District

ATTACHMENT E

**PREVAILING WAGE AND
RELATED LABOR REQUIREMENTS CERTIFICATION**

PROJECT NAME OR CONTRACT NO.: Asbestos Building Inspection
between Marysville Joint Unified School District (the "District" or the "Owner") and
National Analytical Laboratories, Inc. (the "Contractor" or the "Bidder").

I hereby certify that I will conform to the State of California Public Works Contract requirements regarding prevailing wages, benefits, on-site audits with 48-hours notice, payroll records, and apprentice and trainee employment requirements, for all work on the above Project including, without limitation, the District's labor compliance program, if in use on this Project.

Date:

Proper Name of Contractor:

Signature:

Print Name:

Title:

(Remainder of page left blank intentionally)



Marysville Joint Unified School District

ATTACHMENT F

PROOF OF CONTRACTOR ANNUAL REGISTRATION WITH DIR

INSERT OR ATTACH HERE

N/A

Legal Name NATIONAL ANALYTICAL LABORATORIES, INC.	Registration Number 1000000004	County EL DORADO	City EL DORADO HILLS	Registration Date 08/12/2015	Expiration Date 08/02/2016
---	-----------------------------------	---------------------	-------------------------	---------------------------------	-------------------------------



on file

Marysville Joint Unified School District

ATTACHMENT G

WITHHOLDING EXEMPTION CERTIFICATE - CA FORM 590

YEAR 20 <input type="checkbox"/>		Withholding Exemption Certificate <small>(This form can only be used to certify exemption from nonresident withholding under California R&TC Section 18552. This form cannot be used for exemption from wage withholding.)</small>		CALIFORNIA FORM 590	
File this form with your withholding agent. (Please type or print)		Withholding agent's name			
Vendor/Payee's name		Vendor/Payee's <input type="checkbox"/> Social security number <input type="checkbox"/> SOS no. <input type="checkbox"/> California corp. no. <input type="checkbox"/> RES		Note: Failure to furnish your identification number will make this certificate void.	
Vendor/Payee's address (number and street)		APT. no.		Private Mailbox no.	
City		State		ZIP Code	
				Vendor/Payee's daytime telephone no. ()	

I certify that for the reasons checked below, the entity or individual named on this form is exempt from the California income tax withholding requirement on payment(s) made to the entity or individual. Read the following carefully and check the box that applies to the vendor/payee:

- ☐ **Individuals — Certification of Residency:**
I am a resident of California and I reside at the address shown above. If I become a nonresident at any time, I will promptly inform the withholding agent. See instructions for Form 590, General Information D, for the definition of a resident.
- ☐ **Corporations:**
The above-named corporation has a permanent place of business in California at the address shown above or is qualified through the California Secretary of State to do business in California. The corporation will withhold on payments of California source income to nonresidents when required. If this corporation ceases to have a permanent place of business in California or ceases to be qualified to do business in California, I will promptly inform the withholding agent. See instructions for Form 590, General Information E, for the definition of permanent place of business.
- ☐ **Partnerships:**
The above-named partnership has a permanent place of business in California at the address shown above or is registered with the California Secretary of State, and is subject to the laws of California. The partnership will file a California tax return and will withhold on foreign and domestic nonresident partners when required. If the partnership ceases to do any of the above, I will promptly inform the withholding agent. Note: For withholding purposes, a Limited Liability Partnership is treated like any other partnership.
- ☐ **Limited Liability Companies (LLC):**
The above-named LLC has a permanent place of business in California at the address shown above or is registered with the California Secretary of State, and is subject to the laws of California. The LLC will file a California tax return and will withhold on foreign and domestic nonresident members when required. If the LLC ceases to do any of the above, I will promptly inform the withholding agent.
- ☐ **Tax-Exempt Entities:**
The above-named entity is exempt from tax under California or federal law. The tax-exempt entity will withhold on payments of California source income to nonresidents when required. If this entity ceases to be exempt from tax, I will promptly inform the withholding agent.
- ☐ **Insurance Companies, IRAs, or Qualified Pension/Profit Sharing Plans:**
The above-named entity is an insurance company, IRA, or a federally qualified pension or profit-sharing plan.
- ☐ **California Irrevocable Trusts:**
At least one trustee of the above-named irrevocable trust is a California resident. The trust will file a California fiduciary tax return and will withhold on foreign and domestic nonresident beneficiaries when required. If the trustee becomes a nonresident at any time, I will promptly inform the withholding agent.
- ☐ **Estates — Certification of Residency of Deceased Person:**
I am the executor of the above-named person's estate. The decedent was a California resident at the time of death. The estate will file a California fiduciary tax return and will withhold on foreign and domestic nonresident beneficiaries when required.

CERTIFICATE: Please complete and sign below.

Under penalties of perjury, I hereby certify that the information provided herein is, to the best of my knowledge, true and correct. If conditions change, I will promptly inform the withholding agent.

Vendor/Payee's name and title (type or print) _____

Vendor/Payee's signature ► _____ Date _____



Marysville Joint Unified School District

ATTACHMENT H

W-9 FORM

Form **W-9**
(Rev. December 2014)
Department of the Treasury
Internal Revenue Service

Request for Taxpayer Identification Number and Certification

Give Form to the
requester. Do not
send to the IRS.

1 Name (as shown on your income tax return). Name is required on this line; do not leave this line blank.

2 Business name/disregarded entity name, if different from above
National Analytical Laboratories, Inc

3 Check appropriate box for federal tax classification; check only one of the following seven boxes:
☐ Individual/sole proprietor or single-member LLC
☐ Limited liability company. Enter the tax classification (C=C corporation, S=S corporation, P=partnership) ▶
Note: For a single-member LLC that is disregarded, do not check LLC; check the appropriate box in the line above for the tax classification of the single-member owner.
☐ Other (see instructions) ▶
☐ C Corporation
☒ S Corporation
☐ Partnership
☐ Trust/estate

4 Exemptions (codes apply only to certain entities, not individuals; see instructions on page 3).
Exempt payee code (if any) _____
Exemption from FATCA reporting code (if any) _____
(Apply to accounts maintained outside the U.S.)

5 Address (number, street, and apt. or suite no.)
2201 Francisco Dr. Ste. 140-261

6 City, state, and ZIP code
El Dorado Hills, CA 95762

7 List account number(s) here (optional)

Requester's name and address (optional)

Part I Taxpayer Identification Number (TIN)

Enter your TIN in the appropriate box. The TIN provided must match the name given on line 1 to avoid backup withholding. For individuals, this is generally your social security number (SSN). However, for a resident alien, sole proprietor, or disregarded entity, see the Part I instructions on page 3. For other entities, it is your employer identification number (EIN). If you do not have a number, see *How to get a TIN* on page 3.

Note: If the account is in more than one name, see the instructions for line 1 and the chart on page 4 for guidelines on whose number to enter.

Social security number
____ - ____ - ____

or
Employer identification number
68 - 0288099

Part II Certification

Under penalties of perjury, I certify that:

- The number shown on this form is my correct taxpayer identification number (or I am waiting for a number to be issued to me); and
- I am not subject to backup withholding because: (a) I am exempt from backup withholding, or (b) I have not been notified by the Internal Revenue Service (IRS) that I am subject to backup withholding as a result of a failure to report all interest or dividends, or (c) the IRS has notified me that I am no longer subject to backup withholding; and
- I am a U.S. citizen or other U.S. person (defined below); and
- The FATCA code(s) entered on this form (if any) indicating that I am exempt from FATCA reporting is correct.

Certification instructions. You must cross out item 2 above if you have been notified by the IRS that you are currently subject to backup withholding because you have failed to report all interest and dividends on your tax return. For real estate transactions, item 2 does not apply. For mortgage interest paid, acquisition or abandonment of secured property, cancellation of debt, contributions to an individual retirement arrangement (IRA), and generally, payments other than interest and dividends, you are not required to sign the certification, but you must provide your correct TIN. See the instructions on page 3.

Sign Here Signature of U.S. person ▶ *Caulh Lee* Date ▶ **2/5/16**

General Instructions

Section references are to the Internal Revenue Code unless otherwise noted.
Future developments. Information about developments affecting Form W-9 (such as legislation enacted after we release it) is at www.irs.gov/irb.

Purpose of Form

An individual or entity (Form W-9 requester) who is required to file an information return with the IRS must obtain your correct taxpayer identification number (TIN) which may be your social security number (SSN), individual taxpayer identification number (ITIN), adoption taxpayer identification number (ATIN), or employer identification number (EIN), to report on an information return the amount paid to you, or other amount reportable on an information return. Examples of information returns include, but are not limited to, the following:

- Form 1099-INT (interest earned or paid)
- Form 1099-DIV (dividends, including those from stocks or mutual funds)
- Form 1099-MISC (various types of income, prizes, awards, or gross proceeds)
- Form 1099-B (stock or mutual fund sales and certain other transactions by brokers)
- Form 1099-S (proceeds from real estate transactions)
- Form 1099-K (merchant card and third party network transactions)

- Form 1098 (home mortgage interest), 1098-E (student loan interest), 1098-T (tuition)
- Form 1099-C (cancelled debt)
- Form 1099-A (acquisition or abandonment of secured property)

Use Form W-9 only if you are a U.S. person (including a resident alien), to provide your correct TIN.

If you do not return Form W-9 to the requester with a TIN, you might be subject to backup withholding. See *What is backup withholding?* on page 2.

By signing the filled-out form, you:

- Certify that the TIN you are giving is correct (or you are waiting for a number to be issued).
- Certify that you are not subject to backup withholding, or
- Claim exemption from backup withholding if you are a U.S. exempt payee. If applicable, you are also certifying that as a U.S. person, your allocable share of any partnership income from a U.S. trade or business is not subject to the withholding tax on foreign partners' share of effectively connected income, and
- Certify that FATCA code(s) entered on this form (if any) indicating that you are exempt from the FATCA reporting, is correct. See *What is FATCA reporting?* on page 2 for further information.



CERTIFICATE OF LIABILITY INSURANCE

DATE(MM/DD/YYYY)
2/12/2016

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER ISU INS SERV - BC ENV BROKERAGE 1037 Suncast Ln Ste 103 El Dorado Hills, CA 95762	CONTACT NAME: KELLY LAZARO		
	PHONE (A/C, No, Ext): (916) 939-1080	FAX (A/C, No): (916) 939-1085	
INSURED NATIONAL ANALYTICAL LABORATORIES, INC. 10416 INVESTMENT CIRCLE RANCHO CORDOVA, CA 95670	INSURER(S) AFFORDING COVERAGE		NAIC#
	INSURER A: ADMIRAL INSURANCE COMPANY		24856
	INSURER B: UNITED FINANCIAL CAS. CO.		11770
	INSURER C: STATE COMPENSATION INS. FUND		35076
	INSURER D:		
	INSURER E:		
INSURER F:			

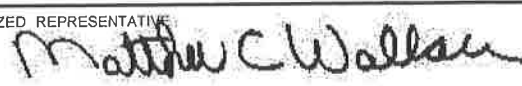
COVERAGES	CERTIFICATE NUMBER:	REVISION NUMBER:
THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.		

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY			FEI-ECC-16188-02	06/26/15	06/26/16	EACH OCCURRENCE \$ 1,000,000
	<input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR						DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 50,000
	<input checked="" type="checkbox"/> CONT. POLLUTION						MED EXP (Anyone person) \$ 5,000
	GEN'L AGGREGATE LIMIT APPLIES PER:						PERSONAL & ADV INJURY \$ 1,000,000
	<input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC						GENERAL AGGREGATE \$ 2,000,000
	OTHER:						PRODUCTS - COMP/OP AGG \$ 2,000,000
B	AUTOMOBILE LIABILITY			05738154-8	05/29/15	05/29/16	COMBINED SINGLE LIMIT (Ea accident) \$ 1,000,000
	<input type="checkbox"/> ANYAUTO						BODILY INJURY (Per person) \$
	<input type="checkbox"/> ALL OWNED AUTOS	<input checked="" type="checkbox"/> SCHEDULED AUTOS					BODILY INJURY (Per accident) \$
	<input checked="" type="checkbox"/> HIRED AUTOS	<input checked="" type="checkbox"/> NON-OWNED AUTOS					PROPERTY DAMAGE (Per accident) \$
	UMBRELLA LIAB						EACH OCCURRENCE \$
	EXCESS LIAB						AGGREGATE \$
	DED						
	RETENTION \$						
C	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY			1972346-15	07/01/15	07/01/16	<input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER
	ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH)	<input type="checkbox"/> Y/N <input type="checkbox"/> N/A					E.L. EACH ACCIDENT \$ 1,000,000
	If yes, describe under DESCRIPTION OF OPERATIONS below						E.L. DISEASE - EA EMPLOYEE \$ 1,000,000
							E.L. DISEASE - POLICY LIMIT \$ 1,000,000
A	PROFESSIONAL LIAB. CLAIMS MADE			FEI-ECC-16188-02 RETRO: 6/26/92	06/26/15	06/26/16	\$1,000,000 OCCURRENCE \$2,000,000 AGGREGATE

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

RE: **ALL OPERATIONS**

MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT HAS BEEN NAMED AS ADDITIONAL INSURED WITH RESPECT TO THE GENERAL LIABILITY.
(BLANKET ENDORSEMENTS ATTACHED)

CERTIFICATE HOLDER	CANCELLATION
MARYSVILLE JOINT USD ATTN: CHRIS ZUNINO, FAC. DEPT. 1919 B STREET MARYSVILLE, CA 95901	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE 

© 1988-2014 ACORD CORPORATION. All rights reserved.

**AUTOMATIC ADDITIONAL INSURED –
OWNERS, LESSEES OR CONTRACTORS**

This endorsement, effective 06/26/15 attaches to and forms a part of Policy Number FEI-ECC-16188-02. This endorsement changes the Policy. Please read it carefully.

This endorsement modifies insurance provided under the following:

**COMMERCIAL GENERAL LIABILITY COVERAGE PART
CONTRACTORS POLLUTION LIABILITY COVERAGE PART**

SCHEDULE

Name of Person or Organization:

Any person(s) or organization(s) whom the *Named Insured* agrees, in a written contract, to name as an additional insured. However, this status exists only for the project specified in that contract.

The person or organization shown in this Schedule is included as an insured, but only with respect to that person's or organization's vicarious liability arising out of your ongoing operations performed for that insured.

Additional Insured – Owners, Lessees or Contractors – Completed Operations

This endorsement, effective 06/26/15 attaches to and forms a part of Policy Number FEI-ECC-16188-02. This endorsement changes the Policy. Please read it carefully.

In consideration of an additional premium of, this endorsement modifies insurance provided under the following:

COMMERCIAL GENERAL LIABILITY COVERAGE PART

SCHEDULE

Name Of Additional Insured Person(s) Or Organization(s):	Location And Description Of Completed Operations
Any person(s) or organization(s) whom the Named Insured agrees, in a written contract, to name as an additional insured. However, this status exists only for the project specified in that contract.	Those project locations where this endorsement is required by contract.
Information required to complete this Schedule, if not shown above, will be shown in the Declarations.	

Section II – Who Is An Insured is amended to include as an additional insured the person(s) or organization(s) shown in the Schedule, but only with respect to liability for "bodily injury" or "property damage" caused, in whole or in part, by "your work" at the location designated and described in the schedule of this endorsement performed for that additional insured and included in the "products-completed operations hazard".

80



Marysville Joint Unified School District

ATTACHMENT J

SCOPE OF WORK

INSERT OR ATTACH HERE

(Inserted scope or attached proposal must state at prevailing wage for all services \$1,000 or above but under \$15,000):

Commerical Asbestos building inspections, Samples, sample map and report for Yuba Gardens
Linda, Kynoch, Johnson Park, Lindhurst High School and District Office



Marysville Joint Unified School District

END OF DOCUMENT

National Analytical Laboratories, Inc.

2201 Francisco Dr. Ste. 140-261
El Dorado Hills, CA 95762

Phone: 916-361-0555
Fax: 916-361-0540

Estimate

Date	Estimate #
2/1/2016	3332

Name / Address
MJUSD Facilities Department 1919 B Street Marysville, CA 95901 ATTN: Travis Barnett

Project Location
District Wide Testing

			Terms
			15 days
Description	Qty	Rate	Estimated Cost
Commercial Asbestos Building Inspection, Samples Sample Map, & Report -Yuba, Linda, Kynoch, Johnson Park, Lindhurst HS & District Office	6	225.00	1,350.00
Thank you for the opportunity!			Estimated Cost \$1,350.00

Proposal is valid for 30 days. Upon signing this proposal your are accepting all terms and conditions here within. Sign and Fax/Email back to NAL, Inc. to schedule your service. We appreciate your business.

Signature _____

83



CSIS California School Information Services

**FISCAL CRISIS & MANAGEMENT ASSISTANCE TEAM
STUDY AGREEMENT
February 23, 2016**

The Fiscal Crisis and Management Assistance Team (FCMAT), hereinafter referred to as the team, and the Marysville Joint Unified School District, hereinafter referred to as the district, mutually agree as follows:

1. BASIS OF AGREEMENT

Based on the provisions of Assembly Bill 1200 (1991), the mission of the Fiscal Crisis and Management Assistance Team is to help California's local educational agencies fulfill their financial and management responsibilities by providing fiscal advice, management assistance, training and other related school business services. FCMAT coordinates statewide professional development efforts for school business officials. The district has requested that the team conduct associated study body staff development training.

2. SCOPE OF THE WORK

Conduct a 3.5-hour associated student body workshop for the Marysville Joint Unified School District on May 19, 2016 from 8:30 a.m. to 12 p.m. Registration is limited to only participants of the Marysville Joint Unified School District.

3. PROJECT PERSONNEL

The workshop will be supervised by Michelle Plumbtree, Chief Management Analyst, Fiscal Crisis and Management Assistance Team, Kern County Superintendent of Schools Office. The workshop team will include:

Michelle Plumbtree

FCMAT Chief Management Analyst

Other equally qualified staff or consultants will be substituted in the event the above individual is unable to participate in the workshop.

4. **PROJECT COSTS**

The cost for studies requested pursuant to Education Code (EC) 42127.8 (d) (1) shall be:

- A. \$800.00 per day for each team member and all out-of-pocket expenses, including travel, meals and lodging. **Estimated cost is \$1,600.** The district will be billed based on actual costs.
- B. Estimated cost does not include the FCMAT ASB Accounting Manual, Fraud Prevention Guide and Desk Reference. Printed manuals are available upon request at \$20.00 each or may be downloaded free of charge at www.fcmat.org. Please request the appropriate number of manuals at least three weeks prior to the date of the workshop.

Payments for FCMAT services are payable to Kern County Superintendent of Schools - Administrative Agent.

5. **RESPONSIBILITIES OF THE DISTRICT**

The district will provide appropriate space and accommodations for the workshop, a laptop and an overhead projector, and make copies of the presentation for all participants prior to the workshop.

Pursuant to EC 45125.1(c), representatives of FCMAT will have limited contact with pupils. The district shall take appropriate steps to comply with EC 45125.1(c).

6. **PROJECT SCHEDULE**

The workshop is scheduled for May 19, 2016, from 8:30 a.m. to 12 p.m.

7. **INDEPENDENT CONTRACTOR**

FCMAT is an independent contractor and is not an employee or engaged in any manner with the district. The manner in which FCMAT's services are rendered shall be within its sole control and discretion. FCMAT representatives are not authorized to speak for, represent, or obligate the district in any manner without prior express written authorization from an officer of the district.

8. INSURANCE

During the term of this agreement, FCMAT shall maintain liability insurance of not less than \$1 million unless otherwise agreed upon in writing by the district, automobile liability insurance in the amount required under California state law, and workers compensation as required under California state law. FCMAT shall provide certificates of insurance, with additional insured endorsements, indicating applicable insurance coverages upon request.

9. HOLD HARMLESS

FCMAT shall hold the district, its board, officers, agents and employees harmless from all suits, claims and liabilities resulting from negligent acts or omissions of its board, officers, agents and employees undertaken under this agreement. Conversely, the district shall hold FCMAT, its board, officers, agents and employees harmless from all suits, claims and liabilities resulting from negligent acts or omissions of its board, officers, agents and employees undertaken under this agreement. This hold harmless provision does not apply to direct, indirect or consequential damages caused by the cancellation or rescheduling of the workshop due to FCMAT staff unavailability.

10. CONTACT PERSON

Contact: Amy Littlefield, Account Technician
Telephone: (530) 749-6158
Email: alittlefield@mjud.com

Ryan DiGiulio,
Assistant Superintendent of Business Services

Date

Shayleen Harte

Shayleen Harte, Intervention Specialist
Fiscal Crisis and Management Assistance Team

February 2, 2016

Date

About FCMAT

The Fiscal Crisis and Management Assistance Team (FCMAT) was created by legislation in 1992 as an independent and external state agency. FCMAT's mission is to provide proactive and preventive fiscal, business and management review services that help local educational agencies comply with fiscal accountability standards and incorporate best practices.

FCMAT has performed more than 1,000 reviews for K-12 school districts, county offices of education, community colleges and charter schools. Management assistance requests represent approximately 75% of FCMAT's work. Areas of review include budgets and multiyear financial projections, reviews of business services, organizational effectiveness, special education, transportation services, maintenance and operations, and technology. Approximately 5% of FCMAT's work is on reviews assigned by the state Legislature or county superintendents and involves assistance with averting the need for emergency state loans. Assembly Bill 139 extraordinary audits, which review possible fraud or misuse of funds and are requested by county offices of education, also comprise approximately 5% of FCMAT's work.

The remaining 15% of FCMAT's work includes developing and providing numerous publications, software tools, workshops and professional development opportunities to help local educational agencies operate more effectively and fulfill their oversight responsibilities. FCMAT manages the California School Information Services (CSIS) database, the largest known K-12 educational data collection system.

Funding

FCMAT is funded through appropriations in the state budget and modest fees to client agencies.

FCMAT
FISCAL CRISIS & MANAGEMENT
ASSISTANCE TEAM

CSIS California School Information Services



Management & Technical Assistance
Professional Development
Software & Publications
Data Management

FCMAT

Chief Executive Officer
Joel D. Montero

1300 17th Street - City Centre
Bakersfield, CA 93301-4533
Telephone 661-636-4611
Fax 661-636-4647
Website: www.fcmat.org

755 Baywood Drive, 2nd Floor
Petaluma, CA 94954
Telephone 707-775-2850
Fax 661-636-4647

CSIS

Chief Operations Officer
Nancy Sullivan

770 L Street, Suite 1120
Sacramento, CA 95814
Telephone 916-325-9200
Fax 916-325-9290
Website: www.csisk12.ca.us

87

FCMAT's Services

Fiscal & Management Assistance

FCMAT's primary mission is to help California's local educational agencies and institutions identify, prevent and resolve financial challenges. FCMAT's services are used not just to help avert fiscal crises, but to promote sound financial practices and effective and efficient operations.

FCMAT's services may be requested by a school district, charter school, community college, county office of education, the state, the Community College Chancellor's Office, Superintendent of Public Instruction, or the Legislature.

When a request or assignment is received, FCMAT assembles a study team that works closely with the local educational agency to define the scope of the study, conduct a review and provide a written report with detailed findings and realistic recommendations to help resolve issues, overcome challenges and successfully plan for the future. This approach, combined with a high level of professionalism and service, has resulted in consistently high ratings on clients' post-study evaluations.

Study Teams

FCMAT study teams are led by one or more experienced full-time staff members and include highly qualified consultants with demonstrated expertise in their respective fields. Most consultants are actively working in a school agency, institution or JPA, or are retired from a successful career in the specific area to be reviewed.

Fiscal Advisor Services

FCMAT staff members occasionally serve as short-term fiscal advisors to districts and county offices that are in a fiscal or leadership transition or that require additional fiscal expertise.

For more information or to request services, visit www.fcmat.org and click on "request our services," or call (661) 636-4611.

Fiscal Tools

Budget Explorer Software

FCMAT's free online Budget Explorer software provides school districts and county offices of education with a streamlined and intuitive tool for creating multiyear financial projections.

Fiscal Health Risk Analysis

FCMAT's Fiscal Health Risk Analysis uses a simple question-and-answer format to help school districts gauge their overall fiscal and operational health in 17 key areas. The analysis document is available at no charge on FCMAT's website.

Professional Development

FCMAT's services are used not just to help avert fiscal crises, but to promote effective and efficient operations.

CBO Mentor Program

FCMAT's Chief Business Official (CBO) Mentor Program is a year-long experience that provides in-depth training, peer review and one-to-one mentoring for current and prospective chief business officials in educational agencies statewide. The depth of information, analysis, feedback and individual assistance make this program one of the strongest of its kind. More than 90% of participants are subsequently promoted to CBO or other positions of increased fiscal responsibility.

ASB and Charter School Workshops

FCMAT's ASB and charter school workshops are provided upon request and are designed to help California's school agencies and institutions understand and comply with the numerous complex financial and legal requirements for administering and overseeing student body organizations and charter schools.

Technical Assistance

Online Help Desks

FCMAT's website features free online Help Desks for fiscal and management questions, and for assistance with FCMAT's Budget Explorer software and the Local Control Funding Formula. Answers are usually provided within 48 hours. Archived questions and answers are also available for reference.

E-mail Lists

FCMAT maintains several peer email lists to help administrators in school districts and county offices of education share information.

Publications

All of these publications are available as free downloads from FCMAT's website, www.fcmat.org:

ASB Manual

The ASB Accounting Manual, Fraud Prevention Guide and Desk Reference provides guidance for associated student body organization, governance, finance and accounting.

Fiscal Oversight Guide

This publication is a resource for county offices of education to use in oversight of school districts. It outlines the responsibilities and provides guidance related to budget adoption and approval processes and the review of interim reports, including sample letters for various situations.

COE Fiscal Procedural Manual

The manual assists COE business officials in performing their required duties related to evaluating the operation of school district finances and developing consistent and common practices for reviewing and responding to various fiscal requirements of the California Education and Government codes.

Charter School Annual Oversight Checklist

This document is designed to help charter schools and their authorizing agencies evaluate their operations and practices against industry-standard best practices.

Annual Report

FCMAT's Annual Report is published each fall and summarizes the year's work and the direction of the organization.

CSIS

California School Information Services is managed by FCMAT and maintains the largest known K-12 educational data collection system. CSIS helps districts use this data to track and transfer student information statewide. More information is available at the CSIS website, www.csis.k12.ca.us.

MJUSD SUPT OFFICE
FEB 01 2016
RECEIVED/m



TIME SENSITIVE, REQUIRES BOARD ACTION
DEADLINE Tuesday, March 15, 2016

January 29, 2016

TRANSMITTAL

To: All Board Presidents and Superintendents
CSBA Member Boards of Education

From: Charlyn Tuter, Program Manager

Re: 2016 CSBA Delegate Assembly Election
U.S. Postmark Deadline – Tuesday, March 15, 2016

Enclosed in this mailing you will find the following:

- Memo from CSBA President Chris Ungar
- Return envelope U.S. Postmark Deadline – Tuesday, March 15, 2016
- Red ballot to be signed by Superintendent or Board Clerk
- List of the current Delegates in your region (reverse side of ballot)
- Copy on white paper of the red ballot for insertion in board packets
- Copies of each candidate's biographical sketch and optional résumé, if provided

Please do not hesitate to contact me at (800) 266-3382 ext. 3281 should you have any questions.

Thank you.

Enclosures

89



TIME SENSITIVE, REQUIRES BOARD ACTION
DEADLINE Tuesday, March 15, 2016

January 29, 2016

MEMORANDUM

To: All Board Presidents and Superintendents
CSBA Member Boards of Education

From: Chris Ungar, President

Re: 2016 CSBA Delegate Assembly Election
U.S. Postmark Deadline – Tuesday, March 15, 2016

Enclosed is the ballot material for election of a representative to the CSBA Delegate Assembly from your region or subregion. The material consists of the ballot (on red paper), required candidate biographical sketch form, and if submitted, résumé for each candidate. In addition, we are including a “copy” of the ballot on white paper so that it may be included in board agenda packets, if you choose to do so. **Only the ballot on red paper is to be completed and returned.**

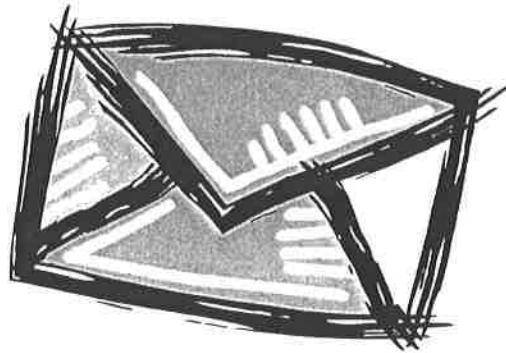
The board as a whole may vote for up to the number of vacancies in the region or subregion as indicated on the ballot. For example, if there are three vacancies in the region or subregion, the board may vote for up to three individuals. Regardless of the number of vacancies, each board may cast no more than one vote for any one candidate. (The ballot also contains a provision for write-in candidates; their name and district must be clearly printed in the space provided.)

The ballot must be signed by the Superintendent or Board Clerk and returned in the enclosed envelope; if the envelope is misplaced, you may use your district’s stationery; please write **DELEGATE ELECTION** prominently on the envelope with the region or subregion number on the bottom left corner. **Ballots must be postmarked by the U.S. Post Office on or before Tuesday, March 15, 2016. No exceptions are allowed.**

Election results will be available no later than Friday, April 1. If there is a tie vote, a run-off election will be held. All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2016 – March 31, 2018. The next meeting of the Delegate Assembly is on Saturday, May 14 – Sunday, May 15 at the Hyatt Regency in Sacramento.

The names of all Delegates will be available on CSBA’s website no later than Friday, April 1. Please do not hesitate to contact Charlyn Tuter in the Leadership Services Department at (800) 266-3382 ext. 3281 should you have any questions. Thank you.

90



BALLOTS SHOULD BE RETURNED IN THE
ENCLOSED ENVELOPE; HOWEVER, SHOULD
THE ENVELOPE BECOME MISPLACED; PLEASE
USE YOUR STATIONERY AND RETURN TO:

CSBA
DELEGATE ASSEMBLY ELECTIONS
3251 BEACON BLVD.
WEST SACRAMENTO, CA 95691

ON THE BOTTOM LEFT CORNER OF THE
ENVELOPE, WRITE THE REGION OR
SUBREGION NUMBER (THIS NUMBER APPEARS
ON THE BALLOT AT THE TOP).

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **TUESDAY, MARCH 15, 2016**. Only ONE Ballot per Board. Be sure to mark your vote "X" in the box.

A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.

OFFICIAL 2016 DELEGATE ASSEMBLY BALLOT
SUBREGION 4-C
(Colusa, Sutter, Yuba Counties)

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

Delegates will serve two-year terms beginning April 1, 2016 – March 31, 2018

**denotes incumbent*

☐

James C. Flurry (Marysville Joint USD)*

Provision for Write-in Candidate Name

School District

Signature of Superintendent or Board Clerk

Title

School District/COE Name

Date of Board Action

92

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

2016 Delegate Assembly Candidate Biographical Sketch Form

DUE: Thursday, January 7, 2016

Mail to: CSBA | Attn: Leadership Services | 3251 Beacon Blvd., West Sacramento, CA 95691 | fax: (916) 371-3407 |
or email: nominations@csba.org.

Please complete, sign and date this required one-page candidate biographical sketch form. An optional, one-page, single-sided, résumé may also be submitted; both will be copied exactly as received. Please do not state "see résumé" and please do not re-type this form. Any additional page(s) exceeding this one-page candidate form will **not** be accepted. It is the candidate's responsibility to confirm that all nomination materials have been received by the CSBA Leadership Services department. Late submissions will not be accepted. If you have any questions, please contact Leadership Services department at (800) 266-3382.

Name: James C. Flurry CSBA Region-subregion #: 4
District or COE Name: Marysville Joint Unified School Dist. Years on board: 11
Profession: Retired Educator Contact Number: 530-741-0808 E-mail: jimflurry@hotmail.com
Are you a continuing Delegate? ☒ Yes ☐ No If yes, how long have you served as a Delegate? 6 yrs.

Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly.

As a continuing delegate for the past 6 years, I will continue to bring my experience and passion for education to the delegate assembly. My roots go from being homeless as a late teenager to serving various aspects in education for the past 53 years; from being a bus driver at 18 to becoming a teacher, school administrator, union president and eventually on the board in 2004. My belief is in the value of education as it gave me a chance for a better life and now I desire to use this in the delegate assembly.

Please describe your activities and involvement on your local board, community, and/or CSBA.

My involvement in my community comes from a strong belief that we must invest in the life of others. My community service includes the following: Linda Lions Club (Governing Board), Exchange Club (Governing Board), Accepting the Challenge of Excellence (A.C.E.) (Chairperson), and Crossroads Community Church (Governing Board). In addition, I believe in investing in our youth by mentoring those who do not have good role models. This is the most rewarding thing I have ever participated in. My achievements in education come from the six families that assisted me during my homeless years. I am always looking to pay this forward.

What do you see as the biggest challenge facing governing boards and how can CSBA help address it?

School boards have many challenges, which come from an ever changing world and a culturally diverse student population. Adequate funding is important to meet these needs to provide a quality education for all students. Today, more than ever it is important that we have safe schools. CSBA is a strong advocate and voice to our elected officials in the state Legislature. We must maintain and strengthen this important relationship which is gaining strength under our current CSBA leadership and CEO Vernon Billy.

Your signature indicates your consent to have your name placed on the ballot and to serve as a Delegate, if elected.

Signature: James C. Flurry

Date: 12-8-15

Marysville Joint USD

Board Policy

High School Graduation Requirements

BP 6146.1

Instruction

Cautionary Notice: As added and amended by SBX3 4 (Ch. 12, Third Extraordinary Session, Statutes of 2009) and ABX4 2 (Ch. 2, Fourth Extraordinary Session, Statutes of 2009), Education Code 42605 grants districts flexibility in "Tier 3" categorical programs. The Marysville Joint Unified School District has accepted this flexibility and thus is deemed in compliance with the statutory or regulatory program and funding requirements for these programs for the 2008-2009 through 2012-2013 fiscal years. As a result, the district may temporarily suspend certain provisions of the following policy or regulation that reflect these requirements. For further information, please contact the Superintendent or designee.

The Board of Education desires to prepare all students to obtain a high school diploma to enable them to take advantage of opportunities for postsecondary education and/or employment.

(cf. 5127 - Graduation Ceremonies and Activities)

(cf. 5147 - Dropout Prevention)

~~(cf. 5149 - At Risk Students)~~

(cf. 6143 - Courses of Study)

(cf. 6146.3 - Reciprocity of Academic Credit)

Course Requirements

To obtain a diploma of graduation from high school, students shall be of sound character and good citizenship and complete a minimum of 220 semester units of credit in the following courses in grades 9-12, with each course being one year unless otherwise specified:

1. English 40 semester credits

(cf. 6142.91 - Reading/Language Arts Instruction)

2. Science 30 semester credits
(Including biological science and
physical science)

(cf. 6142.93 - Science Instruction)

3. Mathematics 30 semester credits
(All students must pass Algebra I or **Integrated Mathematics I**)

At least one mathematics course, or a combination of the two mathematics courses required for completion in grades 9-12, shall meet or exceed state academic content standards for Algebra I **or Integrated Mathematics I**. (Education Code 51224.5)

Completion, prior to grade 9, of algebra **or Integrated Mathematics I** coursework that meets or exceeds state academic content standards shall satisfy the algebra, **or Integrated Mathematics I** coursework requirement, but shall not exempt a student from the requirement to complete two mathematics courses in grades 9-12. (Education Code 51224.5)

(cf. 6011 - Academic Standards)

(cf. 6142.92 - Mathematics Instruction)

4. Social Science 30 semester credits
 - a. World History/Geography (10 semester credits)
 - b. United States History (10 semester credits)
 - c. Civics (5 semester credits)
 - d. Economics (5 semester credits)

(cf. 6142.3 - Civic Education)

(cf. 6142.93 - History-Social Science Instruction)

5. Vocational or Consumer Education 10 semester credits
6. Physical Education 20 semester credits

(cf. 6142.7 - Physical Education)

7. Health (State Requirements) 5 semester credits
8. Career Education/Technology 5 semester credits
9. Fine Arts or Foreign Language 10 semester credits

(cf. 6142.2 - World/Foreign Language Instruction)

(cf. 6142.6 - Visual and Performing Arts Education)

10. Elective Courses 40 semester credits (minimum)
11. Credit for work experience education in an amount not to exceed a total of 20 semester credits, made up on one or a combination of two or more of the following types:

- a. For Exploratory Work Experience Education: 10 semester credits for each semester, with a maximum of 20 credits earned in two semesters.
- b. For Vocational Work Experience Education: 10 semester credits for each semester, with a maximum of 20 credits earned in two semesters.
- c. For General Work Experience Education: Five semester credits for each semester with a maximum of 20 semester credits earned in four semesters.
- d. The principal may increase the total number of semester credits allowed for each type of work experience education under special conditions to meet an individual student's needs, to a maximum of 40 semester credits.

Because the prescribed course of study may not accommodate the needs of some students, the Board shall provide alternative means for the completion of prescribed courses in accordance with law.

(cf. 6146.11 - Alternative Credits Toward Graduation)
(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

The Superintendent or designee shall exempt or waive specific course requirements for foster youth, **homeless students**, or children of military families in accordance with Education Code 51225.3 and 49701.

(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education for Children of Military Families)

High School Exit Examination

~~As a condition of high school graduation, each student completing grade 12 shall have successfully passed the state exit examination in language arts and mathematics unless he/she receives a waiver or exemption. (Education Code 60851, 60859)~~

~~(cf. 6146.4 - Differential Graduation and Competency Standards for Students with Disabilities)
(cf. 6159 - Individualized Education Program)
(cf. 6162.52 - High School Exit Examination)~~

~~Supplemental instruction shall be offered to any student in grade 7-12 who does not demonstrate "sufficient progress," as defined in BP 6179 - Supplemental Instruction, toward passing the exit exam. (Education Code 37252, 60851)~~

~~(cf. 5148.2 - Before/After School Programs)
(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - Summer School)
(cf. 6179 - Supplemental Instruction)~~

Options for Students Not Passing the High School Exit Examination

~~The Board believes that it is important to provide continuing support to students who have passed all state and local graduation requirements except for passage of the exit examination. To that end, the district shall offer students the following options beyond their regular senior year until they pass the examination:~~

Independent Study and Continuation Education

~~(cf. 0420.4—Charter Schools)
(cf. 6158—Independent Study)
(cf. 6184—Continuation Education)~~

~~Upon receipt of the results of the last administration of the exit examination to high school seniors, the Superintendent or designee shall identify students who have fulfilled all local and state graduation requirements except for passage of the exit examination and shall notify them, and their parents/guardians, of the educational options offered by the district.~~

~~The Superintendent or designee shall regularly report to the Board regarding the number of students who have fulfilled all local and state graduation requirements except for passage of the exit examination and the resources that have been offered to such students.~~

Certificates of Completion

~~Students who have passed all the district's course requirements by the end of their senior year but are unable to pass the high school exit exam shall receive a certificate of completion.~~

~~The Superintendent or designee shall regularly report to the Board regarding the number of students receiving a certificate of completion and the resources that have been offered to such students.~~

Retroactive Diplomas

**Until July 31, 2018, any student who completed grade 12 in the 2003-04 school year or a subsequent school year and has met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma.
(Education Code 60851.6)**

The district may retroactively grant a high school diploma to a former student who was interned by order of the federal government during World War II or who is an honorably discharged veteran of World War II, the Korean War, or the Vietnam War, provided that he/she was enrolled in a district school immediately preceding the internment or military service and he/she did not receive a diploma because his/her education was interrupted due to the internment or military service. (Education Code 51430)

In addition, the Board may retroactively grant a diploma to a deceased former student who satisfies the above conditions. The diploma shall be received by the deceased student's next of kin. (Education Code 51430)

(cf. 6146.11 - Alternative Credits Toward Graduation)
(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

In addition, the district may grant a diploma to a veteran who entered the military service of the United States while he/she was a district student in grade 12 and who had completed the first half of the work required for grade 12. (Education Code 51440)

Graduation Ceremony

Participation in graduation ceremonies is dependent on student maintaining a minimum 2.0 GPA and minimum 90% attendance rate.

Legal Reference:

EDUCATION CODE

~~35186 Williams Uniform Complaint Procedures~~
~~37252 Supplemental instructional programs~~
~~37254 Supplemental instruction based on failure to pass exit exam by end of grade 12~~
~~37254.1 Required student participation in supplemental instruction~~
47612 Enrollment in charter school
48200 Compulsory attendance
48412 Certificate of proficiency
48430 Continuation education schools and classes
48645.5 Acceptance of coursework
48980 Required notification at beginning of term
49701 Interstate Compact on Educational Opportunity for Military Children
51224 Skills and knowledge required for adult life
51224.5 Algebra instruction
~~51225.3 Requirements for graduation~~
~~51225.5 Honorary diplomas; foreign exchange students~~
~~51228 Graduation requirements~~
51240-51246 Exemptions from **district graduation** requirements
51225.2 Pupil in foster care defined; acceptance of coursework, credits, retaking of course
51225.3 High school graduation
51228 Graduation requirements
51240-51246 Exemptions from requirements
51250-51251 Assistance to military dependents
51410-51412 Diplomas
51420-51427 High school equivalency certificates
51450-51455 Golden State Seal Merit Diploma
51745 Independent study restrictions

~~52378 Supplemental school counseling program~~

56390-56392 Recognition for educational achievement, special education

~~60850-60859 High school exit examination~~

60851.5 Suspension of high school exit examination

60851.6 Retroactive diploma; completion of all graduation requirements except high school exit examination

66204 Certification of high school courses as meeting university admissions criteria

CODE OF REGULATIONS, TITLE 5

1600-1651 Graduation of students from grade 12 and credit toward graduation

COURT DECISIONS

O'Connell v. Superior Court (Valenzuela), (2006) 141 Cal.App.4th 1452

Management Resources:

WEB SITES

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

California Department of Education, California High School Exit Examination:

<http://www.cde.ca.gov/ta/tg/hs>

Policy MARYSVILLE JT. UNIFIED SCHOOL DISTRICT

adopted: March 11, 2008 Marysville, California

revised: July 26, 2011

revised: ***[2/23/16 board meeting]***

Marysville Joint USD

Administrative Regulation

High School Graduation Requirements

AR 6146.1

Instruction

Requirements for graduation and specified alternative means for completing the prescribed course of study shall be made available to students, parents/guardians, and the public. (Education Code 51225.3)

(cf. 5126 - Awards for Achievement)

(cf. 6146.11 - Alternative Credits Toward Graduation)

(cf. 6145.6 - International Exchange)

(cf. 6146.2 - Certificate of Proficiency/High School Equivalency)

Students shall not be required to have resided within the district for any minimum length of time as a condition of high school graduation. (Education Code 51411)

If a student successfully completes the district's graduation requirements while attending a juvenile court school or nonpublic, nonsectarian school or agency, the district shall issue the student a diploma from the school the student last attended. (Education Code 48645.5)

Until July 31, 2018, any student who completed grade 12 in the 2003-04 school year or a subsequent school year and has met all applicable graduation requirements other than the passage of the high school exit examination shall be granted a high school diploma. (Education Code 60851.6)

~~Exit Examination for the Classes of 2006 and Later~~

~~At the beginning of each school year or at the time a student transfers into the district, the Board of Education shall provide written notification to all students in grades 9-12 and to their parents/guardians that, starting in the 2005-06 school year and each year thereafter, each student completing the 12th grade shall be required to successfully pass the state's high school exit examination as a condition of graduation. The notification shall include, at a minimum, the date of the examination, the requirements for passing the examination, and the consequences of not passing the examination. (Education Code 48980, 60850, 60859)~~

~~(cf. 5145.6—Parental Notifications)~~

~~The examination shall be administered in accordance with law, Board policy, and administrative regulation.~~

~~(cf. 6162.52 – High School Exit Examination)~~

~~When students do not demonstrate sufficient progress toward passing the exit examination, supplemental instruction offered by the district shall be designed to assist students to succeed on the exit examination and shall reflect statewide academic standards to the extent that the district has aligned its curriculum with those standards. — (Education Code 60851)~~

~~(cf. 6179 – Supplemental Instruction)~~

~~Supplemental instruction shall include summer school instructional programs for students in grades 7–12 who do not demonstrate sufficient progress toward passing the exit examination. — (Education Code 37252)~~

~~(cf. 5123 – Promotion/Acceleration/Retention)~~

~~(cf. 6177 – Summer School)~~

Regulation MARYSVILLE JT. UNIFIED SCHOOL DISTRICT
approved: March 11, 2008 Marysville, California
revised: **[2/23/16 board meeting]**

Marysville Joint Unified School District

Resolution 2015-16/17

PROCLAIMING MARCH 7-11, 2016 “NATIONAL SCHOOL BREAKFAST WEEK”

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

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

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

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

NOW, THEREFORE, BE IT RESOLVED that the Marysville Joint Unified School District joins with the School Nutrition Association in proclaiming the week of March 7-11 2016 as National School Breakfast Week which encourages all residents to become aware and concerned about their children’s and their own nutrition habits, in hope of achieving a more healthful citizenry for today and the future.

APPROVED, PASSED, AND ADOPTED by the Board of Trustees of the Marysville Joint Unified School District, Yuba County, State of California, on this 23rd day of February 2016 by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

ATTEST:

Gay S. Todd, Superintendent
Secretary - Board of Trustees

Bernard P. Rechs
President - Board of Trustees

LHS HVAC Change 1 - Backup

COMMERCIAL · INDUSTRIAL · DESIGN · BUILD

CA License No. 632667
NV License No. 0042319



P.O. Box 1007 · Woodbridge, CA 95258



Lodi (209) 369-8255 · Stockton (209) 464-3352 · Fax (209) 368-0600

Proposal Submitted To: Marysville Joint Unified School District	Email: cjensen@mjusd.com	Date: 02/10/16	
Street: 1919 B Street	Job Name: MJUSD Lindhurst High School - HVAC Replacement		
City, State, Zip: Marysville, CA 95901	Job Location: 4446 Olive Avenue, Olivehurst, CA 95961		
Attention: Cynthia Jensen	Job #: 15049	DSA App. # 02-114567	PC#: 8R3

We hereby submit specifications and estimates for:

Extra work related to CCD2R1, & RF#11

Accepting credits means that DDC is not liable for that scope of work.

****Disclaimer**** The option for the HVAC that is on this quote is not recommended. If there is any issues with balancing and extra work is required to fix that because of this issue there will be an extra cost for this. DDC is highly recommending that the district go with the other option.

Subtotal	\$	29,847.59
Bonds & Insurance	2% \$	596.95
Total:	\$	30,444.54

Exclusions: Over X, off haul, Ab & Compaction will be billed on a separate PC on T&M. Any equipment that is not accpeted on PC#20 DDC reserves the right to price out and be paid for it on another PC. Due to giving credit on equipment spent to date & having equipment on site 2 months longer than should have due to changes and no fault of DDC.

Thirty Thousand Four Hundred Forty Five Dollars and No Cents dollars \$ **30,445.00**

NOTICE: "Under the Mechanic's Lien Law (California Code of Civil Procedure, Section 1181 et seq.) any contractor, subcontractor, laborer, supplier or other person who helps to improve your property but is not paid for his/her work or supplies, has a right to enforce a claim against your property. This means that after a court hearing your property could be sold by a court officer and the proceeds of the sale used to satisfy the indebtedness. This can happen even if you have paid your own contractor in full, if the subcontractor, laborer or supplier remains unpaid."

All material is guaranteed to be as specified. All work to be completed in a workman like manner according to standard practices. Any alteration or deviation from the above specifications involving extra costs will be executed only upon written orders and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. Owner to carry fire, tornado and other necessary insurance.

Authorized Signature


Cody Dieder, Project Manager

NOTE:

This proposal may be withdrawn if not accepted within 5 days.

Acceptance of Proposal --

The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made according to contract terms or as noted above.

Signature _____

Date of Acceptance: _____

Signature _____

103

pg 1 of 4

Job Name: MJUSD Lindhurst High School - HVAC Replace		Job #: 15049		PC #: 8R3	
Work Description	Men / Day	TTL Hours	Rate	Item Total	
Foreman Hours Spent to date	1	58	\$ 77.41	\$ 4,489.78	
Mason Hours Spent to date	1	108	\$ 77.41	\$ 8,360.28	
Labor Hours Spent to date	1	16	\$ 77.41	\$ 1,238.56	
Added hrs extra AB & Compaction Larger SqFt & RFI#11.	1	26	\$ 77.41	\$ 2,012.66	
Operator Added Hours Extra AB & Compaction & RFI#11	1	17	\$ 77.41	\$ 1,315.97	
Labor Added Hours additional clean up	1	0	\$ 72.40	\$ -	
Foreman Hours To Re Layout & Order & Prep Materials	1	0	\$ 96.13	\$ -	
Mason Added Hours, Setup & Pour	1	40	\$ 77.41	\$ 3,096.40	
Carpenter to Demo Louvers	1	16	\$ 94.20	\$ 1,507.20	
DDC LABOR TOTAL				\$ 22,020.85	
Materials Used to date			\$ 2,706.50	\$ -	
Extra AB needed not covered on T&M		59 Tons	\$ 35.00	\$ 2,065.00	
MATERIAL TOTAL				\$ 2,065.00	
Equipment used to date			\$ 4,511.76	\$ -	
				\$ -	
				\$ -	
EQUIPMENT TOTAL				\$ -	
DDC Labor, Material & Equipment Subtotal				\$ 24,085.85	
Markup			15%	\$ 3,612.88	
DDC Labor, Material & Equipment Total				\$ 27,698.73	
Credit #1 DDC Concrete Patch Back				\$ (2,000.00)	
Credit #2 DDC AC Patch Back				\$ (3,500.00)	
Credit #3 DDC Concrete Material diffrence				\$ (720.00)	
Credit #4 DDC Gates				\$ (1,200.00)	
Credit #5 Landscape Repair				\$ (2,000.00)	
Credit #6 Chuck Reynolds Masonry				\$ (25,968.00)	
Credit #7 Wonder Metals				\$ (10,177.21)	
Credit #8 Painting				\$ (5,725.00)	
Add #1 Pisor Fence (option #2)				\$ 20,575.00	
Add #2 Q4 Mechanical				\$ 20,138.05	
Add #3 Buss Mechanical				\$ 6,957.00	
Add #4 Ostendorf Electrical				\$ 557.42	
Add #5 Gamma Rebar				\$ 2,769.00	
Add #6 SCS (Temp Fence)				\$ 1,618.75	
Add #7 Cal West Concrete Cutting				\$ 628.50	
SUBCONTRACTOR SUBTOTAL				\$ 1,953.51	
Markup			10%	\$ 195.35	
Subcontractor Total				\$ 2,148.86	
TOTAL				\$ 29,847.59	

104

Concrete

Friday, February 05, 2016 8:58 AM

1. DDC has spent 182 hours to date on concrete.
2. These hours for concrete were to build to original contract and original CCD#2.
3. During that time we
 - a. DDC Laid out concrete work per original work and then per CCD#2.
 - b. DDC did takeoffs and prepared material for Original work and then did it again for CCD#2 work.
 - c. DDC Dug footings to original contract work, then went back and dug more to CCD#2 then Encountered Wet soil in the footings were we needed to dig to hard pan depth. Then once CCD#2R1 was released DDC went back and filled in footings with AB.
 - d. CCD#2 directed us to remove concrete sidewalks, When sidewalks were removed there was wet soil condition also. DDC did a small over x and then put AB down to make it possible to pour concrete sidewalk back before school was back in session.
 - e. DDC patched back electrical trenches that were in original contract. The only difference in price was the setup doweling that would have been needed and the \$7 a yard difference of concrete to slurry material. DDC would have poured this concrete back at the same time that we would have poured back the pads as per original accepted CPM schedule and how it was bid. The only reason that this did not happen was because of the CCD#2 that was issued. Due to this the owner is responsible for all of these cost minus the credit that is given.
 - f. DDC patched back electrical trenches in the AC also. DDC used slurry concrete instead of the AC to help keep price down for the district. DDC charged for their expenses and gave credit back for AC work that would have happened.
4. Since DDC is giving credits back and has not progressed forward with any contract work to date DDC needs to be compensated for work completed to date and Charge more for extra work that needs to be completed due to CCD#2R1.
5. Added work for CCD#2R1
 - a. DDC will need to re-layout and re-prepare materials for CCD#2R1
 - b. Larger SQFT of concrete outside of rooms. Original SQFT 1568. New SQFT 3360.
 - c. Extra AB to install at original bid time was only needed at the outside area for 4" to 6". The outside area has Increased by more than double. DDC was only required at bid time to provide & Install 24yds of AB (16 Tons). Now after CCD# 2R1 and RFI#11 DDC will need to provide & Install 63 yards of AB (42 Tons). No AB was ever called for inside of the rooms. (AB for over x and re-compact not taken into account for this.)
 - d. More Forms. DDC at bid time only needed to form 110 LF of outside forms. DDC Now needs to install 275 LF of outside forms. Inside forms size still same. It is harder to install forms now that all are outside. More in material and more in strip & Clean also.
 - e. Extra men to place & Finish Concrete. DDC has more SQFT to finish and more outside curbs and facing of concrete. This will require more men to pour.
 - f. Longer length of footings to dig. DDC has increased the LF of footings from bid time 110lf to now 190lf.

105

- g. Adjust Existing Water Valve box to new grade.
- 6. Added work in RFI#11 & CCD#2 R1 Unit C3
 - a. Increased amount of AB to bring pad within 6" of existing elevation. This was not shown on the original bid plans to be at a depth of 14". RFI clarified that. DDC should be compensated for extra AB to bring up pad additional 8". DDC should also be compensated for the pad that is now bigger to bring that all the way up. To make it easy original Bid 8'x18'8" only to be brought up 4" to 6". New plan calls for 23'x16' to be brought up 14" that is a difference of 14yds of AB just for unit C3. (Over X and re-compact not taken into account for this.)
- 7. Deducted work
 - a. 8yds of less concrete. \$720
 - b. Smaller footing size form 2'6"x3'6"x110' to 1'x1'x190'. I had 12hrs figured on bid day and I still think it is going to be about 12 hours to dig the new dimension's. No price credit to give.
- 8. Equipment
 - a. Bid day- DDC had equipment figured to clear original outside pads. Bring in a small amount of AB & Compact, Excavate footings, clean up.
 - b. CCD#2R1- DDC has the same equipment needed.
 - c. Over X & AB- DDC has now included a dump truck and roller. This would not have been needed for smaller amounts at bid time.
 - d. Duration- DDC mobilized equipment and tools to do Bid day work in December. It is now February and we are still not done with work. Our original CPM showed us completing all concrete work at the beginning of January. We are now going to be out there to the end of February if this proposal is accepted soon enough. DDC is going to charge for all equipment that has been on site for an extra 1.5 months. DDC is going to charge 100% for the dump truck and the roller compactor. DDC will not charge for the delivery and off haul as that has not changed.

LHS HMAC change I-back up



COMMERCIAL · INDUSTRIAL · DESIGN · BUILD

CA License No. 632667
NV License No. 0042319

P.O. Box 1007 · Woodbridge, CA 95258



Lodi (209) 369-8255 • Stockton (209) 464-3352 • Fax (209) 368-0600

Proposal Submitted To: Marysville Joint Unified School District	Email cjensen@mjUSD.com	Date: 02/01/16
Street: 1919 B Street	Job Name: MJUSD Lindhurst High School - HVAC Replacement	
City, State, Zip: Marysville, CA 95901	Job Location: 4446 Olive Avenue, Olivehurst, CA 95961	
Attention: Cynthia Jensen	Job #: 15049	DSA App. # 02-114567
		PC#: 18

We hereby submit specifications and estimates for:

Existing joist hangers do not have required amount of nails. IOR says the contractor must bring existing work up to code per contract documents.

Subtotal	\$	216.66
Bonds & Insurance	2% \$	4.33
Total:	\$	220.99

Exclusions:

Two Hundred Twenty One Dollars and No Cents dollars \$ **221.00**

NOTICE: "Under the Mechanic's Lien Law (California Code of Civil Procedure, Section 1181 et seq.) any contractor, subcontractor, laborer, supplier or other person who helps to improve your property but is not paid for his/her work or supplies, has a right to enforce a claim against your property. This means that after a court hearing your property could be sold by a court officer and the proceeds of the sale used to satisfy the indebtedness. This can happen even if you have paid your own contractor in full, if the subcontractor, laborer or supplier remains unpaid."

All material is guaranteed to be as specified. All work to be completed in a workman like manner according to standard practices. Any alteration or deviation from the above specifications involving extra costs will be executed only upon written orders and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. Owner to carry fire, tornado and other necessary insurance.

**Authorized
Signature**

Cody Diede, Project Manager

NOTE:

**This proposal may be withdrawn if not
accepted within 5 days.**

Acceptance of Proposal --

The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made according to contract terms or as noted above.

Signature

Date of Acceptance:

2/10/16

107

Signature

Job Name: MJUSD Lindhurst High School - HVAC Replace		Job #: 15049		PC #18	
Work Description	Men / Day	TTL Hours	Rate	Item Total	
Carpenter	1	2	\$ 94.20	\$ 188.40	
DDC LABOR TOTAL				\$ 188.40	
MATERIAL TOTAL				\$ -	
EQUIPMENT TOTAL				\$ -	
DDC Labor, Material & Equipment Subtotal				\$ 188.40	
Markup			15%	\$ 28.26	
DDC Labor, Material & Equipment Total				\$ 216.66	
SUBCONTRACTOR SUBTOTAL				\$ -	
Markup			10%	\$ -	
Subcontractor Total				\$ -	
TOTAL				\$ 216.66	



COMMERCIAL · INDUSTRIAL · DESIGN · BUILD

CA License No. 832867
NV License No. 0042319

P.O. Box 1007 · Woodbridge, CA 95258

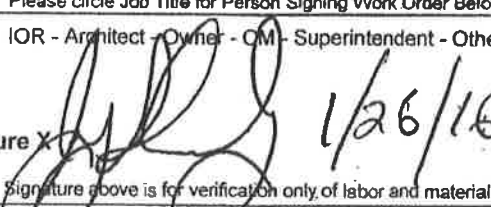


Lodi (209) 369-8255 · Stockton (209) 464-3352 · Fax (209) 368-0600

Job Name:	Lindhurst HS HVAC Upgrade	JOB#	15049	WO#	(9)
Job Address:	4446 Olive Ave, Oliverhurst,	DATE	Tuesday, January 26, 2016		
Job Contact:	Dennis Payne	PC#	18	Budget Code #	18170

Description of Work Performed	DDC Employee	Class	Hours
Reference RFI #24 In mechanical rooms C1 & C2 after removing sections of sheetrock to make framing modifications to the opening we discovered the existing ceiling joists hangers at the header connection did not have the required amount of nails. The IOR Jay Shimansky said that the contractor is responsible to bring existing non-compliant work up to code per the contract documents. The IOR also said that due to the unforeseen condition, the contractor should be reimbursed. Work Performed: Added the required amount of nails to the existing joist hanger in rooms C1 & C2	John Bettencourt	Carpenter	2.0
TOTAL DDC HOURS			2.0

Supplier / Sub Name	Description	Inv. #	Inv. Amount

Please circle Job Title for Person Signing Work Order Below		Below is for Office Use Only	
IOR - Architect - Owner - CM - Superintendent - Other Signature X  1/26/16 Signature above is for verification only, of labor and materials		SubTotal of Materials - Equipment - Sub Cost SubTotal of DDC Hours Cost P&O WORK ORDER TOTAL	

③



ABC
Associated Builders
and Contractors, Inc.
Accredited Quality
Contractor

Proposal Submitted To: Marysville Joint Unified School District		Email cjensen@mjud.com	Date: 01/26/16
Street: 1919 B Street		Job Name: MJUSD Lindhurst High School - HVAC Replacement	
City, State, Zip: Marysville, CA 95901		Job Location: 4446 Olive Avenue, Olivehurst, CA 95961	
Attention: Cynthia Jensen		Job #: 15049	DSA App. # 02-114567
		PC#: 12	
We hereby submit specifications and estimates for:			
Reference: RFI #7			
The existing roof joist members in Bldg. F were 10" not 12" as called out on the plans. Response to RFI #7 was to furnish 6 x 10 in lieu of 6 x 12. (The 6 x 12 beams were already onsite, so we cut them down to 6 x 10).			
		Subtotal \$	324.99
		Bonds & Insurance 2% \$	6.50
		Total: \$	331.49
Exclusions:			
Three Hundred Thirty One Dollars and No Cents		dollars \$	331.00
<p>NOTICE: "Under the Mechanic's Lien Law (California Code of Civil Procedure, Section 1181 et seq.) any contractor, subcontractor, laborer, supplier or other person who helps to improve your property but is not paid for his/her work or supplies, has a right to enforce a claim against your property. This means that after a court hearing your property could be sold by a court officer and the proceeds of the sale used to satisfy the indebtedness. This can happen even if you have paid your own contractor in full, if the subcontractor, laborer or supplier remains unpaid."</p> <p>All material is guaranteed to be as specified. All work to be completed in a workman like manner according to standard practices. Any alteration or deviation from the above specifications involving extra costs will be executed only upon written orders and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. Owner to carry fire, tornado and other necessary insurance.</p>		<p>Authorized Signature _____ Cody Diele, Project Manager</p> <p>NOTE: This proposal may be withdrawn if not accepted within <u>5</u> days,</p>	
Acceptance of Proposal --			
The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made according to contract terms or as noted above.		Signature _____	
Date of Acceptance: <u>2/3/16</u>		Signature <u>Rh</u>	

Job Name: MJUSD Lindhurst High School - HVAC Replace		Job #: 15049		PC #12	
Work Description		Men / Day	TTL Hours	Rate	Item Total
Carpenter	1	3	\$ 94.20	\$ 282.60	
DDC LABOR TOTAL				\$	282.60
MATERIAL TOTAL				\$	-
EQUIPMENT TOTAL				\$	-
DDC Labor, Material & Equipment Subtotal				\$	282.60
Markup 15%				\$	42.39
DDC Labor, Material & Equipment Total				\$	324.99
SUBCONTRACTOR SUBTOTAL				\$	-
Markup 10%				\$	-
Subcontractor Total				\$	-
TOTAL				\$	324.99



COMMERCIAL · INDUSTRIAL · DESIGN · BUILD

CA License No. 632687
NV License No. 00423119

P.O. Box 1007 · Woodbridge, CA 95258

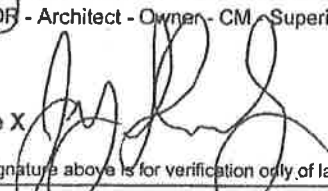
Lodi (209) 369-8255 · Stockton (209) 464-3352 · Fax (209) 368-0600



Job Name:	Lindhurst HS HVAC Upgrade	JOB#	15049	WO#	(3)
Job Address:	4446 Olive Ave, Oliverhurst,	DATE	12/30/15 & 12/31/15		
Job Contact:	Dennis Payne	PC#	12	Budget Code #	18110

Description of Work Performed	DDC Employee	Class	Hours
Reference RFI #7 The existing roof joist members in Bldg. "F" were 10" not 12" as called out on the plans. RFI #7 response was to furnish 6X10 in lieu of 6x12. Work Performed: The 6x12 beams were already on site, so we cut them down to 6x10			
	John Bettincourt	Carperter	3.0
	TOTAL DDC HOURS		3.0

Supplier / Sub Name	Description	Inv. #	Inv. Amount
Diede Constrution	Beam Saw & New Blade		

Please circle Job Title for Person Signing Work Order Below <input checked="" type="radio"/> IOF - Architect - Owner - CM - Superintendent - Other Signature X  12/31/15 Signature above is for verification only of labor and materials	Below is for Office Use Only SubTotal of Materials - Equipment - Sub Cost SubTotal of DDC Hours Cost P&O WORK ORDER TOTAL
--	---

REQUEST FOR INFORMATION

Marysville Joint Unified School District

Project Name:	Lindhurst High School - HVAC Upgrades	RFI No.	07
Project Address:	4446 Olive Drive		
	Olivehurst, CA 95901	MJUSD/RGA Job No.	8151 / 15-1211
Contractor Name:	Diede Construction	DSA File No.	58-H1
Contractor Address:	P.O. Box 1077	DSA Application No.	02-114567
	Woodbridge, CA 95258	Date:	12-22-2015
<hr/>			
Subject:	Structural Framing		
<hr/>			
Drawings:	S2.2.1	Specifications:	

Description Of Problem / Clarification / Information Required:

Bldg. "F" after investigation the existing roof joist member size doesn't match what's called out on detail 2 on sheet S2.2.1.; see attached detail.

Q1. Can the new 6x12 be changed to a 6x10?

Q2. If the 6x12 cannot be changed, the other option is to open the stud walls, cut the top and bottom plate and put in a 6x support post per the attached detail.

Contractor's Proposed Solution:

Date Response Required By:	ASAP	Cost Impact:	Yes / No	Time Impact:	Yes / No
Paul Bickford					
Contractor Name		Signature		Date:	12-23-15

Response: Provide 6x10 at mechanical unit perimeter in lieu of 6x12 (pending DSA approval of CCD03.1) - M. Jensen, BPA (12-28-15)

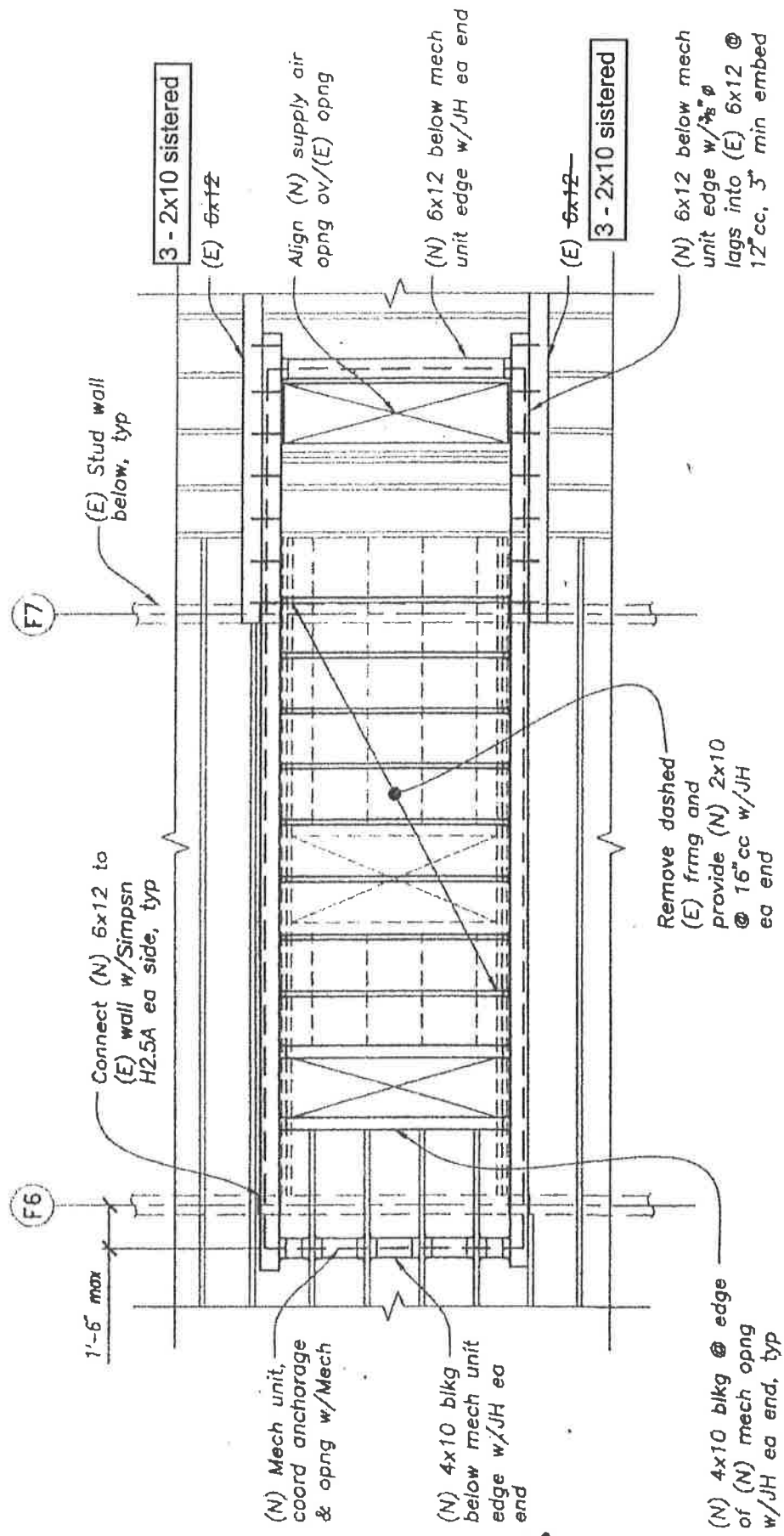
Response By:

Jason Scanlan		Signature		Date:	12-28-15
A/E		Principal			
BPA		Title			
Firm					

Reviewed By:

District Representative	Signature	Date:
--------------------------------	------------------	--------------

This document provides information or clarification only and does not constitute authorization or direction to proceed with additional work. If, in the opinion of the Contractor, the response has impact to the Contract amount and/or time, the Contractor must advise the District in writing within five (5) days of receipt that the response constitutes issuance of a change order. The Contractor's notice shall



NOTE: Use 10d x 1 1/2" nails at JH attached to primary roof framing

DETAIL 2
1/8" = 1'-0" 221

3/4 Plywood Roof Sheeting

NOTCH TOP PLATES
INSTALL 2X POST UNDER 6X12

@ 4 LOCATIONS

OR CHANGE TO 6X10

2X10

6X12

2X10

(E) 6x12 CALLED OUT IS
ACTUALLY 3-2X10
SISTERED TOGETHER

(E) INTL. WALL

(E) Stud

(E) Studs

6X Post

(E) Stud

DETAIL 2 ON SHEET S2.2.1

Educator Effectiveness Funding

Background Information

On June 16, 2015, Governor Jerry Brown and the state Legislature agreed to allocate \$500 million dollars for programs to enhance educator effectiveness in California, which is the largest amount to be dedicated for the purpose of teacher preparation and effectiveness the state has seen in many years. The funds come at a time when California's nearly 300,000 teachers are working toward successful implementation of the new academic standards in Math and English Language Arts, as well as the Next Generation Science Standards. With these standards also comes a new form of assessment created to monitor student progress and achievement in reaching these standards. This grant provides teachers and administrators with professional development and support they need to fully and successfully implement the new standards and latest form of assessment. These funds reinforce a culture of support for teachers and administrators in California and are actually the first step towards rebuilding the professional development infrastructure that was diminished during the years of budget cuts.

Before the recession, California spent hundreds of millions of dollars on a range of programs to support new teachers, primarily the Beginning Teacher Support and Assessment program (BTSA), as well as to help teachers in need of improvement – Peer Assistance and Review (PAR). But, beginning in 2008-09, the state eliminated dedicated funding for these programs in order to give districts more flexibility over their budgets and because of this, support programs for teachers and some forms of professional development were cut back.

The funds earmarked for teacher effectiveness through this block grant are intended to help districts provide a higher level of professional development and help new teachers get the most out of their induction program, which includes training teachers to be mentors and coaches to other teachers.

Educator Effectiveness Funding Description

The Educator Effectiveness grant provides funding to county offices of education, school districts and charter schools to provide beginning teacher and administrator support and mentoring, professional development, coaching and support services for teachers identified as needing improvement or additional support, professional development for teachers and administrators aligned to state standards, and to promote educator quality and effectiveness.

Information about the Educator Effectiveness Block Grant

The Educator Effectiveness funding is available to county offices of education, school districts, charter schools (both direct and locally funded), and state special schools that reported full-time equivalent (FTE) certificated staff in the California Longitudinal Pupil Achievement Data System (CALPADS) for the 2014–15 fiscal year (FY). The Educator Effectiveness funds are

specifically to be used for professional development, coaching, and support services, as outlined in Section 58 of Assembly Bill (AB) 104, Chapter 13, statutes of 2015 and amended by Section 8 of Senate Bill (SB) 103, Chapter 324, statutes of 2015.

The California Department of Education (CDE) apportioned funds to eligible LEAs in two installments. The first apportionment reflecting approximately 80 percent of each LEA's entitlement was released in December 2015. For the Marysville Joint Unified School District, this allocation was in the amount of \$504,485. Remaining funds will be released in March 2016, which will total \$126,121 for MJUSD, bringing a total entitlement of \$630,606. The 2015–16 calculated funding rate was approximately \$1,466 per FTE. For MJUSD, this was based on 430 certificated staff FTE. LEAs have three years to spend the funds.

AB 104, Section 58 and SB 103, Section 8 appropriated \$490,000,000 for the Educator Effectiveness program in FY 2015–16. The funds can be used for the following purposes:

- Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the *California Education Code (EC)*.
- Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by LEAs.
- Professional development for teachers and administrators that is aligned to the state content standards adopted pursuant to sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.8, 60605.11, 60605.85, as that Section read on June 30, 2014, and 60811.3, as that Section read on June 30, 2013, of the *EC*.
- To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.

Conditions for Receiving Funds

As a condition of receiving Educator Effectiveness funds, a school district, county office of education, charter school, or state special school is required to:

1. Develop and adopt a plan delineating how the Educator Effectiveness funds will be spent. The plan must be explained in a public meeting of the governing board of the school district or county board of education, or governing body of the charter school, before its adoption in a subsequent public meeting.

2. On or before July 1, 2018, report detailed expenditure information to the California Department of Education (CDE), including, but not limited to, specific purchases made and the number of teachers, administrators, or paraprofessional educators that received professional development.

Implementation Plan Description

The Educator Effectiveness facilitator will work directly with Karen Chiechi from the Tri-County Induction Program (TCIP) through the Sutter County Superintendent of Schools and Marysville Joint Unified School District administrators to recruit and select high quality mentors to support beginning teachers during their first two years of teaching. Qualifications for mentors must include, but are not limited to:

- Knowledge of the context and content area of the beginning teacher's assignment.
- Demonstrated commitment to professional learning and collaboration.
- Possession of a clear teaching credential and minimum of three years of effective teaching experience.
- Ability, willingness, and flexibility to meet the beginning teacher's needs for support.

Ongoing mentor professional development and support will be aligned with training received through the TCIP program to ensure that mentors have an understanding of and can apply skills in:

- Cognitive coaching and mentoring
- Reflection and goal setting
- Use of appropriate mentoring tools
- Best practices for adult learners
- Support for individual mentoring challenges, reflection on mentoring practices, and opportunities to engage with mentoring peers in professional learning communities
- Program processes designed to support new teacher's growth and effectiveness
- Other areas determined as needs through mentor feedback

A district beginning teacher support and professional development program will be created to align with and enhance the current induction program offered through TCIP. This program will support MJUSD beginning teachers through:

- Building on the skills and knowledge gained during the preliminary preparation program.
- Providing multiple opportunities to promote growth in the California Standards for the Teaching Profession (CSTP) through the development of professional growth goals and

creation of individualized learning plans, defining measurable outcomes, providing opportunities to reflect on progress and the effectiveness of instruction, analyzing student assessment results related to the measureable outcomes and using this data to further inform the repeated cycle of planning and instruction.

- Participation in summer and monthly professional development opportunities informed by theory and research and directly related to the CSTPs including engaging and supporting all students in learning, creating and maintaining effective environments for student learning, understanding and organizing subject matter for student learning, planning instruction and designing learning experiences for all students, and assessing students for learning.
- Providing the tools, resources, and support needed to differentiate instruction based on the diverse needs of MJUSD students and address the specific expectations that are unique to our district.
- Offering opportunities for beginning teachers to practice and refine effective teaching practices for all students through focused cycles of inquiry.
- Strengthening the beginning teacher's professional practice and contributing to the candidate's future retention and success in the teaching profession.
- Connecting with and becoming part of the larger MJUSD professional learning community.

It is projected that there will be approximately 55 beginning teachers eligible for the program during the 2016-17 school year (26 first year candidates and 29 teachers in their second year) and 20 mentors assigned to provide ongoing support.

Role of the Educator Effectiveness Facilitator

During the 2.5 year process, the Educator Effectiveness facilitator will:

1. Work collaboratively with the Tri-County Induction Program Director, Karen Chiechi as a district liaison to ensure that the MJUSD Educator Effectiveness program is aligned and augments the mandated induction program. Recruiting, selecting, and matching mentors with beginning teachers will be a shared process between the TCIP Director, the Educator Effectiveness facilitator, and MJUSD principals.
2. Participate in the TCIP trainings and seminars for beginning teachers and mentors as a tool for developing a better understanding of the current expectations and support systems offered within the mandated induction program.
3. Facilitate beginning teacher and mentor teacher professional development before the school year begins and monthly throughout the school year. Professional development workshops will not be offered during the months that the required TCIP seminars take place.

4. Provide administrator professional development throughout the year to facilitate the growth of beginning and experienced teachers.
5. Conduct classroom observations of beginning teachers for the purpose of improving instructional practices to impact student learning (not evaluating teachers.)
6. Use cognitive coaching strategies with beginning teachers and mentors to facilitate focused cycles of inquiry including planning, reflecting, and applying what was learned in the process.
7. Assist beginning teachers in using the CSTP Descriptions of Practice to examine their practice, monitor their growth over time, seek support and resources for continuous improvement and affirm their strengths and accomplishments.
8. Assist teachers in utilizing classroom action research to examine current practices, engage in professional dialogue, conduct inquiry through action research, create action plans, collect and analyze student data, reflect on what was learned, and apply this knowledge to inform classroom practices.
9. Formally evaluate the professional development workshops to determine if the experiences actually impact teaching and learning.

Proposed Budget Based on 55 Beginning Teachers (Year 1 and Year 2) and 20 Mentors

Description	Proposed Budget Allocation 2016-17
Educator Effectiveness Facilitator Salary with Benefits	\$333,833
Summer Professional Development for Year 1 Beginning Teachers: 9 Days for 6 hours each (26 teachers projected)	\$ 71,136
Summer Professional Development for Year 2 Beginning Teachers: 6 Days for 6 hours each (29 teachers projected)	\$ 49,590
Summer Professional Development for Mentor Teachers: 2 Days for 6 hours each (20 mentors projected)	\$ 43,890
Monthly Professional Development for Beginning Teachers: (Year 1 and Year 2) 8 sessions for 2 hours (55 teachers)	\$ 34,200
Monthly Professional Development for Mentors: 8 sessions for 2 hours (20 mentors projected)	\$ 22,800
Materials and Supplies:	\$ 30,006
Indirect Costs ((7.16%)	\$ 45,151
Total	\$ 630,606

Conclusion

A growing body of research confirms that the quality of teaching is what matters most for students' development and learning in schools. Teaching is a professional endeavor, one in which effective practice is driven by an understanding of knowledge in the field and a commitment to all students and their families. Teachers in California have a professional responsibility to provide students with safe and caring learning environments, where students' differences are celebrated and supported, as they acquire the knowledge, skills, strategies, and concepts they will need for successful participation in an increasingly technological and global society. Teachers need opportunities to examine their practice, seek support and resources for continuous improvement, and affirm their talents and accomplishments in support of our children and their future. The focus on professional development for educators is critical as part of the current efforts of educational reform. In order to meet the demands facing education today, our schools must provide effective and growth-producing professional development experiences for educators, but more importantly, for our students.