



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

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M.Y.

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

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

For use beginning with the semester of:

☒ Fall ☐ Spring Year 2016

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 The Science of Agriculture. A Biological Approach

Author Ray V. Herren Publisher Delmar, Cengage Learning

Copyright 2012, 2007, 2002, 1996 Price \$ 150.00 ISBN # 10: 1-4390-5776-1
13: 978-1-4390-5776-6

School Lindhurst/Marysville Teacher/Department Requesting Farrah / Agriculture
Cummins / Agriculture

Funding Source LCAP/CTE Grade Level(s) 9-12

Title of Course/Subject Sustainable Agriculture Biology-P and Sustainable Biology

Course Description(s) Covered Sustainable Agriculture Biology

Projected # of books to be ordered: 35

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 innuendoes, etc. _____)

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

List Major Content Standard(s) Covered:

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

Ag Standard C1.0-1.7, C3.1-3.5, C13.1-13.2, C 2.1-2.5, C 4.3, C3.5, C 3.1-3.2,
C, 11.1-11.6, C5.1-5.2. NGSS: HS-ETS 1-1, 1-3, HS-LS1-5, 1-6, 1-7, HS-LS 2-3,
2-4, 2-5 HS-LS4-6

Prerequisites/Guidance Information:

Graduation Requirement:

☒ Yes

☐ No

UC/CSU Credit:

☒ Yes

☐ No

Is this an elective class?

☐ Yes

☒ No

Course Length Full Year Credits 10.0

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) aligns with curriculum, agriculture, science based.

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:

Principal Approval:

Date

Date

Approval: Gay Todd 4.7.16 ☒ Approved ☐ Denied
Lennie Tate, Executive Director of Educational Services
Gay Todd, Supt.

7/14/05
revised 4/10/14

2

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

REQUEST for NEW COURSE

(Complete this form and Email the request to Lennie Tate)
All highlighted fields that have an asterisk are mandatory data fields

* Short Course Title (15 sp)	Sust Ag Bio-P
Long Course Title (30 sp)	Sustainable Agriculture Biology-P
* Academic Course Type (Check One)	<input checked="" type="checkbox"/> Academic <input type="checkbox"/> Non Academic Course <input type="checkbox"/> Honors
College Prep (Check One)	Y <input checked="" type="checkbox"/> N <input type="checkbox"/>
* Grade Range	9-12
* Default/Max Credit	5 per semester/ 10 per year
* Department	Agriculture
* Subject Area 1	Life Science
Subject Area 2	Other Science
Subject Area 3	Vocational
* Term (Check One)	<input checked="" type="checkbox"/> Year <input type="checkbox"/> Semester/Trimester <input type="checkbox"/> Quarter
* CALPADS Course Code (4 digit number) http://www.mjUSD.com/CALPADScodes	4073
* NCLB Course Level <input checked="" type="checkbox"/> Secondary Level (Secondary level must choose NCLB Subject Areas in right column) <input type="checkbox"/> Elementary Level <input type="checkbox"/> Not NCLB Course	NCLB Subject Areas <input type="checkbox"/> Arts <input type="checkbox"/> Economics <input type="checkbox"/> English <input type="checkbox"/> Foreign Language <input type="checkbox"/> Geography <input type="checkbox"/> Civics and Government <input type="checkbox"/> History <input type="checkbox"/> Mathematics <input type="checkbox"/> Reading/Language Arts <input checked="" type="checkbox"/> Science
CSU Entrance (A - G) (Check One)	<input type="checkbox"/> A = History/Social Science <input type="checkbox"/> B = English <input type="checkbox"/> C = Mathematics <input checked="" type="checkbox"/> D = Lab Science <input type="checkbox"/> E = Foreign Language <input type="checkbox"/> F = Visual and Perform Arts <input type="checkbox"/> G = Electives
CSU Entrance - Elective	Y <input type="checkbox"/> N <input type="checkbox"/>
CSU Entrance - Honors	Y <input type="checkbox"/> N <input type="checkbox"/>
UC Entrance (A - G) (Check One)	<input type="checkbox"/> A = History/Social Science <input type="checkbox"/> B = English <input type="checkbox"/> C = Mathematics <input checked="" type="checkbox"/> D = Lab Science <input type="checkbox"/> E = Foreign Language <input type="checkbox"/> F = Visual and Perform Arts <input type="checkbox"/> G = Electives
UC Entrance - Elective	Y <input type="checkbox"/> N <input type="checkbox"/>
UC Entrance - Honors	Y <input type="checkbox"/> N <input type="checkbox"/>
CSF List (Select One) <div style="text-align: center; font-size: 2em; font-weight: bold;">3</div>	<input type="checkbox"/> A=List I/A <input type="checkbox"/> B=List II/B <input type="checkbox"/> C=List II/C

UC Course Submission Form

Course Title: Sustainable Agriculture - A Biological Approach to Industry
Practices:

Academic Subject: Lab Science

Select One: Life Science (Biology)

Chemistry

Physics

Interdisciplinary

CTE Sector and Pathway: Agriculture and Natural Resources | Agriscience

Course Content:

For each unit please provide the following information:

1) **Description of topics:** describe the topics and skills students learn in the unit. Focus on describing the actual work of the course and not the content standards the course aligns with.

2) **Assignment summaries:** Describe each major assignment that makes up the "identity" of the unit: What do students produce to demonstrate learning? What are the major parameters of that work and what purpose does it serve?

Course Overview:

Sustainability is based on a simple principle: Everything that we need for our survival and well-being depends, either directly or indirectly, on our environment. Sustainability creates and maintains the conditions under which humans and the biotic world can exist in productive harmony, that permit fulfilling the social, economic and other requirements of present and future generations. Sustainability is important to making sure that we have and will continue to have, the water, materials, and resources to protect human health and our environment. (adapted from <http://www.epa.gov/sustainability/basicinfo.htm>)

Sustainable Agriculture is a one year course designed to integrate biological science practices and knowledge into the practice of sustainable agriculture. The course is organized into four major sections, or units, each with a guiding question. Unit one addresses the question, What is sustainable agriculture? Unit two, sustainable agriculture fit into our environment? Unit three, What molecular biology principles guide sustainable agriculture? Unit four, How do we make decisions to maximize sustainable agricultural practices within a functioning ecosystem? Within each unit specific life science principles will be identified with agricultural principles and practices guiding the acquisition of this knowledge, culminating in the development of a sustainable farm model and portfolio of supporting student research.

Unit One:

Driving Question: What is sustainable agriculture?

This introductory unit will focus on the biological classifications of agriculture and their associated industry sectors, what sustainability is, and how the scientific method is the driving force behind advancements and developments in sustainable biological practices within agriculture. Students develop an overview of agricultural industries and biologic practices through research projects on facets of California agriculture, and identify what sustainability and sustainable practices are through individualized lab experiments relating to current practices. Ultimately, students will be able to use the scientific method to complete an extensive laboratory experiment that is designed to evaluate potential feed source varieties for sustainable success within their local community.

Assignment Summaries:

“What is sustainable agriculture?”

Students groups will research the various biological divisions of what constitutes agriculture. (plant science, animal science, forestry, horticulture, etc.) Within their research they will identify the sub categories of industry that fall within their topic, what career paths are available within each, what are currently identified as “best practices” (such as the three E’s of sustainability -- economics, ecology and equity) and what are some of the sustainability issues and biologic concerns within each of these divisions. Students will then develop a multimedia presentation to introduce their particular area of agriculture to the class and identify the most prevalent issues facing their particular field of interest.

“That’s Ag - The Science Behind Agriculture”

Categorical Based Mini-Labs:

Student groups will design and complete an inquiry based mini-lab experiment to expand on their knowledge of the particular industry sector they researched from the previous activity. Choosing a focus from one of the areas of concern or issues within their sector, students will then design and implement an experiment that tests factors contributing to the issue and potential impacts they have on the population using scientific method learned in class. Examples might include a lab on animal production and energy flow, a lab on soil degradation and plant germination, a lab on food processing practices, a lab on post-harvest preservation, etc. The labs will introduce the application of inquiry within the agriculture sectors and the importance of the implementation of research in the industry. Design protocols, data, and analysis will be submitted in lab report format. As part of their analysis, students must use their data to make suggestions on how to improve efficiency or yield, or lessen the impact of processing, relevant to their finding of their particular experiment.

Scientific Method and Sustainability Lab - “Work Like a Scientist”

In this lab students are introduced to the scientific method, the basis for all scientific decision making. The native grasses research will provide students with the

foundation of scientific investigation application as well providing key research that will be used in the final unit project as well as the end of course project. Students will research the difference between native grasses versus invasive grasses including specific species. Using this knowledge they will hypothesize germination rates between these two variable groups. Students will then design and implement an experiment incorporating quantitative data collection, analysis, and draw conclusions reflective to their hypothesis, and evaluate the grasses for potential sustainability within their communities.

As a continuation of the germination experiment, given that the two variables have differing germination rates, students can identify other measures of "success" of a potential feed crop. They will then sample the community environment for the potential factors affecting the continued growth and development of grasses. Samples would include soil testing, (pH, nutrient composition, structure and texture, and water capacity), water availability, and ambient temperatures. Combining this information with the initial background research regarding natives versus invasive, students will hypothesize on the continued success of their germinating grasses, then transplant their seeds into test plots or fodder trays, and allow for continued growth. After a pre-determined amount of time, sample plots will be analyzed for percent coverage and measurements of species biomass will be completed. Using this information students will determine the most biologically suitable grass species to plant that would be the most sustainable within the local community through a written lab completed in their lab notebook and a powerpoint presentation of their hypothesis, design, data and conclusion.

Unit Two:

Driving Question: How does sustainable agriculture fit into our environment?

While unit one examined whole systems, unit two takes a closer look at components within that system. Students will use evidence gathered from a series of laboratory exercises to be able to describe the transfer of energy from one trophic level to another as well as the cycling of nutrients and energy through ecosystems. Students will be able to draw conclusions about these biogeochemical cycles and how they apply to sustainability of production agriculture. Specifically, students will conduct primary research in the areas of photosynthesis and chemical energy creation, nutrient cycling, transpiration and water use, ecological relationships and global farming practices in order to draw biologically-sound conclusions regarding the effects of agriculture on the natural environment. The students learning will culminate in a synthesis of concepts applied to the development of a three year sustainable crop rotation plan.

Assignment Summaries:

"Bacteria at Work" - Nitrogen Fixation

Students will analyze the effects of nitrogen fixation on plants initially by examining prior studies as well as industry publications regarding the role of nitrogen in plant growth and the methods by which farmers enhance nitrogen levels in soil. This should include a thorough look at the microbiology of nitrogen-fixing bacteria, plant and root physiology, nutrient cycling and uptake in plants, chemical processes and cellular respiration in plants and fertilization methods. After garnering that background information, students will conduct an experiment that compares the effects of added nitrogen fertilizer versus nitrogen fixing bacteria on the growth of clover. Students will grow clover plants in soil with no nitrogen added, in soil with nitrogen fertilizer added, and in soil containing nitrogen-fixing bacteria (in this case, a species of rhizobia called *Rhizobium leguminosarium*, or *R. leguminosarium*). Students will monitor the nitrogen levels in each type of soil using a nitrogen testing kit. The students will observe the effects of nitrogen on the health of the clover plants by measuring the increase in biomass of each plant during the experiment. Plants should be harvested, soil washed away, and weights taken on plant material produced. Students will use the data collected to create a graph showing the relationship between nitrogen availability in the soil and crop sustainability. This allows students to not only experience agriculture's role in the nitrogen cycle, but also provides necessary supporting data for decision making in the final end of course project.

"Morning Jolt!" - Photosynthesis Lab

Photosynthesis is the basis for the creation of chemical energy in the natural world. Plants require light in order to transform one type of energy into another, and the quantity and type of light determine the optimal photosynthesis rates. Students will conduct a laboratory exercise that examines the effects of shade on the growth of plants and the rates of photosynthesis and will develop a written memorandum to the International Coffee Growers Association regarding optimal shade levels for the growth of coffee trees, including information regarding ecological sustainability involved in the practice. The process will begin by using industry journals to examine coffee production methods; primarily comparing and contrasting industrial coffee production with shade-grown, sustainable coffee production. Students should come up with the following information: arabica coffee has the highest yields under 35 to 65% shade. In addition, growing coffee under shade also discourages weed growth, may reduce pathogen infection, protect the crop from frost, and helps to increase numbers of pollinators which results in better fruit set. However, in order to produce faster, higher yields and prevent the spread of coffee leaf rust (*Hemileia vastatrix*), many coffee plantations began to grow coffee under sunnier conditions. The fewer shade trees that are in coffee plantations, the less biodiversity there is in those plantations.

The laboratory exercise will use several small coffee plant starts (available for purchase online as seeds or a houseplant) and will grow them for a series of days under varying shade levels. Students will conduct visual assessments of plant health and growth, then conduct a traditional floating leaf disc assay protocol to assess photosynthesis levels under varying light conditions. Students will use both the

previously gathered background information regarding industry practices, sustainability and plant growth as well results of the primary research to develop the memorandum regarding optimal shade levels for sustainable coffee growth.

“Move on Through” - Transpiration Lab

Students will initially conduct background research into water use in agriculture and the demands placed on farmers to be efficient and careful with this scarce natural resource. Students will then investigate transpiration as part of the hydrologic system, based on different genetic variations of plant structure (leaf type and shape, for example). Students will conduct a research exercise by examining transpiration in plants with various leaf structures. This can occur using locally-grown crops or by using exotic crops and adding a component regarding appropriate plant selection. In this lab, students will use the plant weight protocol to measure the transpiration rates of individual plants. Students give plants a predetermined amount of water, reweigh the plants, and continue weighing the plants over time to contrast weight differentials and determine water loss through transpiration. Students will monitor observable physical changes in the different plants' condition as water is depleted, collecting qualitative data and measuring the diurnal transpiration rates. Students will apply the individual plant water usage data to larger scale acreage to analyze water usage. Students will create a written case study to justify plant selection within the context of the sustainability of the hydrologic system.

Optional extension: include in the case study how trends in daily transpiration rates change if water losses were replenished through different irrigation management techniques (drip, flood, etc.).

“From Trash to Gas” - Sustainable Waste Management

Students will use both primary and secondary research to discover that food scraps, dead plants, manure, and other decaying organic matter, called *biomass* are a rich source of energy. Energy can be procured from biomass by turning it into a gas called *biogas*. The process will begin by students examining agricultural examples of biogas production (small scale composting, dairy lagoon gas extraction, codigestion, etc.) as well as the microbiological basis for biogas production, including aerobic and anaerobic fermentation, cellular respiration, lignocellulosic breakdown, etc. As part of this analysis, students will compare the amounts of biogas produced by different types of biomass. In order to quantify their findings, students will conduct an experiment with three soda bottles filled to the same volume with various types of biomass commonly used in biogas production. Bottle one will contain cow manure, bottle two will contain cow manure and household kitchen scraps, and bottle three will contain cow manure and a biological waste product of the students choosing (teacher approved). Bottles will be topped with a small balloon. Students will record the circumference of each of the balloons at the same time of day over a period of 10 days as well as record observations of the biomass inside of the bottles. Students will create a graph representing the circumference of balloons and the number of days. Students will compare graphs to determine which biomass type produced the fastest inflation of the balloon. Upon completion of the experiment, the students will then need to develop a

written plan for how this naturally occurring byproduct can be harnessed to benefit a farming situation. In addition to incorporating their data, this plan should include: research on how the gas is used, the scientific processes behind biogas creation (fermentation, anaerobic digestion, etc.), biomass feedstocks that can be used to create efficient quantities of biogas, potential uses of biogas, and potential economic and sustainable benefits of instituting a biomass digester.

“Composting, Do the Rot Thing”

Students will examine the principle of composting organic material, and the process of converting complex organic matter into the basic nutrients needed by living organisms. Prior to conducting the experiment, students will use industry and extension publications to learn the processes of composting, as well as the benefits and challenges of compost production (available nutrient levels, community perceptions, hazardous materials, smell, storage, etc.). Following the background research, students will conduct a laboratory exercise that will examine the utilization of organic wastes (household) as nutrients for plants. It will allow students to investigate which waste products can be composted and best utilized by plants. Based off of prior knowledge of an ecosystem and how ecosystems regenerate as well as the interaction of food and fiber systems with natural cycles, students will justify specific nutrient requirements, as well as renewable and nonrenewable natural resources. Students will prepare three test plots, one plot with just soil, one with soil and household waste products collected by students, and one plot with animal waste products. Students will then monitor plant growth and development to graph their results. Students will create an informational, six paneled brochure that explains a waste management plan using compost. Included in the brochure should be information regarding the microbiology of compost production in addition to the practical household application of the research. Additionally, the brochure should outline the removal of organic matter to increase ecological sustainability while having the least environmental impact on the farm and community.

Unit Assessment

Plant, Grow, Rotate, Repeat Sustainable Crop Management Plan

Students will apply concepts of the biogeochemical cycles as well as waste management to create a 3 year sustainable crop rotation plan that produces the highest crop yields for any given location with the least environmental impact. Students must analyze current soil conditions as well as community needs when considering their crops for production. Student focus should be on nitrogen fixation of specified crops. Students will use previous knowledge of ecosystems, invasive species, and producer and consumer relationships as well as research current market prices and local demands, to assess the environmental contribution and the economical impact from each crop. When creating the 3 year crop rotations students will defend their selections and the ecological impacts of their decisions. The synthesis of the students research will culminate in written proposal to a local producer.

Unit Three:

Driving Question - What molecular biology principles guide sustainable agriculture?

In this unit, students will examine the science of agriculture and evaluate the efficiency and sustainability of current methods. Students will explore the concepts of taxonomy of plants and nomenclature of animals, cell structure, cellular division, DNA, and chromosomes. Students will apply this knowledge to evaluate desirable inheritable traits in each species to artificially select characteristics to breed more efficient and productive offspring as a part of their created breeding plan. Students will be introduced to genetic markers, genetically modified organisms, and biotechnology. With this knowledge students will examine and evaluate biotechnology, the ethics of genetic manipulation, and its implication on the sustainability of agriculture and our ability to feed a growing population. As a culminating project for the first two units students will design, conduct, and interpret their own agricultural research project on a biological issue facing agriculture and present their findings with a visual, written, and oral report.

Assignment Summaries:

"Breed For The Need"- Sustainable Breeding Evaluation

Animal genetics play a role in sustainability. An animal that is genetically predicted to become heavier muscled in a shorter period of time will utilize less pasture and nutritive resources than one that takes longer to reach the same weight. A female who produces more milk to feed her offspring will utilize less resources for both her and her progeny. Therefore, summative phenotypic traits are important to evaluate in a sustainable ecosystem in order to efficiently utilize natural resources. By analyzing these traits students can determine the probability of the trait expression in an animal's offspring. After instruction on chromosomal physiology, multicellular organization, animal anatomy, basic heredity, and genetic expression, students will identify desirable characteristics from a group of four animals of the same species to create a sustainable breeding plan that will include: hybrid vigor, genetic efficiency and other genetic traits. Students will use three components to evaluate the group of four animals that include the farmer's sustainability scenario, expected progeny difference data and phenotypic evaluation of the animals. First students will read an agricultural producer's written scenario that describes the targeted phenotypic traits a farmer desires based on the environment that must sustain the health and nutrition of the specific animals while not depleting the natural resources within that biological system. The parameters of the traits the students will evaluate include milk production (the weight of the weaned offspring that was contributed to the amount of milk the mother produced), weaning weight (the weight of the offspring when removed from the mother), yearling weight (the weight of the offspring at eighteen months of age and birth weight (the weight of the offspring at birth). Next, the students will read and analyze Expected Progeny Difference (Summative phenotype expression) data. Finally, students will perform visual observations of the phenotypic traits in those four animals. Students will assess and prioritize the three analyzed components based on importance and collectively use them to place the four animals in phenotypic order from the most desirable for the environment to the least desirable

according to the farmer's sustainability scenario. Students will give an oral defense with evidence to support reasoning.

“Where Should I Make My Home ?” - Sustainable Production Plan

The students will be put into groups and collectively evaluate the same animals from the previous activity with summative phenotypic traits for each of the bio-geological growing zones in California which are desert and high desert, coastal, valley, foothills and mountains. Instruction should occur on plant taxonomy and livestock anatomical suitability (large animals in areas with poor biomass production, genetic hardiness factors, etc.) prior to the secondary research being done. Research done on each zone will provide information on the possible sustainability plans in which the four animals could be raised. Students will research the ecosystem of each area, analyzing what crops, pasture and range can be grown and the effects of climate and rainfall on the availability of nutrients for the animals' sustainability. Based on the data accumulated from the research they will reevaluate the four animals from the previous lab including EPD data. For each zone they will place the animals in order from the one most suited and efficient to the least. Students construct a written defense for their decision in the placing of those animals in each zone based on their data and research. They will argue the merits of their placing based on the data from their zone research: native and nonnative grass and crop survivability in each zone that provides nutrition to the animals, biological merits and disadvantages of each zone on the animals. They will then use the zone information to reevaluate the EPD data and how it can be best utilized to meet the animal's biological needs. Using the research and accumulated data students can determine a class placing for each region of California.

“Battle of the Seeds” - Biotechnology Use in Agriculture

Crop decisions made by agricultural producers are often predicated on understanding the climate, rainfall and topography needs of their growing area. These decisions often prioritize crop yield, but also must take into account the biological health of each system. The previous lab focused on evaluating the efficiency of specific animals introduced into an ecosystem where the biological components were predetermined and consistent. In this activity, students explore the introduction of new plants into predetermined, consistent ecosystems by investigating how germination, growth and efficiency of plants (crops) can be affected by genetic and environmental changes. Prior to the experiment, students should be instructed in cell division and structure as functions of organism growth, genotypic traits and variable expression, traditional hybridization methods and modern genetic manipulation.

For the primary research exercise, students will set up three demonstration plots to compare growth and yield rates of plants. Half of the class will grow unweeded plots of plants, manually weed-controlled beds, and chemically controlled beds with plants that have been genetically modified to withstand the effects of a widely-used herbicide. The other half of the class will grow hybrid seed, non-hybrid seed, and genetically enhanced seed of the same plant. Upon analyzing data of plant growth and yield rates students will calculate the cost in time and money for the methods

demonstrated. Students will formulate a written opinion/thesis and defend from evidence the most sustainable method of growing food based on their experiment. Students determine the statistical, economical and biological differences of genetically modified organisms as compared to natural organisms. Students will then research public concern of genetically modified organisms to prepare for a class debate. Utilizing their experimental results and research students debate the use of biotechnology and genetically modified organisms playing one of four following roles; a leader of a developing nation where hunger is a problem among their citizens, a biotechnology company specializing in producing genetically modified plants, a farmer, or a parent who primarily purchases organic produce. Students will reflect on their original opinion and write what they learned as a result of this experience.

Unit Assessment:

“Hypothesize, Analyze, Repeat” - Formal Research Project

Labs and activities have been done in this unit that represent the common applications of biological factors such as genetic potential and variability of plants and animals, the symbiosis of animals and plants within an ecosystem and the impact of new species introduced into an established environment. Students will utilize the science of nature they learned in unit three, how that science fits into the biological systems from unit two and how those systems contribute to sustainability in unit one to develop a comprehensive agriscience experimental research project. Students will identify a problem related to agriculture that is the result of completing the first three units of the course (plant science, animal science, natural resources). Students will utilize the empirical method to design an experiment that will test their own authentic hypothesis using the skills and processes learned throughout the course that include dissecting published research and studies, testing the hypothesis, collecting, synthesizing, analyzing and interpreting data, accepting or rejecting the hypothesis based upon the data, technical reading and writing, and scientific collaboration. Specific expectations for the written research project are outlined below:

1. Forming a Hypothesis

Students will use credible sources to conduct background research on the agricultural issue they are investigating, and they will use this research to generate a testable hypothesis related to the scientific problem they have identified. The hypothesis developed by the student will be constructed with the independent and dependent variables in mind.

2. Experimental design and conducting experimentation

Students will construct an experimental design to test their hypothesis. A written experimental design should be constructed consistent with scientific protocol using a systematic approach outlined in the previous units. Students will have their experimental designs reviewed by industry experts, agricultural instructors, local growers/producers, researchers or university representatives. After validating the design using the peer review process, students will move to the experimentation phase of their research. Experimental designs should include replicates, control groups, and determine the variables to be controlled and how. Additionally, a determination should be made as to the type of data that will be collected and in what ways, with the emphasis placed on quantitative data or quantifying data that is

qualitative in nature. Students will use their experimental design to test their hypothesis. For example, in a study of primed versus non-treated seeds, seeds would be planted in identical environments, multiple test groups would be established and compared to a control group, and the number of germinated seeds would be counted and recorded to quantify the outcome. Raw data should be recorded using a field book or electronic device.

3. Analyzing data, interpreting data and forming conclusions.

Students will determine the best methods for organizing their data using tables. Students will use mathematical principles to synthesize their data, calculating a mean, for example. Furthermore, a statistical analysis of the data will help the student determine if the results are due to chance or the independent variable that was tested. Students will choose the best way to present their data using graphs they believe will most effectively demonstrate their findings, and will further summarize what each graph shows. Finally, students will interpret the data and formulate conclusions based on the results. In the written conclusion, students will use their data to either accept or reject the original hypothesis. Conclusions should be directly supported by the data and supported by previous research. Students will also identify the limitations of their research, improvements that could be made to the experimental design, as well as future studies that may be conducted that relate the study at hand.

4. Evidence of Performing the AgriScience Research Project

Students will submit their research in a written paper, and it will include the following components: problem/purpose, background research, hypothesis, methodology, results/data, and discussion/ conclusion. The paper will be written using skills associated with technical and scientific writing, for example, refraining from the use of personal pronouns or keeping discussion limited to what the research and data suggest rather than personal opinion and bias. APA format will be utilized to reference and cite sources. Students will create a visual display board, using a digital format that mirrors the use of research posters in higher education, which will also include all of the components of the paper, but in a condensed form. The peer group that reviewed the original experimental design will review the final research paper. The project and its findings will be shared with the class in an oral presentation, with the research board on display to aid in communicating the results of the research.

Unit Four: (Copy and paste for each additional unit you wish the course to include.)

Driving Question:How do we make decisions to maximize sustainable agricultural practices within a functioning ecosystem?

Description of Topic: Students will understand common practices in the agriculture industry that promote sustainability. They will evaluate and/or refine technological solutions that reduce impacts of human activities on natural systems by using practices that utilize cellular biology, genetics, energy cycles, biological systems, plant and animal nomenclature and how these units collectively create ecosystems

that were covered in the previous units. Students will conduct production practices in the areas of animal science, horticulture, and natural resources. Students will experience how the biological systems can be changed at the cellular level, promoting the emergence of new energy cycles that produce useful, recyclable products that have a positive impact on the environment, thus decreasing the impact of agriculture on the environment and promoting sustainability. Students will investigate positive sustainable approaches to changing negative impacts agriculture has on the land by testing methods of efficiency in laboratory work. This experience will give students perspective on production costs and resource needs in relation to animal welfare, mechanization versus labor, and use of chemicals to non-use of chemicals. Students will utilize this hands-on production experience to develop their own sustainable farm as a culminating final project to illustrate the management of agricultural systems, management of natural resources, the sustainability of an ecosystem for the future while preserving biodiversity.

“Show Me You Care” - Practice in Animal Health Management

Common animal production practices are done to ensure multi-system homeostasis and to foster productive animal growth and general welfare. Prior to conducting a laboratory exercise, students will engage in secondary research that seeks to correlate common livestock production practices to maintaining system health in animals. For example, castration, tail banding, hoof trimming and vaccinations prevent pathogen (viral, bacterial, fungal and parasitic) infections and thereby ensuring the health of the immune system, lymphatic system and respiratory system, among others. Shearing, clipping and dehorning are noninvasive procedures that provide recycling opportunities of animal byproducts but are also designed to maintain homeostasis and to protect vital organs throughout multiple systems (shearing reduces overall stress on the circulatory system, for example). Animal identification requires animals to have a traceable number like the scrapie tag that traces the animal to the breeder in case an animal tests positive for the genetic disease and ensure herd health (preventing disease outbreaks that can stress multiple systems).

After the conclusion of the background research, students will engage in a laboratory experience where they will conduct common livestock production procedures practiced in the United States through the application of: castration methods, dehorning practices, vaccination protocols, identification systems and shearing techniques. Students will divide into groups to demonstrate one or more of the common livestock production practices within several species of livestock and small animals. After the conclusion of each of these demonstrations, students will choose one method they demonstrated and write an explanatory position paper that correlates the production practice to physiological health in the animal, highlighting homeostatic mechanisms and system nomenclature.

“If You Root It, They Will Grow” - Sustainable Practices in Horticulture

The ability to graft, increase growth rates and clone species of plant, trees and crops is an option that can increase the number of organisms that can be planted in a

shorter amount of time. Using one plant to create many or the ability to grow different varieties of fruit on one tree maximizes the efficiency of each organism within an ecosystem. The ability to utilize this technology increases species diversity while positively affecting land biomass. Students will experience a laboratory activity, conducting propagation techniques that make plants more efficient and in return contribute to the energy cycles within the ecosystem potentially maximizing sustainability of the plant and its production. This laboratory lets students use asexual propagation through the application of auxins directly onto plants used as a common practice in the horticultural industry. Students will also research the role of auxins and make predictions on its effectiveness on their assigned mother stock plant. Through teacher demonstration, students will learn the proper steps of asexual propagation and make cuttings of their plant. Each student will test the effectiveness of auxins (rooting growth hormone) with one row in a flat being a different concentration of hormone and one control. After two weeks students will collect data every three days and record the rate at which their plant cutting roots. Students will calculate the cost of hormone treatment versus the time for cuttings to root to recommend the use or non-use of auxins on their assigned plant in their lab report.

In the next step of the laboratory students will practice the proper steps of transplanting and fertilizer use as regular practice in the horticultural industry. Students will take their rooted cuttings and transplant them to a larger container. After direct instruction on types of fertilizers, students will make predictions on the most effective type of fertilizer for their rooted cuttings; liquid, slow release, and organic. Students will be assigned a growing area (landscape plot, or one gallon-containers) to conduct their experiment. Students will test each type of fertilizer with four rows of plants. One row will be the control, without fertilizer application and the other three rows will have liquid, slow release, and organic fertilizer applications. Students will take daily measurements and make final conclusions of fertilizer effectiveness for their plant. Students will also compare cost of fertilizer to effectiveness to determine final recommendations in their lab report.

"It's Easy Being Green - Growing Green Communities" - Landscaping

Students will utilize the Horticulture report and experience to create a landscape plan in groups. Students will utilize the original cuttings from the previous activity which are now grown plants. Each group will use those plants in designing a landscape for a specific area designated by the teacher that could include areas around the school and/or community. Students must consider plant growth requirements, resources such as water, soil quality, and fertilization needs. Students must address the long term needs of their landscape and write a reflection on the positive and negative aspects with recommendations for more sustainable qualities. The students will submit their designs in a written proposal to the school and or community organizations for approval. Those approved will be planted and maintained by the group for the rest of the year.

"Use Me Responsibly or Lose Me Forever" - Using Nature's Natural Resources

Students will delve deeper into natural resources conducting research on bioprospecting. They will use the knowledge gained within this unit regarding the potential to change the future through bioprospecting and the need to prevent the exploitation of those resources to preserve the biospheres for future generations. Students will read articles about the use of plants and animals in nature like coral producing a natural sunscreen named, "Sunscreen 855". To prevent the harvest of coral in order to save the barrier reef they isolated the compound and produced it in a lab that will be the most naturally occurring sunscreen developed. Students will discuss the importance of bioprospecting, as well as how the prospect of products from plants and animals argues for the continued maintenance of biodiversity and sustainability as long as the resources are not exploited. (Biology, Prentice Hall) After the discussion students will research other types of bioprospecting happening in agriculture. They will choose one material (natural resource) being prospected and find the following information from their research: what research is being done on the material, how are they utilizing the material and how does the research and use of the material play a role in sustainability. The information accumulated on the material bioprospecting will be utilized in a flyer created by each student. The flyers will be set-up in a walking gallery where the students will use a bioprospecting rubric to score the importance of each natural resource presented as a valuable material for continued research. The students will have a class discussion about which three natural resources are the most valuable source of bioprospecting to contribute to sustainability of the human population.

Bioprospecting - "Motoring with Microbes" -

Discovering Cellulose Microbes for Biofuel Efficiency

The students will then conduct a research lab on Bioprospecting for Cellulose-Degrading Microbes: Filter Paper Assay Method where Students collect samples that they predict will contain communities of cellulose-degrading microbes and test for the ability of microorganisms in their samples to break down pure cellulose (filter paper). In the process, groups collect evidence to test predictions about which environmental microbial samples will be the most effective for degrading cellulose. By comparing results across groups, students can begin to uncover patterns and develop explanations about the types of environments that support cellulose-degrading microbes. This lab method is nearly identical to that used by researchers and student results could help scientists discover new enzymes for efficient biofuel production that is key in agriculture's ability to remain sustainable in the next century.

<https://www.glbrc.org/education/classroom-materials>

Students will turn in a completed lab using scientific method and write an abstract of their research to send to the Great Lakes Bioenergy Research Center as part of their on going research on biofuel.

Unit Assessment and End of Course Project

"I Believe in the Future of Agriculture" - Sustainable Farming Project

Students will design a solution for developing, managing, and utilizing energy and resources through the development of a completely sustainable farm on 400 acres that must include a minimum of three crops and two species of animals. A

comprehensive farming portfolio will be created. The portfolio will include data and research done from each unit within the course to be used to create their farm as well as provide evidence to defend the sustainability of that farm and thus, the best representative of sustainability. The students must research genetic varieties of crops and species of animals based on genetic efficiency and commensalism. Attention to how soil nutrients and deficiencies affect vegetative reproduction, germination, plant growth and crop adaptation within an environment must be utilized in the research. Based on the data the students will determine the crops to be produced. They will research and evaluate the species of animals that will have a symbiotic relationship with the crops they have chosen above. Phenotypic and genotypic traits, hybrid vigor, commensalism, and other variables should be used to determine the two species of animals that will be best suited for the designed environment while providing for the welfare of the animals' health and nutrition. Animal welfare must be addressed in the decisions made to create a farm that is positive and biodiverse in nature. Environmental impacts based on the crops and animals raised on the farm need to be identified dealing with biological magnification, depletion of soil /plant nutrients , use of natural resources , pollution issues dealing with waste and desertification. The students will use this information as well as the data and labs from the previous units to determine the carrying capacity of livestock and acres of crops to be grown on the farm . Biological methods of reducing the identified environmental impacts will then be designed by the student, which could include methane digesters, aquaculture, CO2 collectors and irrigation water recycling. Finally, students will address the management decisions made to reduce the farm's carbon footprint over a decade of production. The portfolio and presentations will be presented to the local farm bureau as well as other agriculture associations and businesses.

Course Materials

In the space below, list all course materials, including primary and secondary texts and supplemental materials.

Primary Textbook:

District Approved Biology Text

Example: Joe Levine and Ken Miller. *Biology*. Prentice Hall, New Jersey. 2008

Secondary Texts:

Herren, Ray V. *The Biological Approach to AgriScience*. 4th edition. Delmar Thompson Learning. 2012. New York.

Herren, Ray V. *Introduction to Biotechnology: An Agricultural Revolution*. Delmar Thompson Learning. 2005. New York

Camp, William G. and Thomas B. Daugherty. *Managing our Natural Resources*. Del Mar Publishers. 1998. New York

Baker, MeeCee and Robert Mikesell. *Animal Science: Biology and Technology*. 3rd edition. Delmar Cengage Learning. 2011. New York

Bidlack, James and Shelley Jansky. *Stern's Introduction to Plant Biology*. 12th edition.

McGraw Hill Publishing. 2010. New York.

Supplemental Materials:

Burton, Devere L. and Elmer L. Cooper. *Agriscience: Fundamentals and Application*. 3rd edition. Delmar Thompson Learning. 2002. New York.

International Food Information Council. *Biotechnology: A Communications Guide to Understanding*. 2003 edition. Washington D.C.

Great Lakes Bioenergy Research Center. 2007-2013. Bioprospecting Laboratories <https://www.glbrc.org/education/classroom-materials>. Wisconsin.

United States Environmental Protection Agency. 2000-2014. What is Sustainability? [www. https://ipa.gov/sustainability/basicinfo.html](http://www.epa.gov/sustainability/basicinfo.html) Washington D.C.

SUTTER COUNTY SUPERINTENDENT OF SCHOOLS

Memorandum of Understanding

2016-2017 School Year

THIS MEMORANDUM OF UNDERSTANDING establishes a formal financial and program delivery agreement to be entered upon beginning this first day of July, 2016. The parties to this contract are the Tri-County Regional Occupational Program hereinafter to be referred to as "**Tri-County ROP**", acting as the agent of the Sutter County Superintendent of Schools and the **Marysville Joint Unified School District**. The **Marysville Joint Unified School District** is located at **1919 B St. Marysville, Ca 95901** and is hereinafter to be referred in this document as the "District". Should legislative action, either State or Federal, create the need to alter the terms of this agreement, the agreement shall be null and void and a new MOU will be developed reflecting changes in the law. Both Tri-County ROP and the District agree to all of the following contract provisions:

A. ADMINISTRATION AND COORDINATION

The District Will:

- (1) Provide Career Technical Education services to Tri-County ROP programs under their jurisdiction.
- (2) Direct and coordinate the operation of all Tri-County ROP programs under the terms and conditions of the Tri-County ROP Board Policy and Regulations and in compliance with the California State Plan for Vocational Education, and all applicable codes and sections of Title V, California Administrative Code, federal law and the Education Code.
- (3) Collaborate with Tri-County ROP by providing administrative services, including: counseling, admission, submitting attendance, and providing achievement records in the same manner as those maintained for any student in the District. The District agrees to supervise and evaluate ROP teachers, classified staff, instructional programs, budget development and management, recruitment of students into ROP programs, guidance and counseling of students and other functions required by Tri-County ROP Board Policies and Procedures.
- (4) Work with the Tri-County ROP Director and administrative staff when implementation of curriculum changes are necessary or new laws or programs create changes that need to be implemented including provisions outlined in new grant funding.
- (5) Submit data required for the efficient operation of Tri-County ROP which may include course changes, budget revisions, master schedules, bell schedules, enrollment reports, attendance reports, and follow-up information.

(6) Maintain an inventory of capital outlay items purchased with funds provided by the Tri-County ROP at the district office. All changes in ROP inventory must be reported to the ROP administrative office within 30 days as per Tri-County ROP #3017.1.

(7) Teachers must organize Employer Advisory Committees for each course that receives ROP funding. Membership of this committee must include a majority of business/industry representatives who have expertise related to the course(s) being taught. Students, instructional aides, and teachers from other classes may attend but are not considered part of the committee for quorum purposes. Employer Advisory Committees must meet at least once a year and the meeting memorialized by written minutes that are to be submitted to the ROP administrative office no later than **April 1, 2017**. All ROP teachers separately or in partnership with teachers in like industry cluster areas, must participate in an advisory committee.

(8) Each District must have a representative attend the Tri-County ROP Steering Committee meetings scheduled five times per year and other meetings as required. An alternate may be appointed to attend the Steering Committee Meetings in place of the site administrator or superintendent and vote in the absence of the regular district representative. **A District representative or alternate must be present at Steering Committee meetings a minimum of 4 meetings a year or the District may lose funding as per Tri-County ROP Policy #3013.2**

The Tri-County ROP will:

(1) Provide the member District with assistance in the administration and coordination of programs at district sites.

(2) Provide the District with technical assistance so that the District remains in compliance with ROP policies and procedures and all education codes, administrative codes, and federal law.

(3) Provide site administrators and other District personnel with assistance in the recruitment of students through maintenance of the Tri-County ROP website; assist with development of new courses and curriculum; assist in the recruitment of teachers and other staff when requested; and meet with teachers and other ROP staff before the start of new school year to provide an orientation to the new year, including providing information on changes in the Career Technical Education delivery system and how those changes will be implemented.

(4) Seek out and apply for, as appropriate, grant funding that will benefit school sites, teachers, and students on behalf of the Tri-County ROP member districts. Tri-County ROP would then assist in the implementation of new grant funding at each affected site.

(5) Submit data gathered from sites for the purpose of securing grants, complying with grant requirements, providing information useful for the District's Local Control Accountability plan, providing sites with useful enrollment and demographic information, and reporting to state

agencies and other entities when required to protect the District's fiduciary and program interests.

(6) Maintain an ROP wide inventory system and ensure compliance with inventory policies and procedures. This would include inventory audits.

(7) Provide templates for securing ROP advisory committee minutes and attend ROP advisory committee meetings wherever possible.

(8) Will ensure the Director serves as Ex-Officio Secretary of the ROP Steering Committee, schedules Steering Committee meetings, organizes and schedules special Ad Hoc committees and meetings when necessary to deal with budget and other program issues, and provide oversight of the ROP Budget.

(9) Meet with counseling staffs from the local community college and member high school districts at least annually to provide undated information, detail available services, improve articulation between high schools and the community college and provide other capacity building activities at they relate to improving the local Career Technical Education delivery system.

B. INSTRUCTION:

District Assurances

(1) The District is a public school district with extensive capabilities and experience in career-technical education and training and employs teachers holding valid California teaching credentials for each career technical education program taught under this contract.

(2) The District provides facilities that meet requirements of state and local safety and health regulations and its equipment and instruction material are adequate and suitable for the courses offered and the number of students in attendance.

(3) The District declares its financial resources are adequate to insure full funding of its contribution to the total ROP budget as outlined in the attached budget summary.

(4) By signing this agreement with the Sutter County Superintendent of Schools, the District acknowledges that its participation is with all the signatory districts of this agreement and that it assumes all the rights, duties, and obligations with respect to participating in Tri-County ROP.

(5) The District maintains current, accurate records of students' attendance and progress and consents to inspection by authorized representatives of Tri-County ROP for purposes of audit compliance and other factors.

(6) Career Technical Education courses that the District wishes to offer using ROP funding must be approved by the Sutter County Board of Education as the LEA providing over-site of the program. New courses including a course description, an outline that includes units of study and hours per unit of study, and evidence that there is a need for the course must be included in the minutes of an Advisory Meeting in which the new course was discussed,. The new course information is due to the Tri-County ROP administrative office no later than **June 1**, in order for the course to be approved to begin in the fall semester of the next school year.

Tri-County ROP Assurances:

(1) Tri-County ROP will create opportunities for teachers representing member districts to have access to a myriad of professional development opportunities that will help maximize their effectiveness in the classroom.

(2) Tri-County ROP will assist teachers in the development of curriculum for new courses and update curriculum for current courses to ensure that all CTE/ROP courses offered at member sites are aligned with State CTE Standards and are eligible for A-G designation whenever possible.

(3) Tri-County ROP will provide certificates of completion for each course taught and will provide them to the teacher(s) who request them. Certificates will only be awarded to students who have completed course requirements. Tri-County ROP will work with teachers and advisory committees to update certificates that reflect changes in the local and regional labor market, ensure alignment with Model Curriculum Standards, Common Core, State CTE standards and meet any State authorized definition of a high quality CTE program.

(4) Tri-County ROP will participate in CTE District Advisory Committees where appropriate and work with area businesses, the local Chamber of Commerce, the Workforce investment Board, and other workforce agencies to help create work-based learning opportunities for students that are aligned with career pathway development.

(5) The administration of Tri-County ROP will provide member district administrators, teachers, counselors and other appropriate staff with information specific to Career Technical Education, best practices, and proposed changes in federal and state education laws. This will occur as a result of ROP administrations membership and participation in the Association of California School Administrators, CCSESA, the California Association of Regional Occupational Centers and Programs, and other groups that advocate for Career Technical Education in California.

(6) Administrative staff from Tri-County ROP will visit the field at least twice per year and whenever requested to observe operations, and work with school administrators, teachers and counselors to offer assistance in creating the strongest CTE programs possible at each site.

(7) Tri-County ROP will assist districts by working with teachers and local community colleges to ensure courses are articulated, wherever possible, as well as providing other high school to college transitional services for students.

(8) Tri-County ROP will lead the effort to institutionalize a Career Ready Certification Program; provide a myriad of assessment tools and strategies to measure student progress, certify student achievement as it relates to meeting industry standards, and include the academic rigor that is the cornerstone of the Common Core, Model Curriculum Standards and State CTE standards as well as meeting a state approved definition of a high quality CTE program. Tri-County ROP will work with districts to ensure STEM instruction is embedded in as many pathways as appropriate.

BUDGET OVERVIEW

District Agreement:

(1) For the 2016-2017 school-year, the District agrees to fully fund its share of the overall site ROP budget as identified below. District expenditures are to be identified on the attached Tri-County ROP Budget and Expenditure Schedule A. The District contribution to the operation of Tri-County ROP will be **\$521,635.80**. This total represents the balance of the funds the District will not receive from Tri-County ROP and when added to the 2016-2017 contribution from Tri-County ROP, equals the amount allotted to the district in 2014-2015. Please note the maximum allowed expenditure for administration is 3% of the total combined allocation for 2016-2017.

(2) Funds contributed by the District are to be identified in the allowable categories as identified on the Budget and Expenditure Schedule A. Allowable expenditures include salaries (classified and certificated), employee benefits, administration, supplies, instructional materials, services/operational costs, and capital outlay. All funds must be accounted for by providing the ROP business office with documentation that will verify all District expenditures on ROP courses no later than **June 30, 2017**. If documentation is not provided for any portion of the required district amount, as identified in the Budget and Expenditure Schedule A, the amount not verified will be deducted from the funding provided from the ROP contribution of the overall budget.

(3) Funds spent with the District contribution to ROP must be spent on ROP courses approved prior to 2016-2017 and operated by the District. Course changes are permitted as long as the courses are ROP approved and do not supplant a District funded program.

(4) While it is the desire of the Tri-County ROP that each site maintain its allotment of course sections to give students broad exposure to Career Technical Education course offerings, spending the funds on fewer ROP classes may be allowed with approval of the ROP Director and the Sutter County Superintendent of Schools. This may occur, for example, if a district desires to invest more funding in fewer sections in an effort to develop pathway programs that are at a

minimum, sequenced, rigorous, meet model curriculum standards, are STEM focused, are likely to produce industry based certification, and are articulated with local community college(s).

ROP/Agreement

(1) For the 2016-2017 school-year, the Tri-County ROP will provide the District with an allotment of **\$223,558.20**. This amount represents 30% of the funds the District received from Tri-County ROP in 2014-2015 school-year. This allotment along with the District contribution of **\$521,635.80**, provides the District a total of **\$745,194.00** to operate 36 sections of ROP.

(2) As with its own contribution to the ROP, the District, at its discretion, will decide how ROP funds will be expended in each category for each section of ROP offered at the site. The District will identify those expenditures on Tri-County ROP Budget and Expenditure Schedule A. In the case of the ROP contributions, the ROP will reimburse the district using the following guidelines: reimbursements for the ROP contribution may occur twice per year, 25% or less by **January 1, 2017** and the balance by **June 30, 2017**. As has always been past practice, back-up documentation must accompany all billings for allowable costs only. ROP reserves the right to deny reimbursement for items that fall outside allowable parameters.

BOTH THE DISTRICT AND TRI-COUNTY ROP AGREE TO THE FOLLOWING

In the event California State or Federal law substantially changes the current funding delivery system for CTE purposes in California and substantially changes the ability for either party to meet the obligations created by this agreement; this agreement will be declared null and void and a new MOU acceptable to both parties may/shall be developed and signed by the contracting parties, the District and the Tri-County ROP. By signing this agreement, both the district and the Tri-County ROP are acting in good faith based on the current funding model created and currently in force under the LCFF. Receipt of the California Career Pathways Trust (CCPT) grant, if awarded, by the Sutter County Superintendent of Schools, shall have no effect on this MOU and districts will receive CCPT funding and as per the terms of the grant submitted on their behalf.

SIGNATURE PAGE

Sutter County Supt. of Schools

Date

District Superintendent

Date

Director, Tri-County ROP

Date

Principal (optional)

Date

Grant Award Notification

GRANTEE NAME AND ADDRESS Gay Todd, Superintendent Marysville Joint Unified 1919 B Street Marysville, CA 95901-3731				CDE GRANT NUMBER			
				FY	PCA	Vendor Number	Suffix
				15	25306	7273	00
Attention Gay Todd				STANDARDIZED ACCOUNT CODE STRUCTURE			COUNTY
Program Office Office of the Superintendent				Resource Code		Revenue Object Code	
Telephone 530-741-6000				6387		8590	
Name of Grant Program Career Technical Education Incentive Grant							0615
GRANT DETAILS	Original/Prior Amendments	Amendment Amount	Total	Amend. No.	Award Starting Date	Award Ending Date	
	\$547,108.00	0	\$547,108.00	0	July 1, 2015	June 30, 2017	
CFDA Number	Federal Grant Number	Federal Grant Name				Federal Agency	
N/A	N/A	N/A				N/A	
<p>I am pleased to inform you that you have been funded for the Career Technical Education Incentive Grant.</p> <p>This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.</p> <p>Please return the original, signed Grant Award Notification (AO-400) to:</p> <p style="text-align: center;">Andrea Guenthart, Associate Governmental Program Analyst Career Technical Education Administration and Management Office California Department of Education 1430 N Street, Suite 4202 Sacramento, CA 95814-5901</p>							
California Department of Education Contact Mary Gallet				Job Title Education Programs Consultant			
E-mail Address mgallet@cde.ca.gov						Telephone 916-445-5723	
Signature of the State Superintendent of Public Instruction or Designee 						Date April 5, 2016	
CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS							
On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both; and I agree to comply with all requirements as a condition of funding.							
Printed Name of Authorized Agent Gay Todd, ED.d.				Title Superintendent			
E-mail Address gtodd@mjustd.com						Telephone (530) 749-6101	
Signature 						Date 05/10/16	



**Child Care
Planning Council**
of yuba and sutter counties

Keys to Quality/California Quality Rating and Improvement System Participation Agreement

THIS AGREEMENT is by and between Marysville Joint Unified School District, hereinafter referred to as "Provider", and Yuba County Office of Education operating the Keys to Quality program and acting as an Administrator for the CA Quality Rating and Improvement System ("QRIS") for infant, toddler and preschool site rating and site enhancement funding, hereinafter referred to as "Administrator", each being a "Party" and collectively the "Parties".

WHEREAS, Keys to Quality program, funded by a grants from the California Department of Education, First 5 CA, First 5 Yuba, and the Sutter County Children & Families Commission, is dedicated to providing support and resources to enhance the quality of licensed early learning and care programs in Yuba, Sutter, and Colusa Counties; and

WHEREAS this Contract specifies the responsibilities assumed by the QRIS Administrator and the Provider participating in the QRIS Program, which is in accordance with the goals of Yuba County's QRIS.


WHEREAS Provider operates an early learning and care program and is committed to participating in activities to enhance quality.

NOW THEREFORE, the parties agree as follows:

I. THE PROVIDER AGREES TO:

- A. Submit a signed copy of this contract on or before June 1, 2016.
- B. Maintain a valid license to operate a Child Care Facility in accordance to California Community Care Licensing Rules and Regulations in "good standing" and all other governmental agencies and authorities having jurisdiction over its operations.
- C. Immediately notify Administrator upon the discovery of any substantiated licensing violation or complaints for child abuse or endangerment made against it.
- D. Complete a program Self-Assessment, Site Improvement Plan, Quality Rating Assessment and participate in the multiple Keys to Quality components and understands that this participation shall be necessary to qualify for services.
- E. Comply with the *CA RTT-ELC QRIS Implementation Guidelines* ("Implementation Guidelines"). A copy of this document is attached as **Exhibit A**.

27

Superintendent
Approval: 
Date: 5/27/16

- F. Agree to receive program site quality rating based upon the *CA RTT-ELC QRIS Implementation Guide* and the *CA RTT-ELC Quality Continuum Rating Matrix with Elements and Points for Consortia Common Tiers 1, 3 and 4*. A copy of both documents are attached as **Exhibits B**.
- G. Agree to allow 1/3 of the classrooms for each age group of children (pre-k, infant and toddler) at participating sites be reviewed by the designated QRIS External Assessor at intake and again every two (2) years on the CLASS (Classroom Assessment Scoring System) and ERS (Early Childhood Environment Rating Scale (ECERS), or the Family Child Care Environment Rating Scale (FCCERS), or the Infant Toddler Environment Rating scale (ITERS). See page 13-15 of the CA RTT-ELC QRIS Implementation Guidelines (**Exhibit A**) for specific details regarding classroom selection and the ERS and CLASS Assessments. ERS and CLASS assessment results will be used as part of the site rating process to determine site tier level. Assessment scores including narrative comments will be made available to the agency within ten (10) days after the site visit. ERS and CLASS scores will be posted in iPinwheel, the QRIS web-based data system.
- H. Read and sign the **Exhibit C- Terms and Conditions for the Use of the QRIS Web-based Data System, iPinwheel**. Utilize iPinwheel for all required CA QRIS data collection activities. A list of the California Common Data Elements is attached as **Exhibit D**.
- I. Agree to provide program, site, session, staff and child data in iPinwheel as needed to rate preschool sites participating in the CA QRIS. Agree to allow aggregate data to be submitted in regular intervals (bi-annually or quarterly) to the CA QRIS State Organization, First 5 California. Data collection requirements and protocol are as follows:

Data Collection Requirements: All participating sites shall participate in data collection, reporting and evaluation activities required by the CA QRIS. Providers shall maintain and enter accurate, up-to-date data for each QRIS-funded session. Failure to collect and submit required agency, site, staff, session, and child-level data by specified deadlines in Pinwheel, the QRIS web-based data system, may negatively impact the site's tier rating. Please see Appendix D (*Data Reporting Timelines*) for a detailed list of agency, site, staff, session, and child-level data and forms/surveys to be collected each year of participation. Data will be collected via Pinwheel, the QRIS web-based collection and reporting system. The QRIS will provide training and technical assistance to directors, site supervisors, and lead teachers regarding the web-based collection and reporting system on a regular basis. In order to ensure all providers receive timely updates and are fully supported in all data collection and reporting processes, providers shall select one single point-of-contact as the "Lead Data Representative" for the agency. These representatives shall attend an iPinwheel training implemented by the QRIS Administrator.

Data Reporting Procedures of the QRIS: The local QRIS shall submit quarterly reports to the agency that funds the project, California Department of Education or the First 5 Commission of California. Additionally, data from the QRIS will be utilized to conduct research that will inform the revision of the Initiative. For all data reporting purposes, data gathered from preschool providers participating in the QRIS shall be contained in a secure database and managed in a strict confidential manner

adhering to the following data reporting protocol: All QRIS agencies, preschool sessions and eligible students will receive a unique numeric code. When reporting data, the QRIS will use these numeric codes to maintain confidentiality when applicable. Data specific to DRDPs, IEPs, developmental screenings and referrals that is collected and entered into the Pinwheel at the child-level, shall be reported to the state agency in aggregate numbers only.

To ensure that parents are informed that data for the preschool sites participating in the CA QRIS is being reported to the local county QRIS Administrator and to First 5 California, participating agencies will give parents a *QRIS Parent Consent Packet* prepared by the local QRIS Administrator (see **Exhibit E**). Parents will be asked to review and complete these forms authorizing the release of data on their child for the purpose of local and state evaluation studies.

Data Analysis Assurances: The CA QRIS Administrators will be responsible to:

- Analyze the site, preschool classroom and child-level data.
- Conduct a longitudinal evaluation of the QRIS. This may include focus group interviews with preschool instructional staff, program directors, recipient kindergarten teachers, and parents of participating preschool children.
- Share selected and aggregate data from participating preschool agencies, using confidential numeric codes, with the California Department of Education and First 5 Commission of California to be aggregated with data from projects throughout the state of California.

J. Continue to maintain and improve upon the Contractor's quality as measured by the *CA RTT-ELC Quality Continuum Rating Matrix with Elements and Points for Consortia Common Tiers 1, 3 and 4* and outlined in the California RTT-ELC Quality Continuum Framework Continuous Quality Improvement Pathways Matrix (**Exhibit F**).

K. Participate in continual quality improvement activities as follows:

Implement Quality Improvement Plans

Improving quality in preschool is foundational to the vision of the CA QRIS. All members in the preschool site that influence preschool services for children have a role in the improvement process. The Site Quality Improvement Plan includes objectives that will be established to meet CA QRIS Pathway goals in order to support the continual quality improvement process. The Quality Improvement Plan is inclusive of the Professional Development Pathways and CA QRIS Matrix Elements. Every participating site supervisor, in collaboration with the lead teachers, will establish objectives in a Quality Improvement Plan that will address Matrix Elements and Professional Development Pathway and assure continual quality improvement. The overarching goal is for the site to achieve a higher tier rating every two years when rated due to the continual quality improvement activities.

California RTT-ELC Quality Continuum Framework Continuous Quality Improvement Pathways Matrix: (see **Exhibit F**)

Each Pathway is defined by the outcome that the Pathway aims to support. Because the Pathway is under the “CORE” header, the goal relates to the corresponding focus on child, teacher, or program. Pathways include:

CORE I: Child Development and School Readiness

- A. School Readiness: Children receive individualized instruction and support for optimal learning and development (includes instruction and support for English Learners and children with special needs).
- B. Social-Emotional Development: Children receive support to develop healthy social and emotional concepts, skill, and strategies.
- C. Physical Development: Children receive support for optimal physical development, including health, nutrition, and physical activity.

CORE II: Teachers and Teaching

- A. Effective Interactions: Teachers are prepared to support the learning and development needs of all children.
- B. Use of Data to Guide Instruction: Teachers use child observation and assessment data plan for individualized instruction.
- C. Professional Development: Teachers are life-long learners.

CORE III: Program and Administration

- A. Environment: The classroom environment supports children’s learning and development.
- B. Program Administration: The program effectively supports children, families and teachers.
- C. Family Engagement: Family strengthening and involvement.

Each Pathway is designed as a four-step (4-step) continuum. Each level is to be completed in sequence. The information builds on the knowledge learned in the previous level. The four (4) levels in the continuum progress from ***exploring*** to ***developing*** to ***building***, then to ***fully integrating*** knowledge and skills toward reaching the Pathway goal.

- ***Exploring*** means to learn about a concept, instrument, or tool; exploring may be accomplished through exposure through online or in-person training or guided exploration of the instrument or tool.
- ***Developing*** implies a deeper level of understanding than exploring or “learning about,” which may be accomplished through additional training, hands-on experiences, or both.
- ***Building*** is the next level of competency. Understanding of concepts and skills becomes evident with attempts to integrate into daily practices.
- ***Fully integrating*** is the highest level of competency evident through ongoing reflection, broader implementation (beyond the individual teacher), allocation of resources (such as time), or other intentional practices.

Highlights Connection to the Early Childhood Educator Competencies and Other State-Wide and National Resources.

The Pathways document supports the goals of the Early Childhood Educator Competencies by clarifying the steps an individual educator might take to reach higher levels of competency using both required tools and a variety of other resources for training and demonstration of competency.

Quality Improvement Plan Goals and Objectives

Specific objectives on site quality improvement plans should be developed to meet pathway goals. Goals represent the strategic pathway that the Race to the Top Early Learning Challenge Initiative wants to take to fulfill its vision to improve quality for California's children. The objectives are the stepping stones required to construct the pathway to meet the goal.

An objective is:

- ☐ A specific statement of how to reach the larger goal
- ☐ Can be achieved within a short time frame
- ☐ Describes what concrete actions you will take to realize each goal
- ☐ SMART
- ☐ A stepping stone in the pathway toward achieving the community vision

"SMART" OBJECTIVES are well-set objectives that are:

Specific: State exactly what is to be achieved. They are not general and can be linked to a rate, number percentage or frequency.

Measurable: Can be easily measured, observed or evaluated with evidence.

Attainable: Can be achieved given the reasonable opportunities and constraints of our environment.

Realistic: They take current capacity into account.

Time: They are set within a clear time frame.

The Pathway Goals are established to assure a cycle of continuous improvement and professional growth. An outcome is a measurable change that occurs as a result of action taken to meet a goal and its objectives. Your objectives determine the action to be taken in order to meet the objectives you have set for your Quality Improvement Plan, to reach the desired outcomes, and to measure your progress.

Quality Monitoring and Coaching Support: Site directors and lead teachers in participating sites/classrooms are required to complete a minimum of 21 hours of professional development to receive tier points for elements 3 and 4 on the rating matrix. The CA QRIS will provide coaching and support related to the Quality Improvement

Plan, inclusive of the Pathways. CA QRIS meetings and professional development events will also contribute to assisting site in achieving the 21-hours of professional development investments.

QRIS staff or subcontractors through the following activities will monitor compliance with QRIS program, facility, and workplace standards:

- 1.Site visits.
- 2.Evaluation of the QRIS Tier Level (bi-annually).
- 3.Annual external reviews for all preschool sessions using the **Early Childhood Environment Rating Scales (ECERS/FCCERS/ITERS)** or the **Classroom Assessment Scoring System (CLASS)** for 1/3 of the classrooms at each age level once every two years.
- 4.Review of provider's staff educational qualifications, permits/credentials, class size, adult-child ratios, and working conditions.
- 5.Review of student records, including DRDP-2015 assessments, ASQ results, referral notes, CCL Physician's Report, hearing and vision screening information, residency-eligibility form and documentation, and the QRIS parent consent form.
- 6.Review of enrollment and attendance records.
- 7.Ongoing monitoring of the QRIS Web-Based Data System, iPinwheel.
- 8.Review of provider's curriculum, daily schedules and lesson plans.
- 9.Review of provider's staff development activities.
- 10.Review of provider's Community Care Licensing Records licensing records.
- 11.Development and progress reviews of Quality Improvement Plans (QIP) for each participating site.
- 12.Review of documentation regarding all data collection elements (see Appendix D) not already listed above.

The QRIS Administration staff will work closely with providers with identified technical assistance needs to help them maintain compliance with QRIS program requirements.

Timing of Site Visits: The QRIS will conduct site visits to support and monitor program progress and compliance with the RTT-ELC CA QRIS Implementation Guidelines through regularly scheduled visits.

- L. Prior to being rated and with the execution of this contract, provide the QRIS with copies of Providers current child care License(s) through Community Care Licensing with this contract and current Certificate of Insurance in compliance with the requirements set forth below.

Note Regarding Community Care Licensing Requirements for CA QRIS Participation:

Preschool provider's site(s) must remain in compliance and "in good standing" which means a licensed child care center or family child care home that currently does not have any of the following: 1) a non-compliance conference, 2) an administrative action taken or in the process of being taken (includes denied application, exemption, temporary suspension order, expedited revocation action, revocation action, or exclusion action that is being mitigated, in process, or already taken, and 3) a probationary license. If a site license is changed to anything other than "in good standing," the CA QRIS ratings will be suspended until documentation of a "Plan of Correction" (POC) from Community Care Licensing is presented to the CA QRIS

Administrator and entered into Pinwheel. The CA QRIS Administrator will review a preschool provider's licensing records two times during the QRIS rating period, once at entry and once again annually. Information regarding citations or violations will be recorded in Pinwheel, the QRIS web-based data system. Licensing infractions that occur mid-tiering can result in suspension or termination of the CA QRIS site rating. Providers are required to inform the CA QRIS Administrator within twenty-four (24) hours of any licensing citations/violations received during the two-year rating period.

II. The ADMINISTRATOR AGREES TO:

- A. Provide a tier rating for each participating infant, toddler and/or preschool site that is based upon the *California Department of Education Race to the Top Early Learning Challenge (RTT ELC)* Tiered QRIS Hybrid Matrix. A copy of the RTT-ELC Hybrid Matrix is attached as Exhibit B.
- B. Provide onsite technical assistance, resources and other services towards enhancing the quality of the Provider's services.
- C. Provide support and guidance to the Provider during the rating process and afterwards in order to support quality improvement efforts.
- D. Provide CA CSPP Block Grant funding for provider sites based rated at the Tier 4 and Tier 5 levels.

AGREEMENT TERM / TERMINATION AND RENEWAL

This Contract shall commence on June 1, 2016 and end on June 30, 2017. This Agreement may not be renewed for any term beyond original. Continued participation in future years will require a separate Agreement to be signed for that year.

This Agreement may be terminated by either party with a thirty (30) day written notice.

AMENDMENT

No amendment or modification of this Contract shall be valid unless it is in writing and signed by all the parties to this Contract.

COMPENSATION/COSTS AND PAYMENT SCHEDULE

Advancing funds to the Provider is a convenience that may be provided by the QRIS to ensure continuity of services to the children in the QRIS Program; however, Provider should have sufficient operating capital in the event that the QRIS funds are delayed or withheld.

Funding to the provider may be suspended at any point during the program year when violations to this contract occur.

INDEPENDENT CONTRACTOR

Provider, Provider's agents and employees, in the performance of this Contract, are acting in an independent capacity and are not agents or employees of the QRIS, Yuba County or the State of California.

CONFIDENTIALITY OF RECORDS

Records will be stored and safeguard in compliance with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99).

INDEMNIFICATION

Provider agrees to indemnify and hold harmless the QRIS and its officers, agents and employees from any and all contractors, subcontractors, laborers, or other persons, firms or corporations furnishing or supplying work, services, materials or supplies in connection with the performance of this Contract and from any and all claims and losses occurring or resulting to any person, firm or corporation that may be injured or damaged by Provider in the performance of this Contract.

The QRIS shall defend, indemnify, and hold harmless the Provider, its officers, employees, and agents from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of Provider, its officers, agents, or employees.

WAIVER

No right under this Contract shall be waived merely by delaying or failing to exercise that right. Consent to one act shall not be considered consent to any other or subsequent acts. Any waiver of a default under this Contract must be in writing and shall not be a waiver of any other default concerning the same or any other provision of this Contract.

SEVERABILITY

If any term or provision of this Contract is found to be invalid or unenforceable pursuant to applicable law, the remaining provisions of this Contract shall remain in full force and effect and such term shall be deemed stricken.

NOTICE

Notice to either party shall be in writing and either personally delivered or sent by certified mail, postage prepaid, return receipt requested, addressed to the party to be notified at the address specified herein (or another address later designated by that party in a notice under this section). Any such notice shall be deemed received on the date of personal delivery to the party (or the party's authorized representative) or three (3) business days after deposit in the U.S. Mail, or by email as the case may be.

Administrator Contact:

Child Care Planning Council of Yuba & Sutter Counties

Yuba County Office of Education:

Tonya Byers, Local Planning Council Coordinator

1104 E Street

Yuba City, CA 95901

(530) 749-4040 phone

Email: tonya.byers@yubacoe.k12.ca.us

Kathy Woods

Marysville Joint Unified School District

1919 B Street

Marysville, CA, 95901

530-749-6162

34

TOBACCO FREE FACILITY

The County is a tobacco-free facility. Tobacco use (smoked or smokeless) is prohibited at all times on all areas of County Office property.

FUND AVAILABILITY

Funding of this Agreement, if funded by the County, is contingent upon appropriation and availability of funds. Work performed in advance of contract approval shall be done at the sole risk of Contractor.

WORKERS' COMPENSATION

The Provider shall provide workers' compensation insurance or shall self-insure their services in compliance with provisions of Section 3700 of the Labor Code of the State of California. A Certificate of Insurance may be provided, providing for such, or Provider shall sign and file on company letterhead stationery with the County the following certificate:

"I am aware of the provisions of Section 3700 of the Labor Code which requires every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provision of that Code, and I will comply with such provision before commencing the performance of the work of this Agreement."

ASSIGNMENT

The Provider shall not assign, transfer, or subcontract by operation of law or otherwise any or all of their rights, burdens, duties, or obligations without the prior written consent of the County.

AUDIT

The Provider agrees to maintain and preserve, until seven (7) years after termination of the Agreement with the County and to permit the State of California or any of its duly authorized representatives, to have access to and to examine and audit any pertinent books, documents, papers, and records related to this Agreement.

SCHOOL SAFETY PROVISION

The County has determined that **greater than limited contact** with pupils may occur under the terms of this Agreement. Certification of Fingerprinting will be required of the Provider and staff who provide services under this agreement. No funds will be distributed until the requirements of Education Code Section 45125.1 have been met or the appropriate requirements under community care licensing.

VENUE / CHOICE OF LAW

In the event of litigation, the Agreement and related matters shall be governed by and construed in accordance with the laws of the State of California. Venue shall be with the appropriate State or Federal court located in Yuba County.

COMPLIANCE WITH LAWS

The Provider shall be subject to, and shall comply with, all Federal, State, and local laws and regulations applicable with respect to its performance under this Agreement including, but not limited to: licensing, employment, purchasing practices, wages, hours, and conditions of employment, including nondiscrimination.

DEBARMENT, SUSPENSION OR INELIGIBILITY

35

The Provider certifies, by submission that it, its principals, its employees and its subcontractors:

- A. Have not within a 3-year period preceding this Agreement been convicted of or had a civil or administrative judgment rendered against them for the commission of fraud or a criminal offense or civil action in connection with obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction; violation of federal or state anti-trust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property, physical, financial or sexual abuse or misconduct with a patient or client, or medical negligence or malpractice;
- B. Are not presently indicted or otherwise criminally, civilly, or administratively charged by a government entity (federal, state, or local) with commission of any offenses enumerated in the paragraph above.

FINAL APPROVAL

This Agreement is of no force or effect until approved by signature of the County Superintendent of Schools or his/her designee.

ENTIRE AGREEMENT

This Agreement together with all exhibits attached hereto and other agreements expressly referred to herein, contain the entire agreement and understanding between the parties as to the subject matter hereof. No prior writings, conversations or representations of any nature shall be deemed to vary the provisions hereof.

IN WITNESS WHEREOF, the parties hereto have caused this Contract to be duly executed, such parties acting by their representatives being thereunto duly authorized.

Provider:

Date

By (Authorized Signature)

Name

Title

Federal Tax I.D.

Administrator:

4/29/2016

Date

By (Authorized Signature)

Tonya Byers

Name (Type or Print)

LPC Coordinator

Title

Federal Tax I.D.

Enclosures

- ☐ Current Child Care License(s) through Community Care Licensing.
License # _____

MJUSD

Yuba County Office of Education

36

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
(Education Code Sections 56365 et seq.)


This agreement is effective on JULY, 1 2015 or the date student begins attending a nonpublic school or receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2016, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency(LEA)		MARYSVILLE JOINT UNIFIED		Nonpublic School/Agency		DEVEREUX TREATMENT	
Address		1919 B STREET		Address		1150 Devereux Drive	
City, State Zip		MARYSVILLE, CA 95901		City, State, Zip		League City, TX 77573	
LEA Case Manager		TONI VERNIER		Phone	281-335-1000	Fax	
				e-Mail	pmilner@devereux.org		
Student Last Name		Student First Name		Program Contact Name		Penny Milner	
				Phone		Fax	
D.O.B.	11-16-03	I.D. #	103133	e-Mail			
Grade	6	Level		Sex	() M (x) F		
Parent/Guardian Last Name	Denny	Parent/Guardian First Name	Roz	Education Schedule – Regular School Year			
				Number of Days		Number of Weeks	
				Education Schedule – Extended School Year			
				Number of Days	250	Number of Weeks	
Address				Contract Begins	Oct. 1, 2015	Ends	June 30, 2016
City, State, Zip		Marysville, CA 95901		Master Contract Approved by the Governing Board on		July 28, 2015	
Home Phone		Cell					

DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:

SERVICES	PROVIDER				Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER Specify			Reg School Year	ESY	
A. BASIC EDUCATION		x			129.02		20	188	26,836.16
B. RELATED SERVICES									
1. Transportation a. Paid to NPS/A b. Reimburse parent									
2. Counseling a. Group b. Individual c. Family		x			171.84			280	48,115.20
3. Adapted P.E. a. Group of _____ b. Individual									
4. Speech/Language a. Group of _____ b. Individual c. Consultation									
5. SCIA a. Individual b. Group of _____		x			20.00 per hour				115,000.00

Business Services Department

Approval: 
Date: 4/29/16

37

B. RELATED SERVICES (cont'd)	PROVIDER				Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER Specify			Reg School Year	ESY	
6. Intensive Academic Instruction									
7. Occupational Therapy a. Group of _____ b. Individual c. Consultation									
8. Physical Therapy a. Individual b. Consultation									
9. Behavior Intervention (BI) a. Consultation b. Direct (BII) c. Supervision (BID) d. Assessment									
10. Nursing									
11. Room and Board		x			214.11	280			59,950.80
						TOTAL COST			\$249,902.10*

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/ RELATED SERVICES COSTS/SPECIALIZED EQUIPMENT/SUPPLIES:

4. Other Provisions/Attachments: Need for SCIA (1:1) supervision to be reviewed monthly.

*(cost represents a \$55,000.00 increase in cost from previously approved ISA). This is an adjusted/increase in the total estimated cost for the 15-16 school year and is being requested due to an underestimate of the time needed for 1:1 Supervision. Student continues to display the need for near 24/7 1:1 direct supervision due to extraordinary safety needs.

5. Progress Reporting Requirements: x Quarterly Monthly Other (Specify)

MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON July 23, 2015

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-

-DISTRICT-

Devereux Treatment
(Name of Nonpublic School/Agency)

Marysville Joint Unified School District
(Name of School District)

(Signature)

(Date)

(Signature)

(Date)

(Name and Title)

Ryan DiGiulio, Assistant Superintendent of Business Services
(Name of Superintendent or Authorized Designee)

PRE-APPROVED FOODS FOR SALE - BY STUDENT ORGANIZATIONS

Intermediate & High Schools

For additional information please contact Amber Watson, RD, SNS at 749-6178 in the Nutrition Services office

Student Organization Sales

(California Code of Regulations Section 15501)

- Up to 3 categories of foods or beverages may be sold each day
- Food or beverage item(s) must be pre-approved by governing board of school district
- Only one student organization may be allowed to sell each day
- Food(s) or beverages (s) cannot be prepared on the campus.
- The food or beverage categories sold cannot be the same as the categories sold in the food service program at that school during the same school day
- In addition to one student organization sale each day, any and all student organization may sell on the same 3 designated days per year. School administration may set these dates.

Maximum Amounts (Middle/High)														
Food Item	Manuf. Item #	Brand Name	Servings/ Size	Serving Size (g)	Exem pt?	200		<=35%		<10%	0		<35%	<230mg
						Calories	Fat	% Cal of Fat	Sat Fat (g)	% Cal of Sat Fat	Trans Fat (g)	Sugar (g)	% Sugar by weight	Sodium (mg)
Granola Bar, Chewy Maple	31441	Quaker Chewy	96/0.84oz	36		140	2.5	16%	1	6%	0	9	25%	120
Granola Bar, Chewy Peanut Butter	31185	Quaker Chewy	96/0.84oz	24		90	2	20%	0	0%	0	7	29%	120
Granola Bar, Chewy Choc Chunk	31186	Quaker Chewy	96/0.84oz	24		90	2	20%	0.5	5%	0	7	29%	80
Granola Bar, Chewy S'mores		Quaker Chewy	96/0.84oz	24		100	2	18%	0.5	5%	0	8	33%	75
Granola Bar, Crunchy Oats&Dark Choc		Nature Valley		42		190	7	33%	1.5	7%	0	12	29%	140
Granola Bar, Crunchy Peanut Butter		Nature Valley		42		190	7	33%	1	5%	0	11	26%	180
Cliff Bar, Chocolate, Mini		Cliff Bar		28		100	2	18%	0.5	5%	0	9	32%	60
Cliff Bar, Peanut Butter, Mini		Cliff Bar		28		100	2.5	23%	0	0%	0	8	29%	100
Cliff Bar, Choc Brownie, Mini		Cliff Bar		28		100	2.5	23%	0	0%	0	8	29%	100
Cliff Bar, White Choc/Macad Nut, Mini		Cliff Bar		28		110	3	25%	0.5	4%	0	9	32%	100
Fiber One Streusel Bar, Strawberry		Fiber One		40		150	5	30%	1.5	9%	0	9	23%	90
Cereal Bar: Trix	31915	General Mills	96/1.42oz	40		150	3	18%	0.5	3%	0	9	23%	105
Cereal Bar: Golden Grahams	31913	General Mills	96/1.42 oz	40		150	3	18%	0.5	3%	0	9	23%	110
Cereal Bar: Cinnamon Toast Crunch	45576	General Mills	96/1.42oz.	40		150	3	18%	0.5	3%	0	9	23%	110
Cereal Bar: Coco Puffs	31915	General Mills	96/1.42oz	40		150	3	18%	0.5	3%	0	9	23%	110
NutriGrain Bar, Strawberry	59772	Kellogg's	96/1.55oz	44		160	4	23%	0.5	3%	0	14	32%	150
NutriGrain Bar, Apple Cinn	59779	Kellogg's	96/1.55oz	44		160	4	23%	0.5	3%	0	14	32%	130
NutriGrain Bar, Blueberry	90819	Kellogg's	96/1.55oz	44		160	4	23%	0.5	3%	0	15	34%	135
Upfront Granola, Original Crunch		Upront Foods		40		150	5	30%	0	0%	0	8	20%	40
Upfront Granola, Cranberry Zest		Upront Foods		40		140	4	26%	0	0%	0	10	25%	40
Popcorn, Smartfood, Wht Ched	25566	Frito Lay	72/0.5oz	14		70	2.5	32%	0	0%	0	0	0%	110
Popcorn, Sweet & Salty Kettle Corn	205188	Snak King	60/1oz	28		130	5	35%	1	7%	0	6	21%	100



PRE-APPROVED FOODS FOR SALE - BY STUDENT ORGANIZATIONS

Intermediate & High Schools

For additional information please contact Amber Watson, RD, SNS at 749-6178 in the Nutrition Services office

Student Organization Sales

(California Code of Regulations Section 15501)

1. Up to 3 categories of foods or beverages may be sold each day
2. Food or beverage item(s) must be pre-approved by governing board of school district
3. Only one student organization may be allowed to sell each day
4. Food(s) or beverages (s) cannot be prepared on the campus.
5. The food or beverage categories sold cannot be the same as the categories sold in the food service program at that school during the same school day
6. In addition to one student organization sale each day, any and all student organization may sell on the same 3 designated days per year. School administration may set these dates.

#1: Popcorn, Nuts/Seeds, & Chews (Bars & Trailmix) #2: Fun on a Stick #3: Low-cal Electrolyte Drinks

		Maximum Amounts (Middle/High)					200				≤35%				≤10%		0				≤35%					
Food Item	Manuf. Item #	Brand Name	Servings/	Serving	Exem	Calories	Fat	% Cal of	Sat Fat	% Cal of	Trans Fat	Sugar	% Sugar	Sodium												
			Size	Size (g)	pt?										Sat Fat	Sat Fat	(g)	by weight	(mg)							
Mier's Frozen Fruit Bar: Cucumber w/Chili		Mier's	12/4oz	118		60	0	0%	0	0%	0	14	12%	5												
Mier's Frozen Fruit Bar: Hibiscus		Mier's	12/4oz	118		60	0	0%	0	0%	0	16	14%	10												
Mier's Frozen Fruit Bar: Lemon		Mier's	12/4oz	118		60	0	0%	0	0%	0	15	13%	10												
Mier's Frozen Fruit Bar: Pineapple		Mier's	12/4oz	118		70	0	0%	0	0%	0	17	14%	10												
Mier's Frozen Fruit Bar: Strawberry		Mier's	12/4oz	118		60	0	0%	0	0%	0	15	13%	10												
Mier's Frozen Fruit Bar: Tamarindo		Mier's	12/4oz	118		80	0	0%	0	0%	0	16	14%	5												
Mier's Frozen Fruit Bar: Watermelon		Mier's	12/4oz	118		60	0	0%	0	0%	0	16	14%	5												

Maximum Amounts (High School Only):										Maximum Amounts (Middle/High)					
Beverage	Item #	Brand Name	Servings/Size	Serving Size (ml)	Exem pt?	Low-cal <12oz		<40/8oz		≤16.8g/8oz		10-150mg/8oz		10-90mg/8oz	
						Servings/Size	Calories	Sugar (g)	g/8oz	Sodium (mg)	Na/8oz	Potassium (mg)	K/8oz		
Drink, Fruit Wave H2O, Cherry	306	Fruit Wave H2O	24/12oz.	355			80	18	12.0	21	14	18	12		
Drink, Fruit Wave H2O, Kiwi/Melon	309	Fruit Wave H2O	24/12oz.	355			80	18	12.0	21	14	18	12		
Drink, Fruit Wave H2O, Mango	308	Fruit Wave H2O	24/12oz.	355			80	18	12.0	21	14	18	12		
Drink, Fruit Wave H2O, Orange	311	Fruit Wave H2O	24/12oz.	355			80	18	12.0	21	14	18	12		
Drink, Fruit WaveH2O, Green Apple	305	Fruit Wave H2O	24/12oz.	355			80	18	12.0	21	14	18	12		
Gatorade, G2 Berry	13297	Gatorade	24/12oz.	355			30	7	4.7	160	107	45	30		
Gatorade, G2 Blueberry Pomegranate	12227	Gatorade	24/12oz.	355			30	7	4.7	160	107	45	30		
Gatorade, G2 Freeze	12007	Gatorade	24/12oz.	355			30	7	4.7	160	107	45	30		
Gatorade, G2 Tropical	13585	Gatorade	24/12oz.	355			30	7	4.7	160	107	45	30		
Gatorade, G2 Strawberry Watermelon	13298	Gatorade	24/12oz.	355			30	7	4.7	160	107	45	30		
Gatorade, G2 Grape	12203	Gatorade	24/12oz.	355			30	7	4.7	160	107	45	30		
Gatorade, G2 Orange	12204	Gatorade	24/12oz.	355			30	7	4.7	160	107	45	30		
Gatorade, G21 Fruit Punch	12202	Gatorade	24/12oz.	355			30	7	4.7	160	107	45	30		
Aspire Sports Drink, Fire	SBA001	Aspire	12/12oz	355			35	8	5.3	95	63	30	20		
Aspire Sports Drink, Ice	SBA002	Aspire	12/12oz	355			35	8	5.3	95	63	30	20		
Aspire Sports Drink, Storm	SBA003	Aspire	12/12oz	355			35	8	5.3	95	63	30	20		
Aspire Sports Drink, Rush	SBA005	Aspire	12/12oz	355			35	8	5.3	95	63	30	20		
Aspire Sports Drink, Rise	SBA006	Aspire	12/12oz	355			35	8	5.3	95	63	30	20		



CONTRACT SERVICES AGREEMENT

(Kirk Brainerd Architect – District Wide DSA Legacy Closeout)

THIS CONTRACT SERVICES AGREEMENT ("Agreement") is made and entered into this 10th day of May 2016 (hereinafter, the "Effective Date"), by and between the MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT ("DISTRICT") and Kirk Brainerd Architect, a sole proprietor (hereinafter, "CONTRACTOR"). For the purposes of this Agreement DISTRICT and CONTRACTOR may be referred to collectively by the capitalized term "Parties." The capitalized term "Party" may refer to DISTRICT or CONTRACTOR interchangeably.

NOW, THEREFORE, for and in consideration of the mutual covenants and conditions herein contained, DISTRICT and CONTRACTOR agree as follows:

I. ENGAGEMENT TERMS

- 1.1 SCOPE OF WORK: Subject to the terms and conditions set forth in this Agreement and all exhibits attached and incorporated hereto, CONTRACTOR agrees to perform the services and tasks set forth in **Exhibit "A"** (hereinafter referred to as the "**Scope of Work**"). CONTRACTOR further agrees to furnish to DISTRICT all labor, materials, tools, supplies, equipment, services, tasks and incidental and customary work necessary to competently perform and timely complete the services and tasks set forth in the Scope of Work. For the purposes of this Agreement the aforementioned services and tasks set forth in the Scope of Work shall hereinafter be referred to generally by the capitalized term "Work." CONTRACTOR shall not commence with the performance of the Work until such time as DISTRICT issues a written Notice to Proceed.
- 1.2 TERM: This Agreement shall have a term of one hundred and eighty days (180) commencing from May 25, 2016. Upon the conclusion of the Term, this Agreement shall renew automatically for a maximum of 90 days, unless DISTRICT issues written notice of its intent not to authorize an additional extension term(s). Nothing in this Section shall operate to prohibit or otherwise restrict the DISTRICT's ability to terminate this Agreement at any time for convenience or for cause
- 1.3 COMPENSATION:
- A. CONTRACTOR shall perform the various services and tasks set forth in the Scope of Services in accordance with the compensation schedule which is attached as **Exhibit A** (hereinafter, the "Approved Rate Schedule").
 - B. Section 1.3(A) notwithstanding, CONTRACTOR's total compensation during the Term of this Agreement or any extension term shall not exceed the budgeted aggregate sum of **six thousand dollars and 00/100 (\$6,000.00)** (hereinafter, the "Not-to-Exceed Sum"), unless such added expenditure is first approved by the DISTRICT acting in consultation with the Superintendent and the Director of Fiscal Services. In the event CONTRACTOR's charges are projected to exceed the Not-to-Exceed Sum prior to the expiration of the Term or any single extension term, DISTRICT may suspend CONTRACTOR's performance pending DISTRICT approval of any anticipated expenditures in excess of the Not-to-Exceed Sum or any other DISTRICT-approved amendment to the compensation terms of this Agreement.
- 1.4 PAYMENT OF COMPENSATION: The Not-to-Exceed Sum shall be paid to CONTRACTOR monthly increments as the Work is completed. Following the conclusion of each calendar month, CONTRACTOR shall submit to DISTRICT an itemized invoice indicating the services performed and tasks completed during the recently concluded calendar month, including services and tasks performed and the reimbursable out-of-pocket expenses incurred. If the amount of CONTRACTOR's monthly compensation is a function of hours works by CONTRACTOR's personnel, the invoice shall indicate the number of hours worked in the recently concluded calendar month, the persons responsible for performing the Work, the rate of compensation at which such services and

tasks were performed, the subtotal for each tasks and service performed and a grand total for all services performed. Within **THIRTY (30) calendar days of receipt** of each invoice, DISTRICT shall notify CONTRACTOR in writing of any disputed amounts included in the invoice. Within FORTY-FIVE (45) calendar day of receipt of each invoice, DISTRICT shall pay all undisputed amounts included on the invoice. DISTRICT shall not withhold applicable taxes or other authorized deductions from payments made to CONTRACTOR.

- 1.5 ACCOUNTING RECORDS: CONTRACTOR shall maintain complete and accurate records with respect to all matters covered under this Agreement for a period of three (3) years after the expiration or termination of this Agreement. DISTRICT shall have the right to access and examine such records, without charge, during normal business hours. DISTRICT shall further have the right to audit such records, to make transcripts therefrom and to inspect all program data, documents, proceedings, and activities.
- 1.6 ABANDONMENT BY CONTRACTOR: In the event CONTRACTOR ceases to perform the Work agreed to under this Agreement or otherwise abandons the undertaking contemplated herein prior to the expiration of this Agreement or prior to completion of any or all tasks set forth in the Scope of Work, CONTRACTOR shall deliver to DISTRICT immediately and without delay, all materials, records and other work product prepared or obtained by CONTRACTOR in the performance of this Agreement. Furthermore, CONTRACTOR shall only be compensated for the reasonable value of the services, tasks and other work performed up to the time of cessation or abandonment, less a deduction for any damages, costs or additional expenses which DISTRICT may incur as a result of CONTRACTOR's cessation or abandonment.

II. PERFORMANCE OF AGREEMENT

- 2.1 DISTRICT'S REPRESENTATIVES: The DISTRICT hereby designates the Superintendent and Cynthia Jensen, Director of Facilities and (hereinafter, the "DISTRICT Representatives") to act as its representatives for the performance of this Agreement. The Superintendent shall be the chief DISTRICT Representative. The DISTRICT Representatives or their designee shall act on behalf of the DISTRICT for all purposes under this Agreement. CONTRACTOR shall not accept directions or orders from any person other than the DISTRICT Representatives or their designee.
- 2.2 CONTRACTOR REPRESENTATIVE: CONTRACTOR hereby designates Cynthia Jensen, Director of Facilities and Energy Management to act as its representative for the performance of this Agreement (hereinafter, "CONTRACTOR Representative"). CONTRACTOR Representative shall have full authority to represent and act on behalf of the CONTRACTOR for all purposes under this Agreement. CONTRACTOR Representative or his designee shall supervise and direct the performance of the Work, using his best skill and attention, and shall be responsible for all means, methods, techniques, sequences and procedures and for the satisfactory coordination of all portions of the Work under this Agreement. Notice to the CONTRACTOR Representative shall constitute notice to CONTRACTOR.
- 2.3 COORDINATION OF SERVICE; CONFORMANCE WITH REQUIREMENTS: CONTRACTOR agrees to work closely with DISTRICT staff in the performance of the Work and this Agreement and shall be available to DISTRICT staff and the DISTRICT Representatives at all reasonable times. All work prepared by CONTRACTOR shall be subject to inspection and approval by DISTRICT Representatives or their designees.
- 2.4 STANDARD OF CARE; PERFORMANCE OF EMPLOYEES: CONTRACTOR represents, acknowledges and agrees to the following:
- A. CONTRACTOR shall perform all Work skillfully, competently and to the highest standards of CONTRACTOR's profession;
 - B. CONTRACTOR shall perform all Work in a manner reasonably satisfactory to the DISTRICT;
 - C. CONTRACTOR shall comply with all applicable federal, state and local laws and regulations, including the conflict of interest provisions of Government code Section 1090 and the Political Reform Act (Government Code Section 81000 *et seq.*);

- D. CONTRACTOR understands the nature and scope of the Work to be performed under this Agreement as well as any and all schedules of performance;
- E. All of CONTRACTOR's employees and agents possess sufficient skill, knowledge, training and experience to perform those services and tasks assigned to them by CONTRACTOR; and
- F. All of CONTRACTOR's employees and agents (including but not limited to subcontractors and subconsultants) possess all licenses, permits, certificates, qualifications and approvals of whatever nature that are legally required to perform the tasks and services contemplated under this Agreement and all such licenses, permits, certificates, qualifications and approvals shall be maintained throughout the term of this Agreement and made available to DISTRICT for copying and inspection.

The Parties acknowledge and agree that CONTRACTOR shall perform, at CONTRACTOR's own cost and expense and without any reimbursement from DISTRICT, any services necessary to correct any errors or omissions caused by CONTRACTOR's failure to comply with the standard of care set forth under this Section or by any like failure on the part of CONTRACTOR's employees, agents, contractors, subcontractors and subconsultants. Such effort by CONTRACTOR to correct any errors or omissions shall be commenced immediately upon their discovery by either Party and shall be completed within seven (7) calendar days from the date of discovery or such other extended period of time authorized by the DISTRICT Representatives in writing and in their sole and absolute discretion. The Parties acknowledge and agree that DISTRICT's acceptance of any work performed by CONTRACTOR or on CONTRACTOR's behalf shall not constitute a release of any deficiency or delay in performance. The Parties further acknowledge, understand and agree that DISTRICT has relied upon the foregoing representations of CONTRACTOR, including but not limited to the representation that CONTRACTOR possesses the skills, training, knowledge and experience necessary to perform the Work skillfully, competently and to the highest standards of CONTRACTOR's profession.

- 2.5 ASSIGNMENT: The skills, training, knowledge and experience of CONTRACTOR are material to DISTRICT's willingness to enter into this Agreement. Accordingly, DISTRICT has an interest in the qualifications and capabilities of the person(s) who will perform the services and tasks to be undertaken by CONTRACTOR or on behalf of CONTRACTOR in the performance of this Agreement. In recognition of this interest, CONTRACTOR agrees that it shall not assign or transfer, either directly or indirectly or by operation of law, this Agreement or the performance of any of CONTRACTOR's duties or obligations under this Agreement without the prior written consent of the DISTRICT. In the absence of DISTRICT's prior written consent, any attempted assignment or transfer shall be ineffective, null and void and shall constitute a material breach of this Agreement.
- 2.6 CONTROL AND PAYMENT OF SUBORDINATES; INDEPENDENT CONTRACTOR: The Work shall be performed by CONTRACTOR or under CONTRACTOR's strict supervision. CONTRACTOR will determine the means, methods and details of performing the Work subject to the requirements of this Agreement. DISTRICT retains CONTRACTOR on an independent contractor basis and not as an employee. CONTRACTOR reserves the right to perform similar or different services for other principals during the term of this Agreement, provided such work does not unduly interfere with CONTRACTOR's competent and timely performance of the Work contemplated under this Agreement and provided the performance of such services does not result in the unauthorized disclosure of DISTRICT's confidential or proprietary information. Any additional personnel performing the Work under this Agreement on behalf of CONTRACTOR are not employees of DISTRICT and shall at all times be under CONTRACTOR's exclusive direction and control. CONTRACTOR shall pay all wages, salaries and other amounts due such personnel and shall assume responsibility for all benefits, payroll taxes, social security and Medicare payments and the like. CONTRACTOR shall be responsible for all reports and obligations respecting such additional personnel, including, but not limited to: social security taxes, income tax withholding, unemployment insurance, disability insurance, workers' compensation insurance and the like.
- 2.7 REMOVAL OF EMPLOYEES OR AGENTS: If any of CONTRACTOR's officers, employees, agents, contractors, subcontractors or subconsultants is determined by the DISTRICT Representatives to be uncooperative, incompetent, a threat to the adequate or timely performance of the tasks assigned to CONTRACTOR, a threat to persons or property, or if any of CONTRACTOR's officers, employees, agents, contractors, subcontractors or subconsultants fail or refuse to perform the Work in a manner acceptable to the DISTRICT, such officer, employee, agent, contractor, subcontractor or subconsultant shall be promptly removed by CONTRACTOR and shall not be re-assigned to perform any of the Work.

- 2.8 COMPLIANCE WITH LAWS: CONTRACTOR shall keep itself informed of and in compliance with all applicable federal, State or local laws to the extent such laws control or otherwise govern the performance of the Work. CONTRACTOR's compliance with applicable laws shall include without limitation compliance with all applicable Cal/OSHA requirements.
- 2.9 NON-DISCRIMINATION: In the performance of this Agreement, CONTRACTOR shall not discriminate against any employee, subcontractor, subconsultant, or applicant for employment because of race, color, creed, religion, sex, marital status, sexual orientation, national origin, ancestry, age, physical or mental disability or medical condition.
- 2.10. INDEPENDENT CONTRACTOR STATUS: The Parties acknowledge, understand and agree that CONTRACTOR and all persons retained or employed by CONTRACTOR are, and shall at all times remain, wholly independent contractors and are not officials, officers, employees, departments or subdivisions of DISTRICT. CONTRACTOR shall be solely responsible for the negligent acts and/or omissions of its employees, agents, contractors, subcontractors and subconsultants. CONTRACTOR and all persons retained or employed by CONTRACTOR shall have no authority, express or implied, to bind DISTRICT in any manner, nor to incur any obligation, debt or liability of any kind on behalf of, or against, DISTRICT, whether by contract or otherwise, unless such authority is expressly conferred to CONTRACTOR under this Agreement or is otherwise expressly conferred by DISTRICT in writing.
- 2.11. COMPLIANCE WITH LABOR CODE PROVISIONS: CONTRACTOR and any subcontractor performing or contracting any work shall comply with all applicable provisions of the California Labor Code for all workers, laborers and mechanics of all crafts, classifications or types, including, but necessarily limited to the following:
- A. In accordance with California Labor Code Section 1810, eight (8) hours of labor in performance of the Work shall constitute a legal day's work under this Contract. CONTRACTOR and any subcontractor shall pay workers overtime pay (not less than one and one-half (1½) times the base rate of pay) as required by California Labor Code Section 1815. CONTRACTOR and any subcontractor shall, as a penalty to the DISTRICT, forfeit twenty-five dollars (\$25) for each worker employed in the execution of the contract by the respective contractor or subcontractor for each calendar day during which the worker is required or permitted to work more than eight (8) hours in any one calendar day and forty (40) hours in any one calendar week in violation so the provisions of Article 3 of Chapter 1 of Part 7, Division 2 of the California Labor Code, which is incorporated by this reference as though fully set forth herein.
 - B. Pursuant to the provisions of California Labor Code, Sections 1770 *et. seq.*, the CONTRACTOR and any subcontractor under CONTRACTOR shall pay not less than the prevailing rate of per diem wages as determined by the Director of the California Department of Industrial Relations. Pursuant to the provisions of California Labor Code Section 1773.2. The CONTRACTOR is hereby advised that copies of the prevailing rate of per diem wages and a general prevailing rate for holidays, Saturdays and Sundays and overtime work in the locality in which the work is to be performed for each craft, classification, or type of worker required to execute the Agreement, are on file in the office of the DISTRICT Secretary, which copies shall be made available to any interested party on request. The CONTRACTOR shall post a copy of said prevailing rate of per diem wages at each job site.
 - C. As required by Section 1773.1 of the California Labor Code, the CONTRACTOR shall pay travel and subsistence payments to each worker needed to execute the work, as such travel and subsistence payments are defined in the applicable collective bargaining agreements filed in accordance with this Section.
 - D. To establish such travel and subsistence payments, the representative of any craft, classification, or type of workman needed to execute the contracts shall file with the Department of Industrial Relations fully executed copies of collective bargaining agreements for the particular craft, classification or type of work involved. Such agreements shall be filed within ten (10) days after their execution and thereafter shall establish such travel and payments whenever filed thirty (30) days prior to the call for bids.
 - E. The CONTRACTOR shall comply with the provisions of Section 1775 of the California Labor Code and shall, as a penalty to the DISTRICT, forfeit up to fifty dollars (\$50) for each calendar day, or portion thereof, for each worker paid less than the prevailing rate of per diem wages for each craft, classification, or type of worker needed to execute the

contract. The CONTRACTOR shall pay each worker an amount equal to the difference between the prevailing wage rates and the amount paid worker for each calendar day or portion thereof for which a worker was paid less than the prevailing wage rate. CONTRACTOR is required to pay all applicable penalties and back wages in the event of violation of prevailing wage law, and CONTRACTOR and any subcontractor shall fully comply with California Labor Code Section 1775, which is incorporated by this reference as though fully set forth herein.

F. CONTRACTOR and any subcontractor shall maintain and make available for inspection payroll records as required by California Labor Code Section 1776, which is incorporated by this reference as though fully set forth herein. CONTRACTOR is responsible for ensuring compliance with this section. CONTRACTOR and each subcontractor shall keep an accurate payroll record, showing the name, address, social security number, work classification, and 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 or her in connection with the Project. Said payroll shall be certified and shall be available for inspection at all reasonable hours at the principal office of the CONTRACTOR on the following basis:

- i. A certified copy of an employee's payroll record shall be made available for inspection or furnished to the employee or his or her authorized representative on request.
- ii. A certified copy of all payroll records, shall be made available for inspection or furnished upon request to the DISTRICT, the Division of Labor Standards Enforcement, and the Division of Apprenticeship Standards of the Department of Industrial Relations.
- iii. A certified copy of all payroll records shall be made available upon request by the public for inspection or for copies thereof; provided, however, that a request by the public shall be made through the DISTRICT, the Division of Apprenticeship Standards, or the Division of Labor Standards Enforcement. If the requested payroll records have not been provided, the requesting party shall, prior to being provided the records, reimburse the costs of preparation to the CONTRACTOR, subcontractors, and the entity through which the request was made. The public shall not be given access to the records at the principal offices of the CONTRACTOR. The certified payroll records shall be on forms provided by the Division of Labor Standards Enforcement or shall contain the same information as the forms provided by the division. Each CONTRACTOR shall file a certified copy of the records with the entity that requested the records within ten (10) days after receipt of a written request. Any copy of records made available for inspection as copies and furnished upon request to the public or any public agency by the DISTRICT, the Division of Apprenticeship Standards, or the Division of Labor Standards Enforcement shall be marked or obliterated in such a manner as to prevent disclosure of an individual's name, address, and social security number. The name and address of the CONTRACTOR awarded the contract or performing the contract shall not be marked or obliterated. The CONTRACTOR shall inform the DISTRICT of the location of the records including the street address, DISTRICT, and shall, within 5 working days, provide a notice of change of location and address. The CONTRACTOR shall have ten (10) days in which to comply subsequent to receipt of written notice specifying in what respects the CONTRACTORS must comply with Section. In the event that the CONTRACTOR fails to comply within the 10-day period, he or she shall, as a penalty to the state or the DISTRICT, forfeit \$25.00 dollars for each calendar day, or portion thereof, for each worker, until strict compliance is effectuated. Upon the request of the Division of Apprenticeship Standards or the Division of Labor Standards Enforcement, these penalties shall be withheld from progress payments then due. Responsibility for compliance with Section lies with the CONTRACTOR.
- iv. The CONTRACTOR and any subcontractors shall, when they employ any person in any apprenticeable craft or trade, apply to the joint apprenticeship committee administering the apprenticeship standards of the craft or trade in the area of the construction site 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; and shall comply with all other requirements of Section 1777.5 of the California Labor Code, which is incorporated by this reference as though fully set forth herein. The responsibility of compliance with California Labor Code Section 1777.5 during the performance of this Agreement rests with the CONTRACTOR. Pursuant

to California Labor Code Section 1777.7, in the event the CONTRACTOR willfully fails to comply with the provisions of California Labor Code Section 1777.5, the CONTRACTOR shall be denied the right to bid on any public works contract for up to three (3) years from the date noncompliance is determined and be assessed civil penalties.

- G. In accordance with the provisions of Article 5, Chapter 1, Part 7, Division 2 (commencing with Section 1860), and Chapter 4, Part 1, Division 4 (commencing with Section 3700) of the California Labor Code, the CONTRACTOR is required to secure the payment of compensation to its employees and for that purpose obtain and keep in effect adequate Workers' Compensation Insurance and Employers Liability Insurance. If the CONTRACTOR, in the sole discretion of the DISTRICT satisfies the DISTRICT of the responsibility and capacity under the applicable Workers' Compensation Laws, if any, to act as self-insurer, the CONTRACTOR may so act, and in such case, the insurance required by this paragraph need not be provided. The CONTRACTOR is advised of the provisions of Section 3700 of the California Labor Code, which requires every employer to be insured against liability for Workers' Compensation or to undertake self-insurance in accordance with the provisions of that Code and shall comply with such provisions before commencing the performance of the work of this Contract. The Notice to Proceed with the Work under this Agreement will not be issued, and the CONTRACTOR shall not commence work, until the CONTRACTOR submits written evidence that it has obtained full Workers' Compensation Insurance coverage for all persons whom it employs or may employ in carrying out the work under this Contract. This insurance shall be in accordance with the requirements of the most current and applicable state Workers' Compensation Insurance Laws. In accordance with the provisions of Section 1861 of the California Labor Code, the CONTRACTOR in signing this Agreement certifies to the DISTRICT as true the following statement: "I am aware of the provisions of Section 3700 of the Labor Code which requires 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 subcontractor is not allowed to commence work on the project until verification of Workers' Compensation Insurance coverage has been obtained and verified by the CONTRACTOR and submitted to the Construction Manager for the DISTRICT's review and records.
- H. In accordance with the provisions of Section 1727 of the California Labor Code, the DISTRICT, before making payment to the CONTRACTOR of money due under a contract for public works, shall withhold and retain there from all wages and penalties which have been forfeited pursuant to any stipulation in the contract, and the terms of Chapter 1, Part 7, Division 2 of the California Labor Code (commencing with Section 1720). But no sum shall be withheld, retained or forfeited, except from the final payment, without a full investigation by either the Division of Labor Standards Enforcement or by the DISTRICT.

2.12 WARRANTY.

- A. CONTRACTOR warrants all Work performed and goods provided under this Agreement shall: (i) meet all conditions of the Agreement; (ii) shall be free from all defects in design, materials and workmanship; and (iii) shall be fit for the purposes intended. If any defects occur within twelve (12) months following acceptance, CONTRACTOR shall be solely responsible for the correction of those defects. The warranty set forth under this Section 2.14(A) shall be in addition to any warranties for equipment and fixtures that may be installed by CONTRACTOR in the performance of this Agreement as provided under Section 2.14(B) and 2.14(C), below.
- B. CONTRACTOR shall transfer to DISTRICT all of CONTRACTOR's rights to and interest to any and all manufacturers' warranties or guarantees for any equipment or fixtures installed by CONTRACTOR in the performance of this Agreement. Where applicable, DISTRICT shall be named as the owner-beneficiary in any warranty or guarantee. CONTRACTOR shall deliver to DISTRICT all the written material comprising the manufacturers' warranties or guarantees. CONTRACTOR shall ensure that each warranty or guarantee is in full force and effect from the date the DISTRICT starts using the equipment or fixtures. All manufacturers' warranties or guarantees shall be in addition to the CONTRACTOR's warranty set forth under Section 2.14(A), above or Section 2.14(C), below.

- C. In addition to all manufacturers' warranties and all other warranties implied by law, CONTRACTOR warrants that all equipment and fixtures installed in the performance of this Agreement shall conform to the Scope of Work and any additional plans, drawings or specifications incorporated into this Agreement. CONTRACTOR further warrants that all equipment and fixtures installed by CONTRACTOR shall be merchantable; of good workmanship and material; and free from defect.

2.13 SURETY BONDS.

- A. Surety Qualifications. With respect to the bonds referenced under Section 2.15(A) and 2.15(B), above, only bonds executed by an Admitted Surety Insurer, as defined under Section 995.120 of the California Code of Civil Procedure, shall be accepted by DISTRICT. The Admitted Surety Insurer must be a California-admitted surety with a current A.M. Best's rating of no less than A:VII.

2.14 SAFETY: CONTRACTOR shall comply with all workplace safety measures as may be required by applicable federal, State or local laws so as to safeguard against injury to persons or damage to property. In performing the Work, CONTRACTOR shall at all times be in compliance with all applicable federal, State and local rules and regulations, and shall exercise all necessary precautions for the safety of employees appropriate to the nature of the Work and the conditions under which any work is to be performed, including but not limited to:

- A. Adequate life protection and life saving equipment and emergency procedures;
- B. Instructions in accident prevention for all employees and subcontractors, such as safe walkways, scaffolds, fall protection ladders, bridges, gang planks, confined space procedures, trenching and shoring, equipment and other safety devices, equipment and wearing apparel as are necessary or lawfully required to prevent accidents or injuries; and
- C. Adequate facilities for the proper inspection and maintenance of all safety measures.

III. INSURANCE

3.1 DUTY TO PROCURE AND MAINTAIN INSURANCE: Prior to the beginning of and throughout the duration of the Work, CONTRACTOR will procure and maintain policies of insurance that meet the requirements and specifications set forth under this Article. CONTRACTOR shall procure and maintain the following insurance coverage, at its own expense:

- A. Commercial General Liability Insurance: CONTRACTOR shall procure and maintain Commercial General Liability Insurance ("CGL Coverage") as broad as Insurance Services Office Commercial General Liability coverage (occurrence Form CG 0001) or its equivalent. Such CGL Coverage shall have minimum limits of no less than One Million Dollars (\$1,000,000.00) per occurrence and Two Million Dollars (\$2,000,000.00) in the general aggregate for bodily injury, personal injury, property damage, operations, products and completed operations, and contractual liability.
- B. Automobile Liability Insurance: CONTRACTOR shall procure and maintain Automobile Liability Insurance as broad as Insurance Services Office Form Number CA 0001 covering Automobile Liability, Code 1 (any auto). Such Automobile Liability Insurance shall have minimum limits of no less than One Million Dollars (\$1,000,000.00) per accident for bodily injury and property damage.
- C. Workers' Compensation Insurance/ Employer's Liability Insurance: A policy of workers' compensation insurance in such amount as will fully comply with the laws of the State of California and which shall indemnify, insure and provide legal defense for both CONTRACTOR and DISTRICT against any loss, claim or damage arising from any injuries or occupational diseases occurring to any worker employed by or any persons retained by CONTRACTOR in the course of carrying out the Work contemplated in this Agreement.

- D. Builders'/All Risk Insurance: CONTRACTOR shall procure and maintain Builders'/All Risk Insurance covering for all risks or loss, including explosion, collapse, underground excavation and removal of lateral support (and including earthquakes and flood if requested by the DISTRICT). CONTRACTOR shall maintain minimum limits of no less than the completed value of the Work. The Builders'/All Risk Insurance shall provide that the DISTRICT be named as loss payee. In addition, the insurer shall waive all rights of subrogation against DISTRICT.
- E. Contractors Pollution Liability Insurance: Contractor shall procure and maintain Contractors Pollution Liability Insurance ("CPL Coverage") written upon an occurrence based form. Such coverage shall have minimum limits of One Million Dollars (\$1,000,000.00) per occurrence and Two Million Dollars (\$2,000,000.00) in the aggregate. Notwithstanding any other provision of this Agreement, all CPL Coverage required under this Agreement shall contain, or be endorsed to contain, the following provisions:
1. Coverage must be identified as specific to the operations as described in the Scope of Work;
 2. Pollution coverage must apply to all phases of the work described in the Scope of Work;
 3. The policy shall include coverage for property damage, and physical damage to or destruction of tangible property including the resulting loss of use thereof, clean up costs, and the loss of use of tangible property that has not been physically damaged or destroyed;
 4. The policy shall include defense including costs, charges and expenses incurred in the investigation, adjustment or defense of claims for such compensatory damages;
 5. The policy shall be endorsed to include the following additional insured language: "El Monte Union High School District and the El Monte Union High School District's elected and appointed officials, officers, employees, agents and volunteers shall be named as additional insureds with respect to liability arising out of the activities performed by or on behalf of the CONTRACTOR"; and
 6. Policy shall contain a waiver of subrogation against the all parties named as additional insureds under this subsection arising from work performed by the CONTRACTOR.
- F. Asbestos Pollution Liability Insurance: CONTRACTOR shall procure and maintain Asbestos Pollution Liability Insurance ("Asbestos Coverage") written upon an occurrence based form. Such coverage shall have minimum limits of One Million Dollars (\$1,000,000.00) per occurrence and Two Million Dollars (\$2,000,000.00) in the aggregate. Notwithstanding any other provision of this Agreement, all Asbestos Coverage required under this Agreement shall contain, or be endorsed to contain, the following provisions:
1. Coverage must be identified as specific to the operations as described in the Scope of Work;
 2. Pollution coverage must apply to all phases of the work described in the Scope of Work;
 3. The policy shall include coverage for property damage, and physical damage to or destruction of tangible property including the resulting loss of use thereof, clean up costs, and the loss of use of tangible property that has not been physically damaged or destroyed;
 4. The policy shall include defense including costs, charges and expenses incurred in the investigation, adjustment or defense of claims for such compensatory damages;
 5. The policy shall be endorsed to include the following additional insured language: "El Monte Union High School District and the El Monte Union High School District's elected and appointed officials, officers, employees, agents and volunteers shall be named as additional insureds with respect to liability arising out of the activities performed by or on behalf of the CONTRACTOR"; and
 6. Policy shall contain a waiver of subrogation against the all parties named as additional insureds under this subsection arising from work performed by the CONTRACTOR.

- 3.2 ADDITIONAL INSURED REQUIREMENTS: The CGL Coverage and the Automobile Liability Insurance shall contain an endorsement naming the DISTRICT and DISTRICT's elected and appointed officials, officers, employees, agents and volunteers as additional insureds.
- 3.3 REQUIRED CARRIER RATING: All varieties of insurance required under this Agreement shall be procured from insurers admitted in the State of California and authorized to issue policies directly to California insureds. Except as otherwise provided elsewhere under this Article, all required insurance shall be procured from insurers, who according to the latest edition of the Best's Insurance Guide have an A.M. Best's rating of no less than A:VII. DISTRICT may also accept policies procured by insurance carriers with a Standard & Poor's rating of no less than BBB according to the latest published edition the Standard & Poor's rating guide. As to Workers' Compensation Insurance/ Employer's Liability Insurance, the DISTRICT Representatives are authorized to authorize lower ratings than those set forth in this Section.
- 3.4 PRIMACY OF CONUSLTANT'S INSURANCE: All polices of insurance provided by CONTRACTOR shall be primary to any coverage available to DISTRICT or DISTRICT's elected or appointed officials, officers, employees, agents or volunteers. Any insurance or self-insurance maintained by DISTRICT or DISTRICT's elected or appointed officials, officers, employees, agents or volunteers shall be in excess of CONTRACTOR's insurance and shall not contribute with it.
- 3.5 WAIVER OF SUBROGATION: All insurance coverage provided pursuant to this Agreement shall not prohibit CONTRACTOR or CONTRACTOR's officers, employees, agents, subcontractors or subconsultants from waiving the right of subrogation prior to a loss. CONTRACTOR hereby waives all rights of subrogation against DISTRICT.
- 3.6 VERIFICATION OF COVERAGE: CONTRACTOR acknowledges, understands and agrees, that DISTRICT's ability to verify the procurement and maintenance of the insurance required under this Article is critical to safeguarding DISTRICT's financial well-being and, indirectly, the collective well-being of the residents of the DISTRICT. Accordingly, CONTRACTOR warrants, represents and agrees that its shall furnish DISTRICT with original certificates of insurance and endorsements evidencing the coverage required under this Article on forms satisfactory to DISTRICT in its sole and absolute discretion. **The certificates of insurance and endorsements for each insurance policy shall be signed by a person authorized by that insurer to bind coverage on its behalf, and shall be on forms provided by the DISTRICT if requested.** All certificates of insurance and endorsements shall be received and approved by DISTRICT as a condition precedent to CONTRACTOR's commencement of any work or any of the Work. Upon DISTRICT's written request, CONTRACTOR shall also provide DISTRICT with certified copies of all required insurance policies and endorsements.

IV. INDEMNIFICATION

- 4.1 The Parties agree that DISTRICT and DISTRICT's elected and appointed officials, officers, employees, agents and volunteers (hereinafter, the "DISTRICT Indemnitees") should, to the fullest extent permitted by law, be protected from any and all loss, injury, damage, claim, lawsuit, cost, expense, attorneys' fees, litigation costs, or any other cost arising out of or in any way related to the performance of this Agreement. Accordingly, the provisions of this indemnity provision are intended by the Parties to be interpreted and construed to provide the DISTRICT Indemnitees with the fullest protection possible under the law. CONTRACTOR acknowledges that DISTRICT would not enter into this Agreement in the absence of CONTRACTOR's commitment to indemnify, defend and protect DISTRICT as set forth herein.
- 4.2 To the fullest extent permitted by law, CONTRACTOR shall indemnify, hold harmless and defend the DISTRICT Indemnitees from and against all liability, loss, damage, expense, cost (including without limitation reasonable attorney's fees, expert fees and all other costs and fees of litigation) of every nature arising out of or in connection with CONTRACTOR's performance of work hereunder or its failure to comply with any of its obligations contained in this Agreement, except such loss or damage which is caused by the sole negligence or willful misconduct of the CITY.
- 4.3 DISTRICT shall have the right to offset against the amount of any compensation due CONTRACTOR under this Agreement any amount due DISTRICT from CONTRACTOR as a result of CONTRACTOR's failure to pay DISTRICT promptly any

indemnification arising under this Article and related to CONTRACTOR's failure to either (i) pay taxes on amounts received pursuant to this Agreement or (ii) comply with applicable workers' compensation laws.

- 4.4 The obligations of CONTRACTOR under this Article will not be limited by the provisions of any workers' compensation act or similar act. CONTRACTOR expressly waives its statutory immunity under such statutes or laws as to DISTRICT and DISTRICT's elected and appointed officials, officers, employees, agents and volunteers.
- 4.5 CONTRACTOR agrees to obtain executed indemnity agreements with provisions identical to those set forth here in this Article from each and every subcontractor or any other person or entity involved by, for, with or on behalf of CONTRACTOR in the performance of this Agreement. In the event CONTRACTOR fails to obtain such indemnity obligations from others as required herein, CONTRACTOR agrees to be fully responsible and indemnify, hold harmless and defend DISTRICT and DISTRICT's elected and appointed officials, officers, employees, agents and volunteers from and against any and all claims and losses, costs or expenses for any damage due to death or injury to any person and injury to any property resulting from any alleged intentional, reckless, negligent, or otherwise wrongful acts, errors or omissions of CONTRACTOR's subcontractors or any other person or entity involved by, for, with or on behalf of CONTRACTOR in the performance of this Agreement. Such costs and expenses shall include reasonable attorneys' fees incurred by counsel of DISTRICT's choice.
- 4.6 DISTRICT does not, and shall not, waive any rights that it may possess against CONTRACTOR because of the acceptance by DISTRICT, or the deposit with DISTRICT, of any insurance policy or certificate required pursuant to this Agreement. This hold harmless and indemnification provision shall apply regardless of whether or not any insurance policies are determined to be applicable to the claim, demand, damage, liability, loss, cost or expense.
- 4.7 This Article and all provisions contained herein (including but not limited to the duty to indemnify, defend and hold free and harmless) shall survive the termination or normal expiration of this Agreement and is in addition to any other rights or remedies which the DISTRICT may have at law or in equity.

V. TERMINATION

5.1 TERMINATION WITHOUT CAUSE: DISTRICT may terminate this Agreement at any time for convenience and without cause by giving CONTRACTOR a minimum of five (5) calendar days prior written notice of DISTRICT's intent to terminate this Agreement. Upon such termination for convenience, CONTRACTOR shall be compensated only for those services and tasks which have been performed by CONTRACTOR up to the effective date of the termination. CONTRACTOR may not terminate this Agreement except for cause as provided under Section 5.2, below. If this Agreement is terminated as provided herein, DISTRICT may require CONTRACTOR to provide all finished or unfinished Documents and Data, as defined in Section 7.1 below, and other information of any kind prepared by CONTRACTOR in connection with the performance of the Work. CONTRACTOR shall be required to provide such Documents and Data within fifteen (15) calendar days of DISTRICT's written request. No actual or asserted breach of this Agreement on the part of DISTRICT pursuant to Section 5.2, below, shall operate to prohibit or otherwise restrict DISTRICT's ability to terminate this Agreement for convenience as provided under this Section.

5.2 EVENTS OF DEFAULT; BREACH OF AGREEMENT:

- A. In the event either Party fails to perform any duty, obligation, service or task set forth under this Agreement (or fails to timely perform or properly perform any such duty, obligation, service or task set forth under this Agreement), an event of default (hereinafter, "Event of Default") shall occur. For all Events of Default, the Party alleging an Event of Default shall give written notice to the defaulting Party (hereinafter referred to as a "Default Notice") which shall specify: (i) the nature of the Event of Default; (ii) the action required to cure the Event of Default; (iii) a date by which the Event of Default shall be cured, which shall not be less than the applicable cure period set forth under Sections 5.2.B and 5.2.C below or if a cure is not reasonably possible within the applicable cure period, to begin such cure and diligently prosecute the such cure to completion. The Event of Default shall constitute a breach of this Agreement if the defaulting Party fails to cure the Event of Default within the applicable cure period or any extended cure period allowed under this Agreement.
- B. CONTRACTOR shall cure the following Events of Defaults within the following time periods:

- i. Within three (3) business days of DISTRICT's issuance of a Default Notice for any failure of CONTRACTOR to timely provide DISTRICT or DISTRICT's employees or agents with any information and/or written reports, documentation or work product which CONTRACTOR is obligated to provide to DISTRICT or DISTRICT's employees or agents under this Agreement. Prior to the expiration of the 3-day cure period, CONTRACTOR may submit a written request for additional time to cure the Event of Default upon a showing that CONTRACTOR has commenced efforts to cure the Event of Default and that the Event of Default cannot be reasonably cured within the 3-day cure period. The foregoing notwithstanding, DISTRICT shall be under no obligation to grant additional time for the cure of an Event of Default under this Section 5.2 B.i. that exceeds seven (7) calendar days from the end of the initial 3-day cure period; or
- ii. Within fourteen (14) calendar days of DISTRICT's issuance of a Default Notice for any other Event of Default under this Agreement. Prior to the expiration of the 14-day cure period, CONTRACTOR may submit a written request for additional time to cure the Event of Default upon a showing that CONTRACTOR has commenced efforts to cure the Event of Default and that the Event of Default cannot be reasonably cured within the 14-day cure period. The foregoing notwithstanding, DISTRICT shall be under no obligation to grant additional time for the cure of an Event of Default under this Section 5.2B.ii that exceeds thirty (30) calendar days from the end of the initial 14-day cure period. .

In addition to any other failure on the part of CONTRACTOR to perform any duty, obligation, service or task set forth under this Agreement (or the failure to timely perform or properly perform any such duty, obligation, service or task), an Event of Default on the part of CONTRACTOR shall include, but shall not be limited to the following: (i) CONTRACTOR's refusal or failure to perform any of the services or tasks called for under the Scope of Work; (ii) CONTRACTOR's failure to fulfill or perform its obligations under this Agreement within the specified time or if no time is specified, within a reasonable time; (iii) CONTRACTOR's and/or its employees' disregard or violation of any federal, state, local law, rule, procedure or regulation; (iv) the initiation of proceedings under any bankruptcy, insolvency, receivership, reorganization, or similar legislation as relates to CONTRACTOR, whether voluntary or involuntary; (v) CONTRACTOR's refusal or failure to perform or observe any covenant, condition, obligation or provision of this Agreement; and/or (vi) DISTRICT's discovery that a statement representation or warranty by CONTRACTOR relating to this Agreement is false, misleading or erroneous in any material respect.

- C. DISTRICT shall cure any Event of Default asserted by CONTRACTOR within FORTY-FIVE (45) calendar days of CONTRACTOR's issuance of a Default Notice, unless the Event of Default cannot reasonably be cured within the 45-day cure period. Prior to the expiration of the 45-day cure period, DISTRICT may submit a written request for additional time to cure the Event of Default upon a showing that DISTRICT has commenced its efforts to cure the Event of Default and that the Event of Default cannot be reasonably cured within the 45-day cure period. The foregoing notwithstanding, an Event of Default dealing with DISTRICT's failure to timely pay any undisputed sums to CONTRACTOR as provided under Section 1.4, above, shall be cured by DISTRICT within five (5) calendar days from the date of CONTRACTOR's Default Notice to DISTRICT.
- D. DISTRICT, in its sole and absolute discretion, may also immediately suspend CONTRACTOR's performance under this Agreement pending CONTRACTOR's cure of any Event of Default by giving CONTRACTOR written notice of DISTRICT's intent to suspend CONTRACTOR's performance (hereinafter, a "Suspension Notice"). DISTRICT may issue the Suspension Notice at any time upon the occurrence of an Event of Default. Upon such suspension, CONTRACTOR shall be compensated only for those services and tasks which have been rendered by CONTRACTOR to the reasonable satisfaction of DISTRICT up to the effective date of the suspension. No actual or asserted breach of this Agreement on the part of DISTRICT shall operate to prohibit or otherwise restrict DISTRICT's ability to suspend this Agreement as provided herein.
- E. No waiver of any Event of Default or breach under this Agreement shall constitute a waiver of any other or subsequent Event of Default or breach. No waiver, benefit, privilege, or service voluntarily given or performed by a Party shall give the other Party any contractual rights by custom, estoppel, or otherwise.
- F. The duties and obligations imposed under this Agreement and the rights and remedies available hereunder shall be in addition to and not a limitation of any duties, obligations, rights and remedies otherwise imposed or available by law. In addition to

any other remedies available to DISTRICT at law or under this Agreement in the event of any breach of this Agreement, DISTRICT, in its sole and absolute discretion, may also pursue any one or more of the following remedies:

- i. Upon written notice to CONTRACTOR, the DISTRICT may immediately terminate this Agreement in whole or in part;
- ii. Upon written notice to CONTRACTOR, the DISTRICT may extend the time of performance;
- iii. The DISTRICT may proceed by appropriate court action to enforce the terms of the Agreement to recover damages for CONTRACTOR's breach of the Agreement or to terminate the Agreement; or
- iv. The DISTRICT may exercise any other available and lawful right or remedy.

CONTRACTOR shall be liable for all legal fees plus other costs and expenses that DISTRICT incurs upon a breach of this Agreement or in the DISTRICT's exercise of its remedies under this Agreement.

G. In the event DISTRICT is in breach of this Agreement, CONTRACTOR's sole remedy shall be the suspension or termination of this Agreement and/or the recovery of any unpaid sums lawfully owed to CONTRACTOR under this Agreement for completed services and tasks.

5.3 SCOPE OF WAIVER: No waiver of any default or breach under this Agreement shall constitute a waiver of any other default or breach, whether of the same or other covenant, warranty, agreement, term, condition, duty or requirement contained in this Agreement. No waiver, benefit, privilege, or service voluntarily given or performed by a Party shall give the other Party any contractual rights by custom, estoppel, or otherwise.

5.4 SURVIVING ARTICLES, SECTIONS AND PROVISIONS: The termination of this Agreement pursuant to any provision of this Article or by normal expiration of its term or any extension thereto shall not operate to terminate any Article, Section or provision contained herein which provides that it shall survive the termination or normal expiration of this Agreement.

VI. MISCELLANEOUS PROVISIONS

6.1 DOCUMENTS & DATA; LICENSING OF INTELLECTUAL PROPERTY: All Documents and Data shall be and remain the property of DISTRICT without restriction or limitation upon their use or dissemination by DISTRICT. For purposes of this Agreement, the term "Documents and Data" means and includes all reports, analyses, correspondence, plans, drawings, designs, renderings, specifications, notes, summaries, strategies, charts, schedules, spreadsheets, calculations, lists, data compilations, documents or other materials developed and/or assembled by or on behalf of CONTRACTOR in the performance of this Agreement and fixed in any tangible medium of expression, including but not limited to Documents and Data stored digitally, magnetically and/or electronically. This Agreement creates, at no cost to DISTRICT, a perpetual license for DISTRICT to copy, use, reuse, disseminate and/or retain any and all copyrights, designs, and other intellectual property embodied in all Documents and Data. CONTRACTOR shall require all subcontractors and subconsultants working on behalf of CONTRACTOR in the performance of this Agreement to agree in writing that DISTRICT shall be granted the same right to copy, use, reuse, disseminate and retain Documents and Data prepared or assembled by any subcontractor or subconsultant as applies to Documents and Data prepared by CONTRACTOR in the performance of this Agreement.

6.2 CONFIDENTIALITY: All data, documents, discussion, or other information developed or received by CONTRACTOR or provided for performance of this Agreement are deemed confidential and shall not be disclosed by CONTRACTOR without prior written consent by DISTRICT. DISTRICT shall grant such consent if disclosure is legally required. Upon request, all DISTRICT data shall be returned to DISTRICT upon the termination or expiration of this Agreement. CONTRACTOR shall not use DISTRICT's name or insignia, photographs, or any publicity pertaining to the Work in any magazine, trade paper, newspaper, television or radio production or other similar medium without the prior written consent of DISTRICT.

- 6.3 **FINGERPRINTING.** CONTRACTOR shall comply with all applicable provisions of Education Code Section 45125.1. CONTRACTOR will conduct criminal background checks of all employees, agents and/or representatives assigned performing any services and tasks on DISTRICT property on CONTRACTOR's behalf. CONTRACTOR will certify in writing that no such employees, agents and representatives who have been convicted of a violent or serious felony as described in the Notice Re: Criminal Records will have contact with DISTRICT's pupils. CONTRACTOR will provide DISTRICT with a list of all employees providing services pursuant to this Agreement. To the extent permitted under Education Code Section 45125.1, the DISTRICT Representatives may waive any fingerprinting requirements where it is determined that the CONTRACTOR, its employees and agents will have limited or no contact with pupils in the performance of any services and tasks called for under this Agreement. The waiver of the requirements of Education Code Section 45125.1 must be made in writing signed by one or both of the DISTRICT Representatives.
- 6.4 **DRUG FREE WORKPLACE CERTIFICATION.** CONTRACTOR shall apprise its officials and employees of the Drug-Free Workplace Act of 1990 (Govt. Code Section 8350 et seq.) (hereinafter, the "Act") which requires that every person or organization awarded a contract or grant for the procurement of property or services from any State agency must certify that it will provide a drug-free workplace by doing certain specified acts. In addition, the Act provides that each contract or grant awarded by a State agency may be subject to suspension of payments or termination of the contract or grant, and the contractor or grantee may be subject to debarment from future contracting, if the contracting agency determines that specified acts have occurred. CONTRACTOR shall comply with the requirements publication and notification requirements of Government Code Section 8355 as to all employees performing services and tasks under this Agreement on DISTRICT property or from DISTRICT facilities.
- 6.5 **FALSE CLAIMS ACT.** CONTRACTOR warrants and represents that neither CONTRACTOR nor any person who is an officer of, in a managing position with, or has an ownership interest in CONTRACTOR has been determined by a court or tribunal of competent jurisdiction to have violated the False Claims Act, 31 U.S.C., Section 3789 *et seq.* and the California False Claims Act, Government Code Section 12650 *et seq.*
- 6.6 **NOTICES:** All notices permitted or required under this Agreement shall be given to the respective Parties at the following addresses, or at such other address as the respective Parties may provide in writing for this purpose:

CONTRACTOR:
Kirk Brainerd Architect
Attn: Kirk Brainerd
Phone: (530) 295 9371
Fax: (530) 295 9303
Email: Kbrainerd@ksbarch.com

DISTRICT:
Marysville Joint Unified School District
1919 B Street
Marysville, CA 95901
Attn: Ryan DiGiulio
Phone: (530) 749 6151
Email: cjensen@mjud.com

Such notices shall be deemed effective when personally delivered or successfully transmitted by facsimile as evidenced by a fax confirmation slip or when mailed, forty-eight (48) hours after deposit with the United States Postal Service, first class postage prepared and addressed to the Party at its applicable address.

- 6.7 **COOPERATION; FURTHER ACTS:** The Parties shall fully cooperate with one another, and shall take any additional acts or sign any additional documents as is reasonably necessary, appropriate or convenient to achieve the purposes of this Agreement.
- 6.8 **SUBCONTRACTING:** CONTRACTOR shall not subcontract any portion of the Work required by this Agreement, except as expressly stated herein, without the prior written approval of DISTRICT. Subcontracts (including without limitation subcontracts with subconsultants), if any, shall contain a provision making them subject to all provisions stipulated in this Agreement, including provisions relating to insurance requirements and indemnification.
- 6.9 **DISTRICT'S RIGHT TO EMPLOY OTHER CONTRACTORS:** DISTRICT reserves the right to employ other contractors in connection with the various projects worked upon by CONTRACTOR.

- 6.10 PROHIBITED INTERESTS: CONTRACTOR warrants, represents and maintains that it has not employed nor retained any company or person, other than a *bona fide* employee working solely for CONTRACTOR, to solicit or secure this Agreement. Further, CONTRACTOR warrants and represents that it has not paid nor has it agreed to pay any company or person, other than a *bona fide* employee working solely for CONTRACTOR, any fee, commission, percentage, brokerage fee, gift or other consideration contingent upon or resulting from the award or making of this Agreement. For breach or violation of this warranty, DISTRICT shall have the right to rescind this Agreement without liability. For the term of this Agreement, no member, officer or employee of DISTRICT, during the term of his or her service with DISTRICT, shall have any direct interest in this Agreement, or obtain any present or anticipated material benefit arising therefrom.
- 6.11 TIME IS OF THE ESSENCE: Time is of the essence for each and every provision of this Agreement.
- 6.12 GOVERNING LAW AND VENUE: This Agreement shall be interpreted and governed according to the laws of the State of California. In the event of litigation between the Parties, venue, without exception, shall be in the Yuba County Superior Court of the State of California. If, and only if, applicable law requires that all or part of any such litigation be tried exclusively in federal court, venue, without exception, shall be in the Northern District of California located in the City of San Francisco, California.
- 6.13 ATTORNEY'S FEES: If either Party commences an action against the other Party, either legal, administrative or otherwise, arising out of or in connection with this Agreement, the prevailing Party in such litigation shall be entitled to have and recover from the losing Party reasonable attorney's fees and all other costs of such action.
- 6.14 SUCCESSORS AND ASSIGNS: This Agreement shall be binding on the successors and assigns of the Parties.
- 6.15 NO THIRD PARTY BENEFIT: There are no intended third party beneficiaries of any right or obligation assumed by the Parties. All rights and benefits under this Agreement inure exclusively to the Parties.
- 6.16 CONSTRUCTION OF AGREEMENT: This Agreement shall not be construed in favor of, or against, either Party but shall be construed as if the Parties prepared this Agreement together through a process of negotiation and with the advice of their respective attorneys.
- 6.17 SEVERABILITY: If any portion of this Agreement is declared invalid, illegal, or otherwise unenforceable by a court of competent jurisdiction, the remaining provisions shall continue in full force and effect.
- 6.18 AMENDMENT; MODIFICATION: No amendment, modification or supplement of this Agreement shall be valid or binding unless executed in writing and signed by both Parties, subject to DISTRICT approval. The requirement for written amendments, modifications or supplements cannot be waived and any attempted waiver shall be void and invalid.
- 6.19 CAPTIONS: The captions of the various articles, sections and paragraphs are for convenience and ease of reference only, and do not define, limits, augment, or describe the scope, content, or intent of this Agreement.
- 6.20 INCONSISTENCIES OR CONFLICTS: In the event of any conflict or inconsistency between the provisions of this Agreement and any of the exhibits attached hereto, the provisions of this Agreement shall control.
- 6.21 ENTIRE AGREEMENT: This Agreement including all attached exhibits is the entire, complete, final and exclusive expression of the Parties with respect to the matters addressed herein and supersedes all other agreements or understandings, whether oral or written, or entered into between DISTRICT and CONTRACTOR prior to the execution of this Agreement. No statements, representations or other agreements, whether oral or written, made by any Party which are not embodied herein shall be valid or binding. No amendment, modification or supplement to this Agreement shall be valid and binding unless in writing and duly executed by the Parties pursuant to Section 6.15, above.
- 6.22 COUNTERPARTS: This Agreement shall be executed in TWO (2) original counterparts each of which shall be of equal force and effect. No handwritten or typewritten amendment, modification or supplement to any one counterparts shall be valid or binding unless made to all three counterparts in conformity with Section 6.15, above.

IN WITNESS WHEREOF, the Parties hereto have caused this Agreement to be executed the day and year first appearing in this Agreement, above.

MARYSVILLE JOINT UNIFIED SCHOOL DISTRICT:

By: _____
Ryan DiGiulio, Assistant Superintendent of
Business Services

KIRK BRAINERD ARCHITECT:

X By: 

Name: Kirk Brainerd

k Title: principal Architect

EXHIBIT "A"



Kirk S. Brainerd
Architect

April 19, 2016

Cynthia Jensen
Director of Facilities and Energy Management
Marysville Joint Unified School District
1919 B Street
Marysville, Ca. 95901

Re: Closing out 17 Marysville JUSD DSA projects with certification

Dear Cynthia,

I propose to provide services assisting the District with closing out all of the DSA approved projects at various sites

1. Review files and drawings from DSA archives.
2. Review District records.
3. Obtain all documents as required and if possible for DSA certification for each project.

Fee shall be hourly, not to exceed Six Thousand Dollars (\$6,000.00)

Billing will be made on a monthly basis for work completed within that calendar month.
Payment shall be made within 30 days of receiving the billing statement.
If this proposal is acceptable, please sign and return one copy.

Very truly yours,

Kirk S. Brainerd, Architect

Accepted _____

Date: _____

Hourly rate \$150.00/hr.

56

APR 22 2016

April 20, 2016

RECEIVED

Dear Mr. Romero Carreon,

I am writing you concerning my decision to resign from the position of teacher at McKenney Intermediate School. After thirty years in education with the Marysville Joint Unified School District, I will be retiring, effective June 13, 2016. I wish to participate in the early retirement incentive that is available for me.

I want to thank you for the many opportunities you have provided for me in professional development throughout my tenure with MJUSD. I also would like to take this opportunity to thank the principal of McKenney School, Shevaun Matthews, and Assistant Principal Joe Seiler for their support and guidance. They have made my time at McKenney enjoyable and meaningful.

Sincerely,



Renee Cunningham

April 18, 2016

To Whom It May Concern,

I want to thank everyone I have worked with at Marysville Joint Unified for their support and service to myself and all the students we work with. It seems as if the years have just flown by.

I now feel it is time to step down from full time work and see what the next chapter in my life will hold. My years of teaching have been so fulfilling and I hope to continue offering my services after my 180 required leave from STRS related employment. Please keep me in mind for jobs that might be part time in nature.

With this official resignation I wish you all well in your days ahead and hope to be working with you again in the future.

Sincerely,

Shoshana Leah



MJUSD
Personnel Dept.

APR 19 2016



RECEIVED

March 2, 2016

To whom it may concern,

I, Matthew Nohel 2nd grade teacher at Johnson Park Elementary, in the Marysville Joint Unified School District, resign from my position as of June 10, 2016 for personal reasons. Thank you for the time of my employment.

Sincerely,



Matthew Nohel
2nd Grade Teacher
Johnson Park Elementary
(916) 865-7403

MJUSD
Personnel Dept.
MAR 02 2016

RECEIVED

**Formula Grant Electronic Application System for
Indian Education (EASIE Allocation 1 - Initial) School Year 2016-17**

OMB #: 1810-0021 OMB Expiration Date: 05/03/2016

Type of applicant: LEA (Consortium Leader)
Type of application: Regular formula grant program
Applicant name: **Marysville Joint Unified School District**
Address: 1919 B Street
City, State, Zip: Marysville, CA 95901
Applicant DUNS Number: 100122274
Applicant NCES Number: 0624090
Applicant PR Award number: S060A150995

Allocation 1 - Initial 2016-17 Allocation: \$296,848
Grant award start date: July 01, 2016 12:00 AM
Grant award end date: June 30, 2017 12:00 AM
Application Part II version: 1.0
Total Indian student count: 1,493
Total student enrollment: 33,552

Participating LEAs:

LEA name: Marysville Joint Unified School District
City, State: Marysville, CA
NCES number: 0624090
Grades offered: PK,K,1,2,3,4,5,6,7,8,9,10,11,12
Student enrollment: 9,594
Indian student count: 1,104
Increase of 10% or more: N

LEA name: YUBA COUNTY OFFICE OF ED
City, State: MARYSVILLE, CA
NCES number: 0691048
Grades offered: PK,K,1,2,3,4,5,6,7,8,9,10,11,12
Student enrollment: 575
Indian student count: 74
Increase of 10% or more: N

LEA name: CAMPTONVILLE UNIFIED
City, State: CAMPTONVILLE, CA
NCES number: 0607260
Grades offered: PK,K,1,2,3,4,5,6,7,8,9,10,11,12
Student enrollment: 489
Indian student count: 25
Increase of 10% or more: N

LEA name: PLUMAS ELEMENTARY
City, State: PLUMAS LAKE, CA
NCES number: 0631180
Grades offered: PK,K,1,2,3,4,5,6,7,8,9,10,11,12
Student enrollment: 1,189
Indian student count: 10
Increase of 10% or more: N

LEA name: WHEATLAND ELEMENTARY
City, State: WHEATLAND, CA
NCES number: 0642330
Grades offered: PK,K,1,2,3,4,5,6,7,8,9,10,11,12
Student enrollment: 1,341
Indian student count: 23
Increase of 10% or more: N

LEA name: WHEATLAND HIGH SCHOOL
City, State: WHEATLAND, CA
NCES number: 06422350
Grades offered: PK,K,1,2,3,4,5,6,7,8,9,10,11,12
Student enrollment: 735

Applicant name: Marysville Joint Unified School District
PR #: S060A150995
Page 2 of 9

60

Indian student count:
Increase of 10% or more:

12
N

LEA name:
City, State:
NCES number:
Grades offered:
Student enrollment:
Indian student count:
Increase of 10% or more:

SUTTER COUNTY OFFICE OF ED
YUBA CITY, CA
0691042
PK,K,1,2,3,4,5,6,7,8,9,10,11,12
421
10
Y

LEA name:
City, State:
NCES number:
Grades offered:
Student enrollment:
Indian student count:
Increase of 10% or more:

BRITTON ELEMENTARY
SUTTER, CA
0606090
PK,K,1,2,3,4,5,6,7,8,9,10,11,12
457
11
N

LEA name:
City, State:
NCES number:
Grades offered:
Student enrollment:
Indian student count:
Increase of 10% or more:

FRANKLIN ELEMENTARY
YUBA CITY, CA
0614340
PK,K,1,2,3,4,5,6,7,8,9,10,11,12
477
6
N

LEA name:
City, State:
NCES number:
Grades offered:
Student enrollment:
Indian student count:
Increase of 10% or more:

LIVE OAK UNIFIED SCHOOL DISTRICT
LIVE OAK, CA
0622050
PK,K,1,2,3,4,5,6,7,8,9,10,11,12
1,757
28
N

Applicant name: Marysville Joint Unified School District
PR #: S060A150995
Page 3 of 9

LEA name:
City, State:
NCES number:
Grades offered:
Student enrollment:
Indian student count:
Increase of 10% or more:

MARCUM ILLINOIS UNION ELEMENTARY
EAST NICHOLAUS, CA
0623800
PK,K,1,2,3,4,5,6,7,8,9,10,11,12
2,283
10
N

LEA name:
City, State:
NCES number:
Grades offered:
Student enrollment:
Indian student count:
Increase of 10% or more:

NUESTRO ELEMENTARY
LIVE OAK, CA
0627750
PK,K,1,2,3,4,5,6,7,8,9,10,11,12
145
13
Y

LEA name:
City, State:
NCES number:
Grades offered:
Student enrollment:
Indian student count:
Increase of 10% or more:

SUTTER HIGH SCHOOL DISTRICT
SUTTER, CA
0638610
PK,K,1,2,3,4,5,6,7,8,9,10,11,12
726
17
N

LEA name:
City, State:
NCES number:
Grades offered:
Student enrollment:
Indian student count:
Increase of 10% or more:

YUBA CITY UNIFIED SCHOOL DISTRICT
YUBA CITY, CA
0643470
PK,K,1,2,3,4,5,6,7,8,9,10,11,12
13,363
150
N

61

Application Timeframe:
Current Application Cycle:

Multi-Year
Year 3 Of 4

2.2 Coordination of Service

2.2.1 Coordination of Services with Formula Grant Programs

Programs	(a) Is this Program Available?	(b) Is this Program coordinated with Title VII Services?	Program Type
Title I	Yes	No	Federal
Homeless Child and Youth	Yes	No	Federal
Title III: English Language Acquisition	Yes	No	Federal
School Improvement Grants	Yes	No	Federal
Rural and Low-Income School Program	No	No	Federal
Impact Aid	Yes	No	Federal
Migrant Education	No	No	Federal
Johnson OMALLEY	Yes	Yes	Federal
AIECE	Yes	Yes	State

2.2.2.1 Description of Coordination of Services for American Indian/Alaska Native Students

The American Indian Education Program of Marysville, with Marysville Joint Unified School District as the LEA, receives funds from Title VII, Johnson O'Malley, and, if granted, American Indian Early Childhood Education Program (funded by California Department of Education). The State-funded AIECE is a competitive grant that we have been awarded during the 2013-14 school year. Funding is specifically for American Indian students at two rural schools. The AIECE program funds are separate from the services offered by the federally-funded programs (Title VII and JOM). We will be applying for the AIECE for 2014-15 school year but may not be awarded. Less than 20 LEA's are awarded state funding. Johnson O'Malley funds are specifically for identified American Indian students eligible to receive JOM services at all schools in the consortium. The services offered by Title VII are for all identified American Indian students at all schools in the consortium.

2.2.3 Coordination of Services Professional Development

Staff	Professional Development Opportunity	Content
All teachers and other school professionals	School-based coaching or mentoring	Cultural Awareness Education and Sensitivity
All teachers and other school professionals	Workshops/Sessions	Cultural Awareness Education and Sensitivity
All teachers and other school professionals	School-based coaching or mentoring	Integrating Indian- specific content into the general curriculum
All teachers and other school professionals	Workshops/Sessions	Integrating Indian- specific content into the general curriculum
Teachers and other school professionals new to the Indian community	School-based coaching or mentoring	Cultural Awareness Education and Sensitivity
Teachers and other school professionals new to the Indian community	Workshops/Sessions	Cultural Awareness Education and Sensitivity
Teachers and other school professionals new to the Indian community	School-based coaching or mentoring	Integrating Indian- specific content into the general curriculum
Teachers and other school professionals new to the Indian community	Workshops/Sessions	Integrating Indian- specific content into the general curriculum
All teachers and other school professionals	Conferences, including national, regional, state, or LEA-sponsored	Indian Education-specific

2.2.4.1 - 2.2.4.3 Dissemination and Use of Assessment Data

Timeframe of Last Assessment(s) Conducted:	School Year: 2016-17
Method of Dissemination to Indian Community and Parent Committee	<input checked="" type="checkbox"/> Public hearing for application <input checked="" type="checkbox"/> Parent Committee meeting <input checked="" type="checkbox"/> Within a written report <input checked="" type="checkbox"/> Posted on website <input type="checkbox"/> Other open meeting <input type="checkbox"/> Sent home with student <input type="checkbox"/> Radio Broadcast <input checked="" type="checkbox"/> Newsletter
How is LEA responding to findings of previous assessment(s)?	<input checked="" type="checkbox"/> No changes in services/programs <input type="checkbox"/> Modifications to services/programs at LEA level Please describe : <input type="checkbox"/> Modification to services/programs within project Please describe :
Public Hearing Date : 4/12/2016	

62

2.3 Indian Education Project Description

2.3.1.1 Indian Education Formula Grant Objectives and Data Sources

Objective: Increase school readiness

Objective Target Grade Levels: Pre-K, Elementary school grades, Middle school grades, High school grades

Services Provided

Service	DataSource
Culturally-responsive early childhood programs and activities	Documents
Culturally-responsive early childhood programs and activities	Parent surveys, interviews, or focus groups
Culturally-responsive early childhood programs and activities	Documents
Culturally-responsive early childhood programs and activities	Student portfolios
Culturally-responsive early childhood programs and activities	Teacher surveys, interviews, or focus groups
Curriculum development integrating local knowledge, language and culture	Parent surveys, interviews, or focus groups
Curriculum development integrating local knowledge, language and culture	Student surveys, interviews, or focus groups
Curriculum development integrating local knowledge, language and culture	Documents
Curriculum development integrating local knowledge, language and culture	Administrator surveys, interviews, or focus groups
Curriculum development integrating local knowledge, language and culture	Teacher surveys, interviews, or focus groups
Cultural enrichment	Parent surveys, interviews, or focus groups
Cultural enrichment	Student surveys, interviews, or focus groups
Cultural enrichment	Documents
Cultural enrichment	Student portfolios
Cultural enrichment	Teacher surveys, interviews, or focus groups
Cultural enrichment	Parent surveys, interviews, or focus groups
Culturally-responsive academic support	Student surveys, interviews, or focus groups
Culturally-responsive academic support	Documents
Culturally-responsive academic support	Student portfolios
Culturally-responsive academic support	Teacher surveys, interviews, or focus groups
Culturally-responsive academic support	Parent surveys, interviews, or focus groups
Culturally-responsive academic enrichment	Student surveys, interviews, or focus groups
Culturally-responsive academic enrichment	Documents
Culturally-responsive academic enrichment	Non-standardized achievement test
Culturally-responsive academic enrichment	Student portfolios
Culturally-responsive academic enrichment	Teacher surveys, interviews, or focus groups
Student advocacy or leadership	Parent surveys, interviews, or focus groups
Student advocacy or leadership	Student surveys, interviews, or focus groups
Student advocacy or leadership	Documents
Student advocacy or leadership	Student portfolios
Student advocacy or leadership	Administrator surveys, interviews, or focus groups
Student advocacy or leadership	Teacher surveys, interviews, or focus groups
Student advocacy or leadership	Teacher surveys, interviews, or focus groups
Culturally-responsive mentoring	Parent surveys, interviews, or focus groups
Culturally-responsive mentoring	Student surveys, interviews, or focus groups
Culturally-responsive mentoring	Documents
Culturally-responsive mentoring	Student portfolios
Culturally-responsive mentoring	Administrator surveys, interviews, or focus groups
Culturally-responsive mentoring	Teacher surveys, interviews, or focus groups
Parent involvement	Parent surveys, interviews, or focus groups
Parent involvement	Student surveys, interviews, or focus groups

Objective: Increase integration of Indian specific content into curriculum

Objective Target Grade Levels: Pre-K, Elementary school grades, High school grades

Services Provided

Service	DataSource
Curriculum development integrating local knowledge, language and culture	Documents
Curriculum development integrating local knowledge, language and culture	Administrator surveys, interviews, or focus groups
Curriculum development integrating local knowledge, language and culture	Teacher surveys, interviews, or focus groups
Curriculum development integrating local knowledge, language and culture	Parent surveys, interviews, or focus groups
Curriculum development integrating local knowledge, language and culture	Student surveys, interviews, or focus groups

Objective: Increase knowledge of cultural identity and awareness

Objective Target Grade Levels: Pre-K, Elementary school grades, Middle school grades, High school grades

Services Provided

Service	DataSource
Culturally-responsive early childhood programs and activities	Documents
Culturally-responsive early childhood programs and activities	Non-standardized achievement test
Culturally-responsive early childhood programs and activities	Teacher surveys, interviews, or focus groups
Culturally-responsive early childhood programs and activities	Parent surveys, interviews, or focus groups
Culturally-responsive early childhood programs and activities	Student surveys, interviews, or focus groups
Curriculum development integrating local knowledge, language and culture	Documents

63

Curriculum development integrating local knowledge, language and culture	Non-standardized achievement test
Curriculum development integrating local knowledge, language and culture	Student portfolios
Curriculum development integrating local knowledge, language and culture	Teacher surveys, interviews, or focus groups
Curriculum development integrating local knowledge, language and culture	Parent surveys, interviews, or focus groups
Cultural enrichment	Student surveys, interviews, or focus groups
Cultural enrichment	Documents
Cultural enrichment	Non-standardized achievement test
Cultural enrichment	Student portfolios
Cultural enrichment	Teacher surveys, interviews, or focus groups
Cultural enrichment	Parent surveys, interviews, or focus groups
Culturally-responsive academic support	Documents
Culturally-responsive academic support	Non-standardized achievement test
Culturally-responsive academic support	Student portfolios
Culturally-responsive academic support	Teacher surveys, interviews, or focus groups
Culturally-responsive academic support	Parent surveys, interviews, or focus groups
Culturally-responsive academic enrichment	Student surveys, interviews, or focus groups
Culturally-responsive academic enrichment	Documents
Culturally-responsive academic enrichment	Administrator surveys, interviews, or focus groups
Culturally-responsive academic enrichment	Teacher surveys, interviews, or focus groups
Culturally-responsive academic enrichment	Parent surveys, interviews, or focus groups
College preparation	Student surveys, interviews, or focus groups
College preparation	Documents
College preparation	Student portfolios
College preparation	Teacher surveys, interviews, or focus groups
Career preparation	Parent surveys, interviews, or focus groups
Career preparation	Student surveys, interviews, or focus groups
Career preparation	Documents
Career preparation	Student portfolios
Student advocacy or leadership	Teacher surveys, interviews, or focus groups
Student advocacy or leadership	Parent surveys, interviews, or focus groups
Student advocacy or leadership	Student surveys, interviews, or focus groups
Student advocacy or leadership	Documents
Student advocacy or leadership	Student portfolios
Student advocacy or leadership	Parent surveys, interviews, or focus groups
Culturally-responsive mentoring	Student surveys, interviews, or focus groups
Culturally-responsive mentoring	Documents
Culturally-responsive mentoring	Student portfolios
Culturally-responsive mentoring	Parent surveys, interviews, or focus groups
Culturally-responsive mentoring	Student surveys, interviews, or focus groups
Substance abuse prevention	Documents
Family literacy with culturally-based materials	Student portfolios
Family literacy with culturally-based materials	Teacher surveys, interviews, or focus groups
Family literacy with culturally-based materials	Parent surveys, interviews, or focus groups
Family literacy with culturally-based materials	Student surveys, interviews, or focus groups
Family literacy with culturally-based materials	Student surveys, interviews, or focus groups
Family literacy with culturally-based materials	Documents
Parent involvement	Student portfolios
Parent involvement	Teacher surveys, interviews, or focus groups
Parent involvement	Parent surveys, interviews, or focus groups
Parent involvement	Student surveys, interviews, or focus groups
Parent involvement	Student surveys, interviews, or focus groups

Objective: Enhance problem solving and cognitive skills development

Objective Target Grade Levels: Pre-K, Elementary school grades, Middle school grades, High school grades

Services Provided

Service	DataSource
Culturally-responsive early childhood programs and activities	Documents
Culturally-responsive early childhood programs and activities	State standardized test
Culturally-responsive early childhood programs and activities	District benchmark assessment
Culturally-responsive early childhood programs and activities	Other standardized achievement test
Culturally-responsive early childhood programs and activities	School readiness screening
Culturally-responsive early childhood programs and activities	Non-standardized achievement test
Culturally-responsive early childhood programs and activities	Student portfolios
Culturally-responsive early childhood programs and activities	Parent surveys, interviews, or focus groups
Culturally-responsive professional development	Documents
Culturally-responsive professional development	Administrator surveys, interviews, or focus groups
Culturally-responsive professional development	Teacher surveys, interviews, or focus groups
Curriculum development integrating local knowledge, language and culture	Documents
Curriculum development integrating local knowledge, language and culture	Administrator surveys, interviews, or focus groups
Curriculum development integrating local knowledge, language and culture	Teacher surveys, interviews, or focus groups
Curriculum development integrating local knowledge, language and culture	Parent surveys, interviews, or focus groups
Curriculum development integrating local knowledge, language and culture	Student surveys, interviews, or focus groups
Cultural enrichment	State standardized test
Cultural enrichment	District benchmark assessment
Cultural enrichment	Other standardized achievement test

64

Cultural enrichment	Non-standardized achievement test
Cultural enrichment	Student portfolios
Culturally-responsive academic support	Teacher surveys, interviews, or focus groups
Culturally-responsive academic support	Parent surveys, interviews, or focus groups
Culturally-responsive academic support	Student surveys, interviews, or focus groups
Culturally-responsive academic support	Documents
Culturally-responsive academic support	State standardized test
Culturally-responsive academic support	District benchmark assessment
Culturally-responsive academic support	Other standardized achievement test
Culturally-responsive academic support	Non-standardized achievement test
Culturally-responsive academic enrichment	Student portfolios
Culturally-responsive academic enrichment	Teacher surveys, interviews, or focus groups
Culturally-responsive academic enrichment	Parent surveys, interviews, or focus groups
Culturally-responsive academic enrichment	Student surveys, interviews, or focus groups
Culturally-responsive academic enrichment	Documents
Culturally-responsive academic enrichment	Non-standardized achievement test
Culturally-responsive academic enrichment	Student portfolios
Culturally-responsive academic enrichment	Parent surveys, interviews, or focus groups
Culturally-responsive academic enrichment	Student surveys, interviews, or focus groups
Student advocacy or leadership	Documents
Student advocacy or leadership	District benchmark assessment
Student advocacy or leadership	Non-standardized achievement test
Student advocacy or leadership	Administrator surveys, interviews, or focus groups
Student advocacy or leadership	Teacher surveys, interviews, or focus groups
Student advocacy or leadership	Parent surveys, interviews, or focus groups
Student advocacy or leadership	Student surveys, interviews, or focus groups
Culturally-responsive mentoring	Documents
Culturally-responsive mentoring	Parent surveys, interviews, or focus groups
Culturally-responsive mentoring	Student surveys, interviews, or focus groups
Family literacy with culturally-based materials	Documents
Family literacy with culturally-based materials	Non-standardized achievement test
Family literacy with culturally-based materials	Teacher surveys, interviews, or focus groups
Family literacy with culturally-based materials	Parent surveys, interviews, or focus groups
Family literacy with culturally-based materials	Student surveys, interviews, or focus groups
Parent involvement	Parent surveys, interviews, or focus groups

Objective: Increase academic achievement

Objective Target Grade Levels: Elementary school grades, Middle school grades, High school grades

Services Provided

Service	DataSource
Culturally-responsive early childhood programs and activities	Documents
Culturally-responsive early childhood programs and activities	State standardized test
Culturally-responsive early childhood programs and activities	District benchmark assessment
Culturally-responsive early childhood programs and activities	Documents
Culturally-responsive early childhood programs and activities	Student portfolios
Culturally-responsive early childhood programs and activities	Teacher surveys, interviews, or focus groups
Culturally-responsive early childhood programs and activities	Parent surveys, interviews, or focus groups
Culturally-responsive early childhood programs and activities	Other standardized achievement test
Culturally-responsive professional development	School readiness screening
Culturally-responsive professional development	Non-standardized achievement test
Culturally-responsive professional development	Student portfolios
Culturally-responsive professional development	Parent surveys, interviews, or focus groups
Curriculum development integrating local knowledge, language and culture	Documents
Curriculum development integrating local knowledge, language and culture	Administrator surveys, interviews, or focus groups
Curriculum development integrating local knowledge, language and culture	Teacher surveys, interviews, or focus groups
Curriculum development integrating local knowledge, language and culture	Parent surveys, interviews, or focus groups
Curriculum development integrating local knowledge, language and culture	Documents
Cultural enrichment	Administrator surveys, interviews, or focus groups
Cultural enrichment	Teacher surveys, interviews, or focus groups
Cultural enrichment	Parent surveys, interviews, or focus groups
Cultural enrichment	Student surveys, interviews, or focus groups
Cultural enrichment	State standardized test
Cultural enrichment	District benchmark assessment
Culturally-responsive academic support	Other standardized achievement test
Culturally-responsive academic support	Non-standardized achievement test
Culturally-responsive academic support	Student portfolios
Culturally-responsive academic support	Teacher surveys, interviews, or focus groups
Culturally-responsive academic support	Parent surveys, interviews, or focus groups
Culturally-responsive academic support	Student surveys, interviews, or focus groups
Culturally-responsive academic support	Documents
Culturally-responsive academic support	State standardized test
Culturally-responsive academic enrichment	District benchmark assessment
Culturally-responsive academic enrichment	Other standardized achievement test
Culturally-responsive academic enrichment	Non-standardized achievement test
Culturally-responsive academic enrichment	Student portfolios

Culturally-responsive academic enrichment	Teacher surveys, interviews, or focus groups
Culturally-responsive academic enrichment	Parent surveys, interviews, or focus groups
Culturally-responsive academic enrichment	Student surveys, interviews, or focus groups
Culturally-responsive academic enrichment	Documents
Culturally-responsive academic enrichment	Non-standardized achievement test
College preparation	Student portfolios
College preparation	Teacher surveys, interviews, or focus groups
College preparation	Parent surveys, interviews, or focus groups
College preparation	Student surveys, interviews, or focus groups
College preparation	Documents
Career preparation	State standardized test
Career preparation	Other standardized achievement test
Career preparation	Student portfolios
Career preparation	College application and acceptance data
Career preparation	Documents
Career preparation	State standardized test
Student advocacy or leadership	Other standardized achievement test
Student advocacy or leadership	Student portfolios
Student advocacy or leadership	Parent surveys, interviews, or focus groups
Student advocacy or leadership	Student surveys, interviews, or focus groups
Student advocacy or leadership	Documents
Student advocacy or leadership	District benchmark assessment
Student advocacy or leadership	Non-standardized achievement test
Student advocacy or leadership	Non-standardized achievement test
Student advocacy or leadership	Administrator surveys, interviews, or focus groups
Student advocacy or leadership	Student portfolios
Culturally-responsive mentoring	Teacher surveys, interviews, or focus groups
Culturally-responsive mentoring	Parent surveys, interviews, or focus groups
Culturally-responsive mentoring	Parent surveys, interviews, or focus groups
Culturally-responsive mentoring	Student surveys, interviews, or focus groups
Family literacy with culturally-based materials	Documents
Family literacy with culturally-based materials	Non-standardized achievement test
Family literacy with culturally-based materials	Teacher surveys, interviews, or focus groups
Family literacy with culturally-based materials	Parent surveys, interviews, or focus groups
Family literacy with culturally-based materials	Student surveys, interviews, or focus groups
Parent involvement	Parent surveys, interviews, or focus groups

Objective: Decrease school dropout rate

Objective Target Grade Levels: Pre-K, Elementary school grades, Middle school grades, High school grades

Services Provided

Service	DataSource
Culturally-responsive academic support	Documents
Culturally-responsive academic support	Parent surveys, interviews, or focus groups
Culturally-responsive academic support	Documents
Culturally-responsive academic support	Non-standardized achievement test
Culturally-responsive academic support	Student portfolios
Culturally-responsive academic support	Parent surveys, interviews, or focus groups
Culturally-responsive academic support	Student surveys, interviews, or focus groups
Culturally-responsive academic enrichment	Documents
Culturally-responsive academic enrichment	State standardized test
Culturally-responsive academic enrichment	District benchmark assessment
Culturally-responsive academic enrichment	Administrator surveys, interviews, or focus groups
Culturally-responsive academic enrichment	Teacher surveys, interviews, or focus groups
Culturally-responsive academic enrichment	Parent surveys, interviews, or focus groups
College preparation	Student surveys, interviews, or focus groups
College preparation	Documents
College preparation	Student portfolios
College preparation	Administrator surveys, interviews, or focus groups
College preparation	Teacher surveys, interviews, or focus groups
College preparation	Parent surveys, interviews, or focus groups
College preparation	Student surveys, interviews, or focus groups
Career preparation	Documents
Career preparation	Student portfolios
Career preparation	Administrator surveys, interviews, or focus groups
Career preparation	Teacher surveys, interviews, or focus groups
Career preparation	Parent surveys, interviews, or focus groups
Career preparation	Student surveys, interviews, or focus groups
Student advocacy or leadership	Documents
Student advocacy or leadership	Student portfolios
Student advocacy or leadership	Administrator surveys, interviews, or focus groups
Student advocacy or leadership	Teacher surveys, interviews, or focus groups
Student advocacy or leadership	Parent surveys, interviews, or focus groups
Student advocacy or leadership	Student surveys, interviews, or focus groups
Culturally-responsive mentoring	Documents
Culturally-responsive mentoring	State standardized test

66

Culturally-responsive mentoring	Student portfolios
Culturally-responsive mentoring	Administrator surveys, interviews, or focus groups
Culturally-responsive mentoring	Teacher surveys, interviews, or focus groups
Culturally-responsive mentoring	Parent surveys, interviews, or focus groups
Substance abuse prevention	Student surveys, interviews, or focus groups
Substance abuse prevention	Documents
Substance abuse prevention	Student portfolios
Substance abuse prevention	Administrator surveys, interviews, or focus groups
Family literacy with culturally-based materials	Teacher surveys, interviews, or focus groups
Family literacy with culturally-based materials	Parent surveys, interviews, or focus groups
Family literacy with culturally-based materials	Student surveys, interviews, or focus groups
Family literacy with culturally-based materials	Documents
Family literacy with culturally-based materials	Student portfolios
Parent involvement	Parent surveys, interviews, or focus groups
Parent involvement	Student surveys, interviews, or focus groups

Applicant name: Marysville Joint Unified School District

PR #: S060A150995

Page 6 of 9

Objective: Increase substance abuse prevention

Objective Target Grade Levels: Pre-K, Elementary school grades, Middle school grades, High school grades

Services Provided

Service	DataSource
Culturally-responsive early childhood programs and activities	Documents
Culturally-responsive early childhood programs and activities	Student portfolios
Culturally-responsive early childhood programs and activities	Parent surveys, interviews, or focus groups
Culturally-responsive early childhood programs and activities	Student surveys, interviews, or focus groups
Cultural enrichment	Documents
Cultural enrichment	Student portfolios
Cultural enrichment	Parent surveys, interviews, or focus groups
Cultural enrichment	Student surveys, interviews, or focus groups
Substance abuse prevention	Documents
Substance abuse prevention	Student portfolios
Substance abuse prevention	Parent surveys, interviews, or focus groups
Substance abuse prevention	Student surveys, interviews, or focus groups
Substance abuse prevention	Documents
Substance abuse prevention	Student portfolios
Family literacy with culturally-based materials	Parent surveys, interviews, or focus groups
Family literacy with culturally-based materials	Student surveys, interviews, or focus groups
Family literacy with culturally-based materials	Documents
Family literacy with culturally-based materials	Student portfolios
Parent involvement	Teacher surveys, interviews, or focus groups
Parent involvement	Parent surveys, interviews, or focus groups
Parent involvement	Student surveys, interviews, or focus groups
Parent involvement	Administrator surveys, interviews, or focus groups

Objective: Increase parent participation

Objective Target Grade Levels: Pre-K, Elementary school grades, Middle school grades, High school grades

Services Provided

Service	DataSource
Culturally-responsive professional development	Documents
Culturally-responsive professional development	Parent surveys, interviews, or focus groups
Curriculum development integrating local knowledge, language and culture	Documents
Curriculum development integrating local knowledge, language and culture	Parent surveys, interviews, or focus groups
Cultural enrichment	Documents
Cultural enrichment	Parent surveys, interviews, or focus groups
College preparation	Documents
College preparation	Parent surveys, interviews, or focus groups
Career preparation	Documents
Career preparation	Parent surveys, interviews, or focus groups
Student advocacy or leadership	Documents
Student advocacy or leadership	Parent surveys, interviews, or focus groups
Culturally-responsive mentoring	Documents
Culturally-responsive mentoring	Parent surveys, interviews, or focus groups
Culturally-responsive mentoring	Documents
Substance abuse prevention	Parent surveys, interviews, or focus groups
Substance abuse prevention	Student surveys, interviews, or focus groups
Family literacy with culturally-based materials	Documents
Family literacy with culturally-based materials	Teacher surveys, interviews, or focus groups
Family literacy with culturally-based materials	Parent surveys, interviews, or focus groups
Family literacy with culturally-based materials	Student surveys, interviews, or focus groups
Family literacy with culturally-based materials	Student portfolios
Parent involvement	Documents
Parent involvement	Non-standardized achievement test

67

Parent involvement	Teacher surveys, interviews, or focus groups
Parent involvement	Parent surveys, interviews, or focus groups
Parent involvement	Student surveys, interviews, or focus groups

Applicant name: Marysville Joint Unified School District

PR #: S060A150995

Page 7 of 9

2.4 Budget

2.4.1.0.1 Supplemental Information

✓ By Checking this box, I will ensure that the Indian Education formula grant funds will supplement and not supplant other funding for the education of Indian children, with the goal of providing culturally-responsive education to meet the academic needs of American Indian/Alaska Native students and to assist those students in meeting State achievement standards. See FAQs for guidance and examples.

2.4.9 Budget Summary

Allocated Funds: \$296,848	Total Admin %: 4.9% Total Admin Funds: \$14,500 Waiver Applied For: <input type="checkbox"/>	Budgeted Funds: \$296,848	Unbudgeted Funds: \$0
Budget Category	Status	Category Subtotal	% of Overall Allocation
Supplemental Information	Finished	\$0	0.0%
Personnel	Finished	\$239,847	80.8%
Travel	Finished	\$1,000	0.3%
Equipment	Finished	\$0	0.0%
Supplies	Finished	\$5,392	1.8%
Contractual	Finished	\$9,000	3%
Other	Finished	\$23,309	7.9%
Indirect Costs	Finished	\$18,300	6.16%
Budget Total		\$296,848	100%

2.4.1.1 Budget-Personnel

Type of Personnel	#	% of Time	Admin Cost	Prog. Cost	Fringe Cost	Total
Project Director	1	60%	\$4,000	\$45,558	\$14,371	\$63,929
Project Coordinator						\$0
Other:						\$0
Liaisons: Home/School or Community	12	25%		\$31,264	\$3,820	\$35,084
Instructional Assistants	1	60%		\$28,671	\$14,337	\$43,008
Reading/Math Coaches or Specialists	15	10%		\$20,000	\$2,440	\$22,440
Support: Clerical or Secretarial	1	100%	\$10,500	\$36,000	\$21,879	\$68,379
Cultural Resource Specialists	2	1%		\$5,891	\$1,116	\$7,007
Category Totals	32		\$14,500	\$167,384	\$57,963	\$239,847

2.4.2.1 Budget-Travel

Type of Travel	Admin Cost	Program Cost	Totals
In-District		\$1,000	\$1,000
Out of District			\$0
Professional Development			\$0
Category Subtotals	\$0	\$1,000	\$1,000

2.4.3.1 Budget-Equipment

Item	Admin Cost	Program Cost	Totals
			\$0
Category Subtotals	\$0	\$0	\$0

Applicant name: Marysville Joint Unified School District

PR #: S060A150995

Page 8 of 9

2.4.4.1 Budget-Supplies

Item	Admin Cost	Program Cost	Totals
Direct Instructional Delivery		\$2,000	\$2,000
Student Consumables		\$3,392	\$3,392
Program Management			\$0
Category Subtotals	\$0	\$5,392	\$5,392

2.4.5.1 Budget-Contractual

Purpose	Admin Cost	Program Cost	Totals
Direct Instructional Delivery		\$9,000	\$9,000
Student Evaluations			\$0
Category Subtotals	\$0	\$9,000	\$9,000

2.4.6.1 Budget-Other

68

Purpose	Admin Cost	Program Cost	Totals
Direct Instructional Delivery		\$8,692	\$8,692
Student Activities Related to Services		\$12,617	\$12,617
Professional Development		\$2,000	\$2,000
Category Subtotals	\$0	\$23,309	\$23,309

2.4.7.1 Budget-Indirect Costs

Rate %	Total
6.57%	\$18,300

2.6 Comment

Applicant name: Marysville Joint Unified School District
PR #: S060A150995
Page 9 of 9

☒ I, the legal authorized representative, have read both program assurance forms, Standard Form 424B Assurances – Non-Construction Programs and Additional Program Assurances for 84.060–Indian Education Formula Grants, and agree to their provisions. NOTE: You do not need to sign and mail–in program assurances to the program office. Checking the checkbox is equivalent to a signature. You should keep a signed copy on file for your project records.

☒ All of the required student forms (ED 506 Forms) are on file with the LEA and will be provided to the Office of Indian Education upon request.

☒ I certify that I am an employee authorized to legally bind this entity, and that by accepting the award for the Indian Education Formula Grant Program, this grantee will comply with all program assurances, agrees to carry out the program and meet all applicable requirements described herein. I certify that, to the best of my knowledge, the information in this application is true, reliable, and valid and I understand that any false statement provided herein that I have made is subject to penalties under The False Claims Act, 18 U.S.C. 1001.

Applicant Contact Name: Patricia Bennett
Applicant Contact E-mail: pbennett@mjud.k12.ca.us
Applicant Contact Title: Secretary
Applicant Contact Telephone: (530) 749-6196

User 1: Jolie Carreon
E-mail: jcarreon@mjud.com
Title: Business Manager

User 2: Patricia Bennett
E-mail: pbennett@mjud.k12.ca.us
Title: Secretary

User 3: James Carpenter
E-mail: jcarpenter@mjud.net
Title: Project Coordinator

If you have any questions regarding your SY 2016-17 EASIE Formula Grant application or need to report changes of EASIE system users for your LEA prior to the close of the application submission, review, and approval period (approximately July 1, 2016), please contact the Partner Support Center. PSC is available between 8:00 a.m. and 6:00 p.m., Eastern Time. PSC is closed on federal holidays.

EDFacts Partner Support Center (PSC)
Voice: 877-457-3336 (877-HLP-EDEN)
Fax: 888-329-3336 (888-FAX-EDEN)
E-mail: eden_OIE@ed.gov

Hearing impaired persons may contact the Partner Support Center at TTY/TDD: 888-403-3336 (888-403-EDEN).

If you have questions or need to make changes to SY 2015-16 or prior grants or need information after July 1, 2016, please contact the Office of Indian Education.

Office of Indian Education
Telephone: 202-260-1454
E-mail: Indian.education@ed.gov

69

TITLE VII FORMULA GRANT PROGRAM INDIAN PARENT COMMITTEE APPROVAL FORM

LEA Name: MARYSVILLE JOINT UNIFIED SCHOOL DISTRICTPR Award: S060A150995Address: 1919 B STREETCity/State: MARYSVILLE, CA Zip 95901

This certifies that the Parent Committee for the above LEA has participated in the development of the application herein submitted and approves the proposed project.

Directions: The written approval of the parent committee must be obtained before EASIE Part II closes and must be uploaded within the EASIE system. **Reminder:** The Parent Committee Approval Forms must be signed by a majority of whose members are parents of Indian children. (For more information about Indian Parent Committees, see the See Part I FAQs.

Note: Only Indian parent committee members' signatures, titles and date are required and signatures of any others in attendance at the open meeting should not sign this form. Suggested Parent Committee titles could be parent, grandparent, teacher (not paid by Title VII), high school student or elected Parent Committee Officers.

Melissa Rose Bennett
Name, Co-Chairperson /MJUSD

4-27-16
Date

Cindy Hill
Name, Co-Chairperson/YCUSD Date

4-27-16

Wynne L. Quinn
Name, Co-Chairperson/C.O.R.E.

4-27-16
Date

Dana Quinn
Name, MJUSD, Title Date

4/27/16

Bernice L. Stuck - Parent
Name, YCOE, Title Date

4-27-16

Corrie Segoviano Parent
Name, SCOE, Title Date

4/27/16

Wynne L. Quinn
Name, Camptonville, Title

4-27-16
Date

Jenny Beaver
Name, Wheatland Elem, Title Date

4/27/16

Jenny Beaver Parent
Name, Wheatland High, Title Date

4/27/16

[Signature]
Name, Live Oak, Title Date

4/27/16

[Signature]
Name, Sutter High, Title Date

4/27/16

[Signature]
Name, Brittan, Title Date

4/27/16

Alaina Maltz Parent
Name, Plumas Lake, Title Date

4/27/16

Bud Wah parent
Name, Marcum-Illinois, Title Date

4/27/16

Elbert J. Cull
Name, Yuba City Unified, Title Date

4/27/16

Kari Cant
Name, Franklin, Title Date

4/27/16

[Signature]
Name, Teacher Date

04/27/16

Elias Avelar
Name, Student Representative Date

4-27-16

Check the type of application submitted. Check only one box:

☒ **Regular formula grant project:** The application submitted is for a regular formula grant project.

☐ **Title I school-wide program:** The application submitted will include project funds in a Title I school-wide program. The Parent Committee also certifies it had an opportunity to review the program in a timely fashion and determines that the school wide program is consistent with the purpose of the formula grant program for American Indian and Alaskan Native students. The Parent Committee determined that including project funds within a Title I school-wide program will not diminish the availability of culturally related activities for American Indian and Alaska Native students.

☐ **Integration of Services under Section 7116:** The application submitted will consolidate Federal programs funded for the purpose of providing education and related services to Indian students. The Federal funds identified within the budget to be consolidated are those that are allocated under a statutory or administrative formula for the purposes of providing education and related services that would be used to Indian students.

**Formula Grant EASIE
U.S.Department of Education
Office of Indian Education**

**American Indian Education Program
Marysville Joint Unified School District**

Consortium Agreement

For the purpose of applying for an Indian Education Formula Grant as consortium members, we, the undersigned local educational agencies (LEAs) agree to adhere to the requirements under 34 CFR 75.127-129 (attached). Each LEA also certifies that it is not submitting a separate application as an individual LEA for this same grant. In addition,

1. General Agreement:

It is agreed that the lead consortium member LEA will be Marysville Joint Unified School District, which is designated to act on behalf of all consortium member LEAs. As a consortium member we understand that this agreement binds each member of the group to every statement and assurance made by the applicant in the application. It is also understood that any false statement provided in the application is subject to penalties under The False Claims Act, 18 U.S.C. 1001.

The applicant for the group is the grantee and is legally responsible for--

- (A) The use of all grant funds;
- (B) Ensuring that the project is carried out by the group in accordance with Federal requirements; and
- (C) Ensuring that indirect cost funds are determined as required under 34 CFR §75.564(e).

2. Legal Responsibility

We also understand that, as an LEA member of the consortium, we are each legally and individually responsible to—

- (A). Carry out the activities we agree to perform; and
- (B). Use the funds that we receive under the agreement in accordance with Federal requirements that apply to the grant, including the parent consultation and committee requirements below.

3. Parent Consultation and Committee requirements:

- A. The local program for which we seek funding ("Indian Education Program") was developed in open consultation with parents of Indian children and teachers (and Indian students from secondary schools). We held public hearings to provide individuals in each member LEA a full opportunity to understand the program and to offer recommendations regarding the program.
- B. The Parent Committee has set forth such policies and procedures, including policies and procedures relating to the hiring of personnel, as will ensure that the Indian Education program will be operated and evaluated in consultation with, and with the involvement of, parents of the children in each LEA, and representatives of the area, to be served.
- C. The Indian Education Program was developed with the participation and written approval of a Parent Committee, in accordance with section ESEA section 7114(c)(4) (20USC 7424(c)(4)).

- ☒ 1. A single parent committee, whose members are representative of all LEAs in the consortium, either through equal or through proportionate representation. The consortium should submit one Parent Committee Approval Form.

OR

- ☐ 2. Multiple parent committees, one from each LEA in the consortium. Each LEA in the consortium must have its Parent Committee sign a Parent Committee Approval Form. The consortium should submit multiple Parent Committee Approval forms, one from each LEA in the consortium.

4. Comprehensive Program

These grant funds will be used to carry out, in each member LEA, a comprehensive program for meeting the needs of Indian children, including their language and cultural needs, consistent with federal requirements (ESEA section 7115, 20 USC 7425). The particular activities for this grant will be:

1. Academic Tutoring in Math and English Language Arts --either individually or in small groups as determined by the education program the student is enrolled in and ensuring the best interests of the student.
2. American Indian cultural activities as determined by AI Parent Committee
3. Classroom presentations
4. Field trips
5. Quarterly newsletter announcing program activities
6. Cultural special events and other Cultural workshops
7. Help in choosing a college or other continuing education program
8. Help in finding financial aid for college
9. Referral service for other Indian agencies, activities and events
10. Help with researching Tribal Ancestry

Marysville Joint Unified School District	<u>Gay Todd</u> Dr. Gay Todd, Superintendent	<u>2-19-16</u> Date
Britton Elementary School District	<u>Staci Kaelin</u> Staci Kaelin, Superintendent	<u>2-22-16</u> Date
Camptonville Unified School District	<u>Sandra Ross</u> Sandra Ross, Superintendent	<u>2-23-16</u> Date
Franklin Elementary School District	<u>Lisa Shelton</u> Lisa Shelton, Superintendent	<u>2/19/16</u> Date
Live Oak Unified School District	<u>Mathew Gulbrandsen</u> Mathew Gulbrandsen, Superintendent	<u>2/22/16</u> Date
Marcum Illinois School District	<u>Sharon McIntosh</u> Sharon McIntosh, Superintendent	<u>2/22/16</u> Date
Nuestro Elementary School District	<u>Joe Hendrix</u> Joe Hendrix, Superintendent	<u>2-22-16</u> Date
Plumas Lake Elementary School District	<u>Jeff Roberts</u> Jeff Roberts, Superintendent	<u>2/22/16</u> Date
Sutter County Office of Education	<u>Bill Cornelius</u> Bill Cornelius, Superintendent	<u>2-19-16</u> Date
Wheatland Elementary School District	<u>Craig Guensler</u> Craig Guensler, Superintendent	<u>2/22/16</u> Date
Wheatland High School District	<u>Vic Ramps</u> Vic Ramps, Superintendent	<u>2/22/16</u> Date
Yuba City Unified School District	<u>Nancy Aaberg</u> Nancy Aaberg, Superintendent	<u>2-23-16</u> Date
Yuba County Office Of Education	<u>Josh W. Harris</u> Josh W. Harris, Superintendent	<u>02/20/16</u> Date
Sutter Union High District	<u>Ryan Robinson</u> Ryan Robinson, Superintendent	<u>2/22/16</u> Date

Education Department General Administrative Regulations

Group Applications: From Code of Federal Regulations (34 CFR Part 75)

□ 75.127 Eligible parties may apply as a group.

- (a) Eligible parties may apply as a group for a grant.
- (b) Depending on the program under which a group of eligible parties seeks assistance, the term used to refer to the group may vary. The list that follows contains some of the terms used to identify a group of eligible parties:
 - (1) Combination of institutions of higher education
 - (2) Consortium
 - (3) Joint applicants
 - (4) Cooperative arrangements

(Authority: 20 U.S.C. 1221e-3 and 3474)

□ 75.128 Who acts as applicant; the group agreement.

- (a) If a group of eligible parties applies for a grant, the members of the group shall either:
 - (1) Designate one member of the group to apply for the grant; or
 - (2) Establish a separate, eligible legal entity to apply for the grant.
- (b) The members of the group shall enter into an agreement that:
 - (1) Details the activities that each member of the group plans to perform; and
 - (2) Binds each member of the group to every statement and assurance made by the applicant in the application.
- (c) The applicant shall submit the agreement with its application.

(Authority: 20 U.S.C. 1221e-3 and 347)

□ 75.129 Legal responsibilities of each member of the group.

- (a) If the Secretary makes a grant to a group of eligible applicants, the applicant for the group is the grantee and is legally responsible for:
 - (1) The use of all grant funds;
 - (2) Ensuring that the project is carried out by the group in accordance with Federal requirements; and
 - (3) Ensuring that indirect cost funds are determined as required under 75.564(e).
- (b) Each member of the group is legally responsible to:
 - (1) Carry out the activities it agrees to perform; and
 - (2) Use the funds that it receives under the agreement in accordance with Federal requirements that apply to the grant.

(Authority: 20 U.S.C. 1221e-3 and 3474)

(45 FR 22497, April 3, 1980. Redesignated at 45 FR 77368, November 21, 1980, as amended at 59 FR 59581, November 17, 1994)

**Additional Program Assurances for 84.060 - Indian Education Formula Grants
Required for ALL Applications**

1. If the applicant is an LEA, it assures that funds received under this program will be used only to supplement the level of funds that, in the absence of the Federal funds made available under this program, the LEA would make available for the education of Indian children, and not to supplant such funds. (Section 7114(c)(1) of Part A, Title VII)
2. It assures that it will submit a performance report, or, for the last year of a project, a final report, that evaluates at least annually:
 - (a) the grantee's progress in achieving the objectives in its approved application;
 - (b) the effectiveness of the project in meeting the purposes of the program; and
 - (c) the effect of the project on participants being served by the project. (34 CFR 75.590)
3. It assures that it will cooperate in any evaluation of the program by the Secretary. (34 CFR 75.591)
4. It assures that the program for which funds are sought is based on a comprehensive local assessment and prioritization of the unique educational and culturally related academic needs of the American Indian and Alaska Native students for whom the LEA is providing an education. (Section 7114(c)(3) of Part A, Title VII)
5. It assures that it will use the best available talents and resources, including persons from the Indian community. (Section 7114(c)(3) of Part A, Title VII)
6. It assures that it has developed the project for which application is made (a) in open consultation with parents of Indian children and teachers and, if appropriate, Indian students from secondary schools, including through public hearings held to provide a full opportunity to understand the program and to offer recommendations regarding the program; and (b) with the participation of a parent committee selected in accordance with section 7114(c) of the statute; and (c) with the written approval of that parent committee. (Section 7114(c)(3)(4) of Part A, Title VII)
7. It assures, if it is a local educational agency, that the parent committee will adopt and abide by reasonable by-laws for the conduct of the activities of the committee. (Section 7114(c)(4) of Part A, Title VII)
8. It assures that the policies and procedures, and sets forth such policies and procedures, including policies and procedures relating to the hiring of personnel, will ensure that the program will be operated and evaluated in consultation with, and with the involvement of, parents of the children, and representatives of the area, to be served. (Section 7114(c)(4) of Part A, Title VII)
9. It assures that an application for inclusion of these program funds in a Title I school-wide project, has been approved, in writing, by the parent committee and that the parent committee was allowed to review the application in a timely fashion, has determined that the program will not diminish the availability of culturally related activities for American Indians and Alaska Native students, and has determined that the Title I schoolwide project meets the purpose of the Indian education formula grant program. (Sections 7114(c)(4)(D) and 7115(c) of Part A, Title VII)
10. It assures that it will directly administer or supervise the administration of the project. (34 CFR 75.701)
11. It assures that it will keep records related to grant funds, program compliance and program performance and will afford the Secretary access to these records as the Secretary may find necessary to assure the correctness and verification of reports made by the applicant. (34 CRR sections 75.730-.732)

12. It assures that it has fiscal control and fund accounting procedures that insure proper disbursement of and accounting for Federal funds. (34 CFR 75.702)
13. Pursuant to Section 9306(a) of the Elementary and Secondary Education Act, it assures that:
- The program will be administered in accordance with all applicable statutes, regulations, program plans and application;
 - The control of funds provided under the program and title to property acquired with program funds will be in a public agency or in a nonprofit private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities and who will administer these funds and property to the extent required by the authorizing statute;
 - The applicant will adopt and use proper methods of administering the program, including – the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out the program; and the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
 - The applicant will cooperate in carrying out any evaluation of the program conducted by or for the State education agency (SEA), the Secretary or other Federal officials;
 - The applicant will use fiscal control and funds accounting procedures that will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under this program;
 - The applicant will make reports, maintain records, provide information, and afford access to the State education agency and the Secretary as may be necessary to enable the SEA and the Secretary to carry out and perform their duties under this program; and
 - Before the application is submitted, the applicant affords a reasonable opportunity for public comment on the application and has considered those comments.

Includes Purchase Orders dated 04/01/2016 - 04/30/2016

Board Meeting Date May 10, 2016

PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
Location Abe Lincoln (50)				
P16-02996	SUTTER BUTTES COMMUNICATIONS	Speaker microphone for radio	01-4300-1100	157.60
Location Accounting/Payroll (103)				
P16-03050	U S Bank Supply	Deposit Bags	01-4300-0000	202.64
P16-03110	SUTTER COUNTY SCHOOLS	15-16 INTERPRETING SERVICES	01-5801-6500	14,000.00
		Total Location		14,202.64
Location After School Program (107)				
P16-03011	MIDDLE MOUNTAIN FOUNDATION	COV STARS	01-5890-9010	300.00
P16-03083	S & S WORLDWIDE	STARS Supplies	01-4300-6010	306.74
		Total Location		606.74
Location Arboga Elementary (01)				
P16-03045	Junior Achievement Sacramento	PRESTON	01-4300-9010	537.50
P16-03046	AMAZON.COM	Supplies/HILEMAN	01-4300-1100	7.51
P16-03047	AMAZON.COM	Supplies/HANSEN	01-4300-0003	93.99
P16-03078	AMAZON.COM	Supplies/PRESTON	01-4300-1100	47.28
P16-03260	AMAZON.COM	Supplies/PRESTON	01-4300-1100	19.82
P16-03289	NASCO	LEAP FROG LEARNING SYSTEM	01-4300-3010	1,664.19
P16-03346	CDW-G COMPUTER CENTER	Projector 585W	01-4410-3010	4,859.00
P16-03347	CDW-G COMPUTER CENTER	HP Chromebooks 11"	01-4300-3010	6,569.60
P16-03353	B STREET THEATRE	B StreetTheatre/PRESTON	01-5801-1100	800.00
		Total Location		14,598.89
Location Browns Valley Elementary (03)				
P16-02988	TROXELL COMMUNICATIONS INC	BVS Chromebook Cart	01-4410-0004	1,424.38
P16-03073	Two Chix Garden Supply	School Garden	01-4300-9010	867.13
P16-03168	SUTTER BUTTES COMMUNICATIONS	Replacement Battery	01-4300-6500	54.83
		Total Location		2,346.34
Location Business Services (106)				
P16-02990	MCGRAW HILL CONSTRUCTION ENR	Construction Resource Magazine	01-4300-0000	39.90
P16-03228	SUTTER COUNTY SCHOOLS	15-16 FACILITIES BILLING	01-7142-6500	2,135.00
		Total Location		2,174.90
Location Categorical (203)				

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

Includes Purchase Orders dated 04/01/2016 - 04/30/2016

Board Meeting Date May 10, 2016

PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
Location Categorical (203)				
P16-03012	VERIZON WIRELESS	iPhone 6s, Jami Larson, 530-218-1647	01-4410-0003	130.07
			01-4410-3010	158.97
P16-03308	AMAZON.COM	MATERIALS FOR PROGRAM	01-4300-0003	59.44
			01-4300-3010	59.43
Total Location				407.91
Location Cedar Lane Elementary (05)				
P16-03001	Rojelio Vivamontez	Office	01-5801-1100	2,000.00
P16-03009	NWN CORPORATION	CLE Ultra Short Throw Projectors	01-4410-0003	14,706.00
P16-03021	W.V. ALTON	Ice maker repair	01-5641-1100	212.50
P16-03187	SHADY CREEK OUTDOOR SCHOOL SUTTER COUNTY SCHOOLS	office	01-5890-1100	5,546.00
P16-03312	AMAZON.COM	iPad Air 2 Otterbox	01-4300-0003	2,683.62
P16-03380	APPLE COMPUTER INC	CLE iPads	01-4300-0003	16,006.58
P16-03387	SumBlox Group	SumBlox	01-4300-0003	4,256.74
Total Location				45,411.44
Location Charter Academy For Fine Arts (42)				
P16-03059	AMAZON.COM	Supplies - King	09-4300-0000	102.34
P16-03102	CDW-G COMPUTER CENTER	MCAA Admin Laptop	09-4410-0000	942.27
P16-03105	CDW-G COMPUTER CENTER	MCAA Student CPU	09-4410-1100	668.65
P16-03106	NWN CORPORATION	MCAA Color Printer	09-4300-1100	435.97
P16-03119	MYERS-STEVENSON & CO INC	Short Term Insurance	09-5890-0000	42.00
P16-03138	RESULTS RADIO KKYC COUNTRY/KMJE MAGIC 101.5	Radio Advertisement	09-5890-0000	250.00
P16-03191	MYERS-STEVENSON & CO INC	Short Term Insurance	09-5890-0000	322.00
P16-03218	BALFOUR	CJSF/CSF Supplies	09-4300-0000	937.94
P16-03333	GOLFAND / SUNSPLASH	Senior Day Trip	09-5890-9010	1,082.00
P16-03334	GEARY PACIFIC SUPPLY	AC Units for Portables	09-6229-6230	7,807.88
P16-03354	YUBA CITY RACQUET CLUB Atten- Dan Duran	8th Grade Day Trip	09-5890-9010	650.00
P16-03366	DALE R. FOX	Piano Repair	09-5641-0000	200.00
P16-03369	PRECISION 1 SCREENPRINTING AND EMBROIDERY	Production T-Shirts	09-4300-9010	235.16
P16-03436	MYERS-STEVENSON & CO INC	Short Term Insurance	09-5890-0000	36.75
P16-03437	LOGAN ENTERTAINMENT	Sound Services	09-5801-9010	1,933.15

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001 - Marysville Joint Unified School District

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Page 2 of 22

77

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Board Report with Fund-Object-Resource by

Location

Includes Purchase Orders dated 04/01/2016 - 04/30/2016

Board Meeting Date May 10, 2016

PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
Location Child Development (51)			Total Location	15,846.11
P16-03014	AMAZON.COM	Olivehurst Preschool Supplies Room B Kangbao Soung	12-4300-6105	58.29
P16-03015	KAPLAN SCHOOL SUPPLY	Olivehurst Pre Supplies Room B Kangbao Soung	12-4300-6105	890.23
			12-4410-6105	734.92
P16-03016	DISCOUNT SCHOOL SUPPLY	Olivehurst Preschool Rm B Maria Jacobo	12-4300-6105	268.74
P16-03017	LAKESHORE LEARNING MATERIALS ATTN: JON BELL	Cedar Lane Pre Supplies Dao Scott	12-4300-6105	1,159.87
P16-03018	HATCH COMPANY	Olivehurst Preschool Supplies Room B Maria Jacobo	12-4300-6105	493.68
P16-03019	KAPLAN SCHOOL SUPPLY	Olive Pre Supplies Room B maria Jacobo	12-4300-6105	1,476.16
			12-4410-6105	734.91
P16-03020	KAPLAN SCHOOL SUPPLY	Cedar Lane Pre Supplies Dao Scott	12-4300-6105	1,203.27
		Linda Pre Supplies Isabel Martinez	12-4410-6105	734.93
P16-03033	KAPLAN SCHOOL SUPPLY		12-4300-6105	783.88
P16-03034	LAKESHORE LEARNING MATERIALS ATTN: JON BELL	Ella Preschool Supplies Mary Cress	12-4300-6105	341.85
P16-03035	KAPLAN SCHOOL SUPPLY	Cedar Lane Pre Supplies Dao Scott	12-4300-6105	808.38
P16-03053	AMAZON.COM	Kathy Woods Preschool Supplies	12-4300-6105	202.59
P16-03074	LAKESHORE LEARNING MATERIALS ATTN: JON BELL	Olivehurst Preschool Supplies- Maria Jacobo Rm B	12-4300-6105	1,648.92
			12-4410-6105	536.40
P16-03075	LAKESHORE LEARNING MATERIALS ATTN: JON BELL	Olivehurst Preschool Supplies Kanf Rm A	12-4300-6105	2,369.01
		Preschool Supplies	12-4410-6105	1,244.84
P16-03085	INSECT LORE		12-4300-6105	32.10
P16-03143	AMAZON.COM	Kathy Woods Preschool Supplies	12-4300-6105	828.35
P16-03311	OFFICE DEPOT B S D	Ella Preschool Supplies- Mary Cress	12-4300-6105	131.62
P16-03318	LAKESHORE LEARNING MATERIALS ATTN: JON BELL	Dobbins Preschool Supplies- Patti	12-4300-6105	106.38
P16-03358	APPLE COMPUTER INC	iPad Pro 9.7"	12-4410-6105	15,733.50
P16-03386	AMAZON.COM	Dress Up Sets	12-4300-6105	101.56
		Total Location		32,624.38

Location Community Day School (54)

P16-02997	SUTTER BUTTES COMMUNICATIONS	CDS Radio Programming	01-5801-1100	60.00
P16-03192	Character Dev & Leadership	Character deve-supplemental materials - per Rogers	01-4300-0003	2,999.90
P16-03282	TROXELL COMMUNICATIONS INC	CDS Laptop Cart	01-4410-3010	1,542.63

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

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Page 3 of 22

8

Includes Purchase Orders dated 04/01/2016 - 04/30/2016

Board Meeting Date May 10, 2016

PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
Location Community Day School (54) (continued)				
P16-03283	NWN CORPORATION	Color Printer - Samsung	01-4300-0003	435.97
Total Location				5,038.50
Location Cordua Elementary (07)				
P16-03096	HALLWOOD IRRIGATION DISTRICT	Oper/Water/COR/15-16SY	01-5530-0000	75.00
P16-03193	LAKESHORE LEARNING MATERIALS ATTN: JON BELL	CORDUA	01-4300-0003	1,267.86
			01-4300-0004	696.00
			01-4300-9010	178.73
Total Location				2,217.59
Location Covillaud Elementary (09)				
P16-03177	NWN CORPORATION	COV TECH - Classrooms	01-4300-0004	379.91
P16-03235	TROXELL COMMUNICATIONS INC	COV TECH	01-4410-0004	1,424.38
P16-03250	AMAZON.COM	COV Tech	01-4300-0003	62.06
P16-03251	OFFICE DEPOT B S D	COV Admin supplies	01-4300-1100	57.53
P16-03254	OLIVER WORLDCLASS LABS	Smartboard	01-4410-0004	1,775.43
P16-03255	TROXELL COMMUNICATIONS INC	Elmos	01-4410-0004	1,208.30
P16-03274	CDW-G COMPUTER CENTER	Projectors and Monitors	01-4300-0004	340.82
			01-4410-0004	2,429.50
P16-03275	HP Inc. Attn: Public Sector Sales	Computer	01-4410-0004	1,962.00
			01-4410-1100	112.75
P16-03367	GOVCONNECTION, INC.	Replacement bulbs/COV	01-4300-0003	1,004.31
P16-03434	DEMCO	COV Library	01-4300-0003	178.72
Total Location				10,935.71
Location Custodial Supervisor (206)				
P16-03142	HILLYARD - SACRAMENTO	Custodial Supplies	01-4320-0000	452.78
P16-03145	HILLYARD - SACRAMENTO	CUSTODIAL/LHS	01-5641-0000	1,233.67
P16-03146	HILLYARD - SACRAMENTO	CUSTODIAL/YUBA GARDENS	01-5641-0000	956.56
P16-03268	HILLYARD - SACRAMENTO	Auto Floor Scrubber	01-4410-0000	4,461.21
Total Location				7,104.22
Location Dobbins Elementary (11)				
P16-03379	CDW-G COMPUTER CENTER	HP Chromebooks 11"	01-4300-3010	2,053.00

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001 - Marysville Joint Unified School District

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Page 4 of 22

79

Includes Purchase Orders dated 04/01/2016 - 04/30/2016

Board Meeting Date May 10, 2016

PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
Location Edgewater Elementary (12)				
P16-03196	Enchanted Learning	EDG	01-5801-0003	125.00
P16-03200	GOPHER SPORT	EDG	01-4300-0004	1,453.77
P16-03300	TROXELL COMMUNICATIONS INC	EDG Chromebook Cart	01-4410-1100	1,424.38
P16-03304	APPLE COMPUTER INC	EDG iPad Air	01-4300-0003	2,052.13
P16-03305	AMAZON.COM	EDG iPad Air Keyboard Case	01-4300-0003	198.50
P16-03306	CDW-G COMPUTER CENTER	EDG Computers	01-4410-3010	19,887.95
P16-03307	CDW-G COMPUTER CENTER	EDG Computers	01-4410-0003	4,011.90
P16-03310	REALLY GOOD STUFF	Second Grade	01-4300-0004	617.32
P16-03317	DISCOUNT SCHOOL SUPPLY	EDG SECOND GRADE	01-4300-0003	440.95
P16-03319	LAKESHORE LEARNING MATERIALS ATTN: JON BELL	EDG RSP	01-4300-0003	105.30
P16-03344	B & H PHOTO	EDG Chrombook Charging Cart	01-4300-0003	1,211.16
P16-03356	NWN CORPORATION	Printers - Samsung	01-4300-0003	1,195.78
P16-03357	NWN CORPORATION	Printers - Samsung	01-4300-1100	126.64
P16-03359	CDW-G COMPUTER CENTER	EDG 14" Chromebooks	01-4300-0003	8,900.25
P16-03362	Houghton Mifflin Harcourt	EDG DUENAS RSP	01-4200-0003	322.43
P16-03364	AMAZON.COM	EDG THIRD GRADE	01-4200-0003	907.00
P16-03388	Concepts Furnishings	EDG Kindergarten Table	01-4300-1100	213.31
P16-03391	NOVEL UNITS	EDG SECOND GRADE	01-4200-0003	44.07
P16-03416	PERMA BOUND	EDG Library	01-4200-0003	1,500.00
Total Location				44,737.84
Location Ella Elementary (13)				
P16-03108	WAL-MART COMMUNITY BRC	Parent Meeting Snacks	01-4300-1100	400.00
P16-03189	IO Education, LLC dba: PALS Marketplace	PALS Subscription	01-5801-1100	244.56
P16-03241	LAKESHORE LEARNING MATERIALS ATTN: JON BELL	supplies	01-4300-0003	163.37
P16-03252	SUTTER COUNTY SCHOOLS	Shady Creek	01-5890-9010	1,216.00
P16-03281	CDW-G COMPUTER CENTER	HP Chromebooks	01-4300-3010	41,534.50
P16-03288	ThinkWrite Technologies, LLC	Headphones	01-4300-3010	4,060.30
P16-03341	CDW-G COMPUTER CENTER	Laptops	01-4410-3010	3,769.08
P16-03343	APPLE COMPUTER INC	Ella iPad Pros for Admin	01-4410-1100	4,006.70

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Page 5 of 22

Includes Purchase Orders dated 04/01/2016 - 04/30/2016

Board Meeting Date May 10, 2016

PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
Location Ella Elementary (13) (continued)				
P16-03361	LAKESHORE LEARNING MATERIALS ATTN: JON BELL	supplies	01-4300-0003	132.12
P16-03401	CASH & CARRY	End of the Year BBQ	01-4300-1100	700.00
P16-03422	LAKESHORE LEARNING MATERIALS ATTN: JON BELL	supplies	01-4300-0003	93.48
Total Location				56,320.11
Location Facilities (66)				
P16-02993	HOME DEPOT	Facilities Supplies	01-4300-0000	456.33
P16-02994	UNION LUMBER COMPANY	Facilities PO- Supplies	01-4300-0000	25.22
P16-02998	SIGNATURE REPROGRAPHICS	LHS Shade Canopy 8173	01-5890-0010	1,000.00
P16-03023	DIVISION OF STATE ARCHITECT	Linda Legacy Project 9660	01-5890-0000	1,149.89
P16-03028	APPEAL DEMOCRAT	8129: Legal Notice	01-5890-0010	2,569.84
P16-03029	APPEAL DEMOCRAT	8075: Legal Notice	01-5890-0010	1,917.52
P16-03030	APPEAL DEMOCRAT	8173: Legal Notice	01-5890-0010	1,772.58
P16-03095	UNION LUMBER COMPANY	8151: LHS HVAC Increment 1	01-4300-0010	54.09
P16-03394	Mid Pacific Engineering, Inc.	8129- ARBOGA LEGACY	01-6230-0010	10,955.00
Total Location				19,900.47
Location Foothill Intermediate (35)				
P16-03071	AMAZON.COM	FHS	01-4300-0004	11.81
P16-03084	AMAZON.COM	fhs	01-4300-0003	285.95
P16-03153	PIAZZ PARTY RENTAL	Promotion	01-5630-1100	402.50
P16-03163	J L DESIGNS	Promotion	01-4300-0000	281.06
P16-03165	AMAZON.COM	tech	01-4300-0004	25.78
P16-03170	CDW-G COMPUTER CENTER	FHS Classroom Computers	01-4410-0003	3,343.25
P16-03171	OLIVER WORLDCLASS LABS	FHS Smartboard	01-4410-3010	1,775.43
P16-03172	TROXELL COMMUNICATIONS INC	FHS Elmo	01-4410-3010	604.15
P16-03269	CDW-G COMPUTER CENTER	FHS Classroom Computers & Projectors	01-4300-3010	989.00
Total Location				9,056.23
Location Grounds (65)				
P16-03089	RICHARDS TREE SERVICE	GROUNDS/COVILLAUD	01-5801-0000	999.00
P16-03099	RICHARDS TREE SERVICE	GROUNDS/DISTRICT OFFICE	01-5801-0000	950.00

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001 - Marysville Joint Unified School District

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Page 6 of 22

Includes Purchase Orders dated 04/01/2016 - 04/30/2016

Board Meeting Date May 10, 2016

PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
Location Grounds (65) (continued)				
P16-03224	RIEBES AUTO SUPPLY	Grounds	01-4300-0000	16.35
P16-03322	Citrus Heights Mower	GROUPS	01-4410-0000	981.75
P16-03348	BSN SPORTS	Grounds drag frame and nails	01-4300-0000	599.39
Total Location				3,546.49
Location Indian Education (108)				
P16-03331	APPEAL DEMOCRAT	Public Hearing	01-5890-4510	301.72
P16-03335	CITY OF MARYSVILLE RECREATION DEPT	35th Annual Yuba-Sutter Pow Wow	01-5890-4510	250.00
P16-03336	CITY OF MARYSVILLE RECREATION DEPT	35th Annual Yuba-Sutter Pow Wow	01-5630-4510	470.00
P16-03337	Bi-County Ambulance Service	35th Yuba-Sutter Pow Wow	01-5801-4510	1,700.00
P16-03338	ELITE UNIVERSAL SECURITY	YUBA SUTTER POW WOW 2015-16	01-5801-4510	1,400.00
P16-03339	ARNE'S PAINT STORE INC.	Cultural Projects Supplies	01-4300-4510	125.00
P16-03374	YUBA COUNTY ENVIRONMENTAL HEALTH DIVISION	Yuba Sutter Pow Wow	01-5890-4510	190.00
P16-03400	SUTTER ORCHARD SUPPLY	Native Peoples Day	01-5630-9010	242.50
P16-03402	PELTON'S PARTY	Native Peoples History Day	01-5630-9010	441.68
P16-03419	Nola McCausland	Native Peoples History Day	01-5801-9010	100.00
P16-03420	Shirley Rowland	Native Peoples History Day	01-5801-9010	100.00
P16-03421	Antonio Flores	Native Peoples History Day	01-5801-9010	250.00
Total Location				5,570.90
Location Instruction (IMC) (110)				
P16-02989	OFFICE DEPOT B S D	Office Depot Order March	01-4300-0000	307.87
P16-03037	LOS ANGELES CO OFFICE OF ED ATTN: SCHOOL EMPLOYERS A\VPSS Dorantes, Henderson, Derry Tier II		01-5801-4035	1,200.00
P16-03039	V Erik Palmer	Erik Palmer June PD	01-5801-0004	8,900.00
P16-03150	OFFICE DEPOT B S D	Ed. Services File Cabinets	01-4410-0000	1,488.36
P16-03195	Carnegie Learning	9-12 Carnegie Integrated Math 2016/17 Reorder LHS	01-4100-0004	.01
P16-03209	Carnegie Learning	9-12 Carnegie Integrated Math 2016/17 Reorder MHS	01-4100-0004	.01
P16-03210	Carnegie Learning	9-12 Carnegie Integrated Math 2016/17 Reorder SLHS	01-4100-0004	.01
P16-03211	Carnegie Learning	9-12 Carnegie Integrated Math 2016/17 Reorder DO	01-4100-0004	.01
P16-03389	EDUCATIONAL DATA SYSTEMS INC	Testing Materials CAASP	01-5801-0000	2,156.00
P16-03399	SACRAMENTO COUNTY OFFICE OF ED ATTN: FINANCIAL SERVICE Get Techie June PD		01-5801-0004	4,500.00
P16-03403	MCGRAW-HILL SCHOOL EDUCATION	TK World of Wonders 8-Year Adoption BVS	01-4100-0004	4,019.78

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82

Includes Purchase Orders dated 04/01/2016 - 04/30/2016

Board Meeting Date May 10, 2016

PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
Location Instruction (IMC) (110) (continued)				
P16-03406	MCGRAW-HILL SCHOOL EDUCATION	TK World of Wonders 8-Year Adoption CLE	01-4100-0004	4,019.78
P16-03407	MCGRAW-HILL SCHOOL EDUCATION	TK World of Wonders 8-Year Adoption COV	01-4100-0004	4,019.78
P16-03408	MCGRAW-HILL SCHOOL EDUCATION	TK World of Wonders 8-Year Adoption ELA	01-4100-0004	4,019.78
P16-03409	MCGRAW-HILL SCHOOL EDUCATION	TK World of Wonders 8-Year Adoption JPE	01-4100-0004	4,019.78
P16-03410	MCGRAW-HILL SCHOOL EDUCATION	TK World of Wonders 8-Year Adoption KYN	01-4100-0004	4,019.78
P16-03411	MCGRAW-HILL SCHOOL EDUCATION	TK World of Wonders 8-Year Adoption LIN	01-4100-0004	4,019.78
P16-03412	MCGRAW-HILL SCHOOL EDUCATION	TK World of Wonders 8-Year Adoption LRS	01-4100-0004	4,019.78
P16-03413	MCGRAW-HILL SCHOOL EDUCATION	TK World of Wonders 8-Year Adoption OLV	01-4100-0004	4,019.78
P16-03414	MCGRAW-HILL SCHOOL EDUCATION	TK World of Wonders 8-Year Adoption YFS	01-4100-0004	4,019.78
P16-03417	MCGRAW-HILL SCHOOL EDUCATION	TK World of Wonders 8-Year Adoption DO	01-4100-0004	5,762.75
P16-03418	BE GLAD, LLC	Project Glad 2016	01-5801-4203	60,000.00
P16-03423	MCGRAW-HILL SCHOOL EDUCATION	K-6 Wonders 8-Year Adoption DO	01-4100-6300	81,728.64
P16-03424	MCGRAW-HILL SCHOOL EDUCATION	K-6 Wonders 8-Year Adoption JPE	01-4100-0004	76,745.64
P16-03425	MCGRAW-HILL SCHOOL EDUCATION	K-6 Wonders 8-Year Adoption YFS	01-4100-0004	23,815.63
P16-03426	MCGRAW-HILL SCHOOL EDUCATION	K-6 Wonders 8-Year Adoption DOB	01-4100-0004	13,648.06
P16-03427	MCGRAW-HILL SCHOOL EDUCATION	K-6 Wonders 8-Year Adoption BVS	01-4100-0004	33,986.67
P16-03428	MCGRAW-HILL SCHOOL EDUCATION	K-6 Wonders 8-Year Adoption COR	01-4100-0004	27,540.74
P16-03429	MCGRAW-HILL SCHOOL EDUCATION	K-6 Wonders 8-Year Adoption LRS	01-4100-0004	18,945.50
P16-03430	MCGRAW-HILL SCHOOL EDUCATION	K-6 Wonders 8-Year Adoption FHS	01-4100-0004	12,534.24
P16-03431	MCGRAW-HILL SCHOOL EDUCATION	K-6 Wonders 8-Year Adoption MCK	01-4100-0004	37,313.72
Total Location				450,771.66
Location Johnson Park Elementary (15)				
P16-03159	PREMIER SCHOOL AGENDAS	Student handbooks	01-4300-0003	1,071.90
P16-03194	Extra Packaging Corp.	Student Folders	01-4300-0003	725.63
P16-03270	Today's Classroom	JPE 3060AV Headphones	01-4300-0003	275.10
P16-03271	Today's Classroom	JPE 3060AV Headphones	01-4300-3010	434.84
P16-03272	APPLE COMPUTER INC	JPE iPads and Accessories	01-4300-0003	990.70
P16-03273	CDW-G COMPUTER CENTER	Keyboards	01-4300-0003	358.94
P16-03340	AMAZON.COM	Kindle Fire Kids Edition	01-4300-0003	5,696.12
Total Location				9,553.23

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83

Includes Purchase Orders dated 04/01/2016 - 04/30/2016

Board Meeting Date May 10, 2016

PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
Location Kynoch Elementary (17)				
P16-03038	PERMA BOUND	BOOKS	01-4200-9010	523.62
P16-03043	SCHOOL OUTFITTERS ATTN: SHARON WILSON	RUGS FOR ROOMS	01-4410-1100	3,445.32
P16-03048	AMAZON.COM	MICROPHONE	01-4300-1100	116.82
P16-03049	The Aussie Pouch Co., Inc	SUPPLIES, XIONG	01-4300-0003	140.46
P16-03056	AMAZON.COM	Cables	01-4300-1100	21.48
P16-03058	CLASSROOM DIRECT COM ORDER ENTRY	Kindergarten Headphones	01-4300-1100	416.41
P16-03118	DIDAX	Classroom supplies	01-4300-0003	124.38
P16-03124	AMAZON.COM	Bulk Earbuds	01-4300-3010	644.19
P16-03130	MYERS-STEVENSON & CO INC	Field trip insurance	01-5890-9010	199.41
P16-03173	TEC-COM	Kynoch Security Cameras	01-4410-1100	14,185.06
P16-03174	KS TELECOM	KYN Security Camera Installation	01-5801-1100	12,600.00
P16-03175	NWN CORPORATION	Security Camera Server	01-4450-1100	10,672.45
P16-03186	NWN CORPORATION	KYN Ultra Short Throw Projectors	01-4410-0003	2,451.00
P16-03212	MYERS-STEVENSON & CO INC	Insurance	01-5890-9010	199.50
P16-03238	AMAZON.COM	Art supplies	01-4300-9010	642.94
P16-03240	CROWN AWARDS	Awards	01-4300-0004	165.96
P16-03242	MYERS-STEVENSON & CO INC	Insurance	01-5890-9010	210.00
P16-03259	SCHOOL SPECIALTY	BENCHES	01-4410-0004	1,286.12
P16-03349	CDW-G COMPUTER CENTER	Library Computers	01-4410-0004	2,005.95
P16-03351	SIERRA SCHOOL EQUIPMENT CO	KYN Student Desks	01-4300-0004	2,989.58
P16-03352	Concepts Furnishings	KYN Student Chairs	01-4300-0004	928.80
P16-03363	AMAZON.COM	ART PROJECT SUPPLIES	01-4300-9010	593.94
P16-03396	SOUTHWEST SCHOOL & OFFICE SUPPLY	Graph Paper	01-4300-0003	47.30
P16-03415	AMERICAN BLINDS & DRAPERIES	KYN Blinds	01-4300-1100	2,120.08
Total Location				56,730.77
Location Linda Elementary (19)				
P16-03114	CALIFORNIA ACADEMY OF SCIENCES	entrance fee for 4th grade	01-5890-9010	906.30
P16-03236	ACP DIRECT	headphones/mice	01-4300-0003	1,265.53
P16-03277	CDW-G COMPUTER CENTER	Projectors	01-4410-3010	15,791.75
P16-03278	CDW-G COMPUTER CENTER	HP Chromebooks	01-4300-3010	29,152.60

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84

Includes Purchase Orders dated 04/01/2016 - 04/30/2016

Board Meeting Date May 10, 2016

PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
Location Linda Elementary (19) (continued)				
P16-03279	TROXELL COMMUNICATIONS INC	Chromebok Carts	01-4410-0003	5,697.50
P16-03280	NWN CORPORATION	Printers - Samsung	01-4300-0003	1,195.78
P16-03292	DISCOVERY MUSEUM	fee for Discovery Museum for 2nd grade	01-5801-9010	744.00
P16-03404	MYERS-STEVENSON & CO INC	4th grade insurance to San Francisco 4-28-16	01-5890-9010	162.75
Total Location				54,916.21
Location Lindhurst High (43)				
P16-03000	TROXELL COMMUNICATIONS INC	LHS Projector and Screen	01-4410-0004	7,504.27
			01-4450-0004	7,348.89
P16-03024	MEDCO SCHOOL FIRST AID	LHS ROP Sports Medicine	01-4300-3550	2,792.16
P16-03025	WARDS NATURAL SCIENCE	LHS ROP Sports Medicine	01-4300-3550	744.22
P16-03057	TROXELL COMMUNICATIONS INC	LHS Spangler Switcher	01-4410-3550	4,447.34
P16-03076	AMAZON.COM	Classroom Supplies/English	01-4200-0003	5,124.65
P16-03080	AMAZON.COM	Supplies	01-4300-0003	79.53
P16-03100	CDW-G COMPUTER CENTER	LHS Laptops	01-4410-3010	3,769.08
P16-03104	TROXELL COMMUNICATIONS INC	LHS Projection Screens	01-4300-0003	1,103.81
P16-03111	iParadigms, LLC	turnitin	01-5801-3010	17,952.50
P16-03113	TROXELL COMMUNICATIONS INC	Classroom Supplies/Spangler	01-4410-0003	1,972.63
P16-03115	AMAZON.COM	Classroom Supplies/Lamas	01-4300-0003	37.57
P16-03116	AMAZON.COM	LHS Adobe books & video Spangler	01-4200-3550	2,072.76
P16-03120	NWN CORPORATION	LHS MF Printer	01-4300-3010	341.85
P16-03121	CDW-G COMPUTER CENTER	LHS HP Chromebooks	01-4300-3010	14,781.60
P16-03122	CDW-G COMPUTER CENTER	LHS Laptop	01-4410-3010	942.27
P16-03123	GOVCONNECTION, INC.	LHS ELPLP42 Lamps	01-4300-0003	502.15
P16-03131	INTERSTATE PLASTICS, INC	Classroom Supplies/Spangler	01-4300-0003	1,152.87
P16-03132	NWN CORPORATION	Classroom Supplies/FA	01-4300-0003	1,364.12
P16-03133	OFFICE DEPOT B S D	Classroom Supplies/Lamas	01-4300-0003	208.80
P16-03134	AMAZON.COM	Classroom Supplies/Lamas	01-4300-0003	940.00
P16-03135	CARLEX	Classroom Supplies/Lamas	01-4300-0003	282.25
P16-03136	GUERRA PUBLISHING	Classroom Supplies/Lamas	01-4300-0003	276.78
P16-03139	MYERS-STEVENSON & CO INC	Welding to Yuba College 5/16	01-5890-1100	35.00

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001 - Marysville Joint Unified School District

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Page 10 of 22

85

ReqPay11h

Board Report with Fund-Object-Resource by
Location

Includes Purchase Orders dated 04/01/2016 - 04/30/2016

Board Meeting Date May 10, 2016

PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
Location Lindhurst High (43) (continued)				
P16-03155	Steak Locker	Classroom Supplies/Culinary	01-4410-0004	1,557.68
P16-03157	AMAZON.COM	Classroom Supplies/Lamas	01-4300-0003	85.27
P16-03158	NWN CORPORATION	Classroom Supplies/Greco	01-4300-0003	546.10
P16-03162	CDW-G COMPUTER CENTER	Laptops	01-4410-3010	5,653.62
P16-03164	AMAZON.COM	Classroom Supplies/Lamas	01-4300-0003	29.99
P16-03166	NWN CORPORATION	LHS Samsung Printers	01-4300-0003	253.27
P16-03167	CARLEX	Classroom Supplies/Lamas	01-4300-0003	49.13
P16-03169	TROXELL COMMUNICATIONS INC	LHS Chromebook Carts	01-4410-3010	11,395.00
P16-03176	Vibrante Press, LLC	Classroom Supplies - Lamas	01-4300-0003	226.68
P16-03190	AIRGAS	Classroom Supplies/Chambers	01-4410-0004	1,237.33
P16-03197	J.W. PEPPER & SON, INC	Classroom Supplies/Sleigh	01-4300-0003	184.69
P16-03198	SOCIAL STUDIES SCHOOL SERVICE	Classroom Supplies/Foster	01-4300-0003	25.49
P16-03199	Edvotek	Classroom Supplies/Atkinson	01-4300-3010	1,576.28
P16-03201	WARDS NATURAL SCIENCE	Classroom Supplies/Atkinson	01-4300-3010	1,777.49
P16-03202	HOME DEPOT	Classroom Supplies/Atkinson	01-4300-3010	160.18
P16-03203	AMAZON.COM	Classroom Supplies/Kumle	01-4300-3010	180.83
P16-03204	NASCO	Classroom Supplies/Kumle	01-4300-3010	290.45
P16-03208	SADDLEBACK EDUCATIONAL INC	Classroom Supplies/Swarm	01-4300-3010	854.34
P16-03213	SADDLEBACK EDUCATIONAL INC	Classroom Supplies/Wood	01-4300-3010	337.05
P16-03214	AMAZON.COM	Classroom Supplies/Wood	01-4300-3010	703.47
P16-03215	SADDLEBACK EDUCATIONAL INC	Classroom Supplies/Dorantes	01-4300-3010	471.00
P16-03216	LAKE SHORE LEARNING MATERIALS ATTN: JON BELL	Classroom Supplies/Rodriguez	01-4300-3010	64.48
P16-03217	SADDLEBACK EDUCATIONAL INC	Classroom Supplies/Rodriguez	01-4300-3010	2,089.72
P16-03232	UPSTART	Library Supplies	01-4300-0003	265.64
P16-03237	CAROLINA BIOLOGICAL SUPPLY CO	Classroom Supplies/Kumle	01-4300-3010	190.04
P16-03239	MISSION LINEN & UNIFORM	Classroom Supplies/Culinary	01-4300-0003	738.20
P16-03249	OFFICE DEPOT B S D	LHS Teacher Chairs	01-4300-1100	300.46
P16-03266	CDW-G COMPUTER CENTER	LHS Spangler Special Build Laptop	01-4410-3010	2,677.53

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001 - Marysville Joint Unified School District

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ONLINE

Page 11 of 22

86

Includes Purchase Orders dated 04/01/2016 - 04/30/2016

Board Meeting Date May 10, 2016

PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
Location Lindhurst High (43) (continued)				
P16-03267	AMAZON.COM	LHS TVs and Cart Spangler	01-4300-3550	1,451.20
			01-4410-3550	747.06
P16-03332	5-Star Students, LLC	Five Star	01-5801-6690	966.43
P16-03365	PSAT/NMSQT	PSAT	01-4300-9010	1,165.00
P16-03373	MYERS-STEVENSON & CO INC	SPED to Yuba College	01-5890-6500	84.00
P16-03378	AMAZON.COM	LHS Adobe books Spangler	01-4200-0004	3,111.37
			01-4200-3550	1,282.71
P16-03384	HERFF JONES EDUCATION DIVISION ATTN: CUSTOMER SERVICE Herff Jones		01-4300-1100	3,300.00
P16-03392	OFFICE DEPOT B S D	Classroom Supplies	01-4300-0003	111.46
P16-03397	Cal Custom Enterprises Inc,	LHS Welding Booth Project	01-6500-9023	41,500.00
P16-03398	MJB WELDING SUPPLY	Accessories for Welding Booths	01-4410-9023	40,726.72
			01-6500-9023	45,199.45
P16-03433	WENGER CORPORATION	LHS Music	01-4410-0004	2,156.45
P16-03435	AIRGAS	Classroom Supplies/Chambers	01-4300-0004	469.24
P17-00001	STEM Fuse, LLC	2016-17 License - Game It Curriculum	01-5801-0004	1,200.00
Total Location				253,169.60
Location Loma Rica Elementary (21)				
P16-02992	CDW-G COMPUTER CENTER	LRE HP Chromebooks	01-4300-0003	2,053.00
P16-03013	SCHOOL MATE	Student Planners	01-4300-0003	182.25
P16-03054	AMAZON.COM	Supplies	01-4300-0004	16.56
P16-03055	AMAZON.COM	Printing Supplies	01-4300-3010	21.44
P16-03178	GOVCONNECTION, INC.	LRE Epson 83 lamp	01-4300-3010	125.54
P16-03233	AMAZON.COM	Library Books	01-4200-0003	697.90
P16-03285	CDW-G COMPUTER CENTER	Projector 585W	01-4410-3010	1,214.75
P16-03286	CDW-G COMPUTER CENTER	HP Chromebooks 11"	01-4300-3010	410.60
P16-03287	TROXELL COMMUNICATIONS INC	Chromebook Cart	01-4410-3010	1,424.38
P16-03368	AMAZON.COM	Luuu	01-4300-9010	106.09
P16-03370	Spiritline	Luuu	01-4300-9010	127.90
Total Location				6,380.41
Location Maintenance (63)				

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001 - Marysville Joint Unified School District

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Page 12 of 22

87

ReqPay11h

Board Report with Fund-Object-Resource by

Location

Includes Purchase Orders dated 04/01/2016 - 04/30/2016

Board Meeting Date May 10, 2016

PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
Location Maintenance (63)				
P16-03006	WARREN ASBESTOS ABATEMENT CONTRACTORS INC	MAINTENANCE/LHS OFFICE	01-5801-8150	995.00
P16-03022	YUBA COUNTY COMMUNITY DEVELOP. DEPT.	MAINTENANCE/LOMA RICA	01-5890-8150	311.64
P16-03087	SIGNWORX	MAINTENANCE/MHS	01-4300-8150	1,555.89
P16-03088	J.W. WOOD COMPANY, INC	MAINTENANCE/TRANSPORTATION	01-4300-8150	403.29
P16-03090	YUBA CITY SCRAP & STEEL	MAINTENANCE	01-4300-8150	315.96
P16-03091	HARBOR FREIGHT TOOLS	MAINTENANCE/STOCK	01-4300-8150	18.25
P16-03092	NORTH VALLEY BARRICADE & SAFET	MAINTENANCE	01-4300-8150	54.83
P16-03098	HYDROTEC SOLUTIONS, INC.	MAINTENANCE/LOMA RICA	01-5801-8150	245.00
P16-03144	Carpet II Inc. DBA Premier Floors	PRINT SHOP/WAREHOUSE OFFICE	01-5801-0000	3,607.33
P16-03223	CAPITOL BUILDERS HARDWARE INC	MAINTENANCE/BG	01-4300-8150	120.74
P16-03225	B + A At Your Service	MAINTENANCE/MCAA OFFICE	01-5801-8150	75.00
P16-03226	CULLIGAN	MAINTENANCE	01-5801-8150	500.00
P16-03248	VERIZON WIRELESS	Samsung Convooy 3 Doug Trowers 530-682-0692	01-4300-8150	11.25
P16-03261	TRANE COMPANY	MAINTENANCE/EDGEWATER	01-4300-8150	598.66
P16-03265	UNITED RENTALS	Vacuum truck and Roller	01-6400-8150	68,800.00
P16-03321	MCNALLY APPLIANCE	MAINTENANCE/DOBBINS	01-4300-8150	5.38
P16-03323	VERIZON WIRELESS	Samsung Convooy 3 Arturo Rivera	01-4300-0000	11.25
P16-03324	VERIZON WIRELESS	Samsung Convooy 3 Slyvester Cuna 530-701-4613	01-4300-0000	11.25
P16-03325	DECKER EQUIPMENT, INC.	MAINTENANCE/STOCK	01-4300-8150	369.59
P16-03326	L & H AIRCO	MAINTENANCE	01-5801-8150	1,630.00
P16-03327	NORTH VALLEY BARRICADE & SAFET	MAINTENANCE/CL DENTAL VAN	01-4300-8150	156.63
P16-03328	Citrus Heights Mower	Riding Mower	01-4450-0000	10,725.26
P16-03371	SLAKEY BROS	MAINTENANCE/KYNOCH #12&28	14-4410-0000	4,699.90
Total Location				95,222.10
Location Marysville High (45)				
P16-00377	TWIN CITY TROPHIES	MHS/COUNSELING	01-4300-1100	300.00
P16-03004	DAVID GOTHROW	Every 15 Minutes Moulage	01-4300-0004	94.05
P16-03026	NWN CORPORATION	MHS Standard Throw Projector	01-4300-3010	499.88
P16-03027	Marysville Farmers Marketplace	Career Fair Refreshments	01-4300-1100	100.00
P16-03042	Herrf Jones of Northern CA	Graduation Gowns	01-5630-0000	3,440.00

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ONLINE

Page 13 of 22

88

001 - Marysville Joint Unified School District

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Board Report with Fund-Object-Resource by
Location

Includes Purchase Orders dated 04/01/2016 - 04/30/2016

Board Meeting Date May 10, 2016

PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
Location Marysville High (45) (continued)				
P16-03064	CDW-G COMPUTER CENTER	MHS ROP Medical Laptops	01-4410-0004	1,884.54
P16-03066	Vernier Software & Technology	Science Department Supplies	01-4300-0003	1,486.30
P16-03067	AMAZON.COM	MHS ROP PHOTO KHAN	01-4300-3550	1,794.71
P16-03070	AMAZON.COM	Award Paper	01-4300-1100	146.99
P16-03077	GOPHER SPORT	PE Supplies	01-4300-0004	507.79
P16-03101	AMAZON.COM	ROP Small Business	01-4300-0004	63.03
P16-03103	TROXELL COMMUNICATIONS INC	MHS Elmo	01-4410-3010	604.15
P16-03107	AMAZON.COM	Phone Cords for Main Office	01-4300-1100	16.68
P16-03112	AMAZON.COM	ROP Small Business	01-4300-0004	348.52
P16-03125	CDW-G COMPUTER CENTER	MHS Moveen Special Build Laptops	01-4410-0004	8,172.08
P16-03126	B & H PHOTO	Mat Cutter/Khan	01-4410-3550	842.75
P16-03127	CDW-G COMPUTER CENTER	MHS Laptops / Magill	01-4410-9023	37,690.83
P16-03128	TROXELL COMMUNICATIONS INC	MHS Laptop Carts / Magill	01-4410-9023	2,358.55
P16-03137	AMAZON.COM	ROP Medical Supplies	01-4300-0004	149.09
P16-03149	NWN CORPORATION	Samsung Toner for ML3712nd printer	01-4300-1100	134.38
P16-03160	AMAZON.COM	ROP 3D Animation Supplies	01-4300-0004	864.67
P16-03205	OFFICE DEPOT B S D	ROP Medical Supplies	01-4300-0004	954.82
P16-03222	Marysville Farmers Marketplace	Admin. Mtg	01-4300-1100	100.00
P16-03284	APPLE COMPUTER INC	Apple Watch PBIS Prize	01-4300-9010	321.43
P16-03291	Craft Supplies USA	MHS ROP WOOD MARTINEZ/EP	01-4300-3550	1,022.35
P16-03314	CLASSIC GOLF CAR, INC.	Security Golf Car Service	01-5641-1100	500.00
P16-03315	FLINN SCIENTIFIC INC	Science Supplies	01-4300-0003	236.61
P16-03360	Vernier Software & Technology	Science Supplies	01-4300-0003	743.71
P16-03375	CDW-G COMPUTER CENTER	Laptops	01-4410-1100	2,826.81
P16-03376	CDW-G COMPUTER CENTER	HP Chromebooks 11"	01-4300-3010	16,424.00
P16-03377	TROXELL COMMUNICATIONS INC	Chromebook Cart	01-4410-3010	2,848.75
P16-03385	NWN CORPORATION	Samsung Toner for ML4020 printer	01-4300-1100	292.38
P16-03432	TROXELL COMMUNICATIONS INC	Chromebook Cart	01-4410-0004	1,424.38
Location McKenney Intermediate (37)			Total Location	89,194.23

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89

001 - Marysville Joint Unified School District

Generated for Kathy

Cartwright (KATHY), Apr 29 2016 4:41PM

ESCAPE

ONLINE

Page 14 of 22

Includes Purchase Orders dated 04/01/2016 - 04/30/2016

Board Meeting Date May 10, 2016

PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
Location McKenney Intermediate (37)				
P16-03040	PARENT INSTITUTE	PARENT INVOLVEMENT	01-5801-3010	53.00
P16-03062	AMAZON.COM	LIBRARY	01-4200-0003	117.39
P16-03109	SACRAMENTO COUNTY OFFICE OF ED ATTN: FINANCIAL SERVIC	MOU WITH SCOE	01-5801-3010	16,500.00
P16-03129	Concepts Furnishings	MCK Computer Lab Chairs	01-4300-1100	913.75
P16-03230	CDW-G COMPUTER CENTER	MCK Classroom Computers and monitors	01-4410-3010	16,573.30
P16-03231	SCHOOL SPECIALTY	MCK Computer Tables	01-4410-1100	3,549.95
P16-03234	NWN CORPORATION	MCK Samsung Toner	01-4300-1100	181.68
Total Location				37,889.07
Location Nutrition Services (73)				
P16-03007	SYSO FS OF SACRAMENTO INC.	Food & Supply Order for Warehouse	13-9325-5310	1,049.70
P16-03008	Sara Sanchez	Student Refund	13-9326-5310	230.38
P16-03036	S.A. PIAZZA & ASSOCIATES, LLC	Food Order for Warehouse	13-5892-5310	85.45
P16-03061	SMS TECH SOLUTIONS	Acrobat Pro for Kit Molinari	13-9325-5310	4,514.40
P16-03093	IMAGE ONE CORPORATION	Annual Rocketscan Maintenance	13-5801-5310	170.93
P16-03097	PRO PACIFIC FRESH	Food Order for Warehouse	13-5801-5310	3,618.26
P16-03147	ADVANCE PIERRE FOODS	Food Order for Warehouse	13-9325-5310	1,287.00
P16-03148	GOLD STAR FOODS	Food Order for Warehouse	13-9325-5310	13,268.01
P16-03179	SCHWAN'S FOOD SERVICE	Food Order for Warehouse	13-9325-5310	738.00
P16-03180	WAWONA FROZEN FOODS	Food Order for Warehouse	13-9325-5310	12,737.66
P16-03181	SYSO FS OF SACRAMENTO INC.	Beverage order for Warehouse	13-9325-5310	2,581.92
P16-03182	SYSO FS OF SACRAMENTO INC.	Food & Supplies for Warehouse	13-9325-5310	11,088.00
P16-03183	Patricia Garcia	Student Refund	13-9325-5310	387.75
P16-03184	Lakesa Anderson	Student Refund	13-9326-5310	994.81
P16-03185	LA TAPATIA TORTILLERIA, INC	Chip Order for Warehouse	13-5892-5310	20.00
P16-03219	INTEGRATED FOOD SERVICES	Food for Warehouse	13-5892-5310	69.00
P16-03290	SYSO FS OF SACRAMENTO INC.	Food Order for Warehouse	13-9325-5310	568.00
Total Location				62,529.28
Location Personnel (113)				

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Includes Purchase Orders dated 04/01/2016 - 04/30/2016

Board Meeting Date May 10, 2016

PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
Location Personnel (113)				
P16-03161	APPEAL DEMOCRAT	Classified Job Ad - Head Mechanic	01-5890-0000	174.85
P16-03245	ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS	ELEMENTARY PRINCIPAL ADVERTISEMENT	01-5890-0000	246.00
Total Location				420.85
Location Print Shop (67)				
P16-03140	AlphaCard	Software	01-5801-0000	600.00
P16-03141	AlphaCard	Equipment Service	01-5621-0000	374.10
P16-03221	INABIND	Equipment	01-4410-0000	1,499.63
Total Location				2,473.73
Location Pupil Services (202)				
P16-03002	Mclwain Mobility Solutions	Lift for Student	01-4410-6500	5,780.75
P16-03003	NWN CORPORATION	Pupil Svcs Samsung Printer	01-4300-6500	126.64
P16-03063	CDW-G COMPUTER CENTER	Pupil Svcs Laptop	01-4410-6500	942.42
P16-03297	PEARSON CUSTOMER SERVICE	WISC V test kit for Lauren I	01-4300-0000	1,159.39
P16-03301	Saltillo Corporation	Device for Student/L.M.	01-4410-6500	5,041.75
P16-03381	HP Inc. Attn: Public Sector Sales	Computer	01-4410-6500	1,037.38
P16-03382	CDW-G COMPUTER CENTER	Monitors	01-4300-6500	170.41
P16-03383	APPLE COMPUTER INC	iPad Air 2	01-4300-6500	410.43
P16-03390	EATON INTERPRETING SERVICES	Sign Language Interpreting	01-5801-6500	2,500.00
Total Location				17,169.17
Location Purchasing (104)				
P16-03068	NWN CORPORATION	Purchasing Toner	01-4300-0000	174.69
P16-03086	ADVANCED INTEGRATED PEST MANAGEMENT	Bat Service	01-5582-0000	1,218.00
P16-03227	THE TREE HOUSE	Toner for printer	01-4300-0000	248.64
P16-03264	PITNEY BOWES SUPPLIES OPERATIONS	D.O./MAILROOM	01-4300-0000	289.07
P16-03320	ADVANCED INTEGRATED PEST MANAGEMENT	Bat Service	01-5582-0000	385.00
Total Location				2,315.40
Location South Lindhurst (47)				
P16-03010	NATIONAL FFA ORGANIZATION	FFA jackets	01-4300-9010	595.49
P16-03065	HUST BROTHERS INC	Graduation	01-5630-1100	208.31
P16-03069	DIDAX	Math Department	01-4300-0003	350.67

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001 - Marysville Joint Unified School District

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ESCAPE

ONLINE

Page 16 of 22

16

Includes Purchase Orders dated 04/01/2016 - 04/30/2016

Board Meeting Date May 10, 2016

PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
Location South Lindhurst (47) (continued)				
P16-03072	Social Studies School Service	History Dept.	01-4300-0003	728.72
P16-03117	NWN CORPORATION	SLHS Samsung Toner for ML4020ND	01-4300-1100	146.19
P16-03188	BARNES & NOBLE BOOKSTORE	SLHS	01-4200-0003	960.78
P16-03229	PELTON'S PARTY	SLHS Graduation	01-5630-1100	354.33
P16-03243	HERFF JONES EDUCATION DIVISION ATTN: CUSTOMER SERVICE	Graduation	01-5630-0000	800.00
P16-03247	SOCIAL STUDIES SCHOOL SERVICE	Social Studies	01-4300-0003	484.84
P16-03258	GOVCONNECTION, INC.	SLHS	01-4300-0004	360.02
P16-03329	US MARKERBOARD	signs	01-4300-6690	2,308.05
P16-03345	CDW-G COMPUTER CENTER	Laptops	01-4410-3010	11,307.25
P16-03405	GraduationSource	Diploma Covers	01-4300-1100	448.98
Total Location				19,053.63
Location Student Discipline/Attendance (109)				
P16-03253	VERIZON WIRELESS	iPhone 6s Ann Watkins 530-713-6116	01-4410-0000	301.12
P16-03330	CDW-G COMPUTER CENTER	D&A Laptop and Monitor	01-4300-0000	294.55
Total Location				942.42
Location Superintendent (101)				
P16-03293	BETTY'S RESTAURANT	6-9-16 Management Team Retreat Lunch	01-4300-0000	673.75
Location Technology (102)				
P16-03350	AMAZON.COM	Power Adapters	01-4300-0000	95.94
Location Transportation (69)				
P16-02999	SUTTER BUTTES COMMUNICATIONS	MOBILE RADIO	01-4300-0230	344.00
P16-03220	J&S Equip./Steam Cln, Inc	TRANSPORTATION/REPAIRS	01-4410-0230	1,662.40
P16-03262	VERIZON WIRELESS	Phone	01-5641-0230	500.00
P16-03372	LAKEVIEW PETROLEUM	TRANSPORTATION	01-4300-0230	11.25
P16-03395	Cummins Pacific, LLC	TRANSPORTATION/REPAIRS	01-4361-0240	50,000.00
Total Location				6,000.00
Location Warehouse (71)				
Total Location				58,517.65

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001 - Marysville Joint Unified School District

Generated for Kathy

Cartwright (KATHY), Apr 29 2016 4:41PM

ESCAPE

ONLINE

Page 17 of 22

ReqPay11h

Board Report with Fund-Object-Resource by
Location

Includes Purchase Orders dated 04/01/2016 - 04/30/2016

Board Meeting Date May 10, 2016

PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
Location Warehouse (71)				
P16-03031	NASCO	Warehouse Stock 14-15 S.Y.	01-9320-0000	69.88
P16-03032	THE TREE HOUSE	Warehouse Stock 15-16 S.Y.	01-9320-0000	730.52
P16-03060	SOUTHWEST SCHOOL & OFFICE SUPPLY	Warehouse Stock 15-16 S.Y.	01-9320-0000	200.08
P16-03263	Everything Medical	Warehouse Stock 15-16 S.Y.	01-9320-0000	153.25
Total Location				1,153.73
Location Yuba Feather K-6 (29)				
P16-02991	SCHOLASTIC, INC. C/O Scholastic Teacher Store	Yuba Feather School	01-4300-3010	115.34
P16-02995	SUTTER COUNTY SCHOOLS	Yuba Feather School	01-5890-9010	915.00
P16-03044	FLOABULARY	Yuba Feather School	01-5801-3010	192.00
P16-03051	FastSpring	Yuba Feather School	01-5801-3010	29.95
P16-03309	TROXELL COMMUNICATIONS INC	Chromebook Cart	01-4410-3010	1,424.38
P16-03355	CDW-G COMPUTER CENTER	Laptops	01-4410-3010	5,653.62
Total Location				8,330.29
Location Yuba Gardens Intermediate (39)				
P16-03041	McGraw-Hill/ALEKS	JONES/GATES	01-5801-3010	1,375.00
P16-03052	MIDAMERICA BOOKS	ANTROBUS/GATES	01-4200-0003	1,095.00
P16-03079	ALPHA FIRED ARTS	BOLE S/GATES	01-4300-0003	203.95
P16-03081	AMAZON.COM	ESSARY/GATES	01-4300-0003	46.32
P16-03082	LIBRARY VIDEO COMPANY	PAULO/GATES	01-4300-0003	285.85
P16-03152	AMAZON.COM	MULTI-TEACHERS	01-4300-0003	84.88
P16-03154	Classroom Library Company c/o Sarah Gross	Books	01-4300-0003	126.64
P16-03156	AMAZON.COM	Keyboards for iPads	01-4300-0004	65.00
P16-03206	AMAZON.COM	MULTI TEACHERS	01-4300-3010	3,383.62
P16-03207	MUSICIAN'S FRIEND	REILEY/GATES	01-4300-0003	566.49
P16-03244	PERMA BOUND	ANTROBUS	01-4300-0003	72.56
P16-03246	NWN CORPORATION	MULTI-TEACHER	01-4200-3010	19,998.40
P16-03256	Today's Classroom	YLST/GATES	01-4300-0003	895.48
P16-03257	CDW-G COMPUTER CENTER	Printer	01-4300-3010	1,067.50
P16-03276	NWN CORPORATION	Color Printer - Samsung	01-4300-3010	592.35
			01-4300-3010	871.93

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001 - Marysville Joint Unified School District

Generated for Kathy

Cartwright (KATHY), Apr 29 2016 4:41PM

ESCAPE

ONLINE

Page 18 of 22

93

Includes Purchase Orders dated 04/01/2016 - 04/30/2016

Board Meeting Date May 10, 2016

PO Number	Vendor Name	Description	Fund-Obj-Resource	Account Amount
Location Yuba Gardens Intermediate (39) (continued)				
P16-03294	TROXELL COMMUNICATIONS INC	YLST/GATES	01-4410-3010	10,142.63
P16-03295	CDW-G COMPUTER CENTER	YLST/GATES	01-4410-3010	6,073.75
P16-03298	CDW-G COMPUTER CENTER	YLST/GATES	01-4300-3010	7,185.50
P16-03299	CDW-G COMPUTER CENTER	YLST/GATES	01-4300-3010	1,777.04
P16-03302	CALLOWAY HOUSE INC	SIMPSON/GATES	01-4300-6500	119.29
P16-03303	AMAZON.COM	SIMPSON/GATES	01-4300-6500	425.95
P16-03313	FLINN SCIENTIFIC INC	LEHMER/GATES	01-4300-0003	2,340.32
P16-03316	NASCO	LEHMER/GATES	01-4410-0003	1,380.82
P16-03342	VANDEN CORPORATION	TUPE Materials	01-4300-0003	2,368.54
P16-03393	AMAZON.COM	Textbooks	01-4300-6690	2,630.18
			01-4100-0004	2,126.04
Total Number of POs			Total Location	67,301.03
448			Total	1,590,057.83

Fund Recap

Fund	Description	PO Count	Amount
01	Gen Fund	395	1,473,358.16
09	Chrttr Schs	15	15,646.11
12	Child Dev	19	32,624.38
13	Cafeteria	17	62,529.28
14	Def Maint	1	4,699.90
Total Fiscal Year 2016			1,588,857.83
01	Gen Fund	1	1,200.00
Total Fiscal Year 2017			1,200.00
Total			1,590,057.83

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001 - Marysville Joint Unified School District

Generated for Kathy

Cartwright (KATHY), Apr 29 2016 4:41PM

ESCAPE

ONLINE

Page 19 of 22

PO Changes

	New PO Amount	Fund/ Object	Description	Change Amount
P16-00142	13,000.00	01-4300	Gen Fund/Mat&Suppli	1,000.00
P16-00144	1,400.00	01-4300	Gen Fund/Mat&Suppli	100.00
P16-00147	2,397.50	01-4300	Gen Fund/Mat&Suppli	602.50-
P16-00151	3,598.70	01-4300	Gen Fund/Mat&Suppli	401.30-
P16-00152	20,000.00	01-4300	Gen Fund/Mat&Suppli	5,000.00-
P16-00157	5,496.22	01-4300	Gen Fund/Mat&Suppli	3,078.05-
P16-00158	2,117.41	01-4300	Gen Fund/Mat&Suppli	1,082.59-
P16-00159	781.47	01-4300	Gen Fund/Mat&Suppli	1,718.53-
P16-00163	2,583.49	01-4300	Gen Fund/Mat&Suppli	416.51-
P16-00173	66.35	01-4300	Gen Fund/Mat&Suppli	133.65-
P16-00174	5,283.95	01-5801	Gen Fund/Contracts	2,716.05-
P16-00175	4,020.66	01-4300	Gen Fund/Mat&Suppli	1,679.34-
P16-00176	9,000.00	01-4300	Gen Fund/Mat&Suppli	2,000.00
P16-00178	24,500.00	01-4300	Gen Fund/Mat&Suppli	3,000.00
P16-00182	19,000.00	01-4300	Gen Fund/Mat&Suppli	16,000.00-
P16-00190	100.00	01-4300	Gen Fund/Mat&Suppli	400.00-
P16-00208	2,000.00	01-4300	Gen Fund/Mat&Suppli	2,000.00-
P16-00209	1,500.00	01-5641	Gen Fund/Equip Repa	1,500.00-
P16-00218	23,500.00	01-4364	Gen Fund/Tools/Part	3,000.00
P16-00220	40,000.00	01-4364	Gen Fund/Tools/Part	5,000.00
P16-00226	13,000.00	01-5641	Gen Fund/Equip Repa	6,000.00
P16-00232	15,000.00	01-5641	Gen Fund/Equip Repa	4,714.00
P16-00237	33,800.00	01-5641	Gen Fund/Equip Repa	10,000.00
P16-00243	2,500.00	01-5641	Gen Fund/Equip Repa	2,000.00
P16-00247	50,000.00	01-4363	Gen Fund/Tires&Tube	15,000.00
P16-00249	13,000.00	01-4364	Gen Fund/Tools/Part	3,000.00
P16-00253	30,000.00	01-4364	Gen Fund/Tools/Part	5,000.00
P16-00260	5,000.00	01-4363	Gen Fund/Tires&Tube	15,000.00-
P16-00307	51,500.00	01-5530	Gen Fund/Water & Se	3,787.64-
P16-00369	21,000.00	12-4300	Child Dev/Mat&Suppli	7,000.00

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001 - Marysville Joint Unified School District

Generated for Kathy

Cartwright (KATHY), Apr 29 2016 4:41PM

ESCAPE ONLINE

Page 20 of 22

95

PO Changes (continued)

	New PO Amount	Fund/ Object	Description	Change Amount
P16-00438	4,500.00	12-4300	Child Dev/Mat&Suppli	1,000.00
P16-00525	20,000.00	01-5641	Gen Fund/Equip Repa	5,000.00
P16-00578	14,437.04	01-4300	Gen Fund/Mat&Suppli	8,000.00
P16-00622	2,100.00	01-4300	Gen Fund/Mat&Suppli	300.00
P16-00786	1,140.00	01-5641	Gen Fund/Equip Repa	100.00
P16-00793	5,000.00	01-4300	Gen Fund/Mat&Suppli	1,000.00
P16-00820	11,350.00	09-5801	Chtr Schs/Contracts	850.00
P16-00926	4,300.00	01-4300	Gen Fund/Mat&Suppli	1,500.00
P16-00933	2,800.00	01-4300	Gen Fund/Mat&Suppli	300.00
P16-00977	6,000.00	01-4300	Gen Fund/Mat&Suppli	1,344.93
P16-00986	14,000.00	09-5801	Chtr Schs/Contracts	2,000.00
P16-01129	900.00	01-4300	Gen Fund/Mat&Suppli	200.00
P16-01160	28,350.00	14-5890	Def Maint/Other Serv	1,350.00
		14-6220	Def Maint/Architect	.00
			Total for P16-01160	1,350.00
P16-01279	3,020.00	01-4300	Gen Fund/Mat&Suppli	1,020.00
P16-01317	845.77	01-4300	Gen Fund/Mat&Suppli	195.77
P16-01375	26,500.00	01-5880	Gen Fund/Cont Buses	1,500.00
P16-01450	4,500.00	09-5801	Chtr Schs/Contracts	500.00
P16-01484	800.00	01-5890	Gen Fund/Other Serv	400.00
P16-01502	250.59	01-4300	Gen Fund/Mat&Suppli	2.94
P16-01693	1,600.00	01-4300	Gen Fund/Mat&Suppli	1,500.00
P16-01713	37,495.00	09-6220	Chtr Schs/Architect	1,560.00
P16-01940	7,920.00	01-6174	Gen Fund/Inspector	2,640.00
P16-01981	1,064.04	01-4300	Gen Fund/Mat&Suppli	161.25
P16-02104	353.81	01-4300	Gen Fund/Mat&Suppli	146.19-
P16-02128	550.00	09-4300	Chtr Schs/Mat&Suppli	50.00
P16-02184	34,275.00	01-5890	Gen Fund/Other Serv	4,775.00
P16-02199	750.00	09-4300	Chtr Schs/Mat&Suppli	250.00

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

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Generated for Kathy

Cartwright (KATHY), Apr 29 2016 4:41PM

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Page 21 of 22

PO Changes (continued)

	New PO Amount	Fund/ Object	Description	Change Amount
P16-02629	900.00	01-4300	Gen Fund/Mat&Suppli	362.50
P16-02759	189,000.00	01-5890	Gen Fund/Other Serv	9,000.00
P16-02805	390.24	01-4200	Gen Fund/Oth Ref Bk	.83-
P16-02845	2,851.98	12-4300	Child Dev/Mat&Suppli	53.75
P16-02971	1,953,323.00	01-7142	Gen Fund/Tuition Ct	220,190.00-
			Total PO Changes	162,123.04-