ITEM "I"

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## CLAIMS WARRANT AND DISTRIBUTION TRANSMITTAL

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**FUND TOTALS**  
**WARRANT COUNT:** 55  
**TOTAL AMOUNT:** $103,160.30
# CLAIMS WARRANT AND DISTRIBUTION TRANSMITTAL

**BATCH:** 13  **FUND:** 13  **CAPTERIA FUND**

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- Warrant Count: 11
- Total Amount: $10,795.61
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WARRANT COUNT: 1  
TOTAL AMOUNT: $14,725.00

*BATCH TOTALS*  
WARRANT COUNT: 67  
TOTAL AMOUNT: $128,680.91

*DISTRICT TOTALS*  
WARRANT COUNT: 67  
TOTAL AMOUNT: $128,680.91
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**BATCH TOTALS**  
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*BATCH TOTALS*  WARRANT COUNT: 83  TOTAL AMOUNT: $227,919.02

*DISTRICT TOTALS*  WARRANT COUNT: 83  TOTAL AMOUNT: $227,919.02
*b. Personnel

Shall the Board approve the following personnel items? (All employee final hires are contingent upon fingerprint clearance by Superintendent/Designee and funding source is indicated at the end of each item if it is funded through some means other than the general fund)

1) **Certificated Personnel**

A) Hire of Jessica Lee, Temporary NUHS English teacher, effective 9/8/2014;
B) Hire of Sherry Reafsnyder, BRHS Speech Coach, effective for the 2014/15 school year;
C) Hire of Lorraine Jewett, SSHS 1/3 Coaching Stipend for Lead Teacher, Curriculum Development, PR Media publications duties ($1416.33) effective for the 2014/15 school year;
D) Hire of Kelly Good, SSHS 1/3 Coaching Stipend for Student Activities, Community Representative, health Fair, Assemblies, and Dance duties ($1416.33) effective for the 2014/15 school year;
E) Hire of Kelly Good, SSHS Department Chair (Student Activities/Yearbook/Council), effective for the 2014/15 school year, $3490.00;
F) Hire of Tamara Haas, SSHS Department Chair (Site Council, Data/Surveys, Recognition, WASC, SPSA), effective for the 2014/15 school year, $3490.00;
G) Hire of Jon Good, NPA Department Chair ($3490), effective for the 2014/15 school year;
H) Hire of Allison Chan, NPA Department Chair ($3490), effective for the 2014/15 school year;
I) Hire of Janet Batchelder, 2/3 GHS WASC Stipend ($2832.67), for the 2014/15 school year;
J) Hire of Noah Levinson, 1/3 GHS WASC Stipend ($1416.33), for the 2014/15 school year;
K) Hire of Karla Aaron, 1/3 GHS Department Chair Stipend for AVID ($1163.33) for the 2014/15 school year;
L) Hire of Kristanne Heaton, 1/3 GHS Department Chair Stipend for AVID ($1163.33) for the 2014/15 school year;
M) Hire of Noah Levinson, 1/3 GHS Department Chair Stipend for AVID ($1163.33) for the 2014/15 school year;
N) Hire of Noah Levinson, GHS Department Chair ($3490) for the 2014/15 school year;
O) Additional hours for Candyce Farber, as EL Tutor, at extra duty rate ($31.46/hr);

2) **Administrative Personnel**

A) Resignation of Cindy Harrison, NUHS Assistant Principal, effective 9/20/2014;
B) Hire of Shaun Hurtado, NUHS Assistant Principal, effective 10/27/2014;

3.) **Classified Personnel**

A) Resignation of Steven Kohlbaker, NUHS Custodian, effective 9/1/2014;
B) Hire of Randy Fields, SSHS 1/3 Coaching Stipend for Student Activities/Lunchtime Activities/Field Trip duties ($1416.33) for the 2014/15 school year;
C) Change in position for Liam Casavant, to Technology Services Technician II, effective 9/8/2014;
D) Hire of Joshua Reafsnyder, Technology Support Assistant, effective 10/27/2014;

4.) **Temporary/Short Term/Substitute Personnel**

A) Hire of Melodie Yun, Substitute Instructional Aide II- Special Education, hours vary;
B) Hire of David Fullmer, Substitute Custodian, hours vary;
C) Hire of Abel Gomez, Substitute Custodian, hours vary;
D) Additional NU Fall Coaching staff:
   - Football – Ken Buck, Operations Manager (ASB-$1350), Taylor Hart (Volunteer);
   - Boys Soccer – Andreas Zeischegg (Volunteer);
September 11, 2014

Rich Bodine
13305 Quaker Hill Cross Road
Nevada City, CA. 95959

RE: DONATION

Dear Mr. Bodine:

On behalf of the Board of Trustees and the students of Nevada Union High School I would like to thank you for your very generous donation of a keyboard to the instrumental music program.

Please accept our sincerest thanks and appreciation for your gift to the students of the Nevada Union High School Band.

Sincerely,

Karen Suenram
Assistant Superintendent
NEVADA JOINT UNION HIGH SCHOOL DISTRICT  
GRASS VALLEY, CALIFORNIA  

RESOLUTION 06-14/15  

Tim Kays Memorial Scholarship Award  

WHEREAS, The Kays Family wishes to establish a scholarship fund; and  

WHEREAS, The Kays Family wishes to name the fund the “Tim Kays Memorial Scholarship Award;” and  

WHEREAS, The Kays Family wishes the selection and amount of each scholarship to be determined as outlined in the attached Scholarship Record Sheet, dated April 24, 2014; and  

WHEREAS, the Nevada Joint Union High School District wishes to accept this gracious scholarship fund from The Kays Family and  

NOW, THEREFORE, BE IT RESOLVED that the Tim Kays Memorial Scholarship Fund is hereby adopted and will be established within the Nevada Joint Union High School District, and  

BE IT FURTHER RESOLVED that the Nevada Joint Union High School District will accept the conveyance of all monies as outlined in the attached Scholarship Record Sheet dated April 24, 2014 and the proceeds shall be reinvested by the Board of Trustees in a financial institution whose accounts are insured by the Federal Deposit Insurance Corporation; and  

BE IT FURTHER RESOLVED that the Nevada Joint Union High School District agrees to abide by the terms of the attached Scholarship Record Sheet dated April 24, 2014.  

PASSED AND ADOPTED this ________________, 2014 by the Governing Board of the Nevada Joint Union High School District of Nevada County, California.  

STATE OF CALIFORNIA )  
) ss  
COUNTY OF NEVADA  )  

I, Wayne Klauer, Clerk of the Governing Board, Nevada Joint Union High School District, County of Nevada, do hereby certify the foregoing to be a full, true, and correct copy of a resolution adopted by the said Board at a regular meeting hereof held at this regular meeting place on ________________, 2014, which action is contained in the minutes of the meeting of said Board.  

Clerk: ___________________________ Date: ________________, 2014
ENDOWMENT RECORD SHEET

Full Name: Tim Kays Memorial Scholarship

Donor: The Kays Family

Date Established: April 24, 2014

Date Accepted by the Board of Trustees:

Original Corpus: $1,700

Comprised of Cash and Checks: $1,700

Terms: By a letter to the Nevada Joint Union High School District Board of Trustees dated April 24, 2014, the donor transmitted checks in the amount of $1,700 to be used as follows:

“Said sum shall be managed, invested and reinvested by the said Board of Trustees. The funds shall be deposited in the Bank or other institution whose accounts are insured by the Federal Deposit Insurance Corporation, and any funds so deposited shall be in an account or accounts fully covered by such insurance.

“The income from said investment and the principal shall be used and applied to pay two undergraduate scholarships to be known as the Tim Kays Memorial Scholarship. Each scholarship shall be for $800. Said sum shall be granted to the recipients in the first year the recipients are in good academic standing at any 2 or 4-year college or university, or vocational school. Proof of enrollment and academic standing will be required in September.

“We would like the selection of the recipients, graduating seniors with good academic records, a genuine desire to further
his/her education, and the ability to finance the additional financial requirements needed to attend school, to be made by a committee of our choosing. It is our desire that the recipients be graduating seniors from Nevada Union High School, located in Grass Valley, California. In addition, it is our desire that the recipients be permitted to attend any accredited 2 or 4-year college, university or vocational school pursuing the major of their choice. It is our desire the recipients have a minimum 2.0 gpa and that financial need not be a consideration. It is our desire that the recipients participated in track, or cross country, or basketball during high school. We would like to award these one-time scholarships on a perpetual basis, funds permitting.

**Background:**

Tim Kays went home to be with Jesus on November 3, 2013. He died peacefully at his home of 56 years, surrounded by his beloved family. He had 86 wonderful years of a life well lived.

Timothy Aristides (Kyriacou) Kays was born April 5, 1927 in San Francisco, California where he attended local schools and graduated from Mission High School. He joined the Navy near the end of WWII and proudly served his country for two years.

He graduated from Georgetown College in Kentucky, with a degree in Education. He then earned a Master’s Degree in Physical Education at Chico State University.

In 1953 he began teaching at Los Molinos High School in California, where he met the love of his life, Connie Lou Carlson. They were married in 1955 and enjoyed 58 years of a loving, full-filled marriage. Tim and Connie moved to Grass Valley in 1957 where he began his 38 years of teaching and coaching at Nevada Union High School.

While at Nevada Union, he coached Football, Basketball, Track and Field, and Cross Country. Tim loved teaching. Each day he was eager to go to work and found great enjoyment working with his colleagues and students.

Tim was a true servant of God. He attended Calvary Bible Church for the past 48 years. He taught Sunday School and Children’s Bible classes for many years. Tim enjoyed running, fishing, camping, attending any sporting events, and most of all spending time with his family.

He is survived by his wife Connie, his children, Tim, Teri (Mark) Heauser, Tracie, Tamra (Chuck) Smith, and Tom (Janell); grandchildren, Jillian (Adam), Jacob, Robert, Kaytlin (Josh), Ryan,
Blake, Sean, Brooke, Emilee and Baylie; and great grandchildren, Avery, Ariana, Ellee, Brady, Beckett and Paisley. He was greeted at the heavenly gates by his grandchildren Joshua Maher and Hannah Smith; his parents Aristides (Kyriacou) Kays and Areta Kyriacou; his sister Rebecca Whitcomb and brother Isaac “Harry” (Kyriacou) Kays.
Memorandum of Understanding
between Sierra Joint Community College District (College) and Nevada Joint Union High
School District (District) for the Ghidotti Early College High School

Sierra Joint Community College District ("College") and the Nevada Joint Union High School
District ("District") agree to the following Memorandum of Understanding (MOU) for the
continuance of Ghidotti Early College High School ("GECHS"). The purpose of this MOU is to
set forth obligations and interests of both educational institutions (" Parties") in the operation of
the partnership.

WITNESSETH:

WHEREAS, College provides a challenging and supportive learning environment for its
students having diverse goals, abilities, and needs interested in transfer, career and technical
training, and life long learning; and

WHEREAS, College’s programs and services encourage its students to identify and to expand
their potential; and

WHEREAS, College’s students will develop the knowledge, skills and abilities to become
engaged and contributing members of the community; and

WHEREAS, District offers the William and Marian Ghidotti Early College High School
(GECHS) program as an alternative high school designed for students who thrive in a smaller,
nurturing, yet academically challenging environment; and

WHEREAS, District GECHS students attend high school classes on the College campus, and
are concurrently enrolled in college courses; and

WHEREAS, it is agreed by the Parties to be of mutual interest and advantage that the District
and GECHS students be given the opportunity to utilize the College for such educational
purposes.

NOW, THEREFORE, for and in consideration of the foregoing and in further consideration of
the mutual benefits and promises contained herein, the Parties hereby agree as follows:

1. TERMS:
   1.1. The term of this agreement is July 1, 2014 to June 30, 2016 with an option for renewal
       for an additional two years.

2. GHIDOTTI EARLY COLLEGE HIGH SCHOOL MISSION STATEMENT:
The aim of our early college high school is to provide a rigorous, focused learning environment
through a small, personalized academic program that bridges the divide between high school and
college and makes higher education more accessible by reducing financial barriers. In addition to
the academic focus, students will learn the leadership, technology, and critical thinking skills
they need in order to be successful in today's rapidly changing career environment.
Program Objectives:
- Completion of high school requirements and A-G college admission requirements;
- Completion of transferrable college units; AND/OR
- Pursuit of ADT (AA-T/AS-T), A.A./A.S. degree AND/OR
- Pursuit of a career technical education certificate program that will lead to employment with a living wage.

Furthermore, GECHS seeks to prepare high school students for successful career and educational futures through a full integration of high school, college, and the world of work; improved academic performance and self-concept; and increased high school and college/university completion rates.

3. GOVERNANCE:
3.1. GECHS students are under the care, custody and control of District employees.
3.2. Key personnel provided by the College and the District:
   3.2.1. The College will provide a liaison for the GECHS. The liaison will provide counseling services to GECHS students including support with applications, registration, assessments, orientation, course selection, career planning, and personal counseling when appropriate and work collaboratively with District and College staff. The liaison meets with students, parents and GECHS staff and provides transfer and associate degree information. The liaison provides guidance and resources to College instructors and communicates with parents about student progress in College course work. It is acknowledged that this liaison also provides counseling to the general College student population.
   3.2.2. The District will provide a principal, teachers, high school counselor, and administrative support staff. Courses are taught by qualified teachers. The high school counseling program includes a four year educational and career planning component to support students in their individual plans to complete high school and college degree goals. Personal counseling is available as needed. Academic support is provided to students by teaching staff through scheduled seminar classes and individual appointments. Administrative staff implements school and district programs to support students in both their core academic and extracurricular activities. GECHS staff shall be employees of the District and under this MOU are not considered employees of the College for any purpose, including, but not limited to, compensation for services, employee welfare and pension benefits, or workers’ compensation insurance.
   3.2.3. Meetings for planning and administrative purposes will be regularly held between key District and College staff members.

4. GRADES AND PROVISIONS OF COURSES:
The College agrees to provide GECHS students access to College courses as determined by the College placement test, College policies, and the permission of the GECHS staff. In addition, the College allows GECHS students access to courses needed to complete high school graduation and A – G college admission requirements including Math series beginning at Math A or Math D, Chemistry A, English A, English 1A, English 1B or English 1C, History 17A and History 17B, Physical Education courses, Visual & Performing Arts courses, Foreign Languages, and Health Ed. 2.
4.1. The College agrees to provide to the District unofficial student transcripts and/or grades after the completion of each academic term. The College liaison distributes and collects student progress reports from College instructors each semester and provides that information to students, GECHS staff, and parents when necessary.

4.2. The District will provide GECHS students with a pattern of core academic and elective courses that will allow them to complete part of the high school graduation and A-G college admission requirements and maintain enrollment as full time high school students. College courses are used to complete the remainder of high school graduation and A-G pattern (see 4.1). Grades, progress reports, and transcripts will be provided to students in the same manner and timing as that of District students at other school sites.

5. CURRICULUM AND SCHEDULE DEVELOPMENT:

5.1. College curriculum and schedule development are primary responsibilities of the College. The College will keep the District informed as curriculum changes occur. The College and District will work collaboratively to assess the feasibility of offering new courses and/or additional course sections and work together regarding course reductions. The College will maintain a list of courses restricted to GECHS students and provide it to the District annually.

5.2. The College will initiate the schedule development process to include the District’s list of Core Curriculum Needs in keeping with established College schedule development timelines.

6. JOINT PLANNING:

6.1. The District agrees to follow the College’s Academic Calendar for purposes of college closure days/weeks as is practical. A GECHS instructional calendar will be submitted to the College for reference. The College will provide the District with its Academic Calendars as they are approved by the Board of Trustees.

6.2. Activities such as New Student Information Meetings, Student Orientations and Graduations will be planned and implemented collaboratively with key dates identified by October and further planning work accomplished during regular meetings. GECHS Administration will utilize the College Use of Facilities forms and processes.

6.3. This MOU and any other agreements deemed necessary shall be reviewed at least annually during the Annual Partners Meeting held during the spring semester.

6.4. Those students who are considering admission in the GECHS and wanting to visit the College campus must be under the direction and control of a District employee during his/her visit and when escorted by a GECHS student. Parents of visiting students will be notified and give their permission about the student’s itinerary to include high school classes to be observed, lunch break activities and other particulars. This itinerary will be kept on file by the GECHS Administration Office.

7. COURSE COMPLIANCE:

7.1. The College agrees to provide quality faculty to ensure that course goals and standards are understood and followed. These faculty meet the College’s academic standards, including minimum qualifications set forth by the Statewide Academic Senate of the California Community Colleges.
7.2. The District agrees to provide highly qualified, credentialed instructors to meet course goals and standards. These teachers meet California Teacher Credential requirements as specified by District Board Policy 4112.24.

8. FACILITIES:
8.1. The College agrees to provide facilities at no charge for courses that will be conducted for GECHS. GECHS students shall have access to instructional and non-instructional facilities. The District will inform the College as early as possible about needed facilities changes or modifications and the College will assess the feasibility of these requests. Both Parties agree to inform each other on a timely basis when use of facilities problems arise.
8.2. The District will orient, counsel and supervise students to help ensure careful stewardship of College facilities, particularly common-use areas such as the Student Center and the Open Computer Lab. The District will provide parents with guidelines about student drop-off and pick-up locations, common area decorum, and after-hours use of College facilities and grounds.
8.3. The District is responsible for maintenance and replacement of all GECHS office and teacher office computers and peripherals as well as security and software.

9. TUITION AND COSTS:
9.1. The College agrees to waive enrollment fees and Health Center fees for all California resident GECHS students. The District pays additional instructional materials fees (e.g. art supplies), Student Center fees and for one class section of restricted PHED 6, Physical Fitness, offered each fall semester. The College pays for one restricted PHED section for GECHS students each spring. The District is responsible for purchase of text books and supplies. Students and/or parents may choose to purchase College parking permits and ASSC Activity Stickers and are responsible for any holds placed on student accounts.

10. ENROLLMENT:
10.1. The College agrees to assist GECHS students in their college course enrollment. The process and timing will be determined by the College. Students shall complete the GECHS Academic Enrichment Form (available from GECHS Administrative Office) which includes an 11 unit maximum per semester limit and restriction from certain courses per the GECHS Restricted Class List (see GECHS web site: http://www.nuhsd.org/Ghidotti.cfm).

11. STUDENT RECORDS:
11.1. The College is committed to the protection and confidentiality of student educational records by adhering closely to the guidelines established by the Family Educational Rights and Privacy Act (FERPA) which is federal legislation established to regulate access and maintenance of student educational records. Please note that federal and state laws relating to the privacy of student records may differ from those regulations governing California high school students.
12. STUDENT CONDUCT:

12.1. The District and College agree to promote a climate of positive conduct for GECHS students. The Parties will share policies, procedures and other documentation governing student conduct and regarding facilities and equipment usage annually by July 31. The District and College agree that GECHS students shall be responsible members of the community; obey the law; comply with published rules and regulations of both the District and College; respect the rights, privileges and property of the other members of the college community; and not interfere with legitimate college affairs.

12.2. As per District policy, the GECHS administration and staff will handle day-to-day, routine discipline resulting in informal staff interventions in keeping with its standard protocols. If a student is involved in any conduct occurring on College property involving a non-GECHS college student that constitutes good cause for discipline, the Parties shall discuss the incident(s) and determine the course(s) of action per District and College policies. Both agencies agree to keep accurate records and report appropriate data.

13. SAFETY:

13.1. The College and the District agree to provide a safe and healthy environment for GECHS students and staff. The College and District will notify each other of student accidents or illnesses of a serious nature.

13.2. On an annual basis the Parties will provide to each other copies of their emergency response plans. The College will provide for emergency exercises in keeping with the District’s requirements and expect student and staff participation in College-sponsored exercises. Space permitting, the Parties will invite staff to attend each other’s emergency response training sessions.

13.3. The Parties agree to keep and share emergency staff contacts updated annually by the start of the fall semester. The College will provide the District with its Campus Closure protocol by mid-fall semester.

14. EMERGENCY PREPAREDNESS

14.1. The District agrees to provide all emergency preparedness supplies and materials necessary for the successful emergency management operation to District staff and GECHS students.

14.2. When the College activates its Emergency Operations Plan, which follows the incident command system principles, District staff will follow District emergency management guidelines for GECHS students. District staff will also ensure all command and management tasks, assignments or functions are communicated to and authorized by the College’s Incident Commander.

14.3. In the event of an order to, evacuate, lockdown or shelter-in-place for the campus, GECHS students and staff will follow District and College emergency protocols.

15. PROGRAM EVALUATION:

15.1. Both Parties will conduct ongoing review of the Early College High School program in accordance with College planning activities such as ePAR and Program Review and District program evaluations such as for AVID, and WASC. Both Parties agree to assist each other to meet reporting requirements.
16. INSURANCE AND INDEMNIFICATION

16.1. District shall, at District’s expense, procure and maintain for the duration of this MOU general liability, including professional liability, workers’ compensation, if required by applicable law, automobile liability, and other insurance to protect against claims for injuries to persons or damages to property which may arise from or in connection with the performance of the MOU by District employees, students, agents, or representatives.

16.2. The general and professional liability insurance shall have a per occurrence limit of not less than one million dollars ($1,000,000.00) and an annual aggregate not less than three million dollars ($3,000,000.00). All such insurance will be equivalent to coverage offered by a commercial general liability form, including, without implied limitation, personal injury and contractual liability coverage for the performance by District of the indemnity provisions set forth in this MOU.

16.3. The workers’ compensation insurance, if required by applicable law, shall insure District’s obligations and liabilities under the workers’ compensation laws of California, including, without implied limitation employers’ liability insurance in the limits required by the laws of California.

16.4. The automobile liability shall have an each occurrence limit of not less than one million dollars ($1,000,000.00) for bodily injury and property damage. The automobile insurance shall be at least as broad as the latest version of the Insurance Office Business Auto Coverage form number CA 001, code 1 (any auto). The automobile liability policy shall be endorsed to state that: (A) College, its board members, President/Superintendent, officers, employees, volunteers, agents and representatives shall be covered as additional insureds with respect to the ownership, operation, maintenance, use, loading or unloading of any auto owned, leased, hired or borrowed by the District or for which the District is responsible; and (B) the insurance coverage shall be primary insurance as respects College its board members, President/Superintendent, officers, employees, volunteers, agents and representatives, or if excess, shall stand in an unbroken chain of coverage excess of the District’s scheduled underlying coverage.

16.5. All commercial general liability, professional liability, automobile, or comparable policies maintained by District will name College and such other persons or firms as College specifies from time to time as additionally insured, entitling them to recover under such policies for any loss sustained by them, their agents, and employees as a result of the negligent acts or omissions of District. All such policies maintained by District will provide that they may not be terminated nor may coverage be reduced except after 30 days’ prior written notice to College. All commercial policies maintained by District will be written as primary policies, not contributing with and not supplemental to the coverage that College may carry. Certificates of insurance, together with originals of the endorsements that name College as an additional insured, will be delivered to College prior to District’s commencement of this MOU.

16.6. The District agrees to defend, indemnify and hold harmless College, its officers, agents, employees and volunteers from all losses, costs, and expense arising out of any liability or claim of liability for personal injury, bodily injury to persons, contractual liability and damage to property sustained or claimed to have been sustained arising out of activities of the District, its subcontractors, or those of any of its officers, agents, or employees, whether such act is authorized by this MOU or not; and District shall pay for any and all damages to the property of College, or loss or theft of such property, done or caused by
such persons. College assumes no responsibility whatsoever for any District or GECHS student property placed on the premises. District further agrees to waive all rights of subrogation against the College. The provisions of this Article do not apply to any damage or losses caused solely by the negligence of the College or any of its agents or employees.

16.7. The College agrees to defend, indemnify, and hold harmless District, its officers, agents, employees, and volunteers from all losses, costs, and expense arising out of any liability or claim of liability for personal injury, bodily injury to persons, contractual liability and damage to property sustained or claimed to have been sustained arising out of activities of the College, its subcontractors, or those of any of its officers, agents, or employees, whether such act is authorized by this memorandum of understanding or not; and College shall pay for any and all damages to the property of District, or loss or theft of such property, done or caused by such persons. College further agrees to waive all rights of subrogation against the District. The provisions of this Article do not apply to any damage or losses caused solely by the negligence of the District or any of its agents or employees.

17. AMENDMENT, RENEWAL, AND TERMINATION OF AGREEMENT:

This Memorandum of Understanding may be amended by mutual written agreement of both Parties. It is acknowledged that this MOU is subject to legislative and policy changes. The College and District reserve the right to terminate this MOU upon service of written notice to the other party one complete academic year prior to the date of termination. In this event, the date of termination would be at the completion of the next academic year.

IN WITNESS THEREOF, the Parties have duly approved THIS AGREEMENT

EXECUTED on this _______________ day of ______________, 2014.

Sierra Joint Community College District

By: ____________________________
    Signature, Mr. William H. Duncan, IV
    Superintendent/President

Date

Nevada Joint Union High School District

By: ____________________________
    Signature, Dr. Louise Johnson
    Superintendent

Date 6-20-14
The On-Bill Financing Program (the "Program") is funded by California utility customers and administered by Pacific Gas and Electric Company (PG&E) under the auspices of the California Public Utilities Commission (CPUC). The Program provides qualified PG&E customers with a means to finance energy-efficient (EE) retrofit projects implemented under select PG&E EE Programs (the "Qualified Program"). The loans issued under the Program are interest-free, unsecured loans to fully or partially reimburse qualified PG&E customers for the costs they incur in connection with a qualified retrofit project (the "Retrofit Project"), which term shall mean the energy efficiency retrofit project described in Customer's relevant Energy Efficiency Program Application.

Conditions for Eligibility: Participation in the Program is limited to PG&E customers that meet the following conditions and satisfy these conditions throughout the duration of the Retrofit Project up to and including the date of Final Verification (defined below in Section 8): (a) the PG&E customer must be a household or commercial customer; (b) the customer currently receives service from PG&E at the location of the Retrofit Project (the "Location"); (c) the customer has continually maintained an active PG&E account for the previous 24 months and has a minimum of 12 months of historical metered energy usage at Customer's current location; (d) at the time the customer's Program Application is Approved and Customer's Loan Agreement is executed, and at the time the loan is to be funded following completion of the Retrofit Project and satisfaction of all other requirements of the Loan Agreement, Customer must be in good standing, as determined by PG&E through credit review which may include a commercial credit check and will include a bill payment history review, which may be based upon the following and other criteria:
   a. No 24-hour disconnection notices in the last 12 months;
   b. No returned payments within the last 12 months;
   c. No more than 1 payment arrangement in the last 12 months;
   d. No payment arrangements not satisfied by customer within the last 12 months;
   e. No security deposit assessed within the last 12 months; and
   f. The Retrofit Project qualifies and Customer is eligible for an incentive under the Qualified Program.

Loan Features: The loans offered under the Program are interest-free (0%) and free of any fees, late payment penalties or other charges. The loan terms and conditions are calculated by dividing the loan amount (eligible project cost less Qualified Program Incentives) by the estimated monthly energy savings resulting from the Retrofit Project. The ensuing number of monthly payments must not exceed the Maximum Loan Term set forth in chart below ("Loan Amount and Term Limitations").

Eligibility: Prior to purchasing and installing any energy-efficient measures or equipment under the Qualified Program, Customer must satisfy the eligibility requirements of both the Program and Qualified Program. Because energy efficiency projects in progress are ineligible under the Program, Customer must receive the signed loan agreement from PG&E before commencing any work or purchasing any equipment for the Retrofit Project.

Inspection: PG&E may assist Customers in understanding the energy efficiency measures available under the Qualified Program and will answer their questions concerning this Program. After Customer has decided upon the measures that comprise the Retrofit Project, PG&E may request an engineering review, perform an inspection of the Location, calculate the projected energy savings, and calculate the Loan Terms and prepare the Loan Documents. Thereafter, PG&E will provide Customer with a copy of the Loan Agreement, the Application, the applicable On-Bill Financing (OBF) Gas and/or Electric Rate Schedule and Loan Calculation Summary Sheet (collectively, the "Loan Documents").

Loan Documents: If the terms of the loan are acceptable, Customer shall execute the Loan Documents and return them to PG&E prior to the commencement of the Retrofit Project. Incomplete or incorrect applications cannot be processed and may result in the delay of PG&E's approval and possible disqualification from the Program. Customer may withdraw its Application for any reason without penalty by sending written notice to PG&E.

Customer's Responsibilities for Contractor and Vendor: Upon PG&E's notification to Customer that the Retrofit Project is eligible for the Program, Customer may begin the Retrofit Project. PG&E does not endorse or recommend any particular contractor or vendor nor does PG&E review any contractor or vendor proposals. Rather, Customer shall be solely responsible for reviewing the feasibility of the contractor's and vendor's proposal(s) and verifying their respective qualifications, pricing, energy savings, warranties and the terms and conditions of the contractor's and/or vendor's contract with Customer.

Interest: 0% with no additional fees or charges
Minimum Loan Amount: $5,000
Maximum Loan Amount: Cannot exceed customer's promised savings
Government Section: Cannot exceed the Expected Useful Life (EUL) of the measures

*Residential customers are ineligible.
PG&E Disclaimers: CUSTOMER'S DESIGN OF THE RETROFIT PROJECT AND SELECTION AND USE OF ENERGY EFFICIENCY EQUIPMENT, MEASURES AND SELECTION OF CONTRACTORS AND VENDORS IS AT CUSTOMER'S SOLE DISCRETION AND AT CUSTOMER'S SOLE RISK. TO THE EXTENT PERMITTED BY APPLICABLE LAW, PG&E EXPRESSLY AND SPECIFICALLY DISCLAIMS ANY LIABILITY IN RESPECT OF ANY ADVICE, INFORMATION OR OTHER INSTRUCTION PROVIDED BY OR ON BEHALF OF PG&E TO CUSTOMER IN CONNECTION WITH THE QUALIFIED PROGRAM, PROGRAM OR RETROFIT PROJECT. PG&E DOES NOT WARRANT OR BEAR ANY RESPONSIBILITY FOR ANY OF THE FOLLOWING:

a. THE WORK PERFORMED BY CUSTOMER'S CONTRACTOR(S) OR VENDOR(S), THAT THE RETROFIT PROJECT IS APPROPRIATE FOR THE LOCATION;
b. THE RETROFIT WILL RESULT IN OR YIELD ANY ENERGY EFFICIENCY SAVINGS OR A SPECIFIC AMOUNT OF ENERGY EFFICIENCY SAVINGS OR OTHER REDUCTION IN CUSTOMER'S PG&E UTILITY BILL AFTER COMPLETION OF THE RETROFIT PROJECT;
c. THE CUSTOMER IS RESPONSIBLE FOR REPAYING THE 3SF LOAN IN ITS ENTIRETY, REGARDLESS OF THE PROJECT PERFORMANCE OF THE ENERGY EFFICIENCY RETROFIT;
d. THE CONTRACTOR'S OR VENDOR'S SERVICES WILL BE TIMELY, COMPLETE OR ERROR-FREE, OR THAT DEFECTS IN THE RETROFIT PROJECT WILL BE CORRECTED BY SUCH INDIVIDUALS;
e. ANY ERRORS, OMISSIONS, DEFECTS OR DELAYS IN THE DESIGN OR CONSTRUCTION OF THE RETROFIT PROJECT OR THE OPERATION OF ANY ENERGY EFFICIENCY MEASURES INSTALLED AT THE LOCATION.

Verification: Upon completion of the Retrofit Project, Customer shall request PG&E's post-completion inspection and final verification that the Retrofit Project has been completed in conformity with the requirements of the Qualified Program and that customer remains eligible (the "Final Verification").
a. If there has been any change to the Retrofit Projects scope, cost and/or incentives available under the Qualified Program or energy savings, Customer will be required to enter into a Loan Modification Agreement with PG&E, which may include new contract terms reflecting the changes in the Retrofit Project. (If a Loan Modification Agreement is required, it shall be deemed part of the "Loan Documents.")
b. If the changes to the Retrofit Project are such that it no longer meets the Program's payback criteria or other conditions, the Retrofit Project will be considered ineligible, the Loan Agreement will be terminated and no loan proceeds will be disbursed.
c. If PG&E determines, in its absolute discretion, that customer's credit has deteriorated or has otherwise placed customer's repayment of the loan at risk, the loan proceeds shall not be issued, even though the Retrofit Project may have been satisfactorily completed at customer's expense.

Disbursements: Subject to and following PG&E's satisfactory Final Verification, an incentive check and the loan proceeds will be issued to Customer or, at Customer's written direction, to Customer's contractor or vendor.

General Provisions:

a. Applications for loans under the Program will be accepted from qualified customers on a first-come, first-served basis until the funds allocated by PG&E for the Program are no longer available. The Program may be modified or terminated by the CPUC or PG&E at any time and without prior notice. However, termination of the Program following execution of a Loan Agreement by Customer will not affect that Loan Agreement, or, if Customer thereafter satisfies all Program conditions, the disbursement.
b. The loan proceeds may only be used to pay or reimburse Customer for implementing or installing energy-efficient measures or equipment through the Qualified Program.
c. If there is any conflict between the terms of any document relating to the Program, the Loan Documents shall control.
d. For all retrofit projects, including but not limited to streetlight, HVAC and lighting retrofits, Customer acknowledges and understands that Customer is able to use the installation vendor or contractor of their choice.

I have read, understand and agree to all of the On-Bill Financing Program requirements and terms and conditions set forth in this Program description. I understand that loan calculations will be based on pre-inspection results and on the applicable program documentation, and that my agency/company must meet all eligibility criteria and requirements in order to participate in the Program. Any unapproved changes to project scope, costs or run hours, or to my agency/company's creditworthiness, between the time the Loan Documents are accepted and signed and the Retrofit Project is completed and the project's and my agency/company's continued eligibility are verified, could result in loan ineligibility.

[Signature]
Karen L. Suengam
Authorized Representative's Printed Name

[Signature]
Katherine Suengam
Asst. Supt. - Bus. Services

Tax identification information (select one):
- Federal Tax ID Number: 68-0245376
- Social Security Number:

FOR PG&E USE ONLY

[Signature]
PG&E Authorized Signature
PG&E Account Number:
Refund Program Account Number:

*PG&E* refers to Pacific Gas and Electric Company, a subsidiary of PG&E Corporation. ©2011 Pacific Gas and Electric Company. All rights reserved. These offerings are funded by California utility customers and administered by PG&E under the auspices of the California Public Utilities Commission. PG&E prints its materials on recycled paper. April 2011

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American Red Cross
Shelter Agreement

The American National Red Cross ("Red Cross"), a not-for-profit corporation chartered by the United States Congress, provides services to individuals, families and communities when disaster strikes. The disaster relief activities of the Red Cross are made possible by the American public, as the organization is supported by private donations and facility owners who permit their buildings to be used as a temporary refuge for disaster victims. This agreement is between the Red Cross and a facility owner ("Owner") so the Red Cross can use the facility as an emergency shelter during a disaster.

DR#: ___________________ Facility: _______________________

Parties and Facility

Owner:

| Legal name: | Nevada Joint Union High School District |
| Chapter: |

24-Hour Point of Contact:

| Name and title: | Karen Suenram, Assist. Supt. Business and Facilities |
| Work phone: | 530-273-3351 Cell phone/pager: 530-913-5447 |
| Name and title: | Paul Palmer, Director of Facilities |
| Work phone: | 530-913-3098 Cell phone/pager: |
| Name and title: | Dr. Louise Johnson, Superintendent |
| Work phone: | 530-559-9619 |

Address for Legal Notices:

11645 Ridge Road
Grass Valley, CA 95945-5024

Red Cross:

| Legal name: | The American National Red Cross |
| Chapter: | Capital Region Chapter |

24-Hour Point of Contact:

| Name and title: | Kathleen Weis, Chief Executive Officer |
| Work phone: | (916) 993-7070 Cell phone/pager: (916) 212-9241 |

Address for Legal Notices:

1565 Exposition Blvd.
Sacramento, CA 95815

Copies of legal notices must also be sent to:
The American National Red Cross, Office of the General Counsel,
2025 E Street, NW, Washington DC 20006
and
The American National Red Cross, Disaster Operations,
2025 E Street NW, Washington, DC 20006.

Shelter Facility:

(Insert name and complete street address of building or, if multiple buildings, write "See attached Facility List" and attach Facility List including complete street address of each building that is part of this Agreement).
See attached Facility List

Terms and Conditions

1. **Use of Facility**: Upon request and if feasible, the Owner will permit the Red Cross to use the Facility on a temporary basis as an emergency public shelter.

2. **Shelter Management**: The Red Cross will have primary responsibility for the operation of the shelter and will designate a Red Cross official, the Shelter Manager, to manage the sheltering activities. The Owner will designate a Facility Coordinator to coordinate with the Shelter Manager regarding the use of the Facility by the Red Cross.

3. **Condition of Facility**: The Facility Coordinator and Shelter Manager (or designee) will jointly conduct a pre-occupancy survey of the Facility before it is turned over to the Red Cross. They will use the first page of the Facility/Shelter Opening/Closing Form, available on CrossNet, to record any existing damage or conditions. The Facility Coordinator will identify and secure all equipment that the Red Cross should not use while sheltering in the Facility. The Red Cross will exercise reasonable care while using the Facility as a shelter and will make no modifications to the Facility without the express written approval of the Owner.

4. **Food Services**: Upon request by the Red Cross, and if such resources exist and are available, the Owner will make the food service resources of the Facility, including food, supplies, equipment and food service workers, available to feed the shelter occupants. The Facility Coordinator will designate a Food Service Manager to coordinate the provision of meals at the direction of and in cooperation with the Shelter Manager. The Food Service Manager will establish a feeding schedule, determine food service inventory and needs, and supervise meal planning and preparation. The Food Service Manager and Shelter Manager will jointly conduct a pre-occupancy inventory of the food and food service supplies in the Facility before it is turned over to the Red Cross.

5. **Custodial Services**: Upon request by the Red Cross and if such resources exist and are available, the Owner will make its custodial resources, including supplies and custodial workers, available to provide cleaning and sanitation services at the shelter. The Facility Coordinator will designate a Facility Custodian to coordinate the provision of cleaning and sanitation services at the direction of and in cooperation with the Shelter Manager.

6. **Security**: In coordination with the Facility Coordinator, the Shelter Manager, as he or she deems necessary and appropriate, will coordinate with law enforcement regarding any public safety issues at the Shelter.

7. **Signage and Publicity**: The Red Cross may post signs identifying the shelter as a Red Cross shelter in locations approved by the Facility Coordinator and will remove such signs when the shelter is closed. The Owner will not issue press releases or other publicity concerning the shelter without the express written consent of the Shelter Manager. The Owner will refer all media questions about the shelter to the Shelter Manager.

8. **Closing the Shelter**: The Red Cross will notify the Owner or Facility Coordinator of the closing date for the shelter. Before the Red Cross vacates the Facility, the Shelter Manager and Facility Coordinator will jointly conduct a post-occupancy survey, using the second page of the Shelter/Facility Opening/Closing Form to record any damage or conditions. The Shelter Manager and Facility Coordinator or Food Service Manager will conduct a post-occupancy inventory of the food and supplies used during the shelter operation.

Rev. 12-07
9. Reimbursement: The Red Cross will reimburse the Owner for the following:

a. *Damage to the Facility or other property of Owner, reasonable wear and tear excepted,* resulting from the operations of the Red Cross. Reimbursement for facility damage will be based on replacement at actual cash value. The Red Cross will select from among bids from at least three reputable contractors. The Red Cross is not responsible for storm damage or other damage caused by the disaster.

b. *Reasonable costs associated with custodial and food service personnel* which would not have been incurred but for the Red Cross's use of the Facility for sheltering. The Red Cross will reimburse at per-hour, straight-time rate for wages actually incurred but will not reimburse for (i) overtime or (ii) costs of salaried staff.

c. *Reasonable, actual, out-of-pocket operational costs,* including the costs of the utilities indicated below, to the extent that such costs would not have been incurred but for the Red Cross's use of the Premises (both parties must initial all utilities to be reimbursed by the Red Cross):

<table>
<thead>
<tr>
<th>Utility</th>
<th>Owner initials</th>
<th>Red Cross initials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Water</td>
<td>$5</td>
<td></td>
</tr>
<tr>
<td>Gas</td>
<td>$2</td>
<td></td>
</tr>
<tr>
<td>Electricity</td>
<td>$5</td>
<td></td>
</tr>
<tr>
<td>Waste Disposal</td>
<td>$5</td>
<td></td>
</tr>
</tbody>
</table>

The Owner will submit any request for reimbursement to the Red Cross within 60 days after the shelter closes. Any request for reimbursement for food, supplies or operational costs must be accompanied by supporting invoices. Any request for reimbursement for personnel costs must be accompanied by a list of the personnel with the dates and hours worked at the shelter.

10. Insurance: The Red Cross shall carry insurance coverage in the amounts of at least $1,000,000 per occurrence for Commercial General Liability and Automobile Liability. The Red Cross shall also carry Workers' Compensation coverage with statutory limits for the jurisdiction within which the facility is located and $1,000,000 in Employers' Liability.

11. Indemnification: The Red Cross shall defend, hold harmless, and indemnify Owner against any legal liability, including reasonable attorney fees, in respect to bodily injury, death and property damage arising from the negligence of the Red Cross during the use of the Premises.

12. Term: The term of this agreement begins on the date of the last signature below and ends 30 days after written notice by either party.
NEVADA JOINT UNION HIGH SCHOOL DISTRICT
Owner (legal name)
Karen Suenram
Name (printed)
Assist. Supt. Business and Facilities
Title

By (signature)
Date 7-18-14

THE AMERICAN NATIONAL RED CROSS
(legal name)
By (signature)
Kathleen Weis
Name (printed)
Chief Executive Officer
Title

Date

4
Rev. 12-07
<table>
<thead>
<tr>
<th>Facilities List</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bear River High School</td>
</tr>
<tr>
<td>11130 Magnolia Road</td>
</tr>
<tr>
<td>Grass Valley, CA 94949-8366</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Nevada Union High School</td>
</tr>
<tr>
<td>11761 Ridge Road</td>
</tr>
<tr>
<td>Grass Valley, CA 94945-5025</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Silver Springs High School</td>
</tr>
<tr>
<td>140 Park Avenue</td>
</tr>
<tr>
<td>Grass Valley, CA 94945-6824</td>
</tr>
</tbody>
</table>
CODESP SERVICE AGREEMENT

Please read, acknowledge and agree to the following service agreement terms.

Services Provided:
CODESP provides employment selection materials through our website and our online CATS system. Once the registration process is completed and payment is received your agency will gain access to the secure areas of our website and the CATS (CODESP Automated Test System) Request form to order test materials. Customers select from the test materials provided. Other services include webinars (including archived recordings) and live training, online interview and job description builders, job analysis questionnaires and online Links and Resources related to public HR.

Payment for Services:
Payment is due each July 1, unless you are paying for midyear services. The midyear payment option requires a 1.5 year commitment. A midyear payment is for services from January 1 – June 30. To qualify for the midyear payment option your agency must agree, by signing below, that an additional payment will be submitted by July 1 of the following year. A full-year’s subscription includes July 1 – June 30. A Purchase Order can be submitted to begin services, but a check must be received within 45 days after the PO is received. Online testing services and scoring services require additional payment. Notify us if you are interested in these optional services.

Access to the Secure Areas of the Website:
To access the secure areas of the website, login names and passwords are required. Initially the HR Administrator, or designee, is allowed access. This individual will have the authority to add additional individuals who can access the secure area by clicking on Add/Edit Profiles after login in their agency’s CATS (CODESP Automated Test System) system. Only employees of agency’s HR departments who are involved in test administration should be provided with login names and passwords. Access will allow them to view your agency’s test materials. The agency’s HR Administrator/CATS Agency Contact, or designee, is responsible for keeping their agency’s CATS Website Users and Test Proctors status up-to-date in the CATS system.

All individuals who have access to the secure areas of the site must sign or agree online after login to the terms of the CODESP Security Agreement. Allowing individuals who have not registered as a Website User/Agency Contact in CATS, access to the secure areas of the website, by sharing login names and passwords, is a violation of the Security Agreement. All test materials must be kept in a locked and secure area or in a password protected computer file and only accessed by current customers who have a signed CODESP Security Agreement on file.

Test Materials
Test materials are requested by completing a CATS Request Form, which is available after login in the left frame of the website. Customers must provide a job description and any other information that would help CODESP staff select job-related materials to send your agency. A Module catalog has been provided under Test Materials to describe the types of materials you can request for multiple choice tests. We request a 10 business day notice to complete the request. If you have Subject Matter Experts who are available to review test materials, please notify us.

Multiple choice test questions can be accessed from the home page after the request has been filled. A notice will appear under My Request Status on your CATS home page that the request has been filled and the test materials are ready for review. Tests are created by the customer from the choices sent per the request. Online testing is optional and tests must be administered in a CODESP customer proctored environment.

An Interview Builder is located in the left margin of the website after login. Questions can be selected by competency or job family.

Other test materials, such as Supplemental Applications, Writing and Performance Exercises are posted under Test Materials by Job Family and Sample Job Titles. Customers can copy and paste these materials into a Word document and edit them to fit their agency’s needs. Custom materials can be ordered through the CATS Request Form. The final selection of test materials is the customer’s responsibility.
Upon termination of CODESP subscriptionship, the Agency will destroy all CODESP test materials except those used to document existing test records and cease from administering tests that contain CODESP test materials. The Agency must also delete CODESP test materials from electronic storage devices, data bases, test management systems, and/or item banks that may be accessible by unauthorized individuals, agencies or vendors.

Service Agreement between CODESP and Your Agency:

1. The agency named below shall defend, indemnify, and hold CODESP, its board members, officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the use of materials or services provided by CODESP.

2. The agency named below understands and acknowledges that it is solely responsible for its employment decisions, including but not limited to all uses of CODESP materials, including but not limited to job bulletins, test materials, rating criteria and cut-off scores. The agency named below also is solely responsible for ensuring its employment practices comply with all applicable federal, state and local laws, regulations and professional guidelines. It is the exclusive responsibility of the agency named below to ensure that the knowledge, skills and abilities and/or competencies measured by CODESP test materials are valid job requirements.

Tutorials are available under Training on a variety of topics related to our Products and Services.

The final selection of test materials is the agency's responsibility.

On the 16 day of September, 2014 by
Nevada Jt. Union High School District
By __________________________ Title __________

On the 16 day of September, 2014 by
Cooperative Organization for the Development of Employee Selection Procedures

By __________________________

CODESP Executive Director, Marianne Tonjes
CODESP SELECTION PROCEDURE SECURITY AGREEMENT

The parties to this agreement are the Cooperative Organization for the Development of Employee Selection Procedures (CODESP) and the ____________________________ hereinafter known as the Agency. In order to protect the mutual interests of all CODESP agencies, each Agency is required to execute this agreement and fulfill its terms.

a. Test materials obtained through CODESP will be used for the official purposes of the Agency in testing candidates for placement at public agencies only. Under no circumstances will materials so obtained, including tutorials, be posted on the Agency’s website or other websites. Under no circumstances will test materials be stored in any other agency’s or private computer systems for sale or disbursement to any other agency or person that is not authorized to have access to such materials, nor will the Agency knowingly permit others to do so.

b. Test materials obtained through CODESP shall be reviewed by examiners, subject matter experts, researchers, consultants or others working on the development of examinations. Such persons are not authorized to make notes about, copy or retain any of the actual materials. Any reviews of materials are to be conducted under the direct supervision and responsibility of the Agency representative of CODESP, who shall be the primary signer of this agreement. The final selection and use of test materials is the responsibility of the Agency.

c. No official, staff members, consultant or other agent of the Agency may loan, give, sell, nor otherwise make available any testing material obtained through CODESP to any other agency or person that is not authorized to have access to such material, nor will they knowingly permit others to do so. Under no circumstances will CODESP materials be available for study, copying, photographing, reproduction or re-publication, in whole or in part.

d. Test materials obtained through CODESP will be used and stored at the Agency in a manner that will prevent unauthorized persons from having access to them. Tests will be administered in proctored environments by an Agency employee to ensure that no test materials are removed from the test site. All test proctors must be employees of the Agency and must sign the CODESP Selection Procedure Security Agreement.

e. If candidates are allowed consultation regarding their test results, they may only be provided information on the items they got wrong. They may be told the subject matter of the question and which incorrect answers were selected, but may not be told what the correct answer is. Candidates may not visually review their answer sheets or copy down or reproduce answers. The review of the test must take place one-on-one with an authorized individual whose signature is on the CODESP Selection Procedure Security Agreement and must be conducted under security safeguards consistent with this agreement.

f. If it is necessary that materials obtained through CODESP be presented in proceedings conducted by a court or other body vested with legal authority, the Agency will request that the material be covered by a protective order that will safeguard its confidentiality, and CODESP will be promptly notified of the proceedings.
g. The Agency shall defend, indemnify, and hold CODESP, its board members, officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the use of materials or services provided by CODESP.

h. The Agency understands and acknowledges that it is solely responsible for its employment decisions, including but not limited to hiring, classification and re-classification, and all uses of CODESP materials, including but not limited to cutoff scores. The Agency also is solely responsible for ensuring its employment practices comply with all applicable laws, regulations and professional guidelines. It is the exclusive responsibility of the Agency to ensure that the knowledge, skills and abilities measured by CODESP test materials are valid job requirements.

i. The signer(s) of this agreement accept(s) personally and on behalf of the Agency the responsibility for carrying out its terms. The signer further agrees that all necessary administrative steps will be taken to assure that staff members, consultants or others who may have access to material provided through CODESP will be informed of this agreement and required to comply with it. Any Agency violating test security will be denied any further test materials.

j. It is understood and agreed that the primary signer of this agreement will be the person officially responsible for ordering and administering test materials. The Agency may designate one or more alternates. If this option is exercised, the alternate(s) will be regarded as sharing the responsibility with the primary signer for carrying out the terms of this agreement. CODESP has the right to terminate this agreement and to withhold or recall CODESP materials if terms and conditions of this agreement are believed to have been violated.

k. Upon termination of CODESP membership/subscribership, the Agency will destroy all CODESP test materials except those used to document existing test records and cease from administering tests that contain CODESP test materials. The Agency must also delete CODESP test materials from electronic storage devices, data bases, test management systems, and/or item banks that may be accessible by unauthorized individuals, agencies or vendors.

l. If the signer(s) of this agreement find(s) it impossible to assure fulfillment of this agreement or leave(s) the Agency, the signer(s) will notify CODESP to make arrangements for continuation or termination of the agreement.

Print Name: Trisha Dellis
Signature: [Signature]
Title: Assistant Superintendent
Date: 9/9/14
## INVOICE

**Nevada Joint Union High School District**

To: ___________________________ District

From:
CODESP
20422 Beach Blvd. Suite 325
Huntington Beach, CA 92648
714-374-8644 FAX: 714-374-8225
Email: codesp@codesp.com Web: www.codesp.com

<table>
<thead>
<tr>
<th>DESCRIPTION</th>
<th>TOTAL</th>
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<tbody>
<tr>
<td>Annual consortium membership fee for participation in CODESP, beginning July 1, 2014 and ending June 30, 2015*</td>
<td>$1,850.00</td>
</tr>
</tbody>
</table>

Taxpayer ID No. 54-2166843

Net 45 days

**TOTAL DUE** $1,850.00

---

Make all checks payable to CODESP
THANK YOU FOR YOUR MEMBERSHIP!

*INVOICES MAY ALSO BE SENT TO YOUR DISTRICT FROM OUR FRESHBOOK'S ACCOUNT.

HELP US GO GREEN, RATHER THAN FAX PLEASE SCAN AND EMAIL DOCUMENTS TO CODESP@CODESP.COM

COOPERATIVE ORGANIZATION FOR THE DEVELOPMENT OF EMPLOYEE SELECTION PROCEDURES
NEVADA JOINT UNION HIGH SCHOOL DISTRICT
AGREEMENT FOR CONSULTANT SERVICES

THIS AGREEMENT FOR CONSULTANT SERVICES ("Agreement") is entered into this 25th day of August, 2014, between, Name: Donna Currier, MA, LEP Address: 12882 Mayflower Dr., City & Zip Code: Nevada City, CA 95959 Telephone Number: (530) 470-3750
Hereinafter referred to as the “Contractor” or “Consultant,” and the Nevada Joint Union High School District of Nevada County hereinafter referred to as the “District.”

WITNESSETH:

WHEREAS the District is authorized by Government code Section 53060 to contract with and employ an independent contractor specially trained to perform special services required, as set forth in Exhibit “A,” attached hereto and incorporated herein by this reference; and

WHEREAS, the Contractor is specially trained and experienced and competent to perform the special services pursuant to this Agreement.

THEREFORE, the parties hereto contract and agree as follows:

1. **PERIOD OF AGREEMENT:** The period of Agreement shall be from 8-25-2014, to 6-30-2015. The Agreement shall be subject to cancellation by either party on 30 days written notice to the other party.

2. **DUTIES AND FUNCTIONS OF CONSULTANT:** As per Exhibit “A”

3. **CONSULTANT’S FEES:** The District will pay the Contractor at the rate of $60.00 per hour not to exceed a total of $20,000.00.

4. **ADDITIONAL PAYMENTS:** Expense items, other than those assumed by the Contractor pursuant to Section 5, below, may be submitted to the District in writing before they are incurred for the District’s pre-approval.

5. **MODE OF PAYMENT:** The Contractor shall submit an invoice to the authorized representative of the District, on a form furnished by the District, upon completion of the services, certifying that he/she has personally performed the services for which the invoice is submitted.

The Contractor shall bear responsibility for all expenses, including but not limited to travel expenses, incurred by him/her in performance under this contract, unless authorized in Section 4, above.

6. **LIABILITY:** The District shall not be liable to the contractor for personal injury or property damage sustained by the Contractor in the performance of this contract whether caused by the District, its employees or pupils, or by any third persons.

7. **CONTRACTOR NOT OFFICER, EMPLOYEE OR AGENT OF DISTRICT:** While engaged in performance of this Agreement, the Contractor is an independent contractor
and is not an officer, employee or agent of the District. Contractor agrees to indemnify and hold the District harmless for claims related to all government agency compliance, including but not limited to, the Internal Revenue Service and State taxing agencies.

8. **INDEMNIFICATION:** Contractor shall defend, indemnify and hold harmless the District, its officers, agents, employees and volunteers against all claims for damages including death or injury to persons or property and including without limitation all consequential damages from any cause whatsoever arising from or connected with its service hereunder whether or not resulting from the negligence of Contractor, its agents, employees or volunteers. Contractor shall hold harmless and indemnify the District, its officers, agent’s employees and volunteers from all damages of every nature and description proximately caused by negligent or willful acts or omissions by Contractor, its agents, employees or volunteers in the course of rendering service(s) under this contract.

9. **INSURANCE:** During the entire term of this contract and any extension or modification thereof, Contractor shall keep in force a policy or policies of General Liability Insurance, Professional Liability Insurance including sexual misconduct and Owned and Non-Owned Automobile Liability Insurance used in the performance of service(s) by Contractor of at least $1,000,000 combined single limit for all damages arising out of death, bodily injury, sickness or disease from each accident or occurrence and all damages arising out of destruction of property for each accident or occurrence. No later than the effective date of this contract, Contractor shall provide District with satisfactory evidence of insurance, including a provision for thirty (30) calendar day’s written notice to the District before cancellation or material change of the above specified policies. Contractor shall name the District an additional insured by endorsement to the Contract’s General Liability and Automobile Liability policies. The certificate shall also provide that the District’s self-insurance and insurance programs shall be noncontributory. Contractor shall at its own expense procure and maintain insurance as required by the State’s Workers’ Compensation Law.

WITNESS the parties hereto the day and year first above written.

CONTRACTOR: Donna Currier

**Educational Psychologist**

Account No. _______________________

Purchase Order No. ________________

Nevada Joint Union High School District
11645 Ridge Road
Grass Valley, CA. 95945

Sponsoring Administrator: Sean Manchester
Title: Special Education Director

Fiscal/Business Approval: Karen Suenram
Title: Superintendent of Business Services
NEVADA JOINT UNION HIGH SCHOOL DISTRICT

Certificated Management Position

ADMINISTRATION

Position Title: PSYCHOLOGIST

General Description:
Under the direction of the Director of Special Education, conduct assessments of the psycho-educational needs of referred students; provide consultative services or techniques to facilitate student learning and development; provide short-term counseling services to special education students, as IEP teams designate, and regular education students, by agreement of the psychologist and site administrator; assist school patrons in gaining access to services from outside agencies and community service providers.

Responsible to: Assistant Superintendent of Pupil Services/Designee

Contract Days: 193 days

Salary: Appropriate placement on Psychologist salary schedule

Essential Functions:

1. Administer psycho-educational assessments and periodic re-evaluations of referred students as outlined by the student’s assessment plan; prepare written reports of assessment findings with diagnoses and specific recommendations.

2. Participate in IEP meetings as appropriate; facilitate teams as necessary to accomplish proper results.

3. Provide consultative support as a subject expert to teachers, administrators, parents and students for regular and special education programs; consult with administrators, teachers and parents regarding mental health issues/interventions, substance abuse, understanding cultures, and the evaluation of educational programs and progress of students through various testing programs; provide support to administrators and teachers regarding classroom environment/school climate, student behavior, child development, learning problems and strategies, family/peer relationships, general education program options, special education procedures and guidelines, and the Gifted and Talented program; participate in discussions regarding promotion/retention and acceleration issues; assist with staff development as appropriate.
4. Provide short-term counseling with referred students and families; assist with expulsions as referred.
5. Recommend alternative approaches or techniques to facilitate the attainment of goals and objectives for individual students, groups of students, classrooms and schools.
6. Perform crisis counseling as necessary.
7. Oversee the Educationally-Related Mental Health Services within the district.
8. Drive a vehicle to conduct work.
9. Perform related duties as assigned.

Demonstrate Knowledge and Abilities:

Knowledge of:
- Testing practices, procedures and methods
- Various testing materials, instruments and equipment
- Individual and group counseling techniques
- Federal and State laws and regulations regarding special education and assigned duties
- IEP preparation and implementation methods and procedures
- Appropriate referral agencies
- Record-keeping techniques
- Applicable sections of the State Education Code
- Interpersonal skills using tact, patience and courtesy
- Principles of providing work direction and guidance to assigned personnel
- Technical aspects of field of specialty

Ability to:
- Perform professional evaluations of psychological, social and educational needs of students
- Develop, write and implement comprehensive Individual Educational Plans (IEP) for special education students
- Utilize various testing techniques, materials, equipment and instruments
- Counsel effectively with students and parents
- Prepare and maintain confidential records and files
- Analyze situations accurately and adopt an effective course of action
- Work confidentially with discretion
- Communicate effectively both orally and in writing
- Drive a vehicle to conduct work
- Establish and maintain cooperative and effective working relationships with others
- Work independently with little direction
- Maintain current knowledge of technological advances in the field
- Provide work direction and guidance to assigned personnel
- Maintain consistent, punctual and regular attendance
- Hear and speak to exchange information
- See to read a variety of materials

**Education & Experience Required:**

Any combination equivalent to: master's degree in educational or clinical psychology, including at least one year of internship under the supervision of a credentialed school psychologist.

**Credential and other Requirements:**

Pupil Personnel Services Credential with School Psychology authorization. Valid California Class C driver’s license.

**Working Conditions:**

**Environment:**
Office environment.
Classroom environment during observances.
Valid California driver's license.

**Hazards:**
Contact with hostile or abusive individuals with unpredictable behaviors.

**Medical Category I:**
1. Position requires normal physical strength and endurance for standing, sitting, bending, or walking.
2. Work assignments are normally located in a work environment with light physical work and require light physical effort.
3. Lifting 25 pounds maximum or carrying any object up to 15 pounds.

---

Date Adopted: December 5, 1989
Date Revised: June 21, 2000
Date Revised: April 10, 2013
Sales Order for:

Nevada Joint Union High School District

Nevada Joint Union High School District -14-19' (5 year quote)

11645 Ridge Rd
Grass Valley, CA 95945-5024

Kim Bolz-Andolshek  
Regional Sales Director  
kbolz@schoology.com

Schoology, Inc.  
115 W. 30th St., 10th Floor  
New York, NY 10001  
www.schoology.com

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OID: 006A00000000DIAQ QID: 0Q0A000000000000RKAQ
Introduction

Schoology proposes to work closely with Nevada Joint Union High School District to implement a digital learning environment that promotes learning, communication, and collaboration inside and outside of the classroom.

Schoology is a dynamic, user-centric learning management solution that adjusts to any educational environment. Schoology’s versatility derives from three key components: learning management, enhanced communication, and third-party integration. Using Schoology’s engaging tools, educators can create custom courses, pace students individually, and differentiate instruction. Schoology also facilitates improvement by providing educators access to globally shared resources. Finally, Schoology seamlessly integrates third-party software via its advanced API. This award-winning, comprehensive approach ensures engagement and magnifies achievement worldwide.

After launching in 2009, Schoology is now in more than 25,000 schools and organizations across more than 132 countries worldwide. Schoology is transforming learning by making academic improvement more accessible. Thousands of schools around the world are working together to engage students more effectively, and this is just the beginning.
Enterprise Subscription

Schoology offers a complete cloud-based solution. All hardware, database, and maintenance costs are included in the pricing. Nevada Joint Union High School District will not incur costs associated with system upgrades or releases that improve the current features.

1. LDAP/Single Sign-On (SSO) Integration

Schoology will make available a SSO script that can be used to establish SSO with third party applications and directories. This will mean that all users will be able to use their school assigned username and password to access the Schoology environment. Nevada Joint Union High School District will still maintain all usernames, passwords, user groups, roles, and account names locally.

2. Advanced User Management

Nevada Joint Union High School District will have access to Schoology’s Advanced User Management Interface which allows administrators to manage user roles, permissions, privacy, and overall system settings. This also affords administrators the ability to bulk-add users either using import files or, for more advanced users, programmatically via our REST API.

3. Enterprise Management Interface

Nevada Joint Union High School District will be able to create multiple buildings using the Enterprise Management Interface. Administrators can organize users into individual buildings, and they can designate different users as administrators. The system administrator is able to then manage all users and schools from the main parent account while certain administrators will be responsible for a particular group of users across different buildings.
4. School Site Branding

Schoology will provide custom branding services to the Schoology interface for Nevada Joint Union High School District. Schoology will brand the top banner and links with Nevada Joint Union High School District’s desired color scheme, and Schoology will also replace the Schoology logo with Nevada Joint Union High School District’s organization logo. In addition, Nevada Joint Union High School District will receive domain customization (e.g. lms.schoolname.org) or subdomain customization (e.g. schoolname.schoology.com).

5. Support Services

Schoology offers two levels of support:

a. The first level is community-based support that is available to all administrators and instructors via a “Feedback/Support” button located in the dropdown menu in the upper right corner of Schoology. Community support is helpful for finding frequently asked questions and for posting new ideas. As part of your support management practices, you may choose to recommend this level of support for teachers and other staff or faculty at your school.

b. The second level is dedicated support. As an enterprise client you have access to our dedicated support. You may choose up to three (3) dedicated support contacts from your school/district, whose role is to relay any questions, concerns or ideas to the Schoology team. These three (3) main support contacts can contact Schoology by:

1. Phone: Support contacts may contact a Schoology representative by using a support code listed in the “Feedback/Support” button (only visible to support contacts).

2. Email: Support contacts may email a Schoology representative by emailing help@schoology.com.
3. Ticketing System: Support contacts may create their own support tickets by going directly to support.schoology.com.

Services
After we have received Nevada Joint Union High School District's signed Sales Order, Nevada Joint Union High School District's a dedicated Client Success Specialist will send an Implementation Verification Document to verify information and gather some additional account information. Upon receiving the verification document, the Client Success Specialist will schedule a kickoff call to begin the implementation process. During the kickoff call, the Client Success Specialist will review all of the initial setup steps that Nevada Joint Union High School District will need to get started, as well as address any potential questions or needs that Nevada Joint Union High School District might require.

After the kickoff call, Nevada Joint Union High School District will have access to Schoology's consulting services, which includes check-in calls and support during implementation. During this process, we establish milestones for your Enterprise Subscription system configuration, and product training. Schoology will provide continual support throughout the implementation process through our dedicated Client Success Specialists and tiered support system.

6. Implementation
After the kickoff call, the Success Specialist will provide a launch pack that serves as a resource guide for setting up the Schoology system. Nevada Joint Union High School District's Client Success Specialist will assist you in the configuration of your system. Items included in your implementation are basic account creation/management, system settings, branding and consulting around the overall implementation strategy.
In addition to the base implementation you also have the following options available:
- Data Population using SFTP or one of our existing SIS Integrations
- User logins using LDAP, Google SSO or Remote Authentication

7. Train-the-Trainer Web Delivered

Schoology offers web delivered product training to Nevada Joint Union High School District’s support staff via a train-the-trainer approach. Our web training is setup for a maximum of 15 attendees and we recommend holding them in a computer lab with a projector and speaker phone. Most sessions are one to two hours in length and it helps to have a moderator present for questions. This type of training is often utilized mid-year to provide additional support on intermediate and/or advanced features. The Schoology Professional Development team will work with project leaders in advance to determine the most effective outline for the web training and will work towards catering to specific client requests.

8. Train-the-Trainer Onsite

Schoology offers onsite product training for teachers and administrators via a train-the-trainer approach. Commonly the "Schoology for Master Instructors" course can be delivered using an onsite approach. Our onsite training is for a maximum of 15 attendees and should be held in a computer lab with a projector or in a room with sufficient wireless if the attendees are bringing their own laptops. Onsite trainings average of six hours of instruction.

The Schoology Professional Development team will work with project leaders in advance to determine the most effective outline for the onsite training and will work towards catering to specific client requests. Travel and Expenses are included in the purchase of an onsite training day.

(Note: The onsite training days require at least 14 days of lead time to accommodate for travel arrangements.)
Master Services Agreement

By accepting this Sales Order, you are agreeing to the terms of the Schoology Master Subscription Agreement, which is located here:


SUBSCRIBER NAME:
Nevada Joint Union High School District

Signature: [Signature]

Printed Name: Karen L. Sueno

Title: Asst. Supt. - Business Services

Date: 7-21-14
Enterprise Cost Summary

Exhibit A – Pricing

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<th>Description</th>
<th>Price/Rate</th>
<th>Quantity</th>
<th>Discount</th>
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<tr>
<td>Enterprise Subscription, Per Student</td>
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OID: 00GAGG0000000000000RKAQ
### Year Four

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Grand Total: $17,406.25

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Grand Total: $18,102.50

The initial payment is due 30 days after the invoice date. All renewal subscriptions are invoiced 30 days prior to the start of the new term. Payment for renewal subscriptions must be received within 10 business days after the start of a new term.

*This Sales Order is valid until August 31, 2014.*

Thank you for your business!
FIELDWORK TRAINING AFFILIATION AGREEMENT

I. Parties to the Field Training Agreement:

This agreement (the "Agreement"), dated OCTOBER 8, 2014 is made among the following parties: Capella University, located at 225 South 6th Street, 9th floor, Minneapolis, MN 55402, the practicum/intern site (the "Site") named NEVADA JOINT UNION HIGH SCHOOL DISTRICT (sites: Silver Springs and Nevada Union High Schools) with its primary location of business at 11645 RIDGE ROAD, GRASS VALLEY, CALIFORNIA 95945 and the practicum/intern learner (the "Learner"), named SARALYNN CROSSEN.

II. Term of the Agreement:

Please include the full dates for practicum and internships.

This Agreement shall be effective from JANUARY 1, 2015 through JUNE 30, 2015.

III. The School of Social and Behavioral Sciences, Department of Counseling, at Capella University Agrees:

1. To assign a Capella University fieldwork course instructor to facilitate communication among the University, the Learner, and the Site supervisor.

2. To provide the Site supervisor with the following support materials:
   
   • A copy of the Site supervisor orientation PowerPoint presentation
   • All evaluation forms required to assess the performance of interns
   • Weekly observation and monitoring of fieldwork Learner by the Capella University instructor via online course room discussions and group phone supervision.

3. To maintain regular contact every other week during the quarter between the faculty instructor and Site supervisor.

4. To notify the Learner that he/she is responsible for complying with all policies and procedures governing interns at the Site.

5. To provide immediate consultation with the faculty instructor should disagreements arise between the Learner and the Site supervisor (acknowledging that the Site supervisor has primary authority for all activities of the Learner at the Site).

6. To assure that the faculty instructor for practicum and internship will assign a satisfactory or non satisfactory grade upon receipt of all documentation and evaluation forms from the Site supervisor.
IV. **The Practicum/Internship Site Agrees:**

1. To assign a Site supervisor(s) who is currently licensed in his/her state, has education/training in counseling supervision, and who has at least two years of relevant clinical experience.

2. To provide a copy of the current license and a current curriculum vitae of the Site supervisor(s) to the intern to submit with his/her fieldwork application and to provide renewed licensure documentation, as needed.

3. To provide opportunities for the Learner to engage in a variety of appropriate training activities, as noted in the fieldwork application, under the supervision of the approved supervisor, which will meet the minimum number of required hours as specified in the fieldwork application. To provide an opportunity to allow at least one audio or video recording of a Learner conducting a live session with a client.

4. To provide the Learner with adequate workspace, telephone, office supplies, and staff support to conduct professional activities appropriate to the practicum or internship.

5. To provide the Learner with at least one hour of scheduled, face-to-face supervision each week (dyadic or triadic) and to meet the minimum number of required supervision hours for each quarter.

6. To review and sign the Learner’s weekly time logs.

7. To review the Learner’s activities at the conclusion of fieldwork training and verify hours were completed by signing Activity Logs and completing the Site supervisor evaluation form.

8. To provide formal evaluation of the Learner on forms provided by Capella University and submit them within the required timeframe to both the fieldwork instructor and the Learner.

9. To notify the fieldwork instructor immediately if there are any changes to the contract, including dates, hours, supervision, etc.

V. **The Learner Agrees:**

1. To complete prerequisite coursework and experiences prior to initiating fieldwork. Learner agrees to fulfill prerequisites in their entirety in order to ensure readiness for field training.

2. To immediately notify the fieldwork instructor if there are any changes to the contract including dates, hours, supervision, etc.

3. To abide by all rules and regulations in the state in which they are completing fieldwork.

4. To be familiar with and uphold the ethical guidelines governing their clinical work.

5. To follow all relevant policy, procedure, rules, and standards of the fieldwork Site.

6. To maintain a current log of all activities.

7. To participate fully in the online course room component and weekly group supervision meetings of the field training course and complete all related assignments at a passing level.

8. To notify the fieldwork instructor if an absence of seven (7) days or more occurs from the training Site.

9. To participate in Site training and other activities offered by the Site which may be required for fulfilling practicum/internship duties.
10. To be responsible to obtain additional training and/or education, as deemed necessary by supervisor, Capella faculty, or Clinical Coordinator in order to conduct activities required at the training Site.

11. To carry his/her own personal professional liability (malpractice) insurance at the $1,000,000 incidental and $3,000,000 aggregate levels for the full duration of your practicum or internship experience. Learner also agrees to provide the Site supervisor with a copy of the Learner's professional liability insurance policy, as requested.

12. The Learner also agrees to complete all screening procedures and checks required by the Site, such as criminal background check, fingerprinting, physical exam, or drug testing. The Learner and Site will work out the details of these additional Site requirements.

VI. Signatures and dates:

Site Supervisor: ____________________________ Date: ______

Site Director: ____________________________ Date: ______
(If applicable)

Learner: ____________________________ Date: ______

Capella University: ____________________________ Date: ______
AGREEMENT FOR PROGRAMS AND SERVICES
2014-2017

This Memorandum of Understanding, hereinafter referred to as “Agreement,” for programs and services provided by the Placer County Office of Education’s 49er Regional Occupational Program, hereinafter referred to as “PCOE-49er ROP” is entered into between Gayle Garbolino-Mojica, Placer County Superintendent of Schools, in her capacity as the Chief Executive Officer of PCOE, and the Nevada Joint Union High School District, hereinafter referred to as “District.”

RECITALS

WHEREAS, PCOE-49er ROP is authorized to establish and maintain the regional occupational program activities at various locations within Placer and Nevada Counties; and

WHEREAS, the PCOE-49er ROP offers programs meeting the rules, regulations, and standards set forth in the Education Code, the California Administrative Code Title V, and the California State Plan for Career Technical Education (CTE), to residents of Placer and Nevada Counties; and

WHEREAS, CTE programs entitled and listed herein, will be of benefit to the students of Placer and Nevada Counties; and

WHEREAS, the District wishes to participate in establishing and maintaining PCOE-49er ROP and related CTE programs and services;

WHEREAS, PCOE-49er ROP, Nevada Union High School programs will be passed from PCOE to NJUHSD over a term of three (3) years; July 1 2014 through June 30, 2017.

NOW, THEREFORE, the District and the PCOE-49er ROP agree as follows:

SECTION ONE: CAREER TECHNICAL EDUCATION ADVISORY COMMITTEE

The purpose of the advisory committee is to ensure PCOE-49er ROP’s programs and services are aligned with PCOE goals, school district goals, and community needs; and that PCOE-49er ROP resources are allocated and supervised to optimize benefits to the District, PCOE-49er ROP, and the community.

District hereby agrees to:

1. Participate in a program planning process by being an active member of the PCOE-49er ROP Career Technical Education Advisory Committee, which will meet in conjunction with the monthly Placer County Curriculum and Instruction meetings.

PCOE-49er ROP hereby agrees to:

1. Convene a PCOE-49er ROP Career Technical Education Advisory Committee in conjunction with PCOE facilitated Curriculum and Instruction meetings for the purpose of guiding the strategic direction and decision making for PCOE-49er ROP and PCOE related CTE programs and services.
SECTION TWO: PROGRAM PARTICIPATION

District hereby agrees to:

1. Assist in promoting, recruiting and requesting enrollment for appropriate students into PCOE/49er ROP courses. Specific tasks include:
   a) Make students aware of the PCOE-49er ROP programs and CTE opportunities available.
   b) Actively recruit, screen, and assist students with enrollment requests into PCOE-49er ROP programs when programs are consistent with students’ college and career goals.
   c) Promote CTE, including PCOE-49er ROP and career guidance, as integral parts of the high school curriculum.
   d) Promote CTE programs, including PCOE-49er ROP, on high school campuses and in the community, through open houses, displays, career week, graduation, press/news releases, school newspapers, yearbooks, fliers, pamphlets, career speakers, etc.
   e) Implement procedures for recruiting, enrolling, and monitoring special education students to assure the proper placement and optimal success of each student.
   f) Counsel with and/or provide guidance to those students who indicate a sincere interest in enrolling in a PCOE-49er ROP classes.
   g) Provide group guidance activities that specifically relate to the world of work (attitudes, job hunting, job keeping skills, decision-making, aptitudes, personal assessment, career planning, etc.).
   h) Arrange when necessary, conferences with the parents of PCOE-49er ROP students, instructors, operators of training sites, home high school personnel, etc.

2. Facilitate communication and coordination between District high schools and PCOE-49er ROP. Specific tasks include:
   a) Assist PCOE-49er ROP instructors with the scheduling of appointments with potential PCOE-49er ROP students, campus instructors, counselors, parents, community groups and administrators.
   b) Provide representation and participation in all PCOE-49er ROP Counselor meetings.
   c) Advise PCOE-49er ROP as to school and district calendars (holidays, in-service days, snow days, minimum days, PLC days, examination days, mandated testing days, field trips, assemblies, etc.), and any other activities that could affect participation with PCOE-49er ROP.
   d) Keep the PCOE-49er ROP office current on district and high school policies relating to grade reporting, PCOE-49er ROP course titles and credits for student transcripts, course changes, course scheduling, course numbers, etc.
   e) Keep district and high school administrators, counselors and/or liaisons, and relevant support staff, current on PCOE-49er ROP policy and procedures and answer related questions as they occur.
   f) Provide accurate and current PCOE-49er ROP enrollment information to high school counseling departments.
   g) Meet, when necessary, with the designated PCOE-49er ROP administrator regarding these and other tasks.
   h) Process necessary PCOE-49er ROP forms (grade forms, drops, etc.)
3. Provide the necessary and appropriate facilities to conduct PCOE-49er ROP classes, generally at no additional cost, to PCOE-49er ROP, with the following criteria:
   a. Custodial services, maintenance, security, and utilities will be provided at the same level of service as was provided to the room(s) prior to occupancy by PCOE-49er ROP. Additional services and costs will need to be negotiated with the District and PCOE-49er ROP.
   b. Use of support equipment, such as copy machines, will be made available.
   c. Technology support, such as local network access, and telephone service, will be provided at the same level of service as was provided to the room(s) prior to occupancy by PCOE-49er ROP.
   d. Facilities and any furnishing and equipment provided to PCOE-49er ROP by the District shall remain the property of the District. At the time PCOE-49er ROP takes occupancy of the premises, the District shall have completed its inventory of all District property that will be located on or remain on the premises. If any furnishings and equipment are provided to PCOE-49er ROP by the District during the term of this Agreement, such furnishings and equipment shall be added to the District’s inventory and shall remain the property of the District.

4. Designate all classes offered pursuant to this Agreement in bulletins, articles, and schedules, etc.

**PCOE-49er ROP hereby agrees to:**

1. Administer, supervise, and conduct all PCOE-49er ROP programs.
2. Recruit and enroll qualified students.
3. Provide instructors, for all classes, that are properly credentialed according the California Commission on Teacher Credentialing (CTC), and who are qualified in accordance with the California Department of Education (CDE) course certification standards and requirements for Regional Occupational Programs.
4. Provide curriculum that is approved by the CDE, in accordance with the Department’s CTE Framework and CTE standards, and consistent with College and Career Readiness Standards, including the Common Core State Standards (CCSS).
5. Employ, direct, supervise, and assume full responsibility for compensation of its employees, for all personnel-related costs including travel, instructional supplies/materials, printing, equipment, and professional development.
6. Present to the District any revisions affecting time and/or location of classes, or additional or cancelled sections.
7. Issue PCOE-49er ROP Certificates of Completion to those students who meet designated requirements.
8. Issue PCOE-49er ROP Competencies to those students who meet standards.
9. Provide program budget, including instructor’s salary and benefits, materials and supplies, textbooks, travel, staff development, and equipment.
10. Comply with all applicable ordinances, laws, and regulations affecting the use and occupation of the facilities thereof by PCOE. This covers, but is not limited to, the proper disposal of hazardous material, including EPA manifest requirements.
11. Prior to any requested alterations or added equipment to the facilities, PCOE-49er ROP shall comply with all District policies and procedures related to facilities modifications, etc., obtain written district approval, and shall comply with all applicable laws. Any resulting increases in District operational costs, such as custodial service, utility costs, etc., shall be negotiated and resolved as to responsibility for payment of increased costs.
12. Cost associated with repairs/replacement of equipment in a lab environment used by PCOE-49er ROP due to normal wear and/or upgrades will be mutually agreed upon between both parties prior to any expenditure.
13. Placer County will continue enrollment and funding for the current Sports Medicine and Automotive programs as scheduled for the 2014-15 school year.
   a. If either of the current instructors chose to end employment with PCOE-49er ROP, they will not be replaced nor will the program be funded by PCOE.
14. NJUHSD will assume the responsibility for the Sports Medicine program and the employment of the current instructor for the 2015-16 school year.
   a. PCOE-49er ROP will transfer basic equipment and supplies for this program to NJUHSD.
   b. Any additional support for the Sports Medicine program provided by PCOE-49er ROP will be through a fee for service.
15. PCOE-49er ROP will continue enrollment and funding for the current Automotive Program as scheduled for the 2015-16 school year.
   a. If the current instructor choses to end employment with PCOE 49er ROP he will not be replaced, nor will the program be funded by PCOE.
16. NJUHSD will assume responsibility for the Automotive Program and the employment of the current instructor for the 2016-17 school year.
   a. PCOE-49er ROP will transfer basic equipment and supplies for this program to NJUHSD.
   b. Any additional support for the Automotive Program provided by PCOE-49er ROP will be through a fee for service.

**SECTION THREE: DISTRICT INSTRUCTORS TEACHING A PCOE-49er ROP COURSE**

N/A is employed by the District as an instructor. The District hereby agrees to release the above said instructor to teach the above specified PCOE-49er ROP course, equivalent to one section in the FTE assignment detailed in the tables below, for the 2014-2015 school year. During the term of this Agreement, said teachers shall remain an employee of the District, and the District will pay the full salary and benefits as currently negotiated. The District will invoice PCOE-ROP for the cost of the ROP sections for a total of N/A for the 2014-15 school year.

District hereby agrees to:

1. Invoice PCOE-49er ROP quarterly no later than the end of the month as follows: October 2014; January 2015, April 2015, and June 2015.
2. Invoice will reflect the current FTE assignment (noted above) for the salary, statutory costs, and benefits paid by the District each quarter.
3. Ensure that the instructor fulfills responsibilities of this position including:
   a) Attend PCOE-49er ROP staff meetings and related professional development meetings pertinent to the instruction, curriculum, and delivery of the ROP course(s).
   b) Accurately take and record attendance, update assignments, and post grades into PCOE-49er ROP’s student information system in accordance by communicated deadlines.
c) Provide course documentation as requested by PCOE-49er ROP, including, but not limited to: industry advisory meeting documents, curriculum outlines, course competencies, course syllabus, course schedule/pacing guide, and substitute lesson plans.
d) Complete the PCOE-49er ROP instructor checkout process to ensure all documents are completely submitted before final payment is processed for this Agreement.

4. Coordinate with PCOE-49er ROP to provide supervisory support for the course, including resolution of student attendance and/or behavior issues.

PCOE-49er ROP hereby agrees to:

1. Within 30 days of receipt of each invoice, reimburse District for amount invoiced. The final payment to the District will be contingent on the District instructor’s completion of tasks outlined in this Agreement.
2. Ensure District’s students have opportunity to enroll in ROP courses, and coordinate with school site counselors and liaisons to clearly communicate expectations, processes, and enrollment confirmation.
3. Provide funding for pre-approved costs and expenses incurred for the course of the school year including mileage, conference and travel, supplies, postage, substitute teacher.
4. Provide professional development opportunities for the District instructor to ensure the course content is consistent with California CTE Standards in accordance with the CDE’s CTE Framework.
5. Coordinate with the school site to provide supervisory support for the course, including resolution of student attendance and/or behavior issues.
6. Coordinate with District personnel to resolve facilities and technology needs related to the PCOE-49er ROP course(s).

SECTION FOUR: SHORT TERM SUPPORT FOR A NON PCOE-49er ROP CAREER TECHNICAL EDUCATION CLASS

PCOE-49er ROP agrees to support the cost of one, three-hour section of Veterinary Science, equivalent to .60 FTE assignments, for the 2014-2015 school year, at a total combined cost of $31,930.90. During the term of this agreement, the instructor is an employee of the District and the District will pay the full salary and benefits as currently negotiated; this is a one-year contract.

<table>
<thead>
<tr>
<th>Teacher: Caitlyn Oats</th>
<th>% of FTE</th>
<th>.60</th>
</tr>
</thead>
<tbody>
<tr>
<td>Corresponding Costs (including benefits)</td>
<td>$31,930.90</td>
<td></td>
</tr>
</tbody>
</table>

The District shall:

1. Send PCOE-49er ROP quarterly no later than the end of the month as follows: October 2014; January 2015, April 2015, and June 2015.
2. Provide all necessary equipment and facilities, and be responsible for all other approved costs and expenses incurred for the course for the school year, including mileage, conference and travel, supplies, postage, substitute costs, and photocopying costs.
3. Provide data to PCOE-49er ROP related to the funded course. The final payment from PCOE-49er ROP to the district will be contingent on receiving this data.
4. NJUHSD will assume full supervisory responsibilities over the instructor and the program.
5. Veterinary Science curriculum will begin the curriculum approval process for final approval by January 1, 2015.

PCOE-49er ROP shall:

1. Provide the appropriate course outline and curriculum relevant to the program.
2. Transfer basic equipment and supplies to begin the program.
3. Maintain a budget for program consumables and relevant teacher expenses, including mileage and professional development activities, not to exceed $2100.
4. Invite the assigned Veterinary Science instructor to PCOE/49er ROP sponsored training and events.
5. Offer relevant information and guidance to the instructor on requirements related to work-based learning and the Eleven Elements of a High Quality Career Technical Education Program.
   a. This guidance and support will be available through December 2014.
   b. Any additional support for the Veterinary Science program provided by PCOE will be through a negotiated fee for service.
6. Within 30 days of receipt of invoices, reimburse District for the amount invoiced reflecting the .60 FTE assignments for salary, statutory costs, and cost of benefits paid by District each quarter. The final payment from PCOE-49er ROP to the District will be contingent on receipt of data.

SECTION FIVE: GENERAL PROVISIONS

Use of PCOE-49er ROP equipment, and/or property, is limited to PCOE-49er ROP programs and PCOE-49er ROP staff, unless otherwise authorized by PCOE-49er ROP administration. Such authorization must be in writing, containing specific conditions of use, and must be approved prior to any non PCOE-49er ROP use.

PCOE-49er ROP and the District mutually acknowledge participation in the Schools Insurance Group (SIG) for each parties individual liability coverage. Indemnity is not granted, nor should be assumed, by one party from the other in this Agreement.

Modification

This Agreement constitutes the entire Agreement and understanding of the parties. All prior understandings, terms, or conditions are deemed merged into this Agreement. Any changes to this Agreement shall be proposed in writing and forwarded to parties for concurrence no later
than thirty (30) days before the proposed changes are to take effect. Should changes in legislation occur, including, but not limited to, the California state budget, that would necessitate revisions to this Agreement, the District and PCOE-49er ROP shall meet to revise accordingly.

PLACER COUNTY OFFICE OF EDUCATION

[Signature]
Gayle Garbolino-Mojica, Superintendent of Schools

9/16/14
Date

NEVADA JOINT UNION HIGH SCHOOL DISTRICT

[Signature]
Louise Bennicoff-Johnson, Superintendent

Date
AGREEMENT FOR CONSULTANT SERVICES

This Agreement is made and entered into this 29th day of September, 2014, by and between the Nevada Joint Union High School District (“District”), a California public school district, and Team 3 Family Counseling Center (“Consultant”).

WITNESSETH

WHEREAS, the District wishes to make available to it students professional counseling services; and

WHEREAS, Consultant is willing and able to provide such services to District students pursuant to the terms and conditions of this Agreement.

NOW, THEREFORE, the parties agree as follows:

1. Consultant will provide the following services beginning on September 30, 2014:

   A. Provide intervention counseling services to students who self-refer or are referred by a counselor, parent, teacher, administer or “concerned person.” Services may include individual, family or group counseling.
   B. Screen students to determine program eligibility, complete initial intake and plan development, make collateral contacts as needed and make appropriate referrals.
   C. Monitor and report programmatic data as required.
   D. Participation in staff trainings and STARS program provider’s trainings, as needed.
   E. Communicate with STARS Program Coordinator, the students’ academic counselors, teachers and school administrators as appropriate.
   F. Team 3 Family Counseling Center director will provide MFT Trainee and/or MFT Intern supervision and case supervision.

2. Consultant will provide the services hereunder without any charge whatsoever to the District, its students, staff, representatives or agents.

3. Consistent with the process set forth in Education Code section 45125.1 Consultant agrees to undergo fingerprinting and cooperate in a background check before rendering any services hereunder.

4. The District will, to the extent permissible under the state and federal pupil privacy laws, assist Consultant as necessary for Consultant to perform the services hereunder. However, Consultant acknowledges and agrees that private information pertaining to
students, including but not limited to pupil records, shall not be provided by the District to Consultant, unless proper consent has been obtained.

5. Either party may request changes in the nature or scope of services provided under this Agreement. Such changes must be authorized in advance by the District in writing, and incorporated into this Agreement as an amendment.

6. Consultant warrants that s/he has the necessary expertise to perform the services. Consultant further warrants that s/he will perform said services in a legally adequate manner in conformance with all Federal, State and local laws and guidelines.

7. Consultant agrees that, as applicable, s/he will observe the privacy provisions related to pupil records as set forth in the California Education Code and the federal Family Educational Rights and Privacy Act. In the event Consultant encounters a potential violation of the pupil privacy laws, s/he shall contact District management as soon practical.

8. Consultant shall defend, indemnify, and save and hold harmless the District, its officers, agents and employees, and representatives from and against any claims, suits or actions of every name, kind and description brought forth, or on account of, personal injury or bodily injury (including death) of any person, including (but not limited to) workers and the public, or damage to property, resulting from or arising out of Consultant’s negligence or willful misconduct in the performance of this Agreement, save and except those matters arising from District’s negligence or willful misconduct. The parties intend that this provision shall be broadly construed to effectuate its purpose.

9. Consultant shall, at all times maintain in full force and effect liability insurance covering his/her activities hereunder. Insurance coverage as set forth herein shall not be construed to relieve Consultant of liability in excess of such coverage, nor shall it preclude the District from taking such other actions as are available to it under any other provision of this Agreement or law.

10. This Agreement may, without penalty of any kind, be terminated without cause by either party.

11. This is an integrated Agreement, and contains all of the terms, considerations, understanding and promises of the parties. It shall be read as a whole.

12. In any action brought by either party to enforce the terms of this Agreement, the prevailing party shall be entitled to recover its reasonable attorney’s fees.

13. Any action arising out of this Agreement shall be brought in Nevada County, California.
14. Consultant shall provide the services hereunder as an independent contractor and covenants and agrees that s/he will act in accordance with such status, that it will neither hold itself out as, nor claim to be an officer or employee of the District by reason of this Agreement.

15. This Agreement shall be binding upon the heirs, successors, executors, administrators and assigns of the respective parties hereto.

16. Consultant shall not engage in unlawful employment discrimination, including but not limited to, employment discrimination based upon a person's race, religious creed, color, national origin, ancestry, disability or medical condition, marital status, citizenship, gender, or sexual orientation.

Karen Suenram  
Assistant Superintendent  
Nevada Joint Union High School District

10-1-14  
Date

Susan Love, MFT  
Director  
Team 3 Family Counseling Center

Date
Agreement between the
Nevada Joint Union High School District
And
California School Employees Association, No. 165

The following Agreement between the Nevada Joint Union High School District ("District") and the California School Employees Association, No. 165 ("CSEA") regarding the use of substitute employees in the Nevada Union High School cafeteria.

WHEREAS, the Nevada Union High School campus was closed at the beginning of the 2014/15 school year;

WHEREAS, the District has revised the menus and staffing of the Nevada Union High School cafeteria to promote and accommodate more students on campus during lunch;

AND, WHEREAS, the District has required a period of time during the beginning of the school year to assess the changes in structure of the cafeteria;

NOW, THEREFORE, the District and CSEA agree that:

1. The District will continue to utilize two classified substitute cafeteria employees in the Nevada Union High School cafeteria until September 30, 2014, while the site and district administration assess the long-term staffing requirements.

2. By Friday, September 12, 2014 the District will post any Nevada Union High School cafeteria positions they deem necessary.

3. This Agreement shall not constitute or be construed as a past practice, nor shall it be deemed a precedent in any manner whatsoever.

Dated: 9-3-14

[Signature]
CSEA Representative

Dated: 9/4/14

[Signature]
NJUHSD Representative
TENTATIVE AGREEMENT

Between The

NEVADA JOINT UNION HIGH SCHOOL DISTRICT

And The

CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION and Its Chapter #165

August 21, 2014

The following is a Tentative Agreement between the Nevada Joint Union High School District ("District") and the California School Employees Association and its Chapter #165 ("Association") resolving the parties' recent negotiations regarding specific job description and classification changes as set forth below.

A. FOOD SERVICE WORKER:

The parties agree that the following classifications: Food Prep/Cold Food at Range 13; the Food Prep/Hot Food at Range 13, Cafeteria Employee and Cafeteria Employee (Technical Skills) at Range 12, shall be consolidated into the single classification of Food Service Worker at Range 13. [See Classified Job Description for Food Service Worker attached hereto as Exhibit 1].

Without any loss in seniority, all bargaining unit members currently serving in the Food Prep/Cold Food, Food Prep/Hot Food, Cafeteria Employee and Cafeteria Employee (Technical Skills) classifications shall be reclassified as Food Service Workers. For bargaining unit members newly reclassified as Food Service Workers, seniority shall be determined based on each unit member's date of hire in his/her former classification, i.e. Food Prep/Cold Food, Food Prep/Hot Food, Cafeteria Employee or Cafeteria Employee (Technical Skills).

The parties further agree that in light of the foregoing, the classifications of Food Prep/Cold Food at Range 13; the Food Prep/Hot Food at Range 13, as well as Cafeteria Employee and Cafeteria Employee (Technical Skills) at Range 12, are hereby eliminated.

B. NETWORK SYSTEMS ENGINEER

The District and the Association agree to establish a new classification of Network and Systems Engineer at Range 48 consistent with the Classified Job Description attached hereto as Exhibit 2. The new Network and Systems Engineer position shall be posted in-house only and filled in accordance with Article XVII of the parties’ 2012-15 Collective Bargaining Agreement (Agreement or CBA).

C. DATA SPECIALIST

The District and Association agree the title of the System Analyst position shall be changed to Data Specialist and reclassified from Range 39 to Range 40. [See Classified Job Description attached hereto as Exhibit 3]. Pursuant to Section 18.5 in Article XVIII of the parties' Agreement, the incumbent currently serving as the System Analyst shall be automatically reclassified to the Data Specialist position at Range 40.
In that the Data Specialist classification replaces the existing classification of System Analyst, the District and the Association agree that the System Analyst classification is hereby eliminated.

D. TECHNOLOGY SERVICES TECHNICIAN I

The Technology Services Technician I position shall be reclassified from Range 19 to Range 20. [See, Classified Job Description attached hereto as Exhibit 4]. Pursuant to Section 18.5 in Article XVIII of the parties’ 2012-15 Agreement, any incumbent currently serving as a Technology Services Technician I shall be automatically reclassified to Range 20.

E. TECHNOLOGY SERVICES TECHNICIAN II

The Technology Services Technician II classification shall be reclassified from Range 25 to Range 26. [See, Classified Job Description attached hereto as Exhibit 5]. Pursuant to Section 18.5 in Article XVIII of the parties’ Agreement, any incumbent currently serving as a Technology Services Technician II shall be automatically reclassified to Range 26.

F. TECHNOLOGY SERVICES TECHNICIAN III

The Technology Services Technician III classification shall be reclassified from Range 30 to Range 31. [See, Classified Job Description attached hereto as Exhibit 6]. Pursuant to Section 18.5 in Article XVIII of the parties’ Agreement, any incumbent currently serving as a Technology Services Technician III shall be automatically reclassified to Range 31.

This Tentative Agreement shall be effective as of October 9, 2014 following ratification by the Association and the District’s Governing Board.

Date: 8-28-14  
Kevin Atkins, CSEA President

Date: 8-28-14  
Louise Johnson, Ed. D., Superintendent
NEVADA JOINT UNION HIGH SCHOOL DISTRICT

*Classified Job Description*

**Position:** FOOD SERVICE WORKER

**General Definition:** Under the direction of the Director of Nutrition Services/Designee participates in the preparation and serving of hot and cold food items appropriate to the needs of the students and staff.

**Under Supervision of:** Director of Nutrition Services/Designee

**Employment Term:** 9 months

**Salary Range:** 13

**Desirable Qualifications:**

- **Education** High school diploma or equivalent. Previous food service experience.
- **Experience** Previous food experience in a school environment preferred.
- **Skills** General knowledge of first aid and CPR.

Knowledge of: principles and methods of preparing food in large quantities according to appropriate sanitation and safety procedures; the use and care of large kitchen equipment; principals and techniques of working within a team work environment; basic food preparation and cooking skills; basic math. Ability to utilize point of service sale equipment and software. Cash handling experience. Ability to work within the group on individual projects. Understand oral and written instruction. Read and write at a high school level.

**Medical Requirements:**

**MEDICAL LEVEL II**

1. Position requires moderate physical exertion associated with the ability to lift, carry, push, pull or climb.
2. Position requires physical capability for sustained physical work; requires strength and endurance associated with moderate physical effort.
3. Lifting 50 pounds maximum or carrying any object weighing up to 25 pounds.

**Position Responsibilities:**

1. Act as cashier. Operate point of sale equipment and software.
2. Assumes responsibility for preparation of foods.
3. Assumes responsibility for quality and quantity of food to be prepared as directed.
4. Maintains high standard of sanitation and safety in work area and in preparation of food.
5. Participates on daily and emergency basis in the preparation, cooking and serving of food.
6. Assures that foods are prepared and cooked following standardized menus and recipes.
7. Initiates request for food, supplies and/or equipment needed as well as needed replacement or maintenance of equipment used.
8. Works harmoniously with school personnel, parents, student, and others who may require serves from the work area.
9. Assist with inventory.
10. Verify beginning and ending cash daily.
11. Other duties as assigned.

**FOOD SERVICE WORKER**

Position Specifications:

1. Operate point of sale equipment for food sales.
2. Uses guidelines to prepare cold and hot food items and baked goods.
3. Gather food and paper supplies needed to accommodate daily and special event menus.
4. Prepare cold and hot food menu items needed for daily and special events.
5. Provide supervisor with daily record of ingredients an supplies used to aid in inventory control.
6. Provide supervisor with daily record of cold and hot food temperatures taken during preparation and holding times to ensure safety and quality of food prepared.
7. Under direction, assist in daily ordering of food items from vendors.
8. Perform daily and as needed special cleaning of work area, using safety and sanitation techniques.
9. Attend workshop, conference and training classes requested and approved by supervisor to improve knowledge and skill level.
10. Provide assistance and/or backup for other food service personnel with the goal of providing quality food and contribution to overall work flow.
11. Receive and accommodate request for food items from various sources of point of sale.
12. Consistently monitor and suggest improvement for work systems associated with the preparation and service of food items.
13. Self-direct the work load guided by instruction from Director.
14. Operate standard and specialized food service equipment.
15. Lift or move objects weighing up to 40 pounds while using appropriate lifting techniques.
16. Keep accurate records as required, relating to preparation, cooking, and service of food.
17. Analyze situations and adopt effective courses of action to self-direct work to meet schedules and timelines.

CSEA Approved: March 9, 1998
Board Approved: April 14, 1998
Board Revised: June 21, 2000
Board Revised: August 18, 2004
CSEA Revised:
Board Revised:
NEVADA JOINT UNION HIGH SCHOOL DISTRICT

Classification Job Description

Position: NETWORK AND SYSTEMS ENGINEER

General Definition: The Network and Systems Engineer is responsible for a wide variety of technical duties which include, but are not limited to, analyzing, planning, designing, documenting, implementing, inspecting, testing, troubleshooting, and maintaining all areas of the network infrastructure in relation to video, life safety (e.g. digital clocks, bells, paging, communication), data systems, and applications. This position is the liaison to The Corporation for Education Network Initiatives in California (CENIC) as a node administrator.

Under Supervision Of: Director of Technology & Information Systems

Salary Range: 48

Employment Term: 12 months

Qualifications: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Education/Experience

Any combination of education and experience equivalent to an associate’s degree in computer science, information technology, or a related field, plus five years of progressively more responsible network and data communications experience, three of which shall have been in network administration. Can demonstrate knowledge of the theory, principles and practices of network engineering design and functional applications for network, data communication, and life safety systems; knowledge of industry-standard network protocols, data communications facilities, systems, interfaces, and federal, state, and local laws, codes, and regulations applicable to communications systems; ability to incorporate state-of-the-art, network management technologies applicable to communications systems operations and transmission to provide maximum performance and efficiency; ability to lead a team; ability to write reports, specifications and contract documents and formulate life cycle projections; exhibits leadership and project management skills for managing large complex projects; ability to communicate effectively, both orally and in writing; and sufficient strength, agility, and dexterity to move computer equipment and perform all required tasks. Possession of a current Cisco and/or other network administration certificate is preferred.

Other Skills

Ability to operate a computer and related software. Ability to communicate clearly and concisely, both orally and in writing and the ability to interact positively with schools and community. Ability to handle a multitude of responsibilities with minimal supervision. Possession of an appropriate, valid motor vehicle operator’s license, employee-provided transportation, and proof of insurance are required. Basic computational skills.

Language/Reasoning Skills

Ability to read and interpret documents such as operating and maintenance instructions, and procedure manuals. Ability to understand and to carry out detailed written, oral, and

Last Updated July 17, 2014
technical instructions. Ability to define problems, collect data, establish facts, and draw valid conclusions.

Essential Duties and Responsibilities:

1. Designs, develops, implements, and supports network services and monitoring for network, video, life safety (e.g. digital clocks, bells, paging, communication), and supporting applications;
2. Installs, configures, maintains, upgrades, and troubleshoots servers and server-based district operating systems;
3. Maintains network data communications, hardware, and software configurations;
4. Performs system maintenance, diagnoses system failures, coordinates warranty repair processes, and assists in facilitating recovery;
5. Performs work related assignments at various district sites remotely and on on-site;
6. Provides a positive customer service oriented level of support for clients;
7. Creates, tests, manages, and maintains student and staff user profiles and accounts for directory services;
8. Adheres to and enforces technology policies, rules, and regulations;
9. Leads in the design, development, implementation, maintenance, and management for server virtualization and storage area network technologies;
10. Reviews plans and specifications and prepares technical design and specifications for network processing based on approved requirements;
11. Implements network configuration changes to provide maximum performance and cost efficiency;
12. Designs, installs, configures, maintains, and manages firewall solutions, content filter, wireless, switches, routers, intrusion detection devices, network access control devices, video conferencing/streaming equipment, e-mail and other network services;
13. Manages and monitors network access to support a secure system environment;
14. Leads in the design, development, implementation, maintenance, and management of an IT backup and disaster recovery plan;
15. Prepares ad hoc and recurring management reports;
16. Performs system software updates and maintains system utilities;
17. Prepares or revises complex documentation in non-technical terms for users;
18. Provides technology support, handling inquiries, and making referrals to second-tier support specialists when appropriate;
19. Assists in establishing standards for data communications networks;
20. Establishes and maintains performance evaluation criteria of recommended administrative network hardware and software components;
21. Participates in meetings with vendors regarding information systems acquisitions, compatibility, licensing, and installation;
22. Assists in the development, implementation, modification and evaluation of district technology plan;
23. Participates in the design, installation, configuration, maintenance, and management of ISP services to connecting elementary school districts including WAN connections, email, content filtering, SPAM filtering, email retention services, DNS, and wireless controllers;
24. Provides cross-training to other staff members within the department and conducts internal tech trainings as needed;
25. Participates as the Nevada County CENIC Node administrator and coordinates with CENIC for the installation and maintenance of primary and secondary network connections for Nevada, Placer, and Sierra Counties;
26. Provides secondary support for licensed district software;
27. Other related duties as assigned.

**Physical Demands**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Last Updated July 17, 2014
The employee must be able to:

- Lift and/or move up to 50 pounds such as technology and networking equipment.
- Push or pull items such as furniture and equipment.
- Interact with other staff members.
- Climb a step stool or ladder and reach above shoulders.
- Sit or stand for extended periods of time.
- Squat, stoop or kneel.
- Reach above the head and reach forward.
- Stand, walk, use hands and fingers to handle, or feel objects, tools, or controls; use hand strength to grasp tools; and to talk and hear.
- See up close, have color and peripheral vision, have depth perception, and the ability to adjust focus.
- Frequently bend or twist at the neck and trunk.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee regularly works indoors in office and school environments and will occasionally work outdoors. The employee must be able to meet deadlines with severe time constraints. The noise level in the work environment is usually moderate.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

CSEA Approved: June 6, 2005
CSEA Approved:
Board Approved:

Last Updated July 17, 2014
NEVADA JOINT UNION HIGH SCHOOL DISTRICT

**Classified Job Description**

**Position:** DATA SPECIALIST

**General Definition:** The Data Specialist analyzes, summarizes, audits, certifies, and publishes student and staff information for the Nevada Joint Union High School District to CALPADS and other local, regional, state, and federal agencies; installs, monitors, maintains, and updates the district's student information system (SIS) and associated programs and databases; performs statistical reporting activities required by the district; consults with and provides technical assistance to schools and central office administrators regarding student information analysis, activities and reports; provides SIS support to feeder schools; and other related duties.

**Under Supervision Of:** Director of Technology & Information Systems

**Salary Range:** 40

**Employment Term:** 12 months

**Qualifications:** To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

**Education/Experience**

Any combination of education and experience equivalent to an associate's degree in computer science, information technology, or a related field, plus three years of progressively more responsible educational work experience with special emphasis in computer technology and its applications. Can demonstrate knowledge of principles, concepts, and methods of applicable computer technology and its most effective and efficient utilization; good knowledge of, or ability to quickly learn, instructional technology requirements; knowledge of standard computer operating systems and the software used in a network environment; knowledge of two or more computer and network operating systems, and proficiency at standard desktop and communications applications and protocols; and ability to communicate effectively, both orally and in writing. A+ and Network+ certifications are highly desirable.

**Other Skills & Abilities**

Ability to operate a computer and related software. Ability to communicate clearly and concisely, both orally and in writing and the ability to interact positively with schools and community. Ability to handle a multitude of responsibilities with minimal supervision. Possession of an appropriate, valid motor vehicle operator's license and proof of insurance. Basic computational skills.

Last Updated July 17, 2014
Language & Reasoning

Abilities

Ability to read and interpret documents such as operating and maintenance instructions, and procedure manuals. Ability to understand and to carry out detailed written, oral, and technical instructions. Ability to define problems, collect data, establish facts, and draw valid conclusions.

Essential Duties and Responsibilities:

1. Installs, monitors, maintains, updates, and supports the student information system and associated programs and databases;
2. Assists end-users with student database queries and issues;
3. Plans, designs, and manages all aspects of new and ongoing requests for student information to comply with state and NJUHSD internal data warehouse projects and programs;
4. Provides technical assistance to school and district office personnel in use of operational systems or data warehouse tools and statistical analysis to gather data for district reports;
5. Assists in the development of standards, policies, and procedures related to maintaining district data;
6. Provides training and technical assistance to staff regarding student information system and associated programs and databases;
7. Creates, audits, and summarizes student information for other departments to satisfy reporting requirements;
8. Uses databases, spreadsheets, and advanced statistical software for data management and analysis activities;
9. Provide a positive customer service oriented level of support for district technology users;
10. Prepares written training documents, reports, analyses, and statistical documents for a variety of audiences;
11. Ensures the integrity and security of data.
12. Assists the technology director with the development and management of the budget supporting the student information system;
13. Participate in staff meetings, workshops, conferences, and classes;
14. Represents the district as the coordinator for CALPADS (California Longitudinal Pupil Achievement Data System) project (or other related system) including attending trainings, webinars, consulting with other districts and researching CDE websites;
15. Monitors, maintains, and updates the district's data within CALPADS system and associated programs and databases as required;
16. Researches, designs, and implements procedures to audit, certify, and publish student and staff information to CALPADS and other local, regional, state, and federal agencies;
17. Communicates regularly with the Director of Technology and district administration regarding reporting timelines and requirements;
18. Adheres to and enforces district, state, and federal policies, rules, and regulations including FERPA and HIPAA;
19. Performs work related assignments at various district sites remotely and on on-site;
20. Provides SIS and associated application support to feeder schools;
21. Provides technology phone support, handling inquiries, and making referrals to specialists when appropriate;
22. Other related duties as assigned.

Last Updated July 17, 2014
Physical Demands

- Ability to sit for extended periods at a desk, conference table, or in meeting rooms.
- Ability to frequently stand and walk; bend, stoop, and reach overhead.
- Ability to see and read a computer screen and printed matter with or without visual aids.
- Ability for verbal communications including the ability to speak and hear at normal room levels.
- Ability to use computers, telephones, calculators, copiers, and facsimile.
- Ability to drive a car and the means to provide own transportation when required.
- Mental acuity to assist in the management of Information Technology Programs, consult with management on policy decisions, evaluate results, and make recommendations relative to the effective performance of the tasks.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee regularly works indoors and will occasionally work outdoors. The employee must be able to meet deadlines with severe time constraints. The noise level in the work environment is usually moderate.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

CSEA Approved: December 15, 2005 (to classified position)
CSEA Approved:
Board Approved:

Last Updated July 17, 2014
NEVADA JOINT UNION HIGH SCHOOL DISTRICT

Classified Job Description

Position Title: TECHNOLOGY SERVICES TECHNICIAN I

General Definition: Provides basic end-user technology support and maintenance of the District’s technology systems and peripherals; troubleshoots and resolves desktop, peripheral, and basic networking problems; and performs related duties as required or assigned.

Under Supervision Of: Director of Technology and Information Systems

Salary Range: 20

Employment Term: 12 months

Qualifications: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Education/Experience
An individual must have any combination of education and experience equivalent to an associate's degree in computer science, information technology, or a related field; can demonstrate knowledge of principles, concepts, and methods of applicable computer technology and its most effective and efficient utilization; good knowledge of, or ability to quickly learn, instructional technology requirements; knowledge of standard computer operating systems and the software used in a network environment; knowledge of two or more computer and network operating systems, and proficiency at standard desktop and communications applications and protocols; and ability to communicate effectively, both orally and in writing. A+ and Network+ certifications are highly desirable.

Other Skills
Ability to operate a computer and related software. Ability to communicate clearly and concisely, both orally and in writing and the ability to interact positively with schools and community. Ability to handle a multitude of responsibilities with minimal supervision. Possession of an appropriate, valid motor vehicle operator's license and proof of insurance. Basic computational skills.

Language/Reasoning Skills
Ability to read and interpret documents such as operating and maintenance instructions, and procedure manuals. Ability to understand and to carry out detailed written, oral, and technical instructions. Ability to define problems, collect data, establish facts, and draw valid conclusions.

Last Updated July 17, 2014
Essential Duties and Responsibilities:

1. Installs, configures, maintains, upgrades, and troubleshoots district approved operating systems and local and server-based application software;
2. Installs, configures, maintains, manages, upgrades, troubleshoots, and repairs district approved computers, peripherals, and other technology related devices and equipment;
3. Troubleshoots basic network, computer, peripheral, and software problems while seeking assistance from the Tech II when necessary;
4. Assists the Network Engineer with basic networking issues including patch and station cabling, basic TCP/IP troubleshooting, and adding devices to the wireless network;
5. Builds school site software deployment packages with guidance from the Tech II;
6. Assists with warranty repair processes;
7. Assists Tech II with Installation, configuration, management, and troubleshooting of desktop management software;
8. Ensures district's devices utilize properly license software;
9. Performs work related assignments at various district sites remotely and on on-site;
10. Provides a positive customer service oriented level of support for district technology users;
11. Adheres to and enforces technology policies, rules, and regulations;
12. Provides technology support, handling inquiries, and making referrals to specialists when appropriate;
13. May provide training for district computer users;
14. Participate in staff meetings, workshops, conferences, and classes;
15. Other related duties as assigned.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

The employee must be able to:
- Lift and/or move up to 50 pounds such as technology and networking equipment.
- Push or pull items such as furniture and equipment.
- Climb a step stool or ladder and reach above shoulders.
- Sit or stand for extended periods of time.
- Squat, stoop or kneel.
- Reach above the head and reach forward.
- Stand, walk, use hands and fingers to handle, or feel objects, tools, or controls; use hand strength to grasp tools; and to talk and hear.
- See up close, have color and peripheral vision, have depth perception, and the ability to adjust focus.
- Frequently bend or twist at the neck and trunk.

Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee regularly works indoors in office and school environments and will occasionally work outdoors. The employee must be

Last Updated July 17, 2014
able to meet deadlines with severe time constraints. The noise level in the work environment is usually moderate.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

Approved: Prior to 2000
CSEA Approved:
Board Approved:

Last Updated July 17, 2014
Nevada Joint Union High School District

Classified Job Description

Position Title: TECHNOLOGY SERVICES TECHNICIAN II

General Definition: Provides technology support, maintenance, and monitoring of the District’s technology systems and peripherals; troubleshoots and resolves network and peripheral problems; and performs related duties as required or assigned.

Under the Supervision of: Director of Technology & Information Systems

Salary Range: 26

Employment Term: 12 months

Qualifications

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Education/Experience

Any combination of education and experience equivalent to an associate’s degree in computer science, information technology, or a related field, plus three years of progressively more responsible educational work experience with special emphasis in computer technology and its applications. Can demonstrate knowledge of principles, concepts, and methods of applicable computer technology and its most effective and efficient utilization; good knowledge of, or ability to quickly learn, instructional technology requirements; knowledge of standard computer operating systems and the software used in a network environment; knowledge of two or more computer and network operating systems, and proficiency at standard desktop and communications applications and protocols; and ability to communicate effectively, both orally and in writing. Network + and A+ certification highly desirable.

Other Skills

Ability to operate a computer and related software. Ability to communicate clearly and concisely, both orally and in writing and the ability to interact positively with schools and community. Ability to handle a multitude of responsibilities with minimal supervision. Possession of an appropriate, valid motor vehicle operator’s license and proof of insurance. Basic computational skills.

Language/Reasoning Abilities

Ability to read and interpret documents such as operating and maintenance instructions, and procedure manuals. Ability to understand and to carry out detailed written, oral, and technical instructions. Ability to define problems, collect data, establish facts, and draw valid conclusions.

Last Updated July 17, 2014
Essential Duties and Responsibilities:

1. Installs, configures, maintains, upgrades, and troubleshoots district approved operating systems and local and server-based application software;
2. Installs, configures, maintains, manages, upgrades, troubleshoots, and repairs district approved computers, peripherals, and other technology related devices and equipment;
3. Troubleshoots network, server, computer, peripheral, and software problems while seeking assistance from the Network Engineer when necessary;
4. Provides primary support for the district office;
5. Assists the Network Engineer with intermediate networking issues including patch and station cabling and other LAN equipment.
6. Provides secondary support for software deployment packages;
7. Provides secondary support of warranty repair processes;
8. Installs, configures, maintains, manages, upgrades, and troubleshoots desktop management software;
9. Performs work related assignments at various district sites remotely and on-site;
10. Provides a positive customer service oriented level of support for district technology users;
11. Adheres to and enforces technology policies, rules, and regulations;
12. Provides secondary support of district mobile devices and equipment;
13. Provides secondary support for district telephony including Voice over Internet Protocol (VoIP);
14. Provides technology support, handling inquiries, and making referrals to specialists when appropriate;
15. May provide training for district computer users;
16. Participate in staff meetings, workshops, conferences, and classes;
17. Other related duties as assigned.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

The employee must be able to:
- Lift and/or move up to 50 pounds such as technology and networking equipment.
- Push or pull items such as furniture and equipment.
- Interact with other staff members.
- Climb a step stool or ladder and reach above shoulders.
- Sit or stand for extended periods of time.
- Squat, stoop or kneel.
- Reach above the head and reach forward.
- Stand, walk, use hands and fingers to handle, or feel objects, tools, or controls; use hand strength to grasp tools; and to talk and hear.
- See up close, have color and peripheral vision, have depth perception, and the ability to adjust focus.
- Frequently bend or twist at the neck and trunk.
Work Environment

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee regularly works indoors in office and school environments and will occasionally work outdoors. The employee must be able to meet deadlines with severe time constraints. The noise level in the work environment is usually moderate.

The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.

CSESA Approved: Prior to 2000
CSEA Revised:
Board Revised:

Last Updated July 17, 2014
NEVADA JOINT UNION HIGH SCHOOL DISTRICT

Classified Job Description

Position Title: TECHNOLOGY SERVICES TECHNICIAN III

General Definition: Provides technology support, maintenance, and monitoring of the District's technology systems and peripherals; manages district mobile devices, telephony, software deployment services, and anti-virus software; troubleshoots and resolves network, server, and peripheral problems; assists the network engineer with hardware installation and configuration; and performs related duties as required or assigned.

Under Supervision Of: Director of Technology and Information Systems

Salary Range: 31

Employment Term: 12 months

Qualifications: To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

Education/Experience

Any combination of education and experience equivalent to an associate's degree in computer science, information technology, or a related field, plus three years of progressively more responsible educational work experience with special emphasis in computer technology and its applications. Can demonstrate knowledge of principles, concepts, and methods of applicable computer technology and its most effective and efficient utilization; good knowledge of, or ability to quickly learn, instructional technology requirements; knowledge of standard computer operating systems and the software used in a network environment; knowledge of two or more computer and network operating systems, and proficiency at standard desktop and communications applications and protocols; and ability to communicate effectively, both orally and in writing. A+ and Network+ certifications are highly desirable.

Other Skills

Ability to operate a computer and related software. Ability to communicate clearly and concisely, both orally and in writing and the ability to interact positively with schools and community. Ability to handle a multitude of responsibilities with minimal supervision. Possession of an appropriate, valid motor vehicle operator's license and proof of insurance. Basic computational skills.

Language/Reasoning Abilities

Ability to read and interpret documents such as operating and maintenance instructions, and procedure manuals. Ability to understand and to carry out
detailed written, oral, and technical instructions. Ability to define problems, collect data, establish facts, and draw valid conclusions.

Essential Duties and Responsibilities:

1. Installs, configures, maintains, upgrades, and troubleshoots district approved operating systems and local and server-based application software;
2. Installs, configures, maintains, upgrades, troubleshoots, and repairs district approved computers, peripherals, and other technology related devices and equipment;
3. Troublesorts network, server, computer, peripheral, and software problems while seeking assistance from the Network Engineer when necessary;
4. Assists the Network Engineer in maintaining the network including installing cabling and other LAN equipment, servers, basic troubleshooting, and server backups;
5. Assists in the design, development, implementation, maintenance, and management of an IT backup and disaster recovery plan;
6. Coordinates and manages staff file backups;
7. Coordinates and manages imaging technology to create and deploy software packages to district devices;
8. Coordinates warranty repair activities;
9. Performs work related assignments at various district sites remotely and on on-site;
10. Provides a positive customer service oriented level of support for district technology users;
11. Adheres to and enforces technology policies, rules, and regulations;
12. Installs, configures, maintains, manages, upgrades, troubleshoots, and coordinates repairs of district mobile devices and equipment;
13. Installs, configures, maintains, upgrades, troubleshoots, and coordinates repairs of district telephony including Voice over Internet Protocol (VoIP);
14. Acts as a liaison for all system enhancements, hardware repair, and network profiles and/or upgrades;
15. Provides technology phone support, handling inquiries, and making referrals to specialists when appropriate;
16. May provide training for district computer users;
17. Participate in staff meetings, workshops, conferences, and classes;
18. Other related duties as assigned.

Physical Demands

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform essential functions.

The employee must be able to:
- Lift and/or move up to 50 pounds such as technology and networking equipment.
- Push or pull items such as furniture and equipment.
- Interact with other staff members.
- Climb a step stool or ladder and reach above shoulders.
- Sit or stand for extended periods of time.
- Squat, stoop or kneel.
- Reach above the head and reach forward.

Last Updated July 17, 2014
- Stand, walk, use hands and fingers to handle, or feel objects, tools, or controls; use hand strength to grasp tools; and to talk and hear.
- See up close, have color and peripheral vision, have depth perception, and the ability to adjust focus.
- Frequently bend or twist at the neck and trunk.

**Work Environment**

The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. While performing the duties of this job, the employee regularly works indoors in office and school environments and will occasionally work outdoors. The employee must be able to meet deadlines with severe time constraints. The noise level in the work environment is usually moderate.

*The information contained in this job description is for compliance with the American with Disabilities Act (A.D.A.) and is not an exhaustive list of the duties performed for this position. The individuals currently holding this position perform additional duties and additional duties may be assigned.*

CSEA Approved: December 6, 2006
Board Approved: December 13, 2006
CSEA Revised:
Board Revised:

_Last Updated July 17, 2014_
Nevada Joint Union High School District
California High School Exit Examination (CAHSEE) WAIVER REQUEST
Principal's Certification and Request For The Governing Board To Waive The Requirement To Successfully Pass The High School Exit Examination
For a Student With Disabilities Pursuant To Education Code 60851

Send original to: Director of Special Education

<table>
<thead>
<tr>
<th>School</th>
<th>School Waiver Contact</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Silver Springs</td>
<td>Terry Bridge</td>
<td>Counselor</td>
</tr>
</tbody>
</table>

Student's Date of Birth: [Redacted]
Student I.D. #: [Redacted]
Waiver for □ ELA ✓ Math
Date: 5/15/14

LEGAL CRITERIA

1. Education Code or California Code of Regulations to be Waived: Education Code Section 60851(a) provides that "Commencing with the 2003-04 school year and each school year thereafter, each pupil completing grade 12 shall successfully pass the exit examination as a condition of receiving a diploma of graduation or a condition of graduation from high school."

2. Reference Section E.C. 60851
At the parent's or guardian's request, a school principal shall submit a request for a waiver of the requirement to successfully pass the high school exit examination to the governing board of the school district for a pupil with a disability who has taken the high school exit examination with modifications that alter what the test measures and has received the equivalent of a passing score on one or both parts of the high school exit examination. A governing board of the school district may waive the requirement to successfully pass one or both subject matters of the high school exit examination for a pupil with a disability if the school certifies to the governing board of the school district that the pupil has all of the following:

- An individualized education program (IEP) adopted pursuant to the federal Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.) or a plan adopted pursuant to Section 504 of the federal Rehabilitation Act of 1973 (29 U.S.C. Sec. 794(a)) in place that requires the accommodations or modifications to be provided to the pupil when taking the high school exit examination.

- Sufficient high school level coursework either satisfactorily completed or in progress in a high school level curriculum sufficient to have attained the skills and knowledge otherwise needed to pass the high school exit examination.

- An individual score report for the pupil showing that the pupil has received the equivalent of a passing score on the high school exit examination while using a modification that fundamentally alters what the high school exit examination measures as determined by the State Board of Education.

☐ The school certifies to the governing board of the school district that the pupil has met all of the criteria listed above.

School Principal's signature: [Signature]
Date: 5-30-14

School Principal's name (printed): [Name]
Phone #: [Redacted]

Signature of Director of Special Education: [Signature]
### CAHSEE Waiver Cover Sheet: Information on the Specific Student with a Disability

<table>
<thead>
<tr>
<th>Student Identification Number:</th>
<th>Student Date of Birth:</th>
</tr>
</thead>
</table>

1. Describe the nature of the student’s disability as identified on the IEP or Section 504 Plan (If the uniqueness or specificity of the disability would cause the student to be identified, leave this section blank)

   **Specific Learning Disability**

2. Modification used on: [ ] ELA Test [ ] Math Test

   *Describe modification(s) used on the ELA test.*
   
   *Describe modification(s) used on the Math test.*

   **Calculator**

3. List the rationale as to why the modification(s) used to achieve the equivalent passing score on the CAHSEE was necessary to allow the student access to the test.

   **History of Special Math Support**

4. Give a description of the accommodations/modifications that the student regularly uses in the classroom and on other assessments.

   **Calculator**

5. This student has successfully completed, or is enrolled in a high school level curriculum sufficient to have attained the skills and knowledge needed to pass the CAHSEE. Please give course descriptions and pertinent information in the subject areas(s) for which this waiver is requested:

   **ELA**
   
   **Math**

   **Calculator**

I certify that the student attained the equivalent of a passing score upon completing the English language arts and/or mathematics sections of the CAHSEE using a modification that has been determined to "fundamentally alter what the test measures." (Attach copy of the student's CAHSEE score report.)

"Equivalent of a passing score" (350 or more points) [ ] ELA [ ] Math

Certified: [Signature]

Date: [Date]

Title: [Title]

Attach to this cover sheet the following:
1. An IEP or Section 504 Plan (PLEASE BLACK OUT STUDENT AND PARENT LAST NAME – Leave First Name, Last Name Initial and student number only) reviewed and approved by the student’s IEP team and parent dated prior to the exam, that indicates all of the accommodations and/or modifications that the student needs to access and participate in statewide assessments; and

2. A certified transcript (PLEASE BLACK OUT STUDENT’S LAST NAME – First Name, Last Name Initial and student number only) showing sufficient high school level coursework (either satisfactorily completed or in progress) in a high-school level curriculum sufficient to have gained the skills and knowledge otherwise needed to pass the CAHSEE; and

3. A copy of the CAHSEE Student and Parent Report (PLEASE BLACK OUT STUDENT’S LAST NAME – First Name, Last Name, Initial and Student Number only) showing "equivalent of a passing score."
ITEM "J"

PUBLIC HEARING
To: Board of Trustees  

From: Karen Suenram, Assistant Superintendent-Business Services  

Date: October 8, 2014  

Subject: Developer Fee Justification Study  

Background  
The State Allocation Board approves periodic adjustments to the maximum developer fee rate required by Government Code Section 65995(b)(3). The amount of the adjustment is determined by the change in the Class B construction index. State Law allows school districts to charge the maximum Level I fees if a Developer Fee Justification Study is completed and, thereby, justifies the fee. Below is a historical look at the fees charged by the high school and feeder districts.

MAXIMUM FEE

<table>
<thead>
<tr>
<th>Year</th>
<th>Residential</th>
<th>Commercial / Industrial</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994</td>
<td>1.72</td>
<td>0.28</td>
</tr>
<tr>
<td>1996</td>
<td>1.84</td>
<td>0.31</td>
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<tr>
<td>1998</td>
<td>1.93</td>
<td>0.31</td>
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<tr>
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<tr>
<td>2008</td>
<td>2.97</td>
<td>0.47</td>
</tr>
<tr>
<td>2010</td>
<td>2.97</td>
<td>0.47</td>
</tr>
</tbody>
</table>

The State Allocation Board did not increase the maximum Level I fee in 2010. The maximum fee allowable effective January 1, 2012, was $3.20 for residential and $0.54 for commercial/industrial. In consideration of the state and local economy, Nevada County school districts opted to not increase the fees in 2012.

The high school district and elementary school districts serve the same clientele. By agreement the elementary districts’ share 57% of the residential and commercial / industrial fees; the high school district’s share is 43%.

Presented for the Board’s consideration is the justification study as prepared by Jack Schreder and Associates. The majority of the elementary school districts in Western Nevada County also completed a similar study and will be recommending a fee increase. Note that the fees have not been increased since 2008 in recognition of the economic downturn. The District is now eligible to charge $3.36 per square foot for residential construction and $0.54 per square foot for commercial which represents respective increases of 13% and 15%. The high school district’s share would be $1.45 and $0.23.

The law requires a public hearing with appropriate notice given to the community. The notices have been duly prepared and delivered. There is a sixty-day waiting period subsequent to the public hearing. If the fee is approved by the Board, the increase would be implemented on January 1, 2015.

Recommendation  
Staff recommends that the Board approve Resolution No. _____. Donna please insert the No. and name____________ and to direct staff to implement the increase in Level 1 Developer Fees as authorized by law.
RESOLUTION NO. 07-14/15 (October 8, 2014, Regular Meeting)
A RESOLUTION OF THE GOVERNING BOARD OF THE
NEVADA JOINT UNION HIGH SCHOOL DISTRICT
INCREASING SCHOOL FACILITIES FEES AS AUTHORIZED BY
GOVERNMENT CODE SECTION 65995 (b) 3

WHEREAS, Statute AB 2926 (Chapter 887/Statutes of 1986) authorizes the governing board of any school
district to levy a fee, charge, dedication or other form of requirement against any development project for the
reconstruction of school facilities; and,

WHEREAS, Government Code Section 65995 establishes a maximum amount of fee that may be charged
against such development projects and authorizes the maximum amount set forth in said section to be adjusted for
inflation every two years as set forth in the state-wide cost index for Class B construction as determined by the State
Allocation Board at its January meeting; and,

WHEREAS, at its January 22, 2014, meeting, the State Allocation Board maintained the maximum fee
authorized by Education Code Section 17620 to $3.36 per square foot of residential construction described in
Government Code Section 65995(b)(1) and $0.54 per square foot against commercial and industrial construction
described in Government Code Section 65995(b)(2); and,

WHEREAS, the purpose of this Resolution is to approve and adopt fees on residential projects in the
amount of $3.36 per square foot as authorized by Education Code Section 17620; and,

WHEREAS, the purpose of this Resolution is to approve and adopt fees on commercial and industrial
development projects in the amount of $0.54 per square foot as described in Government Code Section 65995(b)(2).
The mini-storage category of commercial/industrial justification has less impact than the statutory $0.54 per square
foot commercial/industrial justification and should be collected at the justified rate of $0.03 per square foot.

NOW, THEREFORE, BE IT HEREBY RESOLVED by the Governing Board of the Nevada Joint Union
High School District as follows:

1. Procedure. This Board hereby finds that prior to the adoption of this Resolution, the Board conducted a public
hearing at which oral and written presentations were made, as part of the Board’s regularly scheduled October 8,
2014, meeting. Notice of the time and place of the meeting, including a general explanation of the matter to be
considered, has been published twice in a newspaper in accordance with Government Code Section 66016, and
a notice, including a statement that the data required by Government Code Section 66016 was available, was
mailed at least 14 days prior to the meeting to any interested party who had filed a written request with the
District for mailed notice of the meeting on new fees or service charges within the period specified by law.
Additionally, at least 10 days prior to the meeting, the District made available to the public, data indicating the
amount of the cost, or estimated cost, required to provide the service for which the fee or service charge is to be
adjusted pursuant to this Resolution, and the revenue sources anticipated to provide this service. By way of
such public meeting, the Board received oral and written presentations by District staff which are summarized
and contained in the District’s Developer Fee Implementation Study dated August 20, 2014, (hereinafter
referred to as the “Plan”) and which formed the basis for the action taken pursuant to this Resolution.

2. Findings. The Board has reviewed the Plan as it relates to proposed and potential development, the resulting
school facilities needs, the cost thereof, and the available sources of revenue including the fees provided by this
Resolution, and based thereon and upon all other written and oral presentations to the Board, hereby makes the
following findings:

A. Additional development projects within the District, whether new residential construction or residential
reconstruction involving increases in assessable area greater than 500 square feet, or new commercial or
industrial construction will increase the need for reconstruction of school facilities.
B. Without reconstruction of present school facilities, any further residential development projects or commercial or industrial development projects within the District will result in a significant decrease in the quality of education presently offered by the District;

C. The fees proposed in the Plan and the fees implemented pursuant to this Resolution are for the purposes of providing adequate school facilities to maintain the quality of education offered by the District;

D. The fees proposed in the Plan and implemented pursuant to this Resolution will be used for the reconstruction of school facilities as identified in the Plan;

E. The uses of the fees proposed in the Plan and implemented pursuant to this Resolution are reasonably related to the types of development projects on which the fees are imposed;

F. The fees proposed in the Plan and implemented pursuant to this Resolution bear a reasonable relationship to the need for reconstructed school facilities created by the types of development projects on which the fees are imposed;

G. The fees proposed in the Plan and implemented pursuant to this Resolution do not exceed the estimated amount required to provide funding for the reconstruction of school facilities for which the fees are levied; and in making this finding, the Board declares that it has considered the availability of revenue sources anticipated to provide such facilities, including general fund revenues;

H. The fees imposed on commercial or industrial development bear a reasonable relationship and are limited to the needs of the community for schools and are reasonably related and limited to the need for reconstructed school facilities caused by the development;

I. The fees will be collected for school facilities for which an account has been established and funds appropriated and for which the district has adopted a reconstruction schedule and/or to reimburse the District for expenditures previously made.

3. Fee. Based upon the foregoing findings, the Board hereby increases the previously levied fee to the amount of $3.36 per square foot for assessable space for new residential construction and for residential reconstruction to the extent of the resulting increase in assessable areas; and to the amount of $0.54 per square foot for new commercial or industrial construction. The mini-storage category of commercial/industrial justification has less impact than the statutory $0.54 per square foot commercial/industrial justification and should be collected at the justified rate of $0.03 per square foot.

4. Fee Adjustments and Limitation. The fees adjusted herewith shall be subject to the following:

A. The amount of the District's fees as authorized by Education Code Section 17620 shall be reviewed every two years to determine if a fee increase according to the adjustment for inflation set forth in the statewide cost index for Class B construction as determined by the State Allocation Board is justified.

B. Any development project for which a final map was approved and construction had commenced on or before September 1, 1986, is subject only to the fee, charge, dedication or other form of requirement in existence on that date and applicable to the project.

C. The term "development project" as used herein is as defined by Section 65928 of the Government Code.

5. Additional Mitigation Methods. The policies set forth in this Resolution are not exclusive and the Board reserves the authority to undertake other or additional methods to finance school facilities including but not limited to the Mello-Roos Community Facilities Act of 1982 (Government Code Section 53311, et seq.) and such other funding mechanisms. This Board reserves the authority to substitute the dedication of land or other property or other form of requirement in lieu of the fees levied by way of this Resolution at its discretion, so
long as the reasonable value of land to be dedicated does not exceed the maximum fee amounts contained herein or modified pursuant hereto.

6. Implementation. For residential, commercial or industrial projects within the District, the Superintendent, or the Superintendent’s designee, is authorized to issue Certificates of Compliance upon the payment of any fee levied under the authority of this Resolution.

7. California Environmental Quality Act. The Board hereby finds that the implementation of Developer Fees is exempt from the California Environmental Quality Act (CEQA).

8. Commencement Date. The effective date of this Resolution shall be January 2, 2015 which is more than 60 days following its adoption by the Board.

9. Notification of Local Agencies. The Secretary of the Board is hereby directed to forward copies of this Resolution and a Map of the District to the Planning Commission and Board of Supervisors of Nevada County and to the Planning Commission and City Council of the City of Nevada City and Grass Valley.

10. Severability. If any portion of this Resolution is found by a Court of competent jurisdiction to be invalid, such finding shall not affect the validity of the remaining portions of this Resolution. The Board hereby declares its intent to adopt this Resolution irrespective of the fact that one or more of its provisions may be declared invalid subsequent hereto.

APPROVED, PASSED and ADOPTED by the Governing Board of the Nevada Joint Union High School District this 8th day of October, 2014, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

Katy Schwarz
President, Governing Board
Nevada Joint Union High School District

ATTEST:

Louise Johnson, Ed.D.
Secretary, Governing Board

Nevada Joint Union High School District
ITEM "K"

DISCUSSION/ACTION ITEMS
To: Board of Trustees

From: Karen Suenram, Assistant Superintendent-Business Services

Date: October 8, 2014

Subject: Request to Issue RFP for Copier Leases and Print Management Services

Background
Staff is requesting authority to issue a Request for Proposal (RFP) for district-wide copier lease agreements and managed print services (MPS) for laser printers. The RFP will be issued on October 24, 2014. The Board will be presented with the final RFP results on December 10, 2014. The lease agreements for six district copiers expire in December, 2014, requiring the district to seek a new lease agreement with new hardware. We will seek a five-year term for the copier leases. The lease proposal will be written as such so that the Board may authorize additional copier replacements as old leases expire during the duration of the agreement.

The MPS agreement will place all District laser printers under a toner and maintenance agreement. We will seek a three-year term with an option for two additional years to maintain printers. The MPS agreement will save the district money in printing and maintenance costs while decreasing the need for technical staff support.

Estimated Costs and Funding Sources
General fund savings – TBD

Recommendation
Authorize staff to issue a Request for Proposal for district-wide copier lease agreements and managed print services for laser printers.
MEMORANDUM OF UNDERSTANDING
BETWEEN NEVADA JOINT UNION HIGH SCHOOL DISTRICT
AND SIERRA ACADEMY OF EXPEDITIONARY LEARNING CHARTER SCHOOL

This Memorandum of Understanding ("MOU" or "Agreement") is executed by and between the Board of Trustees of the Nevada Joint Union High School District ("District") on one hand and the Sierra Academy of Expeditionary Learning Charter School ("SAEL" or "Charter School") on the other.

RECITALS

A. The Nevada Joint Union High School District is a school district existing under the laws of the State of California.

B. SAEL has developed and submitted a petition to establish a charter school. The charter was approved by the NJUHSD on 4/13/2011 for a period of 5 years. The Charter School commenced operation beginning the 2014-2015 school year. It is up for renewal at the end of the 2015-2016 school year.

C. The parties to this agreement recognize that the laws of the State of California authorize the formation of charter schools for the purpose, among others, of developing new, innovative and more flexible ways of educating children within the public school system.

D. By approving the charter petition, the District becomes the sponsoring district of the Charter School. This Agreement is intended to outline the parties’ agreements governing their respective fiscal and administrative responsibilities and their legal relationship and other matters of mutual interest not otherwise addressed or resolved in the terms of the School’s charter.

NOW, THEREFORE, in consideration of the promises and the mutual covenants and agreements herein set forth, the Charter School and the District do hereby agree as follows:

AGREEMENT

I. TERM AND RENEWAL:

A. This agreement shall commence on the date upon which it is fully executed by both parties and retroactive to July 1, 2014. It shall run concurrently with the SAEL Charter approved by the District.

B. Any modification of this Agreement must be in writing and executed by duly authorized representatives of both parties specifically indicating the intent of the parties to modify this MOU.
C. This MOU shall be revisited and renewed annually, except that the MOU shall terminate upon the expiration, rescission, or revocation of the Charter.

D. To the extent that this Agreement is inconsistent with any of the terms of the Charter, the Charter shall supersede the terms of this Agreement, and both Parties shall meet to amend the Agreement or the Charter to achieve consistency.

E. As the charter was approved by the NJUHSD on 4/13/2011 for a period of 5 years, and is up for renewal at the end of the 2015-2016 school year. It will be noted that the renewal process will take into account the fact that SAEL opened with students during the 2014/15 school year and therefore will have been in operation for 1 ½ academic years by the time that the renewal process begins in the Fall of 2015/16. The truncated period of time will be taken into consideration during the renewal process.

II. FUNDING:

A. As established by Education Code Section 47630 et. seq., the Charter School shall receive funding under the charter school funding model, as provided by law.

B. The District has no obligation to apply for additional sources of funding for the Charter School. However, if the District applies for additional sources of funding in the form of grants and/or categorical funding at the request of and for the benefit of the Charter School, the District shall receive a percentage of such funds as negotiated between the parties, or as required by the specific funding source.

   The Charter has no obligation to apply for additional sources of funding for the District. However, if the Charter applies for additional sources of funding in the form of grants and/or categorical funding at the request of and for the benefit of the District or any District programs, the Charter shall receive a percentage of such funds as negotiated between the parties, or as required by the specific funding source.

C. The Charter School shall cooperate fully with the District in any application made by the District on behalf of the students of the Charter School.

D. The Charter School agrees to comply with all regulations related to expenditures and receipt of all such funds.

E. The District shall transfer funding in lieu of property taxes to the Charter School in monthly installments by no later than the fifteenth of each month in accordance with Education Code Section 47635.

F. SAEL must notify the District in writing prior to execution of the loan agreement if SAEL acts to secure loans or other short term funding apart from normal state subventions for charter schools. This is not referring to funding that does not incur a liability (ie grants).
G. SAEL is not entitled to District funds (e.g., parcel tax, bonds, etc.). Any such potential sharing of revenue would strictly be based upon negotiations between the parties.

III. FACILITIES:

SEE EXECUTED FACILITIES USE MOU NJUHSD AND SAEL 2014-2015

IV. COMPENSATION TO DISTRICT FOR OVERSIGHT SERVICES:

A. The Charter School will pay the District for the actual costs of supervisory oversight not to exceed 1 percent of the applicable revenue of the Charter School. The invoice for actual costs of supervisory oversight, which shall not require itemization of District Staff time, shall be submitted to the Charter School at the close of each year. The Charter School shall make payment to the District within 30 days of receipt of the invoice.

Oversight and monitoring of Charter School shall be in conformance with District Board policy, state and federal law and the terms of the approved charter. If it is regarding financial matters, the SAEL Admin should consult with the NJUHSD Assistant Superintendent of Business. For programmatic inquiries, the SAEL Admin should consult with the Superintendent. For Special Education oversight issues, the SAEL Admin should consult with the Director of Special Education. The District and the Charter School agree that “Supervisory Oversight,” as used in the Charter Schools Act shall include the following:

1. All activities related to the Charter revocation and renewal processes as described in Section 47607.
2. Activities relating to monitoring the performance and compliance of the Charter School with respect to the terms of its Charter, related agreements, and all applicable laws and regulations.
3. Participating in the dispute resolutions process described in the Charter.
5. Identification of at least one Staff member as a contact person for the Charter School.
6. Visiting the Charter School at least annually.
7. Ensuring that the Charter School complies with all reports required of charter schools by law.
9. Providing timely notification to the California Department of Education if any of the following circumstances occur:
   a. A renewal of the charter is granted or denied.
   b. The charter is revoked.
   c. The Charter School will cease operation for any reason.
10. The NJUHSD will provide teacher credential oversight services. Essential documents will be provided to the NJUHSD in order to verify proper credentialing and/or qualifications.
B. The District may provide a greater level of service beyond oversight in the following areas:

1. **Fingerprinting** – NJUHSD will provide fingerprinting for SAEL. Direct costs for fingerprinting will be passed on to SAEL. SAEL will be invoiced for fingerprinting at the actual cost of the fingerprint scans.

2. **Website** – NJUHSD will list SAEL on the District website as an authorized charter school of the District.

V. ITEMS SAEL SHALL PROVIDE TO THE DISTRICT:

1. Board General Reports – SAEL will provide a report to the NJUHSD board on at least a quarterly basis that will give a general update to all of the school operations that will include but not be limited to, a budget analysis, enrollment, student academic progress/statistics, student discipline, staff development, parent feedback, educational events of interest and other pertinent information.

2. District Reports – SAEL will provide monthly reports to District administration that cover fiscal reporting. These will come from an online reporting system (“CharterVision”) through SAEL’s Back Office Service Provider (“CSMC”) and can be set up through an email subscription service. The Superintendent and Assistant Superintendent of Business of the NJUHSD will have access to this system.

3. District Meetings – SAEL administrator will attend NJUHSD administration meetings when appropriate and requested by the District.

VI. AVERAGE DAILY ATTENDANCE:

The Charter School will be responsible for its daily and monthly attendance accounting. With the assistance of a back office service provider (“CSMC”), the Charter School will submit attendance reports in accordance with State requirements to the District’s attendance officer and to the State in a timely manner.

VII. ENROLLMENT REPORTING:

SAEL shall cooperate in the annual preparation of a report of the Charter School’s enrollment showing each student’s demographic information, including home address and school of attendance in prior fiscal year. This report shall be compiled and submitted no later than October 31 of each year. The information gathered about students will be used by the NJUHSD for essential purposes only.

VIII. ANNUAL FISCAL AUDIT:

In accordance with the terms of the Charter, SAEL shall ensure that an annual basic audit is conducted separately from the District’s audit. SAEL’s back office service provider (“CSMC”)
will work with SAEL to determine an auditor and notify the NJUHSD in writing prior to December 31 of each fiscal year. This audit process must be carried out each fiscal year.

**IX. REQUIRED REPORTS:**

SAEL staff will compile all necessary information for mandatory state reporting. SAEL will work with a back office service provider ("CSMC") to provide necessary reports to the State in a timely manner for those reports that must come directly from the Charter School. For reports necessary to be turned into the State through the District, the NJUHSD will provide necessary reports to the State in a timely manner as it does for other schools in the District. SAEL agrees to complete and submit all reports required of charter schools in a timely fashion. Copies of all such reports will also be submitted to the District.

**X. FISCAL REPORTING:**

Consistent with Section V, above, the Charter School shall be responsible to submit the following reports in a format legally prescribed for charter schools to the District and the County Superintendent of Schools:

- On or before July 1, a preliminary budget.
- On or before December 15, an interim financial report reflecting changes through October 31.
- On or before March 15, a second interim financial report reflecting changes through January 31.
- On or before September 15, a final unaudited report for the full prior year.

**XI. FISCAL POLICIES:**

The Charter School shall adopt and meet generally accepted accounting principles and shall ensure that:

- Expenditures are authorized in accord with amounts specified in the Board-adopted budget; and
- The Charter School’s funds are managed and held in a manner that provide a high degree of protection of the Charter School’s assets; and
- All transactions are recorded and documented in an appropriate manner and which facilitates reporting to the State as required by the District, the County Office of Education or Department of Education.

**XII. ATTENDANCE ACCOUNTING:**

SAEL will adhere to a pupil attendance accounting system to record the number of days students are actually in attendance at the Charter School and engaged in activities required of them by the Charter School. The annual audit will review actual attendance accounting records and practices to ensure compliance. The attendance accounting practices will be in conformance
with the Charter Schools Act and the California Code of Regulations defining and addressing charter school average daily attendance.

XIII. AGREEMENT TO PROVIDE INTERNET-RELATED SERVICES:

SEE EXECUTED FACILITIES USE MOU NNUHSD AND SAEL 2014-2015

XIV. SPECIAL EDUCATION SERVICES/504:

SAEL reserves the right to modify this option in subsequent years. The SAEL will employ a special education teacher and appropriate aides to support students on individualized education plans. The SAEL will arrange for special education services (by contract or otherwise) with the District or other appropriate providers for other special education services.

SAEL maintains high expectations for all students, including those with identified special needs, and will ensure all receive a free and appropriate public education in the least restrictive environment. All elements of SAEL education program are designed to meet the academic and behavioral needs of all students, including those with learning differences and disabilities.

Identification

When necessary to determine whether a child’s academic, behavioral, or other difficulties may be related to a disability, the student will first be referred to the school’s Student Study Team (SST), comprised of special and general education teachers and administrator, and parents shall be included. If the Student Study Team process determines that general education services are not sufficient for meeting the needs of the child, then the team shall make a referral for special education assessment. If the student is found not eligible these assessments may lead the team to develop a section 504 accommodation plan if deemed appropriate by the Student Study Team.

Implementation

If the evaluation confirms the student is eligible for special education services, an IEP will be created (with parental input and, when appropriate, student input) to identify the needs, annual goals, objectives, accommodations, modifications, and services to maximize student learning. These services will then be provided by qualified school staff or a service provider in accordance with the student’s IEP, with every effort made to engage students in meeting grade-level standards within the least-restrictive environment (i.e. general education classroom) or alternative environment, as specified by the IEP. Instructional materials and methods will be selected based on each student’s specific learning needs.

Assessment and Monitoring

Student progress toward IEP goals will be reviewed at least annually on a formal basis.
Teachers will assess and track student progress toward IEP goals based on classroom performance and assessments on an ongoing basis as provided for in our cycle of assessments and professional development. All students' IEPs will be reassessed every three years at a minimum.

Teacher Training

Professional development for teachers will include annual special education compliance training. Teachers will work closely with the Special Education Teacher on a monthly basis to maximize teacher effectiveness in working with special needs students and to ensure we are implementing each student's IEP fully and successfully.

Meeting the Needs of Special Education Students

To meet the needs of all special education students, teacher’s objectives, lesson plans, instructional methods, and assignments may be differentiated using a variety of factors including:

- **Length:** Adapting the number of items the student is expected to learn or complete, or adjusting the amount of information that a student is provided at one time.
- **Time:** Extending the amount of time the student has to complete a task or demonstrate mastery of material.
- **Instruction:** Adapting the way instruction is delivered by using a variety of strategies and materials, including visual schedules, concrete examples, or hands-on activities.
- **Output:** Adjusting the type of work the student produces, such as changing an assignment to a project, task, or presentation for a student whose disability makes written expression difficult.
- **Support:** Increasing the amount of individualized assistance the student receives.

Charter School Special Education Responsibilities

- SAEL will adhere to the provisions of the Individuals with Disabilities Education Act (IDEA) and state special education laws and regulations to assure that all students with disabilities are accorded a Free, Appropriate Public Education (FAPE). SAEL will also ensure that no student otherwise eligible to enroll in the Charter School will be denied enrollment. SAEL will comply with Section 504 of the Federal Rehabilitation Act, the Americans with Disabilities Act, and all Office for Civil Rights mandates for students enrolled in SAEL.
- SAEL will adhere to all Nevada Joint Union High School District policies and procedures regarding special education. SAEL plans to operate as a public school within the District for special education services.
- For the 2014-15 school year, NJUHSD will provide funds to assist SAEL in the provision of special education services during the first year of operations. The funding level will be determined in a manner that is consistent to the Nevada County SELPA funding allocation plan, (Local Plan 164). NJUHSD and SAEL will determine the number of students receiving special education services and the corresponding funding level as
determined by Local Plan 104. NJUHSD will use the December 1st (2014) count to verify
the SAEL student count in order to provide cash forward funding in approximately late
January 2015. The transfer of these of funds over to SAEL will support students with
disabilities as determined by the December 1st (2014) count and the actual funding
amount will be adjusted when actual funds are granted to the NJUHSD in the next fiscal
year. In subsequent years, Special Education funding for SAEL will be determined using
the process outlined in Local Plan 104 as well as the timelines described therein.

- SAEL will implement the programs and services required by the IEP of students enrolled
  at SAEL under the oversight of the NJUHSD as a school of the district for Special
  Education services. SAEL will supply the services. SAEL may request related services
  (e.g., psychological assessments, counseling, occupational therapy, adapted P.E.,
  nursing, etc.) from the District, subject to availability and on a fee for service basis, by
  submitting written requests to the District.

- SAEL will have the same access to the Nevada County Operated Special Education
  Services and Programs as any public school of the Nevada County SELPA. If utilized, the
costs of said services will be paid for by the SAEL. SAEL may also provide related
  services by hiring credentialed or licensed providers through private agencies or
  independent contractors subject to input from the District regarding approval.

- The Special Education Director for NJUHSD is available to SAEL upon request for
  assistance. Any above and beyond work provided by the NJUHSD Special Education
  Director for SAEL that does not have to do with oversight could involve an hourly charge.

- The SAEL will use District forms to develop, maintain, and review assessments and IEPs
  in the format required by the District and will enter accurate assessment and IEP data
  into the Districts designated data system in accordance with NJUHSD policies and
  procedures. The SAEL will maintain copies of assessments and IEP materials for District
  Review. The SAEL will submit to the District all required reports in a timely manner as
  necessary to comply with the state and federal requirements. SAEL is responsible for the
  management of its special education budgets, personnel, programs, and services. SAEL
  will ensure that its special education personnel are appropriately credentialed, licensed
  or on waiver consistent with California's laws and regulations.

- When requested by SAEL or NJUHSD, a District Special Education Representative may
  participate in a student's IEP meeting at SAEL.

- The referral process shall include a Student Success Team meeting to review prior
  interventions, accommodations and modifications and to recommend further
  interventions as appropriate. SAEL will identify and refer students with suspected
disabilities who demonstrate early signs of academic, social, or behavioral difficulty that
may require assessment for special education eligibility and placement in a special
education program. Upon parents' request for assessment, SAEL will be responsible for
the development of assessment plans for students with suspected disabilities. The
assessment plan will describe the types of assessment that may be used to determine the
eligibility of students for special education instruction and services. Assessments will be
conducted, within legal timelines, after receiving the parents' written consent. SAEL
shall conduct an Individualized Education Program (IEP) team meeting that includes
required team members within mandated timelines for each student assessed to discuss
results, determine eligibility, and (if eligible) specify special education instruction and services.

- **SAEL IEP team will make decisions regarding eligibility, goals, program, placement, and exit from special education through the IEP process according to federal, state and District timelines.**

- **SAEL will be fully responsible for the quality of the program and for any costs incurred in such a placement.**

- **SAEL will ensure that the teachers and other persons who provide services to a student with disabilities are knowledgeable of the content of the student's IEP. SAEL will maintain responsibility for monitoring progress towards IEP goals for the student with special needs. SAEL will ensure that it makes the necessary adjustments to comply with the mandates of state and federal laws, including the IDEA and Section 504 of the Rehabilitation Act of 1973, regarding discipline of students with disabilities. Discipline procedures will include positive behavioral interventions. Prior to recommending for expulsion a student with disabilities, SAEL will convene a Manifestation Determination meeting. SAEL will collect data pertaining to the number of special education students suspended or expelled and forward that data to the District.**

- **Parent Concerns:** The Charter School shall instruct Parents/Guardians to raise concerns regarding special education services, related services and rights to the Charter School Staff. The Charter School staff shall then in turn consult with the designated representative of the District regarding such concerns.

- **The District representative in consultation with the Charter School's designated representative shall respond to and address the parent/guardian concerns.**

- **Complaints:** In consultation with the Charter School, the District shall address/respond/investigate all complaints received under the Uniform Complaint procedure involving special education. These policies are in line with the NJUHSD adopted board policies on the Complaint process.

- **SELPA Activities and Meetings:** The District Superintendent or designee shall represent the Charter School at all SELPA meetings as it represents the needs of all schools in the District. Reports to the Charter School regarding SELPA decisions, policies, etc. shall be communicated to the Charter School as they are to all other schools within the District. To the extent that the District and/or SELPA provide training opportunities and/or information regarding special education to site staff, such opportunities/information shall be made available to Charter School staff. To the extent that District site staff have the opportunity to participate in committee meetings of the SELPA as representatives of their district, such opportunities shall be made available to Charter School staff.

*Procedural Safeguards/Due Process Hearings*
The District may invoke dispute resolution provisions set out in the charter petition, initiate due process hearings, and/or utilize other procedures applicable to the Charter School if the District determines that such action is legally necessary to ensure compliance with federal and state special education laws and regulations and/or the Modified Consent Decree.

In the event that a parent or guardian of a student attending the Charter School initiates due process proceedings, both the Charter School and the District will be named as respondents. Whenever possible, the District and the Charter School shall work together in an attempt to resolve the matter at an early stage (informal settlement or mediation). During due process proceedings and any other legal proceedings or actions involving special education, the Charter School will be responsible for its own representation. If the Charter School retains legal representation for a due process proceeding or other legal proceeding or action, the Charter School will be responsible for the cost of such representation.

Because the Charter School will manage and is fiscally responsible for its students’ special education instruction and services, the Charter School will be responsible for any prospective special education and related services, compensatory education and/or reimbursement awarded by a due process hearing officer, court or settlement based on an allegation or allegations that solely the Charter School failed to fulfill its responsibilities under state and federal special education laws and regulations (which include, among other things, identifying students with disabilities, assessing students, conducting IEP team meetings, developing appropriate IEPs, and implementing IEPs. The District will be responsible for any prospective special education and related services, compensatory education and/or reimbursement awarded by a due process hearing officer, court or settlement based on an allegation or allegations that solely the District failed to fulfill its responsibilities under state and federal special education laws and regulations.

If parents’ attorneys’ fees and costs are to be paid because parents are the prevailing party as a result of a due process hearing or settlement agreement based on the Charter School’s alleged failure to fulfill its responsibilities under state and federal special education laws and regulations, the Charter School will be responsible for payment of those attorneys’ fees and costs. If parents’ attorneys’ fees and costs are to be paid because parents are the prevailing party as a result of a due process hearing or settlement agreement based on the District’s alleged failure to fulfill its responsibilities under state and federal special education laws and regulations, the District will be responsible for payment of those attorneys’ fees and costs.

**Modifications to Special Education Responsibilities and Funding**

- The special education responsibilities of SAEL and the District, and the special education funding model may be modified, supplemented or clarified through a mutually agreed upon Memorandum of Understanding (MOU).

**Differentiated Student Needs**

- While we anticipate that most of our students’ needs will be met by the instructional delivery model and supports already in place, SAEL is committed to working with students who are performing above grade level to
ensure they are challenged and able to access the most rigorous content appropriate to them.

- For students who are identified by their teachers and evidenced by scores on a variety of assessments a SSP will be developed and implemented. Our instructional design allows us to customize instruction for the needs of high-performing students by providing differentiated instruction and to accelerate the pace and level of instruction. These students will also have differentiated projects to reflect their learning of content.

XV. EVALUATION OF THE EDUCATIONAL PROGRAM:

The Charter School shall furnish to the District an annual written report and evaluation of its educational program in accordance with the charter petition and the Education Code. The annual report shall include an evaluation of the fulfillment of the charter’s purposes and goals and shall include all of the following:

1. Expeditionary Learning Implementation Review and LCAP review and revision
2. Analysis of whether goals included in the approved charter are being met; review of all state and federal student assessment data and reports.
3. Data regarding the number of staff, their qualifications and verification of credentials for the prior year.
4. Copy of health/safety procedures and summary of any major changes.
5. Review copies of all requested documentation (e.g., budget reports, financial projections, leases, insurance, etc.).
6. Overview of admission practices including:
   a. Number of students actually enrolled.
   b. Waiting lists.
7. Report on expulsions and suspensions during prior year.
8. Review of any internal/external dispute resolutions during prior year.

XVI. EMPLOYMENT AUDIT:

Upon commencement of operation, SAEL shall provide the District with the following documents, with respect to the then current school year, by October 31 of each year:

1. List of all employees verifying fingerprints, physicals, if appropriate, and TB clearance; and
2. List of certificated employees verifying credentials and expiration dates of credentials; and
3. Master schedule showing teaching assignments.

XVII. INSURANCE AND RISK MANAGEMENT:

The Charter School will maintain, at its own expense, its own insurance policies for the operation of the Charter School, including but not limited to general liability, property, and
errors and omission policies. Policy types and amounts will be commensurate with the recommendations of amounts and types by the District’s insurer for a school of similar type and size in the area. Additional insurance may also be obtained by the Charter School as necessary or required by law. The Charter School and the District shall agree upon appropriate insurance amounts within one month before Charter School operations begin.

The District shall be named as an “additional insured” under all insurance carried on behalf of the Charter School.

The Charter School shall provide the District with certificates of insurance no later than 90 days prior to the first day of operation and annually thereafter on July 1st of each year or as needed upon request by the District.

XVIII. INDEMNIFICATION CLAUSE:

To the extent applicable under the law, SAEL shall defend, hold harmless, and indemnify the District, its governing board, officers, administrators, agents, employees, independent contractors, subcontractors, consultants, and other representatives from and against any and all liabilities, claims, demands, costs, losses, damages, or expenses, including reasonable attorneys’ fees and costs, and including but not limited to consequential damages, extra expense, death, sickness, or injury to any person(s) or damage to any property, from any cause whatsoever arising from or connected with its operations and/or services hereunder, that arise out of or result from, in whole or in part, the negligent, wrongful or willful acts or omissions of the Charter School, its employees, agents, subcontractors, independent contractors, consultants or other representatives, with the exception of any liabilities, claims, demands, costs, losses, damages, or expenses caused by the action or inaction of the District.

XIX. SPECIAL PROGRAM/SERVICES AND/OR ACTIVITIES/SPORTS:

In the event that either party to this MOU wishes to have its students and/or staff participate in a program/service/activity offered by the other party, advance approval and arrangements must be made. It is fully recognized that expenses for such participation may be charged. Such arrangements must be made with the appropriate site administration in advance and confirmed in writing.

XX. FERPA: FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT:

The District hereby designates employees of the Charter School as having a legitimate educational interest such that they are entitled access to education records under 20 U.S.C.A. §1232g, the Family Educational Rights and Privacy Act and California Education Code §49076(b)(6) ("FERPA") as to pupils who are enrolled in the Charter School. The Charter School hereby designates the employees of the District as having a legitimate educational interest such that they are entitled to access to education records under FERPA. The Charter School, its officers and employees shall comply with FERPA at all times.

XXI. GENERAL REPORTING REQUIREMENTS:
In addition to providing the reports specific in this agreement, SAEL agrees to provide any further reports that may be required by the District to comply with statutory obligations.

**XXII. PUPIL TRANSPORTATION:**

The Charter School shall work with the District to coordinate bus services to maximize the benefit for the District and the Charter School. The Charter School shall pay a fair portion of the transportation costs for the Charter School’s use of the bus services as calculated according to the percentage of the route time and miles. The Charter School bus use benefits Charter School shall also receive JPA rates for field trips with the contracted bus services. Costs have been estimated in ATTACHMENT B. Durham is billing the NJUHSD and the NJUHSD will bill SAEL.

**XXIII. PUPIL LUNCH SERVICES:**

SAEL students are welcome to participate in the National School Lunch Program (NSLP) or purchase meals in the school cafeteria during the BRHS lunch service time(s). NJUHSD will process applications for free/reduced breakfasts/lunches with the National School Lunch Program. NJUHSD will maintain SAEL NSLP student information in a database. SAEL students will receive and/or purchase meals using their SAEL-issued student identification number. On occasion, when given at least seven days’ notice, BRHS cafeteria staff may make pre-packaged meals for SAEL students. Recognizing that this process will take additional staff time, SAEL will reimburse NJUHSD for the hourly employee costs for the preparation of such pre-packaged meals.

**XXIV. LEGAL SERVICES:**

The Charter School will be responsible for procuring its own legal counsel and the costs of such services.

**XXV. STATEMENT OF FACTS ROSTER:**

It shall be the sole responsibility of the Charter School to file, and update as required, the “Statement of Facts Roster of Public Agencies,” as required by Government Code Section 53051.
XXVI. WAIVER

A waiver of any provision or term of this MOU must be in writing and signed by all parties. Any such waiver shall not constitute a waiver of any other provision of this MOU. All parties agree that no party to this MOU waives any of the rights, responsibilities, and privileges established by the Charter Schools Act of 1992, as may be amended from time to time.

Dated: ___________________________  Charter School Director or Designee

Dated: ___________________________  NJUHSD Superintendent

Approved and ratified this _____ day of ________, 2014 by the Governing Board of Trustees of the Nevada Joint Union High School District by the following vote:

AYES: ______
NOES: ______
ABSTAIN: ______

Certification by the President of Governing Board of Trustees:

Dated: ___________________________  President, Governing Board of Trustees

Approved and ratified this _____ day of ________, 2014 by the Governing Board of Trustees of the Sierra Academy of Expeditionary Learning by the following vote:

AYES: ______
NOES: ______
ABSTAIN: ______

Certification by the Chairman of the Board of Trustees:

Dated: ___________________________  Chairman of the Board of Trustees
## 2014-2015

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ATTACHMENT B:

From Durham Bus Services:

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**Sael Route Cost 507.76**

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**08:20 AM - 08:58 AM PICK GO TO Sael School**

**08:58 AM - 09:27 AM Sael School To Yard Sign Off.**

**03:45 PM - 04:05 PM BRHS LAST STOP (MCcourtney Rd) To Sael School**

**04:05 PM - 04:38 PM DROP Sael Students Return To Yard**

SAEL Hours for AM include dead head time = 1.11 hrs + 34.2 Miles

SAEL Hours for PM include dead head time = 1.08 hrs + 31.4 Miles

2.19 hrs and 65.6 miles for this route for SAEL 206.05 PER DAY.

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16
APPLICATION FOR APPOINTMENT TO THE BOARD OF TRUSTEES
OF THE NEVADA JOINT UNION HIGH SCHOOL DISTRICT

Full Legal Name: ERIN C. SULLIVAN

Residence Address: ____________________________________________

________________________________________________________________

Mailing Address: ____________________________________________

Phone Number: ____________________ (home) ____________________ (work)

Letter of Application (submit with application):

With the desire to have fair consideration given to each applicant, you are asked to relay your thoughts on the following topics. Please address your responses in the form of a letter to the members of the Board of Trustees.

a. Why would you like to be a member of the Nevada Joint Union High School District Board of Trustees?

b. What is your knowledge and awareness of our district and how have you been involved in, and participated in, our schools and district?

c. What strengths do you have that would be an asset as a member of the Board in the areas of budget, human resources, policy development, communication and curriculum?

d. What are you proud of in our district and what should be our priorities in the next 4 years? What would you like to accomplish as a board member?

e. Describe a good board meeting. What are the objectives of a good meeting?

Other comments that you care to make would be welcome.
September 24, 2014

Nevada Joint Union High School District
Superintendent’s Office
11645 Ridge Road
Grass Valley, CA 95945

Dear honorable members of the NJUHSD Board of Trustees:

It would be my honor to serve alongside you as the Area 5 Trustee. I have a long history working in and around education and civic leadership and a deep desire to support my community by bringing my understanding, my energy and my expertise to Nevada Joint Union High School District.

It is an exciting time for California’s schools as we begin to emerge from the dark days of the recession and long-overdue funding begins to flow back to districts and county offices of education. It is also a difficult time as districts undertake the tough work of determining which areas of need to address first—shoring up aging facilities, addressing staffing shortages, reinstituting programs to support student learning and staff development—and doing it all under a new Local Control Funding Formula. Add to this the implementation of the Common Core State Standards, the controversy around which necessitates ongoing and open communication with and assurance to educators, parents and students.

I have worked for the California Commission on Teacher Credentialing (Commission) for the last 12 years. I began as a credential analyst and am currently a Consultant in Teacher Preparation working in the Commission’s Office of Governmental Relations where my role encompasses all areas of external relations. The Commission’s role in California’s education system is tri-fold. We set the standards for educator preparation that all programs must meet in order to become accredited by the Commission; we issue credentials to individuals who complete those programs; and we discipline credential holders when they fail to uphold the law or meet our standards for professional conduct. The Commission is also responsible for oversight and support of districts and county offices of education in their assignment monitoring and reporting responsibilities.

In my current capacity at the Commission I work with the Governor’s office, the legislature and members of the education stakeholder community to achieve the goals set by the Commission and ensure their input is communicated on important policy decisions. I also respond to media inquiries and craft strategic communications that are shared through traditional and social media outlets, as appropriate. In my previous role as a credential analyst I evaluated credential applications, issuing credentials to qualified applicants and responding to the most sensitive and nuanced applicant and employer questions via telephone and email.

In addition to my work at the Commission I am a member of and hold/have held leadership positions in two important organizations: Philanthropic Educational Organization (PEO) and Capitol Network. PEO is an international philanthropic organization of women supporting the advancement of women through education by funding scholarships, grants, awards, and loans and through the stewardship of Cottey College. A member of PEO since 2005, I have served as an officer in a number of capacities and have had the pleasure of serving as co-chair of our Philanthropies Committee which is tasked with determining the annual funding levels for the various international, national, statewide and local level awards.
Capitol Network is a statewide organization focused on supporting women working in and around the Capitol community by providing networking and mentoring opportunities. In addition, Capitol Network events help to raise money to support our charitable grants. For many years now Capitol Network has been fortunate to be able to grant up to five grants of $5,000 each to charities and non-profits that directly support the needs of women and children in California. I have been a member of Capitol Network since 2007 where I have served on the Charitable Giving committee and have been a board member, including serving as President, for five years.

My very recent move to South County has not yet provided me the opportunity to support or engage NJUHSD. However, while a resident of West Sacramento from 2004-2009, I was engaged in volunteer work at River City High School partly through the benefit of being married to its Drama/English teacher. I volunteered as an after school tutor, chaperoned dances and a senior band trip to Disneyland, and supported the drama program any way I could— including organizing and chaperoning a one-week trip to England where a group of eight drama students were able to study with instructors and actors at the Globe Theatre. For a brief time I also supported the district as its Classified Personnel Specialist (Washington Unified School District).

Your application asks that I describe what I am most proud of in NJUHSD. I think it would be dishonest for me to use the word “proud” given my short time as a local citizen. I can, however, use the words “impressed” and “encouraged” to describe how I felt when I first began to learn about the district. In reading our Union newspaper each day it is clear to me how much pride the community feels about our schools. I am encouraged by this. It is no small thing for a community to take such pride of ownership in its schools. The district and its schools have created numerous opportunities for parent and community engagement through booster clubs and community partnerships.

I am also encouraged by the quality of NJUHSD schools and programs. NJUHSD includes schools that have received Distinguished School recognition for multiple years, schools with articulated community college and UC partnerships, and schools that offer modified learning models to meet the needs of at-risk and advanced students, alike. It is clear that there has been meaningful collaboration between district trustees, administrators, educators, classified personnel, parents, students and the community. I am just so encouraged and excited to see such commitment to student success.

Your final request to trustee applicants is to describe the qualities of a good board meeting. The many hats I have worn in my work at the Commission and through my memberships in PEO and Capitol Network have taken me through active participation in public Commission meetings and legislative hearings to work on small, private committee activities and everything in between. The most successful meetings have always been those at which participants come prepared to work together, are open to new ideas and can be ready to collaborate on a solution. Listening is key, as is having respect for one another’s differences. Compromise is almost always necessary but if all parties feel that they have been heard and understood, most will come away satisfied (if only for a moment).

I hope you will consider me for appointment to the NJUHSD Board of Trustees. My qualifications, experience and enthusiasm make me an excellent choice for the position. I look forward to meeting each of you soon.

Sincerely,

Erin C. Sullivan

PS: Please find me on LinkedIn at http://www.linkedin.com/pub/erin-sullivan/2/b76/a25/.
APPLICATION FOR APPOINTMENT TO THE BOARD OF TRUSTEES
OF THE NEVADA JOINT UNION HIGH SCHOOL DISTRICT

Full Legal Name: GREG R. LIEN

Residence Address: ____________________________________________

_________________________________________________________________

Mailing Address: ________________________________________________

Phone Number: ____________________ (home) ____________________ (work)

Letter of Application (submit with application):

With the desire to have fair consideration given to each applicant, you are asked to relay
your thoughts on the following topics. Please address your responses in the form of a letter
to the members of the Board of Trustees.

a. Why would you like to be a member of the Nevada Joint Union High School District
   Board of Trustees?

b. What is your knowledge and awareness of our district and how have you been
   involved in, and participated in, our schools and district?

c. What strengths do you have that would be an asset as a member of the Board in the
   areas of budget, human resources, policy development, communication and curriculum?

d. What are you proud of in our district and what should be our priorities in the next 4
   years? What would you like to accomplish as a board member?

e. Describe a good board meeting. What are the objectives of a good meeting?

Other comments that you care to make would be welcome.
September 24, 2014

The Board of Trustees
Nevada Joint Union High School District
Superintendent’s Office
11645 Ridge Road
Grass Valley, CA 95945

Re: Application for Appointment to Board of Trustees

To the Honorable Members of the Board,

I am writing to you in support of my application to become a member of the Board of Trustees. I hope that you will find that my experience and skills will be of use to you, should you see fit to fill your vacancy with me. Below, I have set forth responses to the questions suggested in your application materials.

I am motivated by a desire to use my skills for the betterment of my community. It is my firm belief that good education is the foundation of a healthy and vibrant culture. It has been my experience that here in the U.S., there has not been the same degree of support for education that is enjoyed by many other advanced countries. This places us at a competitive disadvantage in the global marketplace at a pivotal time in our history. I would like to play some small part in support of education within our community.

I have only limited experience with the schools so far, given the fact that my time has been limited while working full time at my law practice and as a full time single father (my wife passed away a number of years ago). My children, now aged 14 (son) and 19 (daughter), both went from kindergarten through graduation at Chicago Park School. Thereafter my daughter graduated from Ghidotti as a Valedictorian last year, and my son started at Ghidotti as a freshman this year. I was on the Site Council/Charter Advisory Committee at Chicago Park School and also volunteered to help at numerous events and otherwise contributed where I could.

While my resume of experience so far may be somewhat lacking, I believe I am a quick study and bring strong skills to the table. I am a former prosecutor, a former county counsel, and have 30 years of experience in administrative law. I am something of an expert in regulatory agency matters, which I suspect share many of the same dynamics as this High School District experiences. I have also run my own business, on my own for the last ten plus years, and prior to that as a founding partner of a larger law firm for twenty years. I have excellent communication skills and am adept at negotiations. In particular, as a certified mediator, I believe one of my strengths is in helping parties with disagreements to find middle ground.
A good board meeting cannot take place without some fundamental prerequisites. First and foremost, the individual board members must take the time to be fully prepared and review any and all reports and information prepared by their professional staff in advance of the meeting. At the meeting, each board member must take the time to carefully listen to the views presented and be candid and respectful in expressing their own views. Finally, there is no substitute for the good sense and judgment involved in the art form of knowing when to be strong in holding to ones view, and when to be accommodative. In finding that balance, the objective of the meeting must always be paramount. While it is difficult to generalize, the objective of a good meeting should be to resolve whatever issue is tabled with a view toward full resolution, while offering viable and creative alternatives and feedback in the process. Boards are often at their best when they act as the conscience of the community, effectively providing viewpoints that are representative of many others in the locality.

I will look forward to answering any other questions that you may have if I am granted an interview for this position. In the meantime, if you need any additional information please let me know.

Very truly yours,

[Signature]

Gregg K. Lien

Attachment
APPLICATION FOR APPOINTMENT TO THE BOARD OF TRUSTEES
OF THE NEVADA JOINT UNION HIGH SCHOOL DISTRICT

Full Legal Name: Joann Rosso维奇

Residence Address: ____________________________________________

Mailing Address: ____________________________________________

Phone Number: ________________ (home) ________________ (work)

Letter of Application (submit with application):

With the desire to have fair consideration given to each applicant, you are asked to relay your thoughts on the following topics. Please address your responses in the form of a letter to the members of the Board of Trustees.

a. Why would you like to be a member of the Nevada Joint Union High School District Board of Trustees?

b. What is your knowledge and awareness of our district and how have you been involved in, and participated in, our schools and district?

c. What strengths do you have that would be an asset as a member of the Board in the areas of budget, human resources, policy development, communication and curriculum?

d. What are you proud of in our district and what should be our priorities in the next 4 years? What would you like to accomplish as a board member?

e. Describe a good board meeting. What are the objectives of a good meeting?

Other comments that you care to make would be welcome.
September 15, 2014

Members of the Nevada Joint Union High School District Board of Trustees

As resident of the Bear River High School District (5) I am submitting for consideration my application to fill the board vacancy announced at your September 10, 2014 meeting.

With time to spend and needing a challenge I would like the opportunity to serve the district.

I have 44+ years of vested interest in the students of South Nevada County. Three of my children are graduates of Nevada Union High School and my youngest was a member of the first graduating class from Bear River High School. In the past two years I have had two granddaughters graduate from Bear River. They are both attending Jr. College. I have another granddaughter who will be attending BRHS in the fall of 2015.

My husband and I served on the committee that was responsible for the college accreditation of the Agricultural program offered at Bear River. We were behind the founding of the Bear River AG Boosters that support funding for the AG program and FFA.

It has been my privilege to support the students of Bear River High School with scholarships for the past 15 years.

My husband’s untimely death in November of 1999, after 23 years of service, created a vacancy on the PRSD Board of Trustees. This vacancy led to my appointment to the board, a position I held until my retirement this past spring.

Nevada Joint Union High School District has done well in preparing its’ students, but as the world changes, the district has to re-evaluate its programs.

I am well aware of the continuing changes in school financing, and the problems associated with declining enrollment. Public Education is consistently being asked to do more. I have spent a great deal of time trying to understand the ever changing panorama of public education.

A good board meeting should be informational with discussion and business taken care of in a timely manner. Does this happen all of the time? No

Thank you for your consideration.

Joann Rossovich

[Signature]
APPLICATION FOR APPOINTMENT TO THE BOARD OF TRUSTEES OF THE NEVADA JOINT UNION HIGH SCHOOL DISTRICT

Full Legal Name: Martin W. Mortensen

Residence Address: ____________________________________________________________

Mailing Address: _____________________________________________________________

Phone Number: ____________ (home) _____________ (work)

Letter of Application (submit with application):

With the desire to have fair consideration given to each applicant, you are asked to relay your thoughts on the following topics. Please address your responses in the form of a letter to the members of the Board of Trustees.

a. Why would you like to be a member of the Nevada Joint Union High School District Board of Trustees?

b. What is your knowledge and awareness of our district and how have you been involved in, and participated in, our schools and district?

c. What strengths do you have that would be an asset as a member of the Board in the areas of budget, human resources, policy development, communication and curriculum?

d. What are you proud of in our district and what should be our priorities in the next 4 years? What would you like to accomplish as a board member?

e. Describe a good board meeting. What are the objectives of a good meeting?

Other comments that you care to make would be welcome.
September 19, 2014

Members of the Board of Trustees
Nevada Joint Union High School District
Superintendent’s Office
11645 Ridge Road
Grass Valley, CA 95945

Subject: Letter of Application Questions

Why would you like to be a member of the NJUHS District Board of Trustees?
Since the opening of Bear River High School in 1986 (when my daughter began as a Sophomore), I have been a strong advocate (and continue to be) of the school and the students. In my opinion, over the past 28 years, I have noticed that BRHS has not received as much support or recognition within the District. As a Trustee for Area 5, I would like to contribute to the shaping of a vision for BRHS and work with students, parents and the administration to build a climate that emphasizes student success. I would like to promote this Board’s goals of encouraging students to pursue their educational goals.

What is your knowledge and awareness of our district and how have you been involved in, and participated in, our schools and district?
I have had twenty-eight years of involvement with BRHS working with the school administration, helping with school events, fundraisers and actively supporting BRHS sports programs. In addition, I have been active with NUHS football, baseball and basketball programs through my volunteer work as a TV game announcer with Touchdown Productions over the past seventeen years.

What strengths do you have that would be an asset as a member of the Board in the areas of budget, human resources, policy development, communication and curriculum?
For four years, as an elected board member of the Lake of the Pines Ranchos Community Service Road District, I served as treasurer and was responsible for our annual road district budget of $120,000. My entire professional career (47 years) consisted of working in the Information Technology Industry, both as a technical and sales executive. This experience has provided me the opportunity to develop long range strategic IT planning with major CEO’s and IT executives for several million-dollar computer acquisitions. Communication has made up a large part of my professional career, I have taught many computer classes and have given major sales presentations to state and local governments. With regards to my curriculum strengths, my experience in this area has been gained by what I was exposed to in high school and college.
What are you proud of in our district and what should be our priorities in the next 4 years? What would you like to accomplish as a board member?

This District has set the bar extremely high in comparison to the other school districts that I have had the opportunity to experience on how our students conduct themselves off campus. Attending many sporting activities at other schools has shown me just how much better BRHS and NUHS students act. They are more like adults and this is a direct result of what NJUHS has been teaching our young people over the many years. I am proud to wear my Bear River and LEU logo attire at these events. As for my priorities in the next four years as a Trustee of Area 5, I would definitely evaluate and support the strategic planning and multi-year plans for student achievement, set clear expectations and standards for students that promote their well being. I believe that the community, parents and students should have a major input into how the board’s policies and regulations are implemented. Having a platform, as a board member, would allow me to assist and improve our student’s opportunity to learn while becoming productive adults within our ever-changing society.

Describe a good board meeting. What are the objectives of a good meeting?
Having been an elected board member and participated in many monthly and special meetings, I have a good idea of what constitutes a good board meeting. The following reflect my vision of a good meeting:
- Start the meeting on time and all members to be on time
- Make sure that enough notice is given for the community to attend
- Board members must come prepared to address items on the agenda
- Members must possess detailed knowledge of their district
- Always stay on topic and don’t let outside influences take meeting in a non productive direction
- Any meeting that lingers on and on is not an effective meeting
- Show respect at meeting to parents, students, teachers and administrators
- Be attentive and show interest for all outside speakers and their ideas
- Never be condescending with remarks to other board members or the public
- Effective board meetings are accountability driven and more time should be focused on policies to improve student achievement

Other comments that you care to make would be welcome.
I believe in being active and giving back my time to the community. I love to volunteer my time for good causes and I have been volunteering for the past 17 years with Touchdown Productions doing TV announcing of NUHS, BR, Placer and Colfax high school sports programs. I have done over 1200+ TV games including many playoff games all over the state. I enjoy being involved with the students, parents, coaches and school administrators. For the past 12 years I have been volunteering at Animal Save in Grass Valley
posting all received donations into their computer database. Also, I have recently begun to volunteer at NCTV (community television) as their computer trouble shooting technical person. I have made a concerted effort to participate in NU and BR football, basketball and softball golf fundraisers over the years. Because of my fan support and involvement for these sports programs, I receive invitations and attend the sports programs awards banquet by the coaches.

I want to thank the Board of Trustees for reviewing my qualifications and for taking the time to evaluate my credentials for the Area 5 Trustee position.

Sincerely,

[Signature]

[Name]
APPLICATION FOR APPOINTMENT TO THE BOARD OF TRUSTEES OF THE NEVADA JOINT UNION HIGH SCHOOL DISTRICT

Full Legal Name: Mary P. Dodson

Residence Address: ____________________________________________

________________________________________________________________________

Mailing Address: _________________________________________________

Phone Number: ____________________ (home) _______________________ (work)

Letter of Application (submit with application):

With the desire to have fair consideration given to each applicant, you are asked to relay your thoughts on the following topics. Please address your responses in the form of a letter to the members of the Board of Trustees.

a. Why would you like to be a member of the Nevada Joint Union High School District Board of Trustees?

b. What is your knowledge and awareness of our district and how have you been involved in, and participated in, our schools and district?

c. What strengths do you have that would be an asset as a member of the Board in the areas of budget, human resources, policy development, communication and curriculum?

d. What are you proud of in our district and what should be our priorities in the next 4 years? What would you like to accomplish as a board member?

e. Describe a good board meeting. What are the objectives of a good meeting?

Other comments that you care to make would be welcome.
Mary Dodson  
16461 Bristow Court  
Grass Valley, CA 95949  

NJUHSD Board of Trustees  
11645 Ridge Road  
Grass Valley, CA 95945  

9/16/2014  

Dear Trustees,  

I have a keen interest in becoming a member of the Nevada Joint Union High School District Board of Trustees as the Area 5 Trustee. My motivation in seeking this appointment comes from a sincere desire to serve the District in a significant and meaningful way. During my tenure as a teacher in the District I enjoyed many opportunities to work at both site and district levels to influence policies, practices and vision and I continue to have tremendous investment in the success of the District. Since my retirement from the District in 2013, I have missed the stimulation and excitement that comes from being part of the effort to achieve that success. I saw the opening on the Board of Trustees as a unique opportunity to build upon and expand the work I did for District as an educator, and I believe I have valuable skills, expertise and knowledge to offer the District.  

I was hired by NJUHSD as Activities Director/Social Studies Teacher for Nevada Union in 1986. I was involved in both school and district-wide committees and leadership roles from the very beginning. Over the years I have served on the Nevada Union Site Council, the Nevada Union School Team, the Nevada Union Focus on Learning Committee, the District Curriculum Committee and the District Staff Development Committee. I have also held many leadership positions, including Social Studies Department Chair, Mentor Teacher, Staff Development Coordinator, GATE Coordinator and Self-Study Coordinator. At Nevada Union, I taught in a variety of programs, including NEXUS (an interdisciplinary 9th grade program), Partnership Academy, Advanced Placement and ROAD (a credit recovery program using the APEX online curriculum). I have also been an Advanced Placement Reader (United States History) for the College Board. All of this experience has given me a unique and fairly broad perspective of District programs and policies.  

I believe my experience in the District will bring several strengths and assets to the Board. As Activities Director and Department Chair, I was responsible for department budgets and developed knowledge of district budget codes, revenue sources and expenditures. I have great respect for the complexities and challenges of district finances, and the fiscal responsibility of the Board of Trustees is one I would take very seriously. I am also well acquainted with the human resources of the District, in many cases with the individuals who are those resources. In addition, I have a strong understanding of the strengths and needs of administrative, certificated and classified positions in the District. At the site level, I was involved in a search committee for a Principal and interview committees for certificated positions. As both Activities Director and Department Chair (back in the day when there were department secretaries) I also supervised classified personnel.  

Although I have significant experience and knowledge with District budgets and resources, the greatest strengths I will bring to the Board are my skills and expertise in policy development, communication and curriculum. I understand well the relationship between policy and practice and often saw a need for updated and revised policies. I have a talent for understanding process and systems and can use that to develop policy that is broad in scope yet specific enough to be a
relevant and applicable guide. I also consider myself to be a skilled communicator. I communicate effectively with peers, students, parents, administrators and classified staff with listening and mutual understanding as my guiding principles. I am articulate in both verbal and written communication and can express complex ideas in a straightforward and effective manner. My greatest love in education is curriculum and the greatest asset I can bring to the Board in this area is my experience on the District Curriculum Committee. I saw substantial effort and progress in creating consistent curriculum across the District, but when I left in 2013 I also knew there was much work yet to be done and I want to continue to be part of that work. I also want to participate in the development and implementation of effective policies and programs for online learning, a critical need for the continued success of the District. I think teachers need more support to develop their own online curriculum. Although APEX provides an outstanding curriculum, it does not meet the needs of every student in our District, especially those in credit recovery programs, and it does not reflect the character, strengths and unique opportunities of our District.

I may be a little biased, but the greatest strength, and what I am most proud of in our District, are the outstanding individuals who make up the administrative, certificated and classified staff. I had the pleasure of working with individuals at all sites, including the District Office and, without exception, almost all are dedicated, intelligent and hard working. The District is also fortunate to have many, many parents who support the students and staff. In addition, the District’s ability to maintain beautiful facilities and quality programs in academics, arts, sports and vocational studies in spite of the fiscal challenges of the last decade is another accomplishment of which I am proud. A major priority and challenge in the upcoming years will continue to be funding, especially in light of the increasing STRS obligations. But, as I mentioned earlier, I believe the District should prioritize online learning, focusing on a district curriculum that reflects the uniqueness and qualities of the District.

A good board meeting should stay on agenda, run smoothly and provide an opportunity for public comment in a positive and supporting environment. Board members should remain neutral if comments become adversarial or controversial. It is important for the public to feel as if their comments have been received and understood by the Board. In addition, the Board must communicate to the public that reasonable and conscientious efforts will be made to resolve or address all concerns brought before it. Another imperative for a good board meeting is for Trustees to be fully prepared by reading all materials in the board packet. That is a daunting task, and no doubt fairly time consuming, but time and commitment are other assets I will bring to the Board. If appointed to the Nevada Joint Union High School Board of Trustees, I will bring a serious and dedicated effort to be well-informed, objective and engaged. Thank you for considering my application.

Sincerely,

Mary Dodson

Mary Dodson
APPLICATION FOR APPOINTMENT TO THE BOARD OF TRUSTEES
OF THE NEVADA JOINT UNION HIGH SCHOOL DISTRICT

Full Legal Name: DAVID L. MOREHOUSE

Residence Address: ___________________________________________

__________________________________________________________

Mailing Address: ___________________________________________

Phone Number: __________________ (home) ___________________ (work)

Letter of Application (submit with application):

_With the desire to have fair consideration given to each applicant, you are asked to relay your thoughts on the following topics. Please address your responses in the form of a letter to the members of the Board of Trustees._

a. Why would you like to be a member of the Nevada Joint Union High School District Board of Trustees?

b. What is your knowledge and awareness of our district and how have you been involved in, and participated in, our schools and district?

c. What strengths do you have that would be an asset as a member of the Board in the areas of budget, human resources, policy development, communication and curriculum?

d. What are you proud of in our district and what should be our priorities in the next 4 years? What would you like to accomplish as a board member?

e. Describe a good board meeting. What are the objectives of a good meeting?

Other comments that you care to make would be welcome.
Dear Nevada Union High School District Board of Trustees; Katy Schwartz, Richard Baker, Wayne Klauer, Georgie Coulter, Jim Adams,

Please accept the following as part of my application for the district five trustee position currently held by Mr. Wayne Klauer. The letter simply answers the five questions posed on the application.

**Answer to question a: Why would you like to be a member of the Nevada Joint Union High School District Board of Trustees?**

If one is to enjoy the benefits of society then it falls upon capable citizens to contribute time, skills, knowledge, and expertise back to society. This message of “civic virtue” was the first thing I taught my students so now it is time to walk the talk. Since most of my working life has been dedicated to educating the youth in both Placer and Nevada Counties, I can think of no better way to contribute to our community.

In my career and personal life I always attempt to take a balanced view and evaluate each situation by gathering detailed information from multiple sources. As a member of the NJUHSD Board I will be beholden to none with the exception of the students enrolled in our schools. Based on my experience and background (as I will detail in the answer to the next question) I could be an asset to all stakeholders in the county. One skill that I hope to bring forth that would help me be a good board member is I understand the current economic and political realities facing public education and I hope to generate discussion and bring a stabilizing, balanced influence to the south county. The leadership model I believe in is dynamic/active leadership melded with a practical/pragmatic common sense approach. I am neither a rebel nor knight charging to right wrongs but rather understand my role as a member of a greater whole. Teamwork among board members and school personal along with others ranging from law enforcement and fire departments to the chambers of commerce and local businesses is the key to facing the great challenges in public education. I don’t believe in excuses but in finding ways to succeed. I have always attempted to maintain positive working relationships with all colleagues I have had the privilege to work with.

I suppose the bottom line of why I want to join the NJUHSD Board is it is time to step-up and contribute to the district and schools I have grown to love and respect. I have no personal agendas, but the will, work ethic, and skill set that would make me a valuable contributing member.

**Answer to question b: What is your knowledge and awareness of our district and how have you been involved in, and participated in, our schools and district?**

I was employed by the NJUHSD as a classroom teacher in 1997 after teaching eighth grade in Colfax for ten years. I began my association with the district in 1994 when I was hired as the varsity tennis coach under then Athletic Director Jack McCrory. I have had the opportunity to watch from the inside the challenges and successes of Bear River High School as well as the other schools in the district. I worked
with Nevada Union High School’s and Earl Jamison’s administration and teachers when I started a new experiment for the Nevada county office of education called the Nevada County Academy of Learning (NCAL) where I served as its first principal. I worked at the Park Avenue campus as summer school principal at the time they had regular seat time instruction. I was a presenter and trainer for district teachers in Differentiation of instruction and Assessment. I was a member of an ad hoc team of economics teachers from all district high schools who met monthly off campus. This group was sponsored by Stan and Helen Fejta and the County Superintendent’s Office. All teacher shared curriculum and assessment data relevant to better the teaching of economics. I was also a NJUHSD parent. Both my son and daughter are graduates of Bear River High School (Kristopher Morehouse – 2007 and Hannah Morehouse – 2008). Both of my children received a top notch education that prepared them for the rigors of university work. They both earned an appointment to the United States Air Force Academy and now are enrolled in medical school and will be military physicians in about a year and a half. I led WASC expert and home groups and served on the district’s curriculum committee. During my first year at Bear River I served on a community forum that wrote the school’s strategic ESLRS and vision and mission statements. I represented the district at the 2000 ASCD Conference in New Orleans. I volunteered and ran open gym at Bear River for two years every Friday night during basketball and volleyball season. I have been named teacher of the year form various organizations ranging from the Mason’s to the VFW to the Lions. In 2003-2004 I was named the Best of the Best in the Union Newspaper in the category of best professional teacher. (I still have the banner).

Whew, I sure was and will always be connected to the district and especially Bear River. I have been part of many more school related activities including field trips and coaching middle school sports such as flag football, softball, track, and especially basketball.

As you can see, I have visited or worked at many district sites and understand the continuum and needs of all students from advanced placement to special day to special education. I have no cookie cutter answers to issues and challenges but I have seen many things work to the benefit of our students.

**Answer to question c: What strengths do you have that would be an asset as a member of the Board in the areas of budget, human resources, policy development, communication and curriculum?**

Even though my professional work in the areas of human resources and policy development was limited to one year as principal of NCAL and the district’s summer school, I have an academic understanding of these topics. As part of National University’s Masters in Educational Administration program I earned the top possible grades in Educational Finance and Educational Leadership/Supervision. Plus I was department chair for social studies for ten years or so at Bear River and had to oversee the department budget. Curricular development and communication have always been a strong concern and direction for me. As mentioned earlier I became a district presenter in Differentiated Instruction and Assessment after being trained by Carol Ann Tomlinson. Currently I am an Assistant to the Superintendent of Inyo County where I conduct training in differentiation and the new AP US History class and assessment along with infusing technology into the classroom. In the area of policy I am currently consulting with eighteen Youth Build Charter Schools on safety planning.
Even though some human resource problems can be challenging, I have been able to straddle the gap between school governance and teaching and school support with an open mind.

Communication within the board and district schools as well as to the public is often tricky. In this era of instant access to information privacy issues must also be considered and respected. Among the avenues of communication to be considered include signage, web sites and portals, positive blogging, Facebook, Twitter, school based products like E school Plus and the old methods of newsprint and direct mail. Robo-calls can help disseminate information but if used to frequently become just background clatter.

Again, as a board member I will endeavor to use common sense and professional acumen combined with local input tempered by legal restraints.

Answer to question d: What are you proud of in our district and what should be our priorities in the next 4 years? What would you like to accomplish as a board member?

If a compilation was made of where our graduated district’s students are now, there would be an outpouring of pride from administration, teachers, staff, and community members. All NJUHSD schools have helped create superstars. All NJUHSD schools have turned lives around. All NJUHSD school employees have made a difference. It is important to remember that we are only as good as our product. It isn’t so much as what forms we fill out of meetings we attend but what our students do and their preparation to contribute to the common good that we must point to with pride. I have been proud of all of our graduates and especially the ones I can put a face on. I still see the faces of the students I helped shepherd along since I started my educational journey in 1986. I have seen students become colleagues, (teaching colleague Chris Bean was my student in 1986) doctors, professors, lawyers, teachers, mechanics, own their own businesses, serve their country in the military, join the Peace Corps, and a thousand other productive endeavors. I am proud of the work to finish Bear River High, the library, theatre, and the grounds but only because it helped develop a better educational experience for students.

In the future I will focus on bringing about what William Glaser called a school of quality (without the outcome based teaching component). Excellence is a goal that is achievable and doable. As a board member I would like to facilitate a growth in colleague support and inter-reliance to help support the district’s new vision...seems appropriate since I helped on the last one. All stakeholders bring something unique and can help build a team to bring excellence to life. As the proverbial pebble dropped into the still pool sending ripples that touch everything, from custodial to food service to library to secretarial to administration and teaching staff, I hope to help create a culture of excellence.

I have no delusions of how difficult this will be. I would start by supporting and listening, not finding ways why things can’t happen. Supporting all district efforts to expand support for students to achieve rather than just get through. Focus on excellence rather than minimum proficiencies. Continue to do what we do well and address what we don’t do well.
Answer to question e: Describe a good board meeting. What are the objectives of a good meeting?

Describing a good board meeting would be like describing a good baseball game. The stakeholders and those on the NJUHSD board are as varied as those who appreciate a classic defensive pitcher's duel and those (like me) who want to see a lot of hitting and the drama of a grand slam in the ninth inning to win the game. So...a good board meeting should allow some difficult and controversial discussion but be controlled to maintain decorum or nothing is accomplished. Robert's Rules of Order should be maintained because even those who want to speak out won't consider the board a true "professional" decision-making body if chaos reigns. Also, every effort should be taken to stay on schedule. After many hours even the most passionate defenders of their position become glassy-eyed. The board president must use good judgment however because if a group believes they are unheard they might lose respect for the board. This may sound a bit wishy-washy but running a good meeting is often more art than science. One method for maintaining a schedule is to brief board members prior to a public meeting and be willing to table items for another meeting or delegate certain tasks. One method I have seen employed to quell emotional speakers is to ask clarifying questions thereby creating time for the speaker to think and evaluate their position rather than act or overreact emotionally.

So the objective of a good (open) board meeting should be to get to agenda items in a timely manner, discuss in a short answer format, vote on items by established yes/no or roll call protocols and move on. The board must make informed decisions and both school personnel and the public must see the board as an instrument of the democratic nature of our society.

In short, the meeting should be clear, professional, and concise, planned and open to what the constituents have to say.

Thank you for your consideration,

David Morehouse