

**HAMILTON UNIFIED SCHOOL DISTRICT
BOARD MEETING
AGENDA
Hamilton High School Library
Thursday, April 21, 2016**

| | |
|-----------|--|
| 5:30 p.m. | Public session for purposes of opening the meeting only. |
| 5:30 p.m. | Closed session to discuss closed session items listed below. |
| 6:30 p.m. | Reconvene to open session no earlier than 6:30 p.m. |

1.0 OPENING BUSINESS:

1.1 Call to order and roll call

_____ Tomas Loera, President
_____ Judy Twede

_____ Rosalinda Sanchez
_____ Hubert "Wendall" Lower, Clerk

_____ Gabriel Leal

2.0 IDENTIFY CLOSED SESSION ITEMS:

3.0 PUBLIC COMMENT ON CLOSED SESSION ITEMS: Public comment will be heard on any closed session items. The board may limit comments to no more than three minutes per speaker and 15 minutes per item.

4.0 ADJOURN TO CLOSED SESSION: To consider qualified matters.

1. *Government Code Section 54957.6*, Labor Negotiations. To confer with the District's Labor Negotiator, Superintendent Charles Tracy, regarding HTA and CSEA negotiations.
2. *Government Code Section 54957 (b)*, Personnel Issue. To consider the employment, evaluation, reassignment, resignation, dismissal, or discipline of a classified and certificated employees.
3. *Government Code Section 54956.9*, Subdivision (a), Conference with Legal Counsel – existing litigation. Name of case: Crews v. Hamilton Unified School District, Glenn County Superior Court, Case No. 15CV01394.

5.0 RECONVENE TO PUBLIC SESSION/FLAG SALUTE: Report action taken in closed session (no earlier than 6:30 p.m.).

6.0 ADOPT THE AGENDA: (M)

7.0 COMMUNICATIONS/REPORTS:

1. Board Member Comments/Reports
2. ASB President and Student Council President Reports.
 - a. Hamilton High, Fernando Mendez-Ruiz.
 - b. Hamilton Elementary, Giovanni Martinez-Barron.
3. District Reports
 - a. Food Service Report by LeAnn Radtke. (Page 1)
 - b. Operations Report by Marc Eddy. (Page 2)
 - c. Technology Report by Frank James. (Page 3)
4. Principal and Dean of Student Reports and New Employee Introductions
 - a. Cris Oseguera, Hamilton High School Principal.
 - i. Teaching Excellence and Achievement Spring 2016. (Page 4)
 - b. Darcy Pollak, Hamilton Elementary School Principal.
 - c. Maria Reyes, District Dean of Students.
5. Chief Business Official building/facilities report by Diane Lyon.
6. Superintendent Report by Charles Tracy
 - i. Board & Administrator
 1. Developing board-superintendent operating principles. (Page 5 – 6)
 2. LCAP draft review at Hamilton High School Open House and Hamilton Elementary School Parent Luncheon.
 3. Boys and Girls Club update.

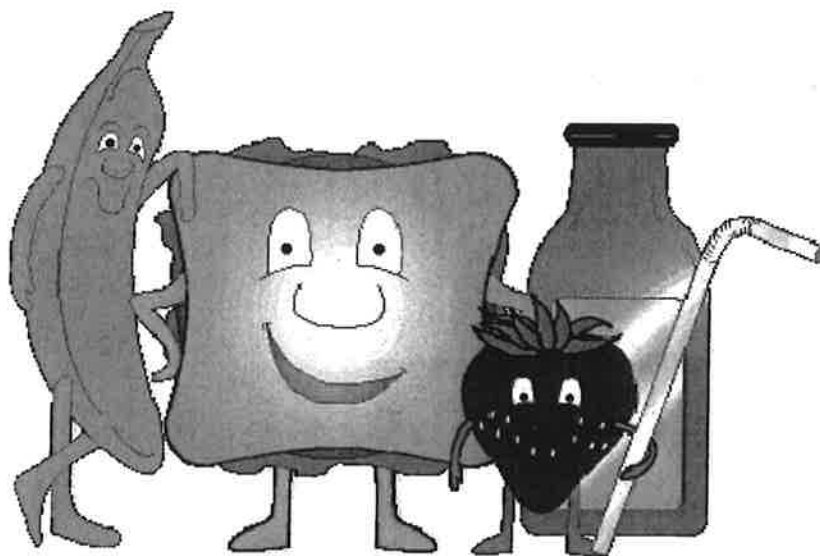
8.0 CORRESPONDENCE:

1. Analysis: California's Minimum Wage Increase. (Page 7 – 8)

- 9.0 **DISCUSSION ITEMS:**
1. First Reading of English Learner Master Plan by Heather Sufuentes and Maggie Sawyer. (Page 9 – 45)
 2. PRISMS Project: Promoting Rural Improvement in Secondary Mathematics and Science (RiSE) partnership with California State University, Chico by Leslie Anderson. (Page 46 – 67)
 3. First reading of Hamilton Unified School District Wellness Policy by LeAnn Radtke. (Page 68 – 78)
 4. Hamilton Unified School District food service meal prices by LeAnn Radtke. (Page 79)
 5. Board Member participation in end-of-year activities.
 - a. HES Promotion Thursday, June 2, 2016 at 7:00pm (board members arrive at 6:30pm), Hamilton High School Stadium.
 - b. HHS Graduation Friday, June 3, 2016 at 8:00pm (board members arrive at 7:30pm), Hamilton High School Stadium.
 - c. HUSD Staff Appreciation.
- 10.0 **PUBLIC COMMENT:** Public comment on any item of interest to the public that is within the Board's jurisdiction will be heard (agenda and non-agenda items). The Board may limit comments to no more than three minutes per speaker and 15 minutes per topic. Public comment will also be allowed on each specific action item prior to board action thereon.
- 11.0 **ACTION ITEMS:**
1. Approve District calendars: 2016-17, 2017-18, and 2018-19. (Page 80 – 82)
 2. Approve Hamilton Unified School District food service meal prices. (Page 79)
 3. Approve HUSD partnership with the PRISMS Project: Promoting Rural Improvement in Secondary Mathematics and Science (RiSE) partnership with California State University, Chico. (Page 46 – 67)
- 12.0 **CONSENT AGENDA:** Items in the consent agenda are considered routine and are acted upon by the Board in one motion. There is no discussion of these items prior to the Board vote and unless a member of the Board, staff, or public request specific items be discussed and/or removed from the consent agenda. Each item on the consent agenda approved by the Board shall be deemed to have been considered in full and adopted as recommended.
1. Approve Warrants and Expenditures. (Page 83 – 110)
 2. Approve Minutes for the:
 - a. Regular Board Meeting on March 17, 2016. (Page 111 – 116)
 3. Approve District Reading Specialist/Literacy Coach job description. (Page 117 – 118)
 4. Approve the HES School Site Council Single Plan for Student Achievement 2015-16. (Page 119 – 142)
 5. Approve Hamilton Elementary School Site Council Meeting Agenda for Monday, April 11, 2016. (Page 143 – 144)
 6. Approve ELAC/DLAC Meeting Agenda and Minutes for Friday, April 8, 2016. (Page 145 – 146)
 7. Approve Ella Barkley Carnitas Fundraiser on April 22, 2016 from 4:00pm to 8:00pm.
 8. Approve Ella Barkley Field Trip to Six Flags on Friday, May 13, 2016.
 9. Approve Interdistrict Transfers (new – elementary students reapply annually).
 - a. Outgoing
 - i. Hamilton Elementary School – Kinder x 2 (for 2016-17)
 - ii. Hamilton Elementary School – Kinder x 1
 10. Approve Personnel Actions as Presented:
 - a. New Hires:
 - i. Sara Dudenhoffer – JV Volleyball Coach
 1. Note – She was the coach during 15-16 school year. She resigned (see Feb board minutes). Her plans changed and she will continue to be in Chico so she would like to coach in 2016-17.
 - b. Resignations/Retirement: None
- 13.0 **ADJOURNMENT:**
Close in memory:
Jon Chandler
Juana Medina

March 2016 Cafeteria Report
Hamilton Unified School District
Director of Nutrition and Student Welfare

LeAnn Radtke



Combined District totals

Lunches 9795

Breakfasts 8627 After school snacks 1098

Monthly Report March

Transportation

Total miles driven 2469

5 extra trips for 704 Miles

Monthly inspections

Maintenance

HHS

Sprayed roundup

Roof Coating Gym (Contractor)

Cleaned sewer line from 100 bathrooms

Installed new baseball Fence

Installed Hydration station (Contractor)

HES

Sprayed Roundup

Replaced lights north side on 400 Building

Roof Coating 400 Building (Contractor)

Installed drinking fountain at Bus shed

Technology Report

Frank James, Information Systems Manager

Completed Tasks – April

- 1) vSAN – I purchased 12 new hard drives and StarWinds vSAN software. I configured the drives in a redundant array and then migrated all of our virtual servers to the new vSAN. Just from my initial tests, the vSAN is performing 35% faster than our aging Drobo SAN. Also worth noting it only cost about \$4,500 to build the vSAN whereas the Drobo was nearly 4x that amount. We also own the vSAN software now so we can migrate that to new hardware in the future. The yearly cost of maintenance is half as much as we were paying for Drobo support.
- 2) Deep Freeze Upgrade – We upgraded the Deep Freeze software to the latest version on the server and on 250 PCs. This software creates a point-in-time image of the PC. If any malicious software is loaded on the computer, we just have to restart it and the PC reverts to its previous state. We use this on student PCs only.
- 3) VMware vSphere Upgrade – Our virtual environment was running 5.5. I updated both servers and the management software to version 6.0. I performed a fresh install on each server and reconfigured it using VMware's best practices.
- 4) E-Rate Category 2 project – The Wi-Fi and Firewall project completed the bidding process and a bid was awarded to AMS. The scope of the project includes a Wi-Fi controller to manage all of our access points, roughly 50 new access points and a new firewall. The firewall provides threat management and content filtering. Our current device does both of these but in limited capacity.

April 4, 2016

Cris Oseguera, Principal
Hamilton City High School
620 Canal St.
Hamilton City, CA 95951

Dear Mr. Oseguera:

We are writing to convey our sincere appreciation for your school's participation in the Teaching Excellence and Achievement (TEA) Spring 2016 program. The extensive insights and expertise provided by your faculty in their role as partner teachers were crucial to California State University, Chico's ability to provide a strong professional development program with valuable teaching methodologies and tools for the TEA teachers.

The participants greatly appreciated the time and energy your teachers spent sharing their knowledge and answering many questions about the realities of classroom teaching in the United States. The teachers described their field experience at Hamilton City High School as one of the highlights of the program:

"I really enjoyed the field experience. I learned a lot and I hope that I could bring back some good ideas to my home country."

"Teachers are helpful, friendly and very happy to have international teachers at school."

"I learned a lot of teaching strategies, techniques and methodologies not only in English classes but also in science, fine arts, PE, and many other subjects."

Based upon the participants' feedback and the work they have accomplished on their presentations and lesson plans, we are confident that the goals of this program have been met. The TEA Fellows were inspired by what they experienced and now have innovative plans for effecting change in their own schools and communities.

Thank you again for meeting with them and providing excellent partner teachers to be a part of this TEA program and supporting these international teachers. It would be our pleasure to work with you again in the near future.

Sincerely,

Diana Parks
Project Director

Bethany Pinegar
Project Manager

Board & Administrator

FOR SCHOOL BOARD MEMBERS

March 2016 Vol. 29, No. 11

Editor: Jeff Stratton

Developing board-superintendent operating principles

Operating principles for the board and superintendent define the beliefs, values, and methods of working together. Once implemented, the manner in which the board and superintendent conduct their relationship and the district's business becomes a model throughout the district and serves for staff and the district's "customers" as an example of how problems are solved.

In order to develop a positive, proactive, unified team approach, both the school board and superintendent must know, understand and respect their respective roles. This role clarification can become clear through board work sessions, individual one-on-one sessions with each board member, and the development of board-superintendent operating principles. The time spent together developing such principles and the ensuing discussion create an open, honest dialogue that builds trust and confidence between the superintendent and the school board, and lays the foundation for working together.

The following role definition and example of a "communications" operating principle convey the philosophy of the type of cooperative behavior that has been developed and mutually agreed upon by the board and the superintendent in Freeman, Wash., School District.

As members of the leadership team, we are committed to upholding these principles.

Leadership Team Roles

| Freeman School District Board | Freeman School District Superintendent |
|--|---|
| GOVERNS | LEADS |
| Reviews and Suggests | Decides How |
| Requests Information | Seeks and Provides information, recommendations |
| Considers Issues | Recommends and Carries Out Policy |
| Creates, Reviews, and Adopts Policy | Reports Progress |
| Monitors Progress | Evaluates Personnel |
| Contracts with Personnel | Formulates and Implements Budget |
| Approves Evaluation Criteria, procedures, budget | Acts in Public Interest |
| Represents Public Interest | |

Principle: Communication, Cooperation and Support

Open communication requires trust, respect, and a fundamental belief in goodwill among board members and the superintendent. We will work to minimize misunderstandings and reduce conflict by: supporting each other constructively and courteously; maintaining confidentiality; focusing our discussions on issues, not personalities; constructively dealing with disagreement; upholding the integrity of every individual; pursuing knowledge thorough understanding; and avoiding promotion of individual agendas.

Michael Dunn, Ed.D., is the NorthEast Washington Educational Service District 101 Superintendent in Eastern Washington and has served as an educator for 37 years. Randy Russell, Ph.D., is the Superintendent of the Freeman School District in Rockford, Wash. Reprinted with permission. ■

Effective school board members have commitment

To accomplish great things as a school board, trustees must have a strong commitment to the mission. Most districts convey their mission through mission statements. If you distill it into its simplest form, a board member's mission is to ensure that all children receive a high-quality public education.

To accomplish this, board members must always:

1. Demonstrate engagement. Prepare for meetings, stay informed on the issues, and always attend board meetings.

Participate in meetings by stating your views and actively listening to those who sit at the meeting table.

2. Represent the community. You will work with school staff and spend more time with them as a board member than you will with the general public. Always remember, however, that you represent the community when you make decisions for the school.

3. Understand the collective nature of board work. As a board member, you not only represent yourself and your views, but work as a member of a

team. If the team fails to do its job, you bear responsibility as much as any other member of the team.

It is also important to remember that the board's power comes from its collective action — a vote — during the board meeting. As an individual board member, a trustee has no power to take action.

4. Remember the "two hats" principle. Let's say you have special skills in the area of accounting. Use these skills to help the board make better decisions (your board member hat).

On the other hand, you should never tell the business operations staff how to do their job. If you want to offer your skills in this area, you should state clearly that you are doing so as a volunteer, wearing your volunteer hat, and not as a board member. Also, remember that it is the superintendent's prerogative as to whether your offer of volunteer assistance is accepted.

5. Behave responsibly. Always consider how district patrons will view board behaviors that are dishonest or self-serving, and then act accordingly. ■

Strategy for contentious public meeting

If the board is facing an issue that generates high emotions in the community, the board needs to be prepared for a different kind of public meeting.

The board might expect to hear from several groups on both sides of the issue looking to make their case with the board. Here are some issues for the board to consider when emotions run high in the district leading up to a meeting:

1. Plan for a venue change to accommodate a larger-than-normal attendance. Consider whether a local or district auditorium may be a more appropriate location.

2. Limit groups' speaking time. Work this

out with your superintendent. Is five minutes enough? Do you need to stretch presentation time to 10 minutes on hot-button issues?

3. Understand that board members should not debate or make motions based on a group's presentation. Board members should ask questions for clarification, as needed. They do not need to respond to individual presenters.

4. Limit a group's number of presentations in a school year. A group will return regularly if the limitation is not stated in board policy. One presentation on a given topic per year is a good rule of thumb. ■

Communication is best when board members know their colleagues

Good communication occurs when teammates on the board work together effectively. One key to this is respect and understanding, as well as practicing skills such as:

- Listening to each other.
- Taking time to consider viewpoints with which you are not in agreement.
- Allowing the minority voice to have its say.

There is another ingredient that goes into the recipe for effective intra-board communication, however, and that's solid understanding of who the people are that are sitting on the board with you. Having board members share information such as their educational backgrounds, hobbies, and "pet peeves" can help board members familiarize themselves with one another.

Jolene Towne

From: Charles Tracy
Sent: Wednesday, April 06, 2016 12:22 PM
To: Jolene Towne
Subject: FW: Analysis: California's Minimum Wage Increase

Board Packet communications please!! Thank you CT

From: Shelly Tillery [mailto:Shelly@ssda.org]
Sent: Wednesday, April 06, 2016 10:55 AM
To: Shelly Tillery
Cc: Debra Pearson
Subject: Analysis: California's Minimum Wage Increase

On Monday, Governor Brown signed **SB 3 (Leno)**, increasing the state's minimum wage each year to eventually reach \$15/hour in 2022, unless the increases are temporarily delayed due to certain economic and budget conditions. California will soon have the highest minimum wage in the country.

Over the past few years, there have been several bills seeking to significantly raise California's minimum wage, but those efforts floundered when Governor Brown expressed concerns over costs. SB 3 differs from those prior proposals by implementing the changes over a six-year period and allowing for economic and budgetary "off-ramps." The bill was sponsored by a coalition of labor groups and opposed by a wide range of business organizations.

The sudden agreement to raise the minimum wage caught many off guard. Prior to passage of SB 3, two potential ballot measures to raise the state's minimum wage were circulating for signatures to be placed on the November ballot. Polling indicated strong voter support for those measures. The agreement between Governor Brown and Legislative Democrats is a much softer implementation of a minimum wage increase and leaves them with a greater degree of control than would have been the case with either ballot measure. The deal was a recognition of a political reality.

According to state estimates, there are approximately seven million hourly workers in California, of which approximately 2.2 million earn a minimum wage. The Department of Finance estimates costs of \$3.6 billion to the General Fund for state employees upon full implementation (upon reaching \$15/hour for all employees).

Specifically, SB 3 (Leno) does the following:

Minimum Wage Increase Schedule - The current minimum wage in California is \$10/hour. The bill provides the following scheduled increases to the state's minimum wage for employers who employ 26 or more employees:

1. Starting January 1, 2017, increases the minimum wage to \$10.50 per hour
2. Starting January 1, 2018, increases the minimum wage to \$11 per hour
3. Starting January 1, 2019, increases the minimum wage to \$12 per hour
4. Starting January 1, 2020, increases the minimum wage to \$13 per hour
5. Starting January 1, 2021, increases the minimum wage to \$14 per hour
6. Starting January 1, 2022, increases the minimum wage to \$15 per hour

Once the implementation of the \$15/hour minimum wage is reached for all employees, on or before August 1 of that year (and each year thereafter), increases to the minimum wage are tied to the U.S. Consumer Price Index for Urban Wage Earners and Clerical Workers (US CPI-W), not to exceed 3.5%, and rounded to the nearest 10 cents. If there is no change in the US CPI-W, or if it is negative, there is to be no change in the minimum wage. Each adjustment to the minimum wage takes effect the following January 1.

This indexing was a big political win for democrats, who have argued the state's minimum wage should automatically move with changes in the cost of living.

Note: The law also says that if the change in the US CPI-W exceeds 7% in the first year of implementation, the indexing provisions described above shall be implemented immediately (effective the following January 1). We think that is highly unlikely.

Small Business Delay - The above schedule is delayed by one-year for employers with 25 or fewer employees.

Economic and Budget "Off-Ramps" - The Governor is authorized to temporarily suspend a scheduled increase if the Director of Finance determines certain economic or budget conditions cannot support a scheduled increase. If a scheduled increase is suspended, all dates for scheduled increases are delayed by one year. The Governor cannot, however, suspend a scheduled minimum wage increase more than two times if the reason cited is a General Fund deficit.

Effects on Salaried Exempt Employees - It is important to note that the change may also affect employers with salaried, exempt employees, such as teachers (see Labor Code Sections 510, 514 and 515, and Wage Order 4-2001 from the California Industrial Welfare Commission). For these employees some questions, such as whether an employee is exempt from compensation for overtime hours, require answers that are related to the level of the state's minimum wage. For example, the law typically requires that in order to be exempt from overtime pay requirements, those salaried employees must earn a monthly salary equivalent to at least two times the state minimum wage.

While SB 3 does not change these Labor Code provisions nor the policies set forth by the Industrial Welfare Commission, the change in the minimum wage brought about over time by SB 3 could impose costs on employers, either through salary increases or additional compensation for overtime hours. The impact on any individual school district is complicated by a number of factors, including, primarily, the district's salary schedule and where employees are on that salary schedule.

This analysis was prepared by Barrett Snider, Gerry Shelton, and Abe Hajela with Capitol Advisors Group LLC.

Barrett Snider

Partner

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English Learner Master Plan

HAMILTON UNIFIED SCHOOL DISTRICT



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INTRODUCTION

- Mission
- Goals
- Message From the Board/Superintendent
- EL Master Plan Overview

Mission

The mission of the faculty, staff, and administration of Hamilton Unified School District is to provide a comprehensive educational program for all students so that all may have the skills and the opportunity to realize their full potential and, after graduation, become productive and contributing members of society. Each student, regardless of abilities, socio-economic, or cultural background should develop a sense of self-worth, accountability, responsibility, a desire for life-long learning, and a genuine concern for the welfare and cultural diversity of others.

Goals General & Specific to English Learner Program

1. Academic success for every child we serve.
2. The development of good character in all.
3. English Learners will be redesignated within three years of starting the program.
4. English Learners will move up one language level each year.

Message from Board/Superintendent

The Governing Board intends to provide English Language Learners with challenging curriculum and instruction that develops proficiency in English as rapidly and effectively as possible in order to assist students in accessing the full educational program and achieving the district's academic standards. The district's program shall be based on sound instructional theory and shall be adequately supported so that English Language Learners can achieve results at the same academic level as their English-proficient peers in the regular course of study.

Message From Board

Overview

The new *English Learner Master Plan* provides guidance and direction to administrators, teachers, paraprofessionals, and students regarding the options available to parents and the expectations the District holds for each school and classroom in the District. It offers a practical guide for all staff to ensure that consistent, coherent services are provided to every English Learner (EL). All educators are expected to implement this plan with fidelity, and we will hold each other accountable for doing so while continuously improving our services and outcomes.

Hamilton Unified School District is committed to providing the highest level of educational programs to all of our students. Over the past five years, we have made instructional improvement

and student achievement our highest priorities. A central part of that effort has been spent on reviewing not only our instructional practices for English Learners (EL), but the assumptions and beliefs we have about these learners and how English is best taught and learned. The *English Learner Master Plan* crafts Hamilton Unified School District's policies, programs, and instructional practices for our English Learners.

Chapter 1- Identification and Assessment

- Home Language Survey
- English Language Proficiency Assessment
- Parent Notification of Assessment Results
- Timelines for Initial Identification

Home Language Survey

Upon enrollment, each student's primary language shall be determined through use of a home language survey. (5CCR 11307)

Upon enrollment in Hamilton Unified School District, parents/legal guardians complete a Home Language Survey. This survey is included in the HUSD Student Registration Form and required of all California Public Schools. The Home Language Survey is available in English and Spanish. The Home Language Survey will remain on file in the students' cumulative folder. The student's primary language shall be determined through the use of the Home Language Survey. This information will be entered in the district's Student Information System (AERIES); as well as, CALPADS.

English Language Proficiency Assessment

Within 30 calendar days of their initial enrollment, students who are identified as having a primary language other than English, as determined by the home language survey, and for whom there is no record of results from an English language development test shall be assessed using the California English Language Development Test (CELDT). (5CCR 11511)

All students with a language other than English on Questions 1, 2, or 3 of the Home Language Survey will be assessed in English Language Proficiency within 30 calendar days of initial enrollment in a California school. When a language other than English is entered for Question 4 only, testing is optional. Each school has a designated language assessor who administers and scores the Assessment. (See Form 1)

Students who arrive from another California public school with records of a Home Language Survey and initial language classification will not go through the initial identification process. The HUSD ELD Coordinator will request the CELDT results from the previous district. This data will be entered into the AERIES Student Information System and CALPADS (See Form 2).

Students entering HUSD who are new to California will need to follow the initial identification procedure for new students.

Students with a home language other than English as reported on the Home Language Survey are classified based on the English Language Proficiency Assessment (CELDT soon to be replaced by ELPAC). These classifications are stored in the HUSD AERIES Student Information System for access by district and school personnel and linked with CALPADS.

Students receiving Special Education Services participate in the initial assessment process to the extent as specified in their Individualized Education Programs (IEP) or Section 504 Plans. Students with Section 504 Plans may not use an alternate assessment for the CELDT. The Language assessment staff will follow the CELDT Administration Guidelines for appropriate modifications or accommodations or alternate assessments as specified on the student's "English Language Development Assessment Information" form included in all special education English Learner's Individualized Education Plans.

The classifications are:

EL – English Learner

IFEP – Initially Fluent in English

RFEP – Reclassified Fluent English Proficient

EO – English Only

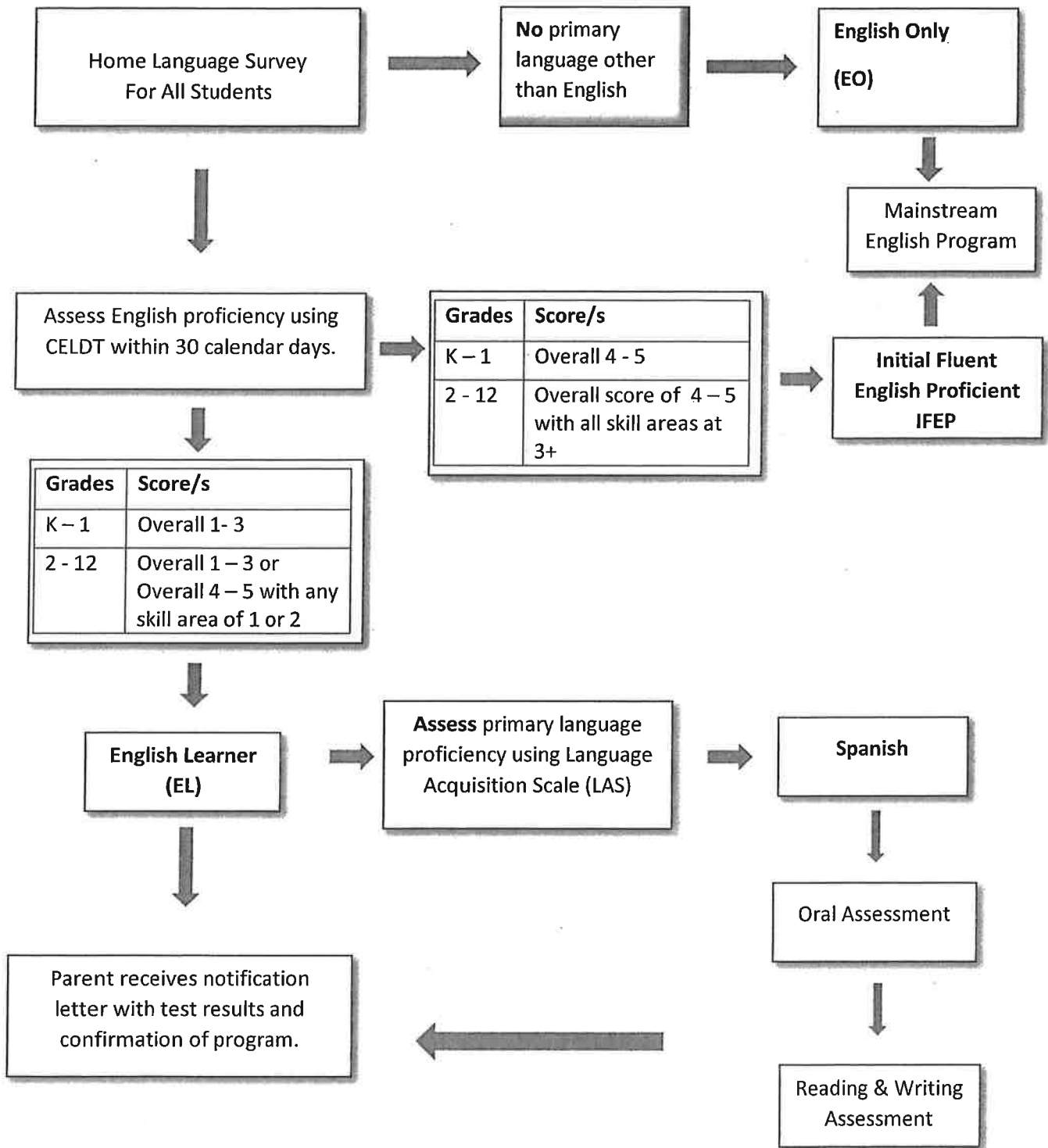
Parent Notification of Assessment Results

The district shall notify parents/guardians of their child’s results on the CELDT within 30 calendar days. (5CCR 11511.5)

Initial - Within 30 days of the time a student is placed in an English Learner program, the district will provide parents/guardians with their child’s results on the English Language Proficiency Assessment, instructional program information, and parental rights in the form of a district letter. These letters are also sent to families of Initial Fluent English Proficient (IFEP) students to notify them of initial assessment results and language classifications. Official initial CELDT (or ELPAC once implemented) scores are sent to parents/guardians with a district cover letter when they are received from the publisher. (See Forms 3a and 3b)

Annual – No later than 30 days after the beginning of each school year, the District informs the parents/guardians of English Learners of students’ most current available annual assessment results and program information regarding the English Learner program in which their child participates. Official annual CELDT (or ELPAC once implemented) scores are sent to parents/guardians with a district cover letter when they are received from the publisher (See Form 4).

Timeline for Initial Identification



Chapter 2- Instructional Programs for English Learners

- *Language Star Overview*
- *Guiding Key Language Acceleration Principles*
- *Language Star Program Levels and Placement*
- *General Design of Language Star Program*

Language Star Overview

BP 6174 (a) guarantees that HUSD provides a challenging curriculum for English language learners.

The Accompanying AR 6174 (a) delineates the process for which the curriculum, identification and assessment are delivered.

Hamilton Unified School district is committed to providing English Learners with an accelerated language program that equips students with the language skills needed to be proficient in grade level reading, writing and content expectations. Hamilton Unified School District has adopted an accelerated language program, *Language Star*, which is constructed around the linguistic research that there are five key elements of language that learners must know and use to be considered fluent language users. These elements include: phonology, the production and reception of the sound system, morphology, the smallest units of meaning, syntax, the rules that govern the English language and lexicon and semantics which make up vocabulary. These five elements of language formulate our definition of language.

Based on these elements of language, Hamilton Unified's *Language Star* program is designed to accelerate language learning and build a balanced language competence which will increase students' skills in reading, writing and speaking.

Guiding Key Language Acceleration Principles

Hamilton Unified endorses five *Key Language Acceleration Principles* which guide the instructional methods of *Language Star*.

1. *Grouping students by their language proficiency level enhances the focus of teaching and accelerates English learning.*
2. *Language skills are best learned when teachers and students know what the exact language is and the desired outcome of the instruction.*
3. *Sentences are the basic units of language and their use by teachers and students accelerates English language learning.*
4. *Students produce their way to higher levels of language proficiency and must therefore produce correctly at least half of the language during a language lesson.*
5. *Language growth occurs when students are pushed to operate out of their linguistic comfort zone.*

Language Star Program Levels and Placement

Students in grades K-5 who are designated English Learners are given a placement assessment and placed into one of two program levels, foundational or academic.

Both the Foundational Language Star and the Academic Language Star are designed to provide 60 minutes of English language instruction that focuses on the rapid development of English speaking, listening, reading and writing skills. Students also receive core subjects at their grade level.

Students in grades 6th -12th are given a placement assessment and placed into one of four course levels. Students receive one course of explicit instruction in a designated Grammar and Writing course which focuses on the rapid development of English speaking, listening, reading and writing skills. Students also receive core subjects at their grade level.

Like any foreign language program, the students are grouped for language instruction based on their language levels. Each level follows a discrete language Scope and Sequence and takes benchmark assessments every eight weeks. Unlike other programs, *HUSD Language Star*, is an accelerated language program which sets students up to move up language levels as they demonstrate their language ability.

General Design of Language Star Program

1. During *Language Star* (Designated English Language Development time) English learners are grouped by their language proficiency level. There are no English only or Fluent English Proficient (RFEP) present at this time.
2. *The Language Star* program is designed to accelerate students' language acquisition;
3. *Language Star* groupings may include students of different grade levels. The primary grouping consideration is students' language proficiency.
4. *Language Star* classes are taught by credentialed teachers who possess the proper supplemental authorization (LDS, CLAD, SB 2042, BCLAD, SB1969, SB 395, or AB 2913), or who are in a district-approved training program for one of these authorizations.
5. *The Language Star* program has strict yet flexible entry and exit criteria that ensure students' have the ability to move through their levels of proficiency as demonstrated in the accelerated language model.
6. *The Language Star* program features a designated block of instructional time in which specific methods and language objectives are taught. These specific language objectives and methods come from the district's ELD Scope and Sequence and Methods Mix.

Chapter 3- Reclassification Procedure and Academic Progress Monitoring

- Reclassification Procedure
- Academic Progress Monitoring
- ELD Progress Monitoring
- Academic Progress Monitoring/Support/Intervention for Reclassified Students
- Special Education

Reclassification Procedure

Each of the following four criteria is required to redesignate a LEP student to RFEP. The only exception to this would be English Learners in special education programs. See Alternative Assessments Guidelines and Accommodations for the California English Language Development Test. (AR 6174 h) (California Education Code Section 313)

| Criteria | Method | District Standards |
|--|---|--|
| #1 Assessment | State approved Language Assessment CELDT | Overall Proficiency level is Early Advanced or higher-and <ul style="list-style-type: none"> • Listening/speaking is Intermediate or higher • Reading is intermediate or higher • Writing is intermediate or higher |
| #2 Teacher Evaluation | ELL Teacher Evaluation | English Grade of "C" or better on most recent report card. |
| #3 Comparison of Performance in Basic Skills | ELD Benchmark Assessment ELA District Benchmark | 80% or higher Comparable to RFEP/EO Peers |
| #4 Parent and Student Opinion and consultation | Letter to parent informing them of intent to redesignate to RFEP. Meeting or phone call to parent may be used in addition to the letter. | Documentation: Copy of parent letter in cum folder. |

(See Forms 5a and 5b)

Academic Progress Monitoring

Academic progress is monitored on multiple levels during the school year for all students equally whether the student is an English learner or the student is a native English speaker in a mainstream program. Teachers monitor growth informally each day during the course of lessons in all subject areas (including ELD) to determine the degree to which students understand the lesson objectives and the grade level content being taught. This progress monitoring is often referred to as *formative assessments* or *assessments for learning* because the teacher is adjusting his/her teaching based on how students are learning the content.

Students also take curriculum embedded assessments upon completion of chapters, units of study, and the end of grading periods to determine their overall understanding and retention of the content delivered. These are often referred to as *summative assessments* or *assessments of learning* because they are administered after the lesson sequence is completed. The instructional materials and curriculum in all of the content areas (including ELD) have state content standards aligned summative assessments. In addition to the curriculum embedded assessments, HUSD teachers administer common assessments to students (including English learners and reclassified students) at all grade levels K-12 to monitor their general achievement in English Language Arts and Mathematics three to four times a year

monitor their general achievement in English Language Arts and Mathematics three to four times a year depending on the grade level. These are also considered summative assessments because they are administered after the content has been delivered.

ELD Progress Monitoring

English Language Development (ELD) progress is also assessed every six-eight weeks. All English learners are assessed on the ELD Benchmarks. These are also considered summative assessments because they are administered after the content has been delivered. Students who score 80% or higher move up to the next program level.

All English learners are required to take the California English Language Development Test (CELDT, soon to be replaced by the ELPAC) annually until they have been reclassified. The CELDT assessment is administered between July and October each school year. The CELDT assessment is designed to monitor the progress English learners are making as they acquire the English in four specific language domains: reading, writing, listening, and speaking.

Academic Progress Monitoring/Support/Intervention for Reclassified Students

Reclassified students will receive two years follow-up monitoring by the classroom teachers, administrators, and the district. Progress will be checked and recorded on the district monitoring form each semester of the year following reclassification. [\[See Form 7\]](#)

If the student's applicable assessment scores – fall below the basic level in English Language Arts or the student's grades fall below average in any academic area, the school site team will re-evaluate the student's lack of progress and interventions will be recommended.

Follow-up support services will be provided for students who do not demonstrate satisfactory progress. These may include, but are not limited to: intervention courses, additional tutoring or counseling, training in test taking strategies, and modified work in reading, language areas, and mathematics.

Special Education

The procedures and services for all special education students also apply to special education English Learners. Alternative reclassification criteria may be utilized on an individual basis. Any decision to alter the reclassification criteria must be made by the IEP team in accordance with State and Federal requirements.

Long Term English Learners

Long Term EL students will be monitored after three years in the U.S. Students will be evaluated based on their CELDT level and progress, CAASP scores, and grades in both ELA and Math. Students that are not meeting the benchmark criteria will be placed on an intervention (Catch-up) Plan. The Action Plan will be documented on the Long Term EL Monitoring and Plan Form.

(See Form 8)

Chapter 4- Staffing and Professional Development

- Teacher Certification
- District Language Coach
- Professional Development

- Teacher Certification
- District Language Coach
- Professional Development

Teacher Certification

Hamilton Unified School District ensures that all teachers assigned to provide ELD instruction to English Learners in the *Language Star* program are highly-qualified with the proper authorization.

BP 4112.24 (a) ensures that the Governing Board recruits certificated staff that meets the requirements of No Child Left Behind and are highly qualified to instruct within their respective credential area.

AR 4112.24 (a) is the accompanying procedures for accurately recruiting and assigning teachers to core instructional assignments.

AR 4112.22 (a) demonstrates that the District has a clear procedure for providing English Language Development. The strategies required by AR 4112.22, that the Superintendent requires that all teachers who teach ELD/SDAIE course have appropriate credentials granted by the CTC authorizing instruction to second language learners.

District Language Coach

Hamilton Unified recognizes that professional development requires ongoing coaching with opportunities for feedback and reflection for full implementation of new strategies and techniques. In order to ensure that our English Learners are provided the highest level of instruction, HUSD employs a full time District Language Coach.

The Language Coach is equipped to provide a variety of services to the staff including:

- i. Professional development and training for staff;
- ii. Co-planning of lessons with teachers;
- iii. In-class coaching and direct feedback of lesson instruction;
- iv. Monitors adherence to the district adopted Scope and Sequence for the Language Star program;
- v. Facilitates and records benchmark assessments and data;
- vi. Evaluates and monitors student placement within the program.

Professional Development

The district is dedicated to providing multiple professional development opportunities to all teachers assigned to instruct language learners. There are two fundamental objectives of the professional development opportunities:

- i. Deepen educators' content knowledge, providing them with research-based instructional strategies to assist students in meeting rigorous academic standards, and preparing educators to use various types of classroom assessments appropriately;

- ii. Prepare educators to understand and value English Learners (and other students with particular needs), create safe, orderly and supportive learning environments, and hold high expectations for academic achievement

The district ensures that all *Language Star* instructors will receive specific professional development that provides them with and understanding of the program's methods, principles and design; as well as, schedule designated times to work with the district coach.

The district understands that all of our students are language learners and provides additional professional development to staff with an emphasis on integrated ELD and specific reading and writing strategies to increase the language skills of all students.

Chapter 5- Family and Community Involvement

- Parent Advisory Committees (ELAC/DELAC)
- Communication With Parents and Community

Parent Advisory Committees

HUSD recognizes that effective parent engagement and involvement is a critical component to the successful education of their children. As part of the District's effort to systematically involve parents of ELs in the education of their children, the District establishes policies and procedures for ELAC at the school-site level and DELAC at the District level. At each committee level, parents of ELs have opportunities to be involved in their child's education, collaborate with District staff, evaluate instructional services and provide recommendations.

English Learner Advisory Committee (ELAC)

According to the California Education Code, each school with twenty-one (21) or more ELs must establish a functioning ELAC. The ELAC is an advisory committee whose purpose is to provide input and advice to the site administration. ELAC is not a decision making council nor does it approve expenditures from any funding source. However, it does provide input and advice on school decisions and the use of funding sources dedicated to ELs.

Parents who serve on the ELAC are elected by parents/guardians of EL and must make up at least the same percentage of the committee membership as their children represent of the student body. The minimum percentage of EL parents on the ELAC is fifty-one (51) percent.

Each school-level ELAC maintains records of all meetings that include agendas, minutes, and sign-in sheets.

District English Learner Advisory Committee (DELAC)

Each District with fifty-one (51) or more ELs must establish a functioning DELAC. After the Local District ELAC membership has been established, the committee must elect a Representative and Alternate to participate in the DELAC. Parent participation in DELAC is proportionately determined by the total number of ELs enrolled within a Local Educational Service Center.

Communication With Parents and community

Communication with all parents of ELs in their primary language is essential to foster parent support, involvement and engagement. Translation and interpretation services are provided by staff to ensure that parents have full access to communication about their students' learning and progress. Translators are provided for Back to school Night, Parent Conferences, Student Study Teams (SST), and IEPs.

Under state law, schools must provide written communication in the primary language of the parent when fifteen percent (15%) or more of the students speak a language other than English as indicated on the Language Census Report (R-30). This includes all written communications sent to a parent or guardian, including, but not limited to IEPs, progress reports, discipline notices, other parent notifications, meeting/conference materials, and ELAC/DELAC agendas/minutes. In addition, the District recognizes that under federal law, a school must ensure that all parents, including those who speak low incidence languages, receive meaningful access to important information. Important written information such as IEPs must be translated even when less than 10% of the student population speaks the language of a parent. In cases where families are not literate in their native language, oral communication will be provided.

Chapter 6- Monitoring, Evaluation, and Accountability

- Purpose of EL Program Monitoring
- Program Evaluation and Accountability

Purpose of EL Program Monitoring

Hamilton Unified is committed to monitoring the implementation of its EL policies, programs and services, and to evaluating their implementation as well as their effectiveness in order to continuously improve them and to hold itself accountable. EL program monitoring, evaluation, and accountability practices will address the following purposes:

1. Monitor implementation of instructional program and principles as defined in the English Learner Master Plan;
2. Determine effectiveness of the program in accelerating English for ELs;
3. Provide useful, timely feedback and identify needed modifications and actionable information to all educators and stakeholders in the system
4. Support continuous improvement in the implementation of instruction, learning and program design and identify needed modifications.

Program Evaluation and Monitoring

The district administrative team in collaboration with the district language coach work together to identify consistent and inconsistent implementation of program methods and principles. Site administration regularly does walk-throughs during ELD instruction and provides teachers with direct feedback. In addition, the district coach monitors the daily instruction and assists teacher with adherence to the district adopted Grammar Scope and Sequence and Methods Mix. Furthermore, site administration will do two program evaluations a year (one at the end of each semester) which will be used to assess the quality and consistency of the implementation of the instructional methods and principles of the program.

Student learning is monitored and assessed every eight weeks. A benchmark assessment is administered to all EL students. This data is entered into the Student Information and Data System (EADMS) and students who pass with an 80% on the semester benchmarks are moved to the next level. In addition, student learning is monitored using the CELDT results and grade level benchmarks.

Chapter 7- Forms

- 1 Home Language Survey
 - a. Elementary
 - b. High School
 - c. Ella Barkley
- 2 CELDT Request
- 3 Initial Parent Notification
 - a. English Learner
 - b. Initial Fluent English Proficient
- 4 Annual Parent Notification
- 5 Reclassification
 - a. Elementary
 - b. High School
- 6 Reclassification Parent Notification
- 7 Follow Up Monitoring
- 8 Long Term EL Monitoring

HAMILTON ELEMENTARY SCHOOL ENROLLMENT FORM

| |
|----------------------------|
| For Office Use Only |
| Teacher _____ |
| Enrollment Date _____ |

| | | | | | | | | | | | |
|---|--|------------|----------------------------------|-------------|--|--|--|-------------------|--|----------|--|
| Student Information (Please print clearly and legibly) | | | | | | | | | | | |
| Name | | First Name | | Middle Name | | Grade | | | | | |
| Mailing Address | | City | | Zip Code | | Physical Address | | City | | Zip Code | |
| Birth Date | | | Birth Place (City/State/Country) | | | <input type="checkbox"/> Male <input type="checkbox"/> Female | | Social Security # | | | |
| U.S. Entry Date | | | | | First Entry Date in California Public Schools (Office) | | | | | | |

HOME LANGUAGE SURVEY

Which language did your son/daughter learn when he/she first began to talk? _____

What language does your son/daughter most frequently use at home? _____

What language do you use most frequently to speak to your son/daughter? _____

Name the language most often spoken by the adults at home: _____

Has your child ever been given the CELDT Test (Calif. English Language Development Test)? Yes No I don't know

In which language do you wish to receive written communications from the school? English Spanish

Student's Ethnicity (Section 1 and 2 must be complete - No not leave blank)

1. ETHNICITY: Mark the ethnicity with which the student most closely identifies (please check one)

Hispanic/Latino (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race)

Not Hispanic or Latino

2. WHAT IS YOUR CHILD'S RACE? (Please check up to five racial categories) The above part of the question is about ethnicity, not race. No matter what you selected above, please continue to answer the following by marking one or more to indicate what you consider your race to be.

American Indian or Alaskan Native Original (Person having origins in any of the people of North and South America, including Central America) (100)

White (Persons having origins in any the original peoples of Europe, North Africa, or the Middle East) (700)

Chinese (201) Japanese (202) Korean (203) Vietnamese (204) Asian Indian (205) Laotian (206) Cambodian (207)

Hmong (208) Other Asian (299) Hawaiian (301) Guamanian (302) Samoan (303) Tahitian (304) Other Pacific Islander (399)

Filipino/Filipino American (400)

Residence--Where is your child/family currently living? This information is federally mandated by No Child Left Behind--Please check appropriate box(es)

In a single family permanent residence--house, apartment, condo, mobile home In or waiting foster care placement

With more than one family in a house or apartment In a motel, car or campsite

With friends or other family members--other than parents, grandparents, or legal care giver In a group home

In a shelter or transitional housing program

Family Information (Student Lives With)

| | | | | | | | |
|----------------------|--|------------|--|------------|--|------------|--|
| Father/Guardian Name | | Home Phone | | Cell Phone | | Work Phone | |
| Mother/Guardian Name | | Home Phone | | Cell Phone | | Work Phone | |

DUPLICATE MAILING--If divorced/separated & joint custody allows duplicate mailing/information to be given to other parent, please include their name, address, and phone number:

| | | |
|-----------|-----------------|--------------|
| Full Name | Mailing Address | Phone Number |
|-----------|-----------------|--------------|

Other Children in Family

| | | | |
|------|------------|------|------------|
| Name | Birth Date | Name | Birth Date |
| | | | |

Last School Attended

| | | | | | | | |
|--------------------|--|------|-----------------------|-------|--|--------------|--|
| School Name | | City | | State | | Phone Number | |
| Date of Withdrawal | | | Reason for Withdrawal | | | Fax Number | |

Voluntary: Describe the education level of the most educated parent.

1 Not a high school student 2 High School graduate 3 Some college 4 College graduate 5 Graduate school/post graduate training

Check if child has special medical needs.

Glasses Hearing Speech Medicine: List Medication Taken Regularly: _____

Bus Transportation Needed: Yes No

I/We have reviewed this page and to the best of my/our knowledge, the information contained herein is true and complete. The undersigned declares under penalty of perjury that they are the parent's or legal guardians of the above-named student and grant the above authorizations

Date: _____ Signature of Parent/Guardian: _____

34 Printed Name of Parent/Guardian: _____

Hamilton High School
New Enrollment Form
(To be completed by the parent or guardian)

Grade

Male
Female

Student's **LEGAL** Name: _____ Date of Birth: _____
(from birth certificate) Last Name First Name Middle Name Mo./Day/Year

Student Social Security No. _____ Student cell phone No. _____

Student's Birthplace: _____ If not born in the U.S., what month/year did your child enter U.S.? _____
City/State/Country Mo./ Year

What month and year did your child first enroll in a U.S. school? _____ In a California school? _____
Mo. / Year Mo. / Year

HOME LANGUAGE SURVEY
Which language did your son/daughter learn when he/she first began to talk? _____
What language does your son/daughter most frequently use at home? _____
What language do you use most frequently to speak to your son/daughter? _____
Name the language most often spoken by the adults at home: _____
Has your child ever been given the CELDT Test (Calif. English Language Development Test)? Yes No I don't know
In which language do you wish to receive written communications from the school? English Spanish

What special services has your child received? (Please check all boxes that apply)

- Special Education:** Resource (RSP) Special Day Class (SDC) Speech/Language 504 Accommodation Plan
Other: Gifted (GATE) Remedial Math Remedial Reading Counseling
 English Language Development

Has the student been expelled or is the student in the process of being expelled from any school? Yes No

If yes: Name of school: _____ Location: _____ Date: _____

****PLEASE ANSWER BOTH PARTS OF THE FOLLOWING QUESTION****

1. ETHNICITY:
Mark the ethnicity with which the student most closely identifies (please check one):
 Hispanic/Latino (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race)
 Not Hispanic or Latino

2. WHAT IS YOUR CHILD'S RACE? (Please check up to five racial categories) The above part of the question is about ethnicity, not race. No matter what you selected above, please continue to answer the following by marking one or more boxes to indicate what you consider your race to be.

| | | |
|---|---|--|
| <input type="checkbox"/> American Indian or Alaskan Native (Person having origins in any of the original people of North and South America (including Central America) | <input type="checkbox"/> White (Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East) | <input type="checkbox"/> Asian <input type="checkbox"/> Other: _____ |
| | | <input type="checkbox"/> Native Hawaiian or Other Pacific Islander |
| | | <input type="checkbox"/> Black or African American |

PARENT EDUCATION LEVEL: Check the response that describes the highest education level of parent/guardian(s)

| | | |
|---|--|---|
| <input type="checkbox"/> Not a high school graduate | <input type="checkbox"/> Some college (includes AA degree) | <input type="checkbox"/> Graduate school/post graduate training |
| <input type="checkbox"/> High school graduate | <input type="checkbox"/> College graduate | |

*****PLEASE COMPLETE INFORMATION ON THE OTHER SIDE OF THE FORM*****

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Ella Barkley High School New Enrollment Form

(To be completed by the parent or guardian)

Student's **LEGAL** Name: _____ Date of Birth: _____ Grade
(from birth certificate) Last Name First Name Middle Name Mo./Day/Year

Student Social Security No. _____ Student cell phone No. _____ Male
Female

Student's Birthplace: _____ If not born in the U.S., what month/year did your child enter U.S.? _____
City/State/Country Month / Day / Year

What month and year did your child first enroll in a U.S. school? _____ In a California school? _____
Month / Day / Year Month / Day / Year

DISTRICT OF RESIDENCE: Is your district of residence Hamilton Unified School District?

Yes No If No, please list your district of residence: _____

Have you requested an Interdistrict Attendance Agreement? Yes No

Has it been approved? Yes No (Most districts require annual renewals, contact your district for more information)

Have you ever attended a HUSD school before? Yes No If yes, list the school: _____

If student is enrolling in 9th grade, did/will the student graduate from 8th grade? Yes No

NAME OF LAST SCHOOL ATTENDED:

Address: _____

Reason for withdrawal _____

Type of School: _____ Date of withdrawal _____

- | | |
|---|---|
| <input type="checkbox"/> Regular 4-year high school | <input type="checkbox"/> Continuation |
| <input type="checkbox"/> Home School | <input type="checkbox"/> Community School |
| <input type="checkbox"/> Private | <input type="checkbox"/> Junior High |
| <input type="checkbox"/> Juvenile Hall | <input type="checkbox"/> Other: _____ |
| <input type="checkbox"/> Independent Study | _____ |

WHAT SPECIAL SERVICES HAS YOUR CHILD RECEIVED? (Please check all boxes that apply)

- Special Education:** Resource (RSP) Special Day Class (SDC) Speech/Language 504 Accommodation Plan
- Other:** Gifted (GATE) Remedial Math Remedial Reading Counseling
- English Language Development

Has the student been expelled or is the student in the process of being expelled from any school? Yes No

If yes: Name of school: _____ Location: _____ Date: _____

ETHNICITY: PLEASE ANSWER BOTH PARTS OF THE QUESTION

1. Mark the ethnicity with which the student most closely identifies (please check one):

- Hispanic/Latino (A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race)
- Not Hispanic or Latino

2. WHAT IS YOUR CHILD'S RACE? (Please check up to five racial categories) The above part of the question is about ethnicity, not race. No matter what you selected above, please continue to answer the following by marking one or more boxes to indicate what you consider your race to be.

- | | | |
|--|--|--|
| <input type="checkbox"/> American Indian or Alaskan Native (Person having origins in any of the original people of North and South America (including Central America) | <input type="checkbox"/> White (Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East) | <input type="checkbox"/> Native Hawaiian or Other Pacific Islander |
| <input type="checkbox"/> Other: _____ | <input type="checkbox"/> Asian | <input type="checkbox"/> Black or African American |

HOME LANGUAGE SURVEY

Which language did your son/daughter learn when he/she first began to talk?

What language does your son/daughter most frequently use at home?

What language do you use most frequently to speak to your son/daughter?

Name the language most often spoken by the adults at home:

Has your child ever been given the CELDT Test (Calif. English Language Development Test)? Yes No I don't know

In which language do you wish to receive written communications from the school? English Spanish

I/We have reviewed this document and to the best of my/our knowledge, the information contained herein is true and complete. The undersigned declares under penalty of perjury that they are the parents or legal guardians of the above-named student and grant the above authorizations.

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Date: _____ Signature of Parent/Guardian: _____

Printed name of Parent/Guardian: _____

**Request Form****California English Language Development Test (CELDT) Score****To: CELDT District Coordinator**

Directions: Under state and federal law, schools and school districts are required to provide student CELDT results to schools receiving English learner students. Please complete the English Language Proficiency Assessment Information section of this form and return it to the receiving school immediately.

Receiving School's Information
 Today's Date: _____
 (mm/dd/yy)

| | | | |
|------------------|-----|----------|----------|
| Requestor's Name | | District | |
| Phone | Fax | E-mail | |
| Mailing Address | | City | Zip Code |

Student Information

| | | | |
|-----------------------------------|-------|---------------|---------------------------------------|
| Last Name | First | Middle | Other Name Used (Last, First, Middle) |
| Birth Date (mm/dd/yy) | | Current Grade | |
| Previous Enrolled School District | | Phone | |
| Current Enrolling School Site | | Phone | Fax |

English Language Proficiency Assessment Information

Student's primary language: _____ SSID #: _____

Has student taken the CELDT? No Yes

Date of most recent CELDT: _____

Date of initial CELDT, if known: _____

Date of enrollment into a California public school, if different from the initial CELDT date above: _____

Initial English Learner Acquisition Status (ELAS): IFEP EL

| Most recent CELDT results for _____ grade: | | | Initial CELDT results for _____ grade, if available: | | |
|--|-------------|-------|--|-------------|-------|
| Domain | Scale Score | Level | Domain | Scale Score | Level |
| Listening | _____ | _____ | Listening | _____ | _____ |
| Speaking | _____ | _____ | Speaking | _____ | _____ |
| Reading | _____ | _____ | Reading | _____ | _____ |
| Writing | _____ | _____ | Writing | _____ | _____ |
| Overall | _____ | _____ | Overall | _____ | _____ |

If reclassified, please provide date: _____ (If documentation is available, please include.)

Comments: _____

School District _____ Signature (Previous Enrolled School Site Representative) _____ Printed Name _____ Date _____

**Hamilton Unified School District
Parent/Guardian Notification Letter for Initial Identification of English Learners
Students Identified As English Learners**

Dear Parents or Guardians:

State and federal laws require all school districts in California to give a state test of English proficiency to students whose primary language is not English. A student's primary language is identified on a home language survey, which is completed by the parents or guardians upon registering their child in a California public school for the first time. In California, the name of the state test is the California English Language Development Test (CELDT). The results of the CELDT help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

When your child enrolled in our school, **[he or she]** was given the CELDT, and the results are attached. These test results have identified **[him or her]** as an English learner. Your child will be assigned to an appropriate English language instructional support program based on the results. The goal of this program is to help your child become proficient in English and succeed in the school's academic curriculum. Hamilton Unified School District Board of Trustees have adopted a supplemental English Language Support Instruction known as "Language Star" The Language Star program is designed to support students at all levels of English Language Immersion assisting all students to rapidly progress towards proficiency in obtaining all aspects of the English Language. The Language Star Program has regular and on-going assessments that monitor students' progress towards proficiency. The district has adopted a reclassification policy that supports movement of our student into full English Proficiency.

You are invited to request a conference at school where your child's CELDT results and details of the English language instructional support program will be explained. To schedule your conference, call

**Darcy Pollak, Principal
Hamilton Elementary School
277 Capay Street
Hamilton City CA 95951
(530) 826 3474**

**Cris Oseguera, Principal
Hamilton High School
620 Canal Street
Hamilton City CA 95951
(530) 826 3261**

You are welcome to volunteer at the school and to participate on the school's English Learner Advisory Committee (ELAC). If you have any questions regarding your child's instructional placement or wish to observe the classroom, please contact your school's office.

Sincerely,

Superintendent/Principal

Date

Hamilton Unified School District
Parent/Guardian Notification Letter for Initial Identification of English Learners
Students Initially Identified as Fluent English Proficient (IFEP)

Dear Parents or Guardians:

State and federal laws require all school districts in California to give a state test of English proficiency to students whose primary language is not English. A student's primary language is identified on a home language survey, which is completed by parents or guardians upon registering their child in a California public school for the first time. In California, the name of the state test is the California English Language Development Test (CELDT). The results of the CELDT help to measure how each student is progressing toward proficiency in English in the areas of listening, speaking, reading, and writing.

When your child enrolled in our school, **[he or she]** was given the CELDT, and the results are attached. These test results have identified **[him or her]** as initially fluent English proficient (IFEP). This means that your child will be assigned to a regular academic program and will not need to participate in an English language instructional support program. However, in an on-going effort to support your student at the correct level and with an educational program that is supportive of your child's needs, the school district will continue to monitor your child's progress on state tests to insure adequate progress is maintained. Should your child's ability to perform at proficient on state English Language Arts tests, a review and support plan may be necessary. If such support plan is required, your child's principal or guidance counselor will schedule a parent, student and administrative conference for the purpose of jointly developing the support plan.

You are encouraged to be involved in your child's education. If you have any questions regarding your child's instructional placement or CELDT results, please contact the school office during school hours.

Hamilton Elementary School (530) 826 3474
Hamilton High School (530) 826 3261

Sincerely,

Superintendent/Principal

Date

HAMILTON UNIFIED SCHOOL DISTRICT

ANNUAL PARENT NOTIFICATION LETTER

Federal Title III and State Requirements

To the parent(s)/guardian(s) of: _____ School: _____ Date: _____

Student ID #: _____ Date of Birth: _____ Grade: _____ Primary language: _____

Dear Parent(s) or Guardian(s): Each year, we are required by law to notify you of your child's proficiency level in English. We must also provide you with the school's recommendation for program placement and describe all available program options. This letter also explains how we decide when a student is ready to exit the English learner program. (20 *United States Code* sections 7012 and 6312[g][1][A]; California *Education Code*, Section 48985; and Title 5 of the *California Code of Regulations*, Section 11309[a][b][1])

Your child's current English proficiency level is _____, according to the most recent California English Language Development Test (CELDT) results.

Based on these results, your child has been identified as an:

- English learner (EL) with less than reasonable fluency in English** and assigned to the Structured English Immersion program.
- English learner (EL) with reasonable fluency in English** and assigned to the English Language Mainstream Program.

Check if applicable:

- Individualized Education Program (IEP) on file** (A description of how your child's recommended program placement will meet the objectives of the IEP is attached.)

Academic Achievement Results

| Skill Area | California Standards Tests | Other measure | Performance Level |
|------------------------|----------------------------|-----------------------|--------------------------|
| English Language Arts | 340 | CELDT | Early Advanced or Higher |
| Mathematics | 325 | Smarter Balanced Test | Effective 2015-2016 |
| History-Social Science | 325 | | |
| Science | 325 | | |

[Note to districts: Customize this table according to measures used in your district.]

Program Placement Options for English Learners

The chart below shows all program placement options. (A more detailed description follows.) To request that your child be placed in an Alternative Program in which much of the instruction is provided in your child's primary language, you must apply for a "Parental Exception Waiver."

| English Language Proficiency Levels | | Program Placement |
|-------------------------------------|---------------------------------|--|
| Advanced | Reasonable fluency*** | English Language Mainstream *** or an Alternative Program with an approved Parental Exception Waiver |
| Early Advanced | | |
| Intermediate | | |
| Early Intermediate | Less than reasonable fluency*** | Structured English Immersion*** or an Alternative Program with an approved Parental Exception Waiver |
| Beginning | | |
| | | Other Instructional Setting based on IEP |

[***Districts determine what levels constitute "reasonable fluency" and "less than reasonable fluency".]

Description of Program Placement Options and Goals for English Learners

All programs include English Language Development (ELD) and teaching strategies differentiated for each student's level of English language proficiency. These strategies are used to help each student reach proficiency in speaking, reading and writing English, and succeed academically in all core subjects.

Structured English Immersion (SEI): Students who score at less than reasonable fluency are placed in an SEI program and are taught overwhelmingly in English. Some assistance may be provided in the primary language. Students are taught ELD and other core subjects by authorized teachers using district-adopted textbooks and supplementary materials. Instruction is based on ELD and grade-level content standards.

**HAMILTON ELEMENTARY SCHOOL
ELL RECLASSIFICATION WORKSHEET**

Student Name _____ Grade _____ Date _____

CRITERIA FOR RECLASSIFICATION Date of Assessment ___/___/___

1. English Language Proficiency:

| CELDT Overall (Early Advanced or above) | CELDT Listening (Inter. or higher) | CELDT Speaking (Inter. or higher) | CELDT Reading (Inter. or higher) | CELDT Writing (Inter. or higher) |
|--|---|--|---|---|
| | | | | |

2. Teacher Evaluation/Curriculum Mastery

| ELD Benchmark (80% or higher) | Standards (K-3; Satisfactory or better, Grades 4-8; C or better) |
|--|---|
| Date ___/___/___ | Language Arts |

3. Parent Opinion/Consultation

Date Contacted: _____
 Parent Opinion Yes _____ No _____ Letter mailed Date: _____

4. Student Performance

District Benchmark Score _____

| | |
|---|------------|
| Student Meets Reclassification Criteria: <input type="checkbox"/> Yes <input type="checkbox"/> No Date: _____ | |
| Teacher: _____ | Date _____ |
| Principal/ Designee: _____ | Date _____ |
| Parent: _____ | Date _____ |
| EL Coordinator: _____ | Date _____ |

**HAMILTON HIGH SCHOOL
PROGRAM FOR ENGLISH LANGUAGE LEARNERS
REDESIGNATION CHECKLIST**

_____ **Student Name** _____ **Grade** _____ **Date** _____

CELDT

Date: _____ Overall Score: _____ Overall Proficiency Level : _____

Category :

| | | |
|-----------|---------------|---------------|
| Listening | Score : _____ | Level : _____ |
| Speaking | Score : _____ | Level : _____ |
| Reading | Score : _____ | Level : _____ |
| Writing | Score : _____ | Level : _____ |

Meeting or Exceeding Standards

Report Card Grades (Grades C or Better): English _____ Term _____ Overall GPA _____

*CAASPP Scores: Language Arts: Standard Not Met Standard Nearly Met Standard Met

*(Only used for 11th grade students)

Standard Exceeded Score _____

Comments: _____

Parent Opinion:

Parent contacted (letter mailed)

Yes _____ No _____ Signature _____

Date: _____

Teacher Recommendation:

Yes _____ No _____ Signature _____

Appraisal Team Members: _____

Recommended for Redesignation Not recommended for Redesignation Date: _____

Comments: _____

Principal Signature _____ **Date** _____

Hamilton Unified School District

**Parent/Guardian Notification Letter for Annual Assessment Results
English Learners Being Considered for Reclassification**

Date: _____

To: _____

Your child, _____, has been enrolled in an educational program that provides services to English learners.

At this time, we are happy to inform you that we are recommending that your child be reclassified to Fluent English Proficient (RFEP) status. Based on the information described below, we believe your child can now progress academically without specialized instruction for students who are learning English.

The decision to reclassify your child to Fluent English Proficient Status is based on the following:

- a. Level of English Proficiency based on the CELDT
- b. Teacher Evaluation based on achievement in class work
- c. Comparison of Basic Skills comparable to peers
- d. Your opinion as the parents or guardians

At school, we will follow your child's progress over the next two years to be sure that he/she receives any needed support.

If you would like to have more information and/or discuss the decision to reclassify your child, please call the school at 530-826-3474.

Sincerely,

Principal

Date

Hamilton Unified School District RFEP Monitoring and Plan

Name: _____ SSID # _____
 Grade: _____ Teacher: _____
 DOB: _____ Date: _____
 Date Entered District: _____ Date Entered US School: _____

| CAASP | ELA Scale Score | ELA Prof. Level | Math Scale | Math Prof. Level |
|-------|-----------------|-----------------|------------|------------------|
| | | | | |
| | | | | |
| | | | | |

| Grades | (__/__) Sem. 1 | (__/__) Sem. 2 | (__/__) Sem. 3 | (__/__) Sem. 4 |
|--------|----------------|----------------|----------------|----------------|
| ELA | | | | |
| Math | | | | |

| Attendance | Date |
|------------|------|
| | |

Intervention (Catch-Up) Plan: English Learner who did not meet benchmark criteria

| | | |
|----------------------------|-----|------|
| Content Area Needs: | | |
| Action Plan: | | |
| | Who | When |
| 1. School Day Intervention | | |
| 2. After School | | |
| 3. Summer School | | |
| 4. Other | | |

Classroom Teacher Signature

Date

ELD Coordinator

Date

Principal or designee

Date

**Hamilton Unified School District
Long Term English Learner Monitoring and Catch Up Plan**

Name: _____ SSID # _____
 Grade: _____ Teacher: _____
 DOB: _____ Date: _____
 Date Entered District: _____ Date Entered US School: _____

Annual Evaluation of Assessment Measures: (all English Learners) Scale Scores

| CELDT | Scale Score | Listening | Speaking | Reading | Writing |
|-------|-------------|-----------|----------|---------|---------|
| | | | | | |
| | | | | | |
| | | | | | |

| CAASP | ELA Scale Score | ELA Prof. Level | Math Scale | Math Prof. Level |
|-------|-----------------|-----------------|------------|------------------|
| | | | | |
| | | | | |
| | | | | |

| Attendance | Date |
|------------|------|
| | |

Intervention (Catch-Up) Plan: English Learner who did not meet benchmark criteria

| | | |
|----------------------------|-----|------|
| Content Area Needs: | | |
| | | |
| Action Plan: | | |
| | Who | When |
| 1. School Day Intervention | | |
| 2. After School | | |
| 3. Summer School | | |
| 4. Other | | |

Classroom Teacher Signature

Date

ELD Coordinator

Date

Principal or designee

Date

Subaward Agreement

| | | | |
|---|--|---|--------------------------------------|
| Institution/Organization ("UNIVERSITY") | | Institution/Organization ("COLLABORATOR") | |
| Name: The CSU. Chico Research Foundation Address: Office of Research and Sponsored Programs CSU, Chico, Building 25 Chico, CA 95929-0870 | | Name: Hamilton Unified School District Address: 620 Canal St. Hamilton City, CA 95951 EIN No.: 26-4432719 DUNS No.: 10-000-6170 | |
| Prime Award No. U336S140023 | | Subaward No. Sub # | |
| Awarding Agency U.S. Department of Education | | CFDA No. 84.336S | |
| Subaward Period of Performance 10/1/15-9/30/19 | | Amount Funded this Action \$100,000 (\$25,000 per year for 4 years; see Attachment 5) | Est. Total (if incrementally funded) |
| Project Title PRISMS Project: Promoting Rural Improvement in Secondary Mathematics and Science | | | |
| Reporting Requirements [Check here if applicable: <input checked="" type="checkbox"/> See Attachment 4] | | | |
| Terms and Conditions | | | |
| 1) University hereby awards a cost reimbursable subaward, as described above, to Collaborator. The statement of work and budget for this subaward are (check one): _____ as specified in Collaborator's proposal dated _____; or x as shown in Attachment 5. In its performance of subaward work, Collaborator shall be an independent entity and not an employee or agent of University. | | | |
| 2) University shall reimburse Collaborator not more often than quarterly for allowable costs. All invoices shall be submitted using Collaborator's standard invoice, but at a minimum shall include current and cumulative costs (including cost sharing), subaward number, and certification as to truth and accuracy of invoice. <i>Invoices that do not reference University's subaward number shall be returned to Collaborator.</i> Invoices and questions concerning invoice receipt or payments should be directed to the appropriate party's Financial Contact, as shown in Attachment 3. | | | |
| 3) A final statement of cumulative costs incurred, including cost sharing, marked "FINAL," must be submitted to University's Financial Contact NOT LATER THAN sixty (60) days after subaward end date. The final statement of costs shall constitute Collaborator's final financial report. | | | |
| 4) All payments shall be considered provisional and subject to adjustment within the total estimated cost in the event such adjustment is necessary as a result of an adverse audit finding against the Collaborator. University reserves the right to reject an invoice, in accordance with 2 CFR 200.305. | | | |
| 5) Matters concerning the technical performance of this subaward should be directed to the appropriate party's Project Director , as shown in Attachment 3. Technical reports are required as shown above, "Reporting Requirements." | | | |
| 6) Matters concerning the request or negotiation of any changes in the terms, conditions, or amounts cited in this subaward agreement, and any changes requiring prior approval, should be directed to the appropriate party's Administrative Contact , as shown in Attachment 3. Any such changes made to this subaward agreement require the written approval of each party's Authorized Official , as shown in Attachment 3. | | | |
| 7) Either party may terminate this agreement with thirty days written notice to the appropriate party's Administrative Contact , as shown in Attachment 3. University shall pay Collaborator for termination costs as allowable under Uniform Guidance, 2 CFR 200, as applicable. | | | |
| 8) No-cost extensions require the approval of University. Any requests for a no-cost extension should be addressed to and received by the Administrative Contact , as shown in Attachment 3, not less than thirty days prior to the desired effective date of the requested change. | | | |
| 9) The Subaward is subject to the terms and conditions of the Prime Award and other special terms and conditions, as identified in Attachment 2. | | | |
| 10) By signing below Collaborator makes the certifications and assurances shown in Attachments 1 and 2. | | | |
| By an Authorized Official of UNIVERSITY: | | By an Authorized Official of COLLABORATOR: | |
| _____ Kevin M. Kelley, Ph.D., AVP, RESP | | _____ Charles Tracy, Superintendent | |
| _____ Date | | _____ Date | |

**Attachment 1
Subaward Agreement**

By signing the Subaward Agreement, the authorized official of COLLABORATOR certifies, to the best of his/her knowledge and belief, that:

Certification Regarding Lobbying

- 1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the Collaborator, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.
- 2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or intending to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the Collaborator shall complete and submit Standard Form -LLL, "Disclosure Form to Report Lobbying," to the University.
- 3) The Collaborator shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U. S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Debarment, Suspension, and Other Responsibility Matters

Collaborator certifies by signing this Subaward Agreement that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from participation in this transaction by any federal department or agency.

Audit and Access to Records

Collaborator assures University that it complies with A-133 and that it will notify University of completion of required audits and of any adverse findings, which impact this subaward.

Indemnification

Collaborator shall defend, indemnify and hold harmless The CSU, Chico Research Foundation, California State University, Chico, the Trustees of the CSU, the State of California, and their officers, employees and agents from and against any and all liability, loss, expense, attorney's fees, or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorney's fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of Collaborator, its officers, agents or employees.

Attachment 2
Subaward Agreement
Department of Education

Certifications/Assurances:

1. As a condition of this Subaward, the Collaborator assures and certifies that it is in compliance with and will comply in the course of this Subaward with all applicable laws, regulations, Executive Orders and other generally applicable requirements, including those set out in 34 CFR Part 74, 75 and 80, which hereby are incorporated in this Subaward by reference. In addition and as applicable, the following assurances/certifications are made and verified by the official signing for Collaborator on the face page of this Subaward. **1)** 34 CFR Part 85 Subpart F (Drug-Free Workplace); **2)** Title VI of the Civil Rights Act of 1964 (P.L. 88-352); **3)** Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686); **4)** Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794); **5)** the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107); **6)** the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended; **7)** the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment, and Rehabilitation Act of 1970 (P.L. 91-616), as amended; **8)** §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3); **9)** Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §3601 et seq.), as amended; **10)** Institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; **11)** notification of violating facilities pursuant to EO 11738; **12)** protection of wetlands pursuant to EO 11990; **13)** evaluation of flood hazards in floodplains in accordance with EO 11988; **14)** assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); **15)** conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); **16)** protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); **17)** protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205); **18)** comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.); **19)** assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593, and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.); **20)** comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance; **21)** comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.); and **22)** comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.).

General terms and conditions:

1. The restrictions on the expenditure of federal funds in appropriations acts are applicable to this subaward to the extent those restrictions are pertinent.
2. 34 CFR Part 74, 75 and 80 as applicable and in effect as of the beginning date of the period of performance. Except any one time extensions, scope of work changes or budget modifications must be requested through the University, not the Federal Awarding Agency.
3. Title to equipment costing \$5,000 or more and acquired by the subawardee with funds provided under this award shall vest in the subawardee. When the equipment is no longer needed by the subawardee and the per unit fair market value is less than \$5,000, the subawardee may retain, sell, or dispose of the equipment with no further obligation to the University. If, on the other hand, the per unit fair market value is \$5,000 or more, then the subawardee must submit a written request to the University for disposition instructions.
4. Collaborator will comply with Education Department General Administrative Regulations (EDGAR) 34 CFR Parts 74-86 and 97-99 and applicable provisions of 34 CFR Part 304.

Special terms and conditions:

1. Copyrights

Collaborator grants / shall grant (check one) to University an irrevocable, royalty-free, non-transferable, non-exclusive right and license to use, reproduce, make derivative works, display, and perform publicly any copyrights or copyrighted material (including any computer software and its documentation and/or databases) first developed and delivered under this Subaward Agreement solely for the purpose of and only to the extent required to meet University's obligations to the Federal Government under its Prime Award.

2. Data Rights

Collaborator grants to University the right to use data created in the performance of this Subaward Agreement solely for the purpose of and only to the extent required to meet University's obligations to the Federal Government under its Prime Award.

**Attachment 3
Subaward Agreement**

| University Contacts | Collaborator Contacts |
|--|--|
| <p>Administrative Contact</p> <p>Name: John Miner, Contracts Officer</p> <p>Address The CSU, Chico Research Foundation Building 25, CSU, Chico Chico, CA 95929-0870</p> <p>Telephone: 530-898-5700 Fax: 530-898-6804 Email: jminer@csuchico.edu</p> | <p>Administrative Contact</p> <p>Name: Charles Tracy</p> <p>Address: Hamilton Unified School District 620 Canal Street Hamilton City, CA 95951</p> <p>Telephone: 530-826-3261 x6005 Fax: 530-826-0440 Email: ctracy@hudschools.org</p> |
| <p>Principal Investigator</p> <p>Name: Dr. Maggie Payne Address: CSU, Chico School of Education 400 West First Street, Chico, CA 95929-0222</p> <p>Telephone: 530-898-6518 Fax: 530-898-6130 Email: mpayne@csuchico.edu</p> | <p>Site Directors</p> <p>Name: Leslie Anderson</p> <p>Address: Hamilton Unified School District 620 Canal Street Hamilton City, CA 95951</p> <p>Telephone: 530-826-3261 x 5026 Fax: 530-826-0440 Email: landerson@hudschools.org</p> |
| <p>Financial Contact</p> <p>Name: Denise Dion, Analyst</p> <p>Address: The CSU, Chico Research Foundation Building 25, CSU, Chico Chico, CA 95929-0870</p> <p>Telephone: 530-898-6543 Fax: 530-898-6804 Email: ddion@csuchico.edu</p> | <p>Financial Contact</p> <p>Name: Diane Lyon</p> <p>Address: Hamilton Unified School District 620 Canal Street Hamilton City, CA 95951</p> <p>Telephone: 530-826-3261 x 6011 Fax: 530-826-0440 Email: dlyon@hudschools.org</p> |
| <p>Authorized Official</p> <p>Name: Kevin M. Kelley, Ph.D., Associate Vice President, Research and Sponsored Programs</p> <p>Address: The CSU, Chico Research Foundation Building 25, CSU, Chico Chico, CA 95929-0870</p> <p>Telephone: 530-898-5700 Fax: 530-898-6804 Email: kmkelley@csuchico.edu</p> | <p>Authorized Official</p> <p>Name: Charles Tracy, Superintendent Hamilton Unified School District</p> <p>Address: Hamilton Unified School District 620 Canal Street Hamilton City, CA 95951</p> <p>Telephone: 530-826-3261 x 6005 Fax: 530-826-0440 Email: ctracy@hudschools.org</p> |

**Attachment 4
Subaward Agreement**

Reporting Requirements

1. University is required under Prime Award No. U336S140023 to submit a final performance report to the Awarding Agency within 90 days after the expiration or termination of grant support. University is further required to submit a performance report to the Awarding Agency before the next annual budget period begins. The report should contain current performance and financial expenditure information for this grant. The Awarding Agency may provide University with additional information about these reports, including the due date(s), at a later time. Collaborator shall provide to University all data, information and narrative necessary for University to make timely and accurate submission of all reports required under the Prime Award as directed and as may be directed by the Awarding Agency.
2. Collaborator shall invoice University no less frequently than quarterly and within 45 days of the end of the quarter.

Attachment 5
Project PRISMS: Promoting Rural Improvement in Secondary Mathematics and Science
Grant# U336S140023
SCOPE OF WORK:

SCHOOL DISTRICT AND SCHOOLS: Hamilton Unified School District as a collaborative partner in project PRISMS, commits to:

- Providing eligible school sites of Hamilton High School and Hamilton Elementary School as project training and clinical experience sites.
- Developing and supporting the establishment of best practices protocols to support project goals and objectives.
- Use funding under Title I and IDEA in support of the project and will integrate these programs with the project.
- Providing opportunity for school/district based inquiry and research for MA project/thesis for Residents.
- Supporting participation of Mentors in project activities.
- Participating in creation of selection criteria and selection process of Mentor and Resident candidates.
- Providing seminar/meeting rooms for project participants and professional learning community meetings.
- Providing early field experience site opportunities for Residents.
- In academic year 2016-2019- providing training/mentoring/classroom opportunities within HCUSD. Assisting in obtaining legal permission for videotaping students and school personnel for evaluation of student learning and documentation of program activities at site.
- Participating and providing access to data in evaluation studies at grades 6-12 student, teacher, school site, and school district level as set forth in the project goals and objectives. This may include consultation and collaboration with the following entities:
 - PRISMS Data Collection/Assessment personnel
 - SRI International personnel
 - WestEd personnel
 - Center for Teacher Quality
 - Center for the Advancement of Reading
 - MERLOT
- The partners recognize and acknowledge that each partner will be required to provide cost share as required by the prime award. District agrees to provide University with a line item budget of the cost share which specifically identifies the source(s). Partners understand that federal funds cannot be used to match other federal funds regardless of the source from which the partner received the federal funds.
- Provide, track, document and maintain for audit in-kind support services and facilities space (as per attached Exhibit A: Hamilton Unified School District In-Kind Match Contributions 2016-19 for PRISMS Project Grant that includes but are not limited to the following:
 - Project support services provided by District Personnel including resident/mentor support services, recruitment and outreach, special education services and strategy support/training, curriculum development supports, classroom management and counseling support, professional learning community support and participation.
 - Meeting space for Project PRISMS Mentors, Residents, University and District personnel
- Submit quarterly in-kind documentation reports to designated PRISMS personnel.
- Follow the invoice and in-kind report submission schedule below:
 - January 20 for period ending December 31
 - April 20 for period ending March 31
 - July 20 for period ending June 30
 - October 20 for period ending September 30

Perform other duties to be identified and as addressed in the scope and narrative of the project and mutually agreed upon by Project Director and School District Partner Director.

PROJECT PERSONNEL: The following HUSD personnel have been identified and agreed to participate in the project in the following roles and assume the responsibilities listed below:

| | Position Title & Description | Estimated % Time Commitment |
|-----------------------|--|-----------------------------|
| C Tracy | 7-12 Director at Hamilton Unified School District- Job role includes: <ul style="list-style-type: none"> • Assisting in communication and collaboration within the district and with the university. • Report project progress to superintendent and/or Governing Board as needed | 1% |
| L Anderson H Brown | 7-12 Site Coordinators Job role includes: <ul style="list-style-type: none"> • Assisting in selection of Mentors. • Serving on Advisory Board and attending bi-annual meetings. • Leading teacher best practices reform initiative at school district level. • Facilitating/providing access to student achievement data. • Promoting/supporting ongoing evaluation studies for project performance and district level reports. • Supporting and guiding the evaluation of grant activities, goals and objectives. • Discuss/Assist with University to identify cost share that meets the federal requirements and regulations. • Work with University to identify cost share that meets the federal requirements and regulations. • Provide, track, document and maintain for audit in-kind support services and facilities space. • Submit quarterly invoices and in-kind documentation reports to designated PRISMS personnel. • Assisting in communication and collaboration within the district and with the university. • Assisting in selection of Mentors; providing ongoing feedback. • Assisting in selection/evaluation of Residents. • Serving on Planning Boards. • Assisting Mentors in training Residents. • Assisting in obtaining legal permission for videotaping students and school personnel for evaluation of student learning and documentation of program activities at site. • Teacher best practices oversight. • Discuss/Assist with University to identify and document cost share that meets the federal requirements and regulations. • Report project progress to superintendent | 22% |
| F James | Technology Specialist Job role includes: <ul style="list-style-type: none"> • Assisting in integrating technology into instruction at the school site. • Providing assistance to Residents and Mentors in dealing with hardware/software needs. • Providing technology support for data collection and management as needed. • Collaborating with CSU, Chico PRISMS Technology Specialist. | 5% |

DELIVERABLES ANTICIPATED and DELIVERABLE TIMELINES BY HUSD PROJECT PERSONNEL:

| Person Responsible | Deliverable | Timeline |
|---------------------------|--|------------------------|
| Anderson | Mentor Training | August and ongoing |
| Anderson | Mentors Identified and Selected | Spring |
| Anderson | Advisory Board Meeting | Spring/Fall |
| Anderson | Early Field Experience Sites Identified | Spring |
| Anderson | Planning Board Meetings | Ongoing (4-6 per year) |
| Anderson | Discuss/Assist University in identifying cost share that meets the federal requirements and regulations. | Ongoing |
| Anderson | Residents <ul style="list-style-type: none"> • Assist in Recruitment Activities • Applicants Screened/Approved • Mentors/Residents Matched for Fall • Mentor Teacher Training | Ongoing |
| Anderson | Begin Data Collection <ul style="list-style-type: none"> • Identify and provide baseline and yearly data as requested by outside evaluator(s) • Participate in Evaluation Studies • Permissions collected | Ongoing |
| Anderson | Project Activity Reports <ul style="list-style-type: none"> • Types of Reports Identified/Designed • Reporting structure identified and implemented • Reports collected/data compiled | Ongoing |
| Anderson | Evidence of teacher best practices Activity/Reports | Ongoing |
| Anderson | Ensure District/School Site Staff support of Project | Ongoing |
| Anderson | School Site facilities reserved for project seminars/meetings | Ongoing |
| James | Telecommunication facilities/ technology reserved for project seminars/meetings/Residents/Mentors | Ongoing |
| Anderson | Completion/collection of Needs Assessment from District/Schools | Ongoing |
| Lyon | Oversight of submission of quarterly invoices and in-kind documentation reports as per Schedule A to designated PRISMS personnel. | As per schedule |

Project PRISMS: Collaboration for Student and Teacher Achievement in Rural Schools
CFDA# U336S140023

BUDGET

- This subaward is funded for four years of the PRISMS project. Each year is funded at \$25,000. Unspent funds may be carried forward into subsequent project years, but invoiced amounts may NOT exceed the maximum allocation of \$25,000 for each year plus any carry forward from previous years.
- All funds are contingent on continued funding from the U.S. Department of Education

Project PRISMS Funding for Hamilton Unified School District inclusive of all costs:

| # Positions | Position Title & Description | Budgeted Amount |
|-------------|---|-------------------|
| 1 | 7-12 Director at Hamilton Unified School District- Job role includes: <ul style="list-style-type: none"> • Assisting in communication and collaboration within the district and with the university. | \$ 1,500 per year |
| 2 | 7-12 Site Coordinators Job role includes: <ul style="list-style-type: none"> • Assisting in selection of Mentors. • Serving on Advisory Board and attending bi-annual meetings. • Leading teacher best practices / reform initiative at school district level. • Facilitating/providing access to student achievement data. • Promoting/supporting ongoing evaluation studies for project performance and district level reports. • Supporting and guiding the evaluation of grant activities, goals and objectives. • Work with University to identify cost share that meets the federal requirements and regulations. • Provide, track, document and maintain for audit in-kind support services and facilities space. • Submit quarterly invoices and in-kind documentation reports to designated PRISMS personnel. • Assisting in communication and collaboration within the district and with the university. • Assisting in selection of Mentors; providing ongoing feedback. • Assisting in selection/evaluation of Residents. • Serving on Planning Boards. • Assisting Mentors in training Residents. • Assisting in obtaining legal permission for videotaping students and school personnel for evaluation of student learning and documentation of program activities at site. • PLCs oversight. • Assist in identifying cost share that meets the federal requirements and regulations. | \$19,700 per year |
| 1 | Technology Specialists Job role includes: <ul style="list-style-type: none"> • Assisting in integrating technology into instruction at the school site. • Providing assistance to Residents and Mentors in dealing with hardware/software needs. • Providing technology support for data collection and | \$3,800 per year |

| | | |
|--|--|-----------|
| | management as needed. • Collaborating with CSU, Chico PRISMS Technology Specialist. | |
| | Total Funding for Hamilton USD | \$100,000 |

Reimbursement is subject to the availability of federal funds. Hamilton Unified School District shall obtain Notice to Proceed from Project Director each new fiscal year prior to starting work and incurring expenses.

TERMS OF PAYMENT:

Hamilton Unified School District will invoice Project PRISMS no more often than quarterly for actual costs of time committed to project not to exceed budgeted amounts above. Actual salary and benefit costs will be used based on percentage of time committed to project.

Example:

| Name | Position Title | Est. Percent Committed to Project | AY Budgeted Amount | Actual Salary | Actual Fringe | Total |
|-------------|------------------|-----------------------------------|--------------------|---------------|---------------|----------|
| C. Tracy | Director | 1 % | \$ 1,500 | \$129,300 | \$ 21,429 | \$ 1,507 |
| L. Anderson | Site Coordinator | 16 % | \$15,200 | \$ 83,635 | \$ 11,150 | \$15,161 |
| H. Brown | Site Coordinator | 6 % | \$ 4,500 | \$ 63,234 | \$ 11,150 | \$ 4,463 |
| F. James | Tech. Specialist | 5 % | \$ 3,800 | \$ 61,529 | \$ 11,750 | \$ 3,664 |

Invoices to be sent to:

Denise Dion, Analyst
 Office of Research and Sponsored Programs
 CSU, Chico
 Chico, CA 95929-0870
 ddion@csuchico.edu

Cheryl Ordorica, Recruiter/Grants Project Assistant
 Office of Outreach, Research and Grants
 College of Communication and Education
 CSU Chico
 Chico, CA 95929-0465
 cordorica@csuchico.edu

Cost Share Verification to be sent to: Joleen Barnhill, CME Grant Coordinator
 Office of Outreach, Research and Grants
 College of Communication and Education
 CSU, Chico
 Chico, CA 95929-0465
 PHONE: 530-898-6887
 FAX: 530-898-6130
 Email: jbarnhill@csuchico.edu

THE CSU CHICO RESEARCH FOUNDATION
Office of Research and Sponsored Programs
FFATA SUB-AWARD INFORMATION FORM

In order to fulfill federal regulation related to federal sub-awardee monitoring, this form must be completed and returned by the sub-awardee institution before a federally funded sub-award can be issued from The CSU, Chico Research Foundation to another institution. Form should be returned to: Office of Research and Sponsored Programs, Building 25-Suite 103, CSU Chico, Chico CA 95929-0870 or via fax (530) 898-6804.

| |
|--------------------------------|
| Entered by Prime |
| Project# PRISMS _____ |
| Sub-Award# 15-031 _____ |
| Date Obligated _____ |

Today's Date: April 13, 2016

PRIME RECIPIENT INFORMATION

CSU, CHICO RESEARCH FOUNDATION PI: Maggie Payne
DEPARTMENT: School of Education
PRIME SPONSOR: US. Department of Education
PROPOSAL #: 15-003
PROPOSAL TITLE: TOP Prisms
ARRA FEDERAL FUNDS: YES NO

SUB-AWARDEE INFORMATION

SUB-AWARDEE ORGANIZATION: Hamilton Unified School District
SUB-AWARDEE PI: Leslie Anderson
PERFORMANCE PERIOD: BEGIN: 10/1/2015 END: 9/30/2019
DUNS# (Required): 10-000-6170
EIN: 26-4432719
SAM (formerly CCR) Registration – System for Award Management: YES X NO

SUB-AWARDEE "AWARD" ADDRESS:
Street Hamilton Unified School District
620 Canal Street
City Hamilton City State CA Zip+4 (US) 95951
Congressional District: 3rd

SUB-AWARDEE "PRINCIPAL PLACE OF PERFORMANCE" ADDRESS (If different from sub-awardee's "Award" address):
Street see above

City _____ State _____ Zip+4 (US) _____
Congressional District: _____

Additional FFATA Requirement

In the preceding completed fiscal year, did sub-awardee receive eighty percent (80%) or more of its annual gross revenues in Federal awards and receive twenty-five million dollars (\$25,000,000) or more in annual gross revenues from Federal awards? YES NO

If YES, does the public have access to this information about the compensation of the senior executives? YES (list sources): _____ NO

If NO, sub-awardee is required to list the names and total compensation (cash and noncash dollar value earned in preceding fiscal year) of its CEO and five most highly compensated officers of its company

**Chief Executive Officer Name: _____
Total Compensation \$ _____**

**1. Name/Title _____
Total Compensation \$ _____**

**2. Name/Title _____
Total Compensation \$ _____**

**3. Name/Title _____
Total Compensation \$ _____**

**4. Name/Title _____
Total Compensation \$ _____**

**5. Name/Title _____
Total Compensation \$ _____**

SUB-AWARDEE Contacts

Administrative Contact

Name: Charles Tracy

Address: Hamilton Unified School District

620 Canal Street

Hamilton City, CA 95951

Telephone: (530) 826-3261 x 6005

Fax: (530) 826-0440

Email: ctracy@hudschools.org

Project Director/Principal Investigator

Name: Leslie Anderson

Address: Hamilton Unified School District

620 Canal Street

Hamilton City, CA 95951

Telephone: (530) 826-3261 x 5026

Fax: 530) 826-0440

Email: landerson@hudschools.org

Financial Contact

Name: Diane Lyon

Address: Hamilton Unified School District

620 Canal Street

Hamilton City, CA 95951

Telephone: (530) 826-3261 x 6011

Fax: (530) 826-0440

Email: dlyon@hudschools.org

Authorized Official

Name: Charles Tracy, Superintendent

Address: Hamilton Unified School District

620 Canal Street

Hamilton City, CA 95951

Telephone: (530) 826-3261 x 6005

Fax: (530) 826-0440

Email: ctracy@hudschools.org

SECTION A – Special Review and Certifications

1. Facilities and Administrative Rates included in this proposal have been calculated based on:

Sub-awardee's federally-negotiated F&A rates for this type of work, or a reduced F&A rate that Sub-Awardee hereby agrees to accept.

(If this box is checked, a copy of sub-awardee's F&A rate agreement must be furnished to The CSU, Chico Research Foundation before a sub-award will be issued. Submit F & A rate agreement along with this Sub-awardee Commitment Form.)

Other rates (2015-16 Restricted Indirect Cost Rates for K-12 Local Educational Agencies (LEAs))

(California Department of Education (CDE) - School Fiscal Services Division)

<http://www.cde.ca.gov/fg/ac/ic/index.asp>

2. Fringe Benefit Rates included in this proposal have been calculated based on:

Rates consistent with or lower than sub-awardee's federally-negotiated rates.

(If this box is checked, a copy of sub-awardee's Fringe Benefit rate agreement must be furnished to The CSU, Chico Research Foundation before a sub-award will be issued. Submit rate agreement along with this Sub-awardee Commitment Form.)

Other rates (Based on HUSD health, welfare, cell phone stipend, mileage allowance.)

Range of rates for benefits (13% to 22%)

3. Cost Sharing Yes No **Amount:** \$1x1

(Cost sharing amounts and justification should be included in sub-awardee's budget.)

4. Affirmative Action Compliance

In accordance with the rules and regulations of the Secretary of Labor (41 CFR 60-1 and 60-2), indicate whether your organization:

has a written affirmative action program developed and on file.

does not have a written affirmative action program developed and does not have on file.

has not previously had contracts subject to the written affirmative action programs.

is exempt under 41 CFR 60-15.

REGULATORY APPROVALS (Questions 5-11)

5. Human Subjects Yes No **Approval Date:** _____ Pending

(If "Yes": Copies of the Institutional Review Board (IRB) Committee approval and approved "Informed Consent" form must be provided before any subaward will be issued. If pending, obtain approval as required and forward these documents to CSU, Chico Research Foundation PI as soon as they become available.)

If "Yes": Have all key personnel involved completed Human Subjects Training? Yes No

6. Animal Subjects Yes No **Approval Date:** _____ Pending

(If "Yes": A copy of the IACUC Committee approval must be provided before any subaward will be issued. If pending, obtain approval as required and forward these documents to CSU, Chico Research Foundation's PI as soon as they become available.)

7. Debarment, Suspension, Proposed Debarment

Is Principal Investigator or any other employee or student participating in this project debarred, suspended or otherwise excluded from or ineligible for participation in Federal assistance programs or activities? Yes No

Sub-awardee certifies that they: (answer all questions below)

- Are Are Not presently debarred, suspended, proposed for debarment, or declared ineligible for award of Federal Contracts.
- Are Are Not presently indicted for, or otherwise criminally or civilly charged by a governmental entity.
- Have Have Not within three (3) years preceding this offer, been convicted of or had a civil judgment rendered against them for commission of fraud or criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or Local) contract or subcontract; violation of Federal or State antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements or receiving stolen property.
- Have Have Not within three (3) years preceding this offer, had one or more contracts terminated for default by any Federal Agency.

8. Conflict of Interest (applicable to NSF or NIH only)

- Not applicable because this project is not being funded by NSF or NIH.
- Sub-awardee hereby certifies that it has an active and enforced conflict of interest policy that is consistent with the provision of 42 CFR Part 50, Subpart F "Responsibility of Applicants for Promoting Objectivity in Research." Sub-awardee also certifies that, to the best of Institution's knowledge, (1) all financial disclosures have been made related to the activities that may be funded by or through a resulting agreement, and required by its conflict of interest policy; and, (2) all identified conflicts of interest have or will have been satisfactorily managed, reduced or eliminated in accordance with sub-awardee's conflict of interest policy prior to the expenditures of any funds under any resultant agreement.
- Sub-awardee does not have an active and/or enforced conflict of interest policy and hereby agrees to abide by The CSU, Chico Research Foundation's policy and will complete required disclosure forms as requested.

9. Fiscal Responsibility

Sub-awardee certifies that its financial system is in accordance with generally accepted accounting principles and:

- has the capability to identify, in its accounts, all Federal awards received and expended and the Federal programs under which they were received
- maintains internal controls to assure that it is managing Federal awards in compliance with applicable laws, regulations and the provision of contracts or grants
- complies with applicable laws and regulations
- can prepare appropriate financial statements, including the schedule of expenditures of Federal awards
- there are no outstanding audit findings which would impact contract costs. If there are findings, submit a copy of the most recent report that describes the finding and steps to be taken to correct the finding.

10. Export Control Compliance

Sub-awardee hereby certifies that it understands and will comply with any and all applicable export control laws and regulations of the United States of America. Yes No

11. Responsible Conduct in Research – RCR (applicable to NSF, NIH or USDA-NIFA only)

- Not applicable because this project is not being funded by NSF, NIH or USDA-NIFA.
- Sub-awardee hereby certifies that it has a plan in place compliant with NSF Proposal & Award Policies and Procedures Guide (PAPPG) to provide appropriate training and oversight in the responsible and ethical conduct of research to undergraduates, graduate students, and postdoctoral researchers who will be supported by NSF to conduct research. Additional information on NSF's RCR policy is available in the AAG, Chapter IV.B. http://www.nsf.gov/pubs/policydocs/pappguide/nsf10_1/gpg_2.jsp#IIC1e.
- Sub-awardee hereby certifies that it has a plan in place compliant with NIH applications which must include a plan for instruction in responsible conduct of research. In addition to addressing the five

instructional components, the plan must describe how participation in instruction in responsible conduct of research will be monitored. <http://grants.nih.gov/grants/guide/notice-files/NOT-OD-10-019.html>.

Sub-awardee hereby certifies that it has a plan in place compliant with USDA-NIFA requirements to provide appropriate training and oversight in the responsible and ethical conduct of research http://www.nsf.gov/pubs/policydocs/rtc/agency specifics/nifa_213.pdf.

Sub-awardee does not have an RCR plan in place and therefore will not budget nor pay for undergraduate student, graduate student or postdoctorate wages.

SECTION B: Audit Status

A-133 Audit Status

Does sub-awardee receive an annual audit in accordance with OMB Circular A-133? Yes No

If "Yes": Has the audit been completed for the most recent fiscal year? Yes No

If "Yes": Were any audit findings reported? Yes No

Please explain any audit findings:

Sub-awardees receiving an annual audit are required to provide a copy of the A-133 audit report or Internet URL to the report before a sub-award will be issued.

X Copy attached

URL: _____

Audit Contact Information:

Name Christy White Associates

Address 348 Olive Street

City, State Zip San Diego, CA 92103

If sub-awardee does not receive an annual audit in accordance with OMB Circular A-133, please select the appropriate box indicating why the sub-awardee would not be subject to compliance with A-133 certification AND complete the Audit Certification and Financial Status Questionnaire – "SECTION C":

- Non-profit entity expending less than \$500,000 per year in Federal and Sub-Federal funds
- Foreign entity
- For-profit entity that expends Federal or Federal Pass Through funds and has DCAA audited rates
- For-profit entity that does not expend Federal or Pass Through funds
- For-profit entity that *does not* have annual audits
- For-profit entity that *has* annual audits
- Federal agency
- X Other Public school

If sub-awardee is a for-profit entity, it is a: Small business Large business

APPROVED FOR SUB-AWARDEE:

The information, certifications and representations above have been read, signed and made by an authorized official of the sub-awardee named herein. The appropriate programmatic and administrative personnel involved in this application are aware of agency policy in regard to sub-awards and are prepared to establish the necessary inter-institutional agreements consistent with those policies.

Any work begun and/or expenses incurred prior to execution of a sub-award agreement are at the sub-awardee's own risk.

(Signature of Sub-awardee's Authorized Official)

Charles Tracy, Superintendent
(Type or Print name and title of Authorized Official)

(Date)

Internal Use Only

Reviewed by Research & Sponsored Programs: _____ Date: _____

Low Risk *High Risk (attach action plan)*

SECTION C: Audit Certification and Financial Status Questionnaire (to be completed if no A-133 Audit)

Financial Status Questionnaire For: Hamilton Unified School District

Organization/Company Name

General Information

- X Y N 1. Does your organization have its financial statements reviewed by an independent public accounting firm? **(Please enclose a copy the most recent financial statements for your organization, audited or unaudited.)**
- X Y N 2. Are duties separated so that no one individual has complete authority over an entire financial transaction?
- X Y N 3. Does your organization have controls to prevent expenditure of funds in excess of approved, budgeted amounts?
- Y X N 4. Other than financial statements, has any aspect of your organization's activities been audited within the last two years by a governmental agency or independent public accountant? Explain. **(Please provide a copy of any recent external audit report.)**

Cash Management

- X Y N 1. Are all disbursements properly documented with evidence of receipt of goods or performance of services?
- X Y N 2. Are all bank accounts reconciled monthly?

Payroll

- X Y N 1. Are payroll charges checked against program budgets?
2. What system does your organization use to control paid time, especially time charged to sponsored agreements?
The business office monitors these paid activities through position control.

Procurement

- X Y N 1. Are there procedures to ensure procurement at competitive prices?
2. Is there an effective system of authorization and approval of:
- X Y N a) capital equipment expenditures?

X Y N b) travel expenditures?

Property Management

X Y N 1. Are detailed records of individual capital assets kept and periodically balanced with the general ledger accounts?

X Y N 2. Are there effective procedures for authorizing and accounting for the disposal of property and equipment?

X Y N 3. Are detailed property records periodically checked by physical inventory?

4. Briefly describe the organization's policies concerning capitalization and depreciation.

We are a public agency and follow all actions through approved policies and procedures.

Cost Transfers

1. How does the organization ensure that all cost transfers are legitimate and appropriate?

The district's CBO oversees all cost transfers, and those are reviewed by the County Office of Education CBO.

Indirect Costs

X Y N 1. Does the organization have an indirect cost allocation plan or a negotiated indirect cost rate? Explain. **(Please provide a copy of any negotiated indirect cost rate agreement.)**

The district follows the indirect cost rates regulated by the State of California.

Indirect Costs (Continued)

X Y N 2. Does the organization have procedures which provide assurance that consistent treatment is applied in the distribution of charges to all grants, contracts and cooperative agreements? Explain.

All oversight will be provided by the CFO, Diane Lyon. District applies CDE approved Indirect Cost Rate or maximum allowed per any grant, contract or agreement.

Cost Sharing

1. How does the organization determine that it has met cost sharing goals?
Quarterly reports filed at the same time as invoices. Cost sharing may take the form of facilities' use for resident/mentor meetings, mentor time outside of school hours, personnel support time not included in subaward amounts. Cost sharing in the form of professional development is also provided.
-
-
-
-

Compliance

- X Y N 1. Does your organization have a formal policy of nondiscrimination and a formal system for complying with Federal civil rights requirements?
- X Y N 2. Does your organization have a cash forecasting process which will minimize the time elapsed between the drawing down of funds and the disbursement of those funds?
- X Y N 3. **Please provide a list of recent state or federal grants, contracts or cooperative agreements your organization has received and the award amount.**
Adult Education Block Grant Program (\$97,267)
-
-

Attachments

- X Y N Recent Financial Statements External Review or Audit Report
 Y X N Financial Statements, Audited or Unaudited
 Y X N Indirect Cost Rate Agreement
 Y X N List of state and federal Awards

APPROVED FOR SUB-AWARDEE:

The information, certifications and representations above have been read, signed and made by an authorized official of the sub-awardee named herein. The appropriate programmatic and administrative personnel involved in this application are aware of agency policy in regard to sub-awards and are prepared to establish the necessary inter-institutional agreements consistent with those policies.

Any work begun and/or expenses incurred prior to execution of a sub-award agreement are at the sub-awardee's own risk.

(Signature of Sub-awardee's Authorized Official)

Charles Tracy, Superintendent
(Type or Print name and title of Authorized Official)

(Date)

Internal Use Only

Reviewed by Research & Sponsored Programs: _____ *Date:* _____

____ *Low Risk* ____ *High Risk (attach action plan)*

Hamilton Unified School District's Wellness Policies on Physical Activity and Nutrition

Preamble

Whereas, children need access to healthful foods and opportunities to be physically active in order to grow, learn, and thrive;

Whereas, good health fosters student attendance and education;

Whereas, obesity rates have doubled in children and tripled in adolescents over the last two decades, and physical inactivity and excessive calorie intake are the predominant causes of obesity;

Whereas, heart disease, cancer, stroke, and diabetes are responsible for two-thirds of deaths in the United States, and major risk factors for those diseases, including unhealthy eating habits, physical inactivity, and obesity, often are established in childhood;

Whereas, 33% of high school students do not participate in sufficient vigorous physical activity and 72% of high school students do not attend daily physical education classes;

Whereas, only 2% of children (2 to 19 years) eat a healthy diet consistent with the five main recommendations from the Food Guide Pyramid;

Whereas, nationally, the items most commonly sold from school vending machines, school stores, and snack bars include low-nutrition foods and beverages, such as soda, sports drinks, imitation fruit juices, chips, candy, cookies, and snack cakes;

Whereas, school districts around the country are facing significant fiscal and scheduling constraints; and

Whereas, community participation is essential to the development and implementation of successful school wellness policies;

Thus, the Hamilton Unified School District is committed to providing school environments that promote and protect children's health, well-being, and ability to learn by supporting healthy eating and physical activity. Therefore, it is the policy of the Hamilton School District that:

- The school district will engage students, parents, teachers, food service professionals, health professionals, and other interested community members in developing, implementing, monitoring, and reviewing district-wide nutrition and physical activity policies.
- All students in grades K-12 will have opportunities, support, and encouragement to be physically active on a regular basis.

- Foods and beverages sold or served at school will meet the nutrition recommendations of the *U.S. Dietary Guidelines for Americans*.
- Qualified child nutrition professionals will provide students with access to a variety of affordable, nutritious, and appealing foods that meet the health and nutrition needs of students; will accommodate the religious, ethnic, and cultural diversity of the student body in meal planning; and will provide clean, safe, and pleasant settings and adequate time for students to eat.
- To the maximum extent practicable, all schools in our district will participate in available federal school meal programs (including the School Breakfast Program, National School Lunch Program [including after-school snacks], Summer Food Service Program, Fruit and Vegetable Snack Program, and Child and Adult Care Food Program [including suppers]).
- Schools will provide nutrition education and physical education to foster lifelong habits of healthy eating and physical activity, and will establish linkages between health education and school meal programs, and with related community services.

TO ACHIEVE THESE POLICY GOALS:

I. School Health Councils

The school district and/or individual schools within the district will create, strengthen, or work within existing school health councils to develop, implement, monitor, review, and, as necessary, revise school nutrition and physical activity policies. The councils also will serve as resources to school sites for implementing those policies. (A school health council consists of a group of individuals representing the school and community, and should include parents, students, and representatives of the school food authority, members of the school board, school administrators, teachers, health professionals, and members of the public.)

II. Nutritional Quality of Foods and Beverages Sold and Served on Campus

School Meals

Meals served through the National School Lunch and Breakfast Programs will:

- be appealing and attractive to children;
- be served in clean and pleasant settings;

- meet, at a minimum, nutrition requirements established by local, state, and federal statutes and regulations;
- offer a variety of fruits and vegetables;²
- serve only low-fat (1%) and fat-free milk³ and nutritionally-equivalent non-dairy alternatives (to be defined by USDA); and
- ensure that half of the served grains are whole grain.^{3,4}

Schools should engage students and parents, through taste-tests of new entrees and surveys, in selecting foods sold through the school meal programs in order to identify new, healthful, and appealing food choices. In addition, schools should share information about the nutritional content of meals with parents and students. Such information could be made available on menus, a website, on cafeteria menu boards, placards, or other point-of-purchase materials.

Breakfast. To ensure that all children have breakfast, either at home or at school, in order to meet their nutritional needs and enhance their ability to learn:

- Schools will, to the extent possible, operate the School Breakfast Program.
- Schools will, to the extent possible, arrange bus schedules and utilize methods to serve school breakfasts that encourage participation, including serving breakfast in the classroom, “grab-and-go” breakfast, or breakfast during morning break or recess.
- Schools that serve breakfast to students will notify parents and students of the availability of the School Breakfast Program.
- Schools will encourage parents to provide a healthy breakfast for their children through newsletter articles, take-home materials, or other means.

Free and Reduced-priced Meals. Schools will make every effort to eliminate any social stigma attached to, and prevent the overt identification of, students who are eligible for free and reduced-price school meals⁵. Toward this end, schools may utilize electronic identification and payment systems; provide meals at no charge to all children,

² To the extent possible, schools will offer at least two non-fried vegetable and two fruit options each day and will offer five different fruits and five different vegetables over the course of a week. Schools are encouraged to source fresh fruits and vegetables from local farmers when practicable.

³ As recommended by the *Dietary Guidelines for Americans 2005*.

⁴ A whole grain is one labeled as a “whole” grain product or with a whole grain listed as the primary grain ingredient in the ingredient statement. Examples include “whole” wheat flour, cracked wheat, brown rice, and oatmeal.

⁵ It is against the law to make others in the cafeteria aware of the eligibility status of children for free, reduced-price, or “paid” meals.

regardless of income; promote the availability of school meals to all students; and/or use nontraditional methods for serving school meals, such as “grab-and-go” or classroom breakfast.

Summer Food Service Program. Schools in which more than 50% of students are eligible for free or reduced-price school meals will sponsor the Summer Food Service Program for at least six weeks between the last day of the academic school year and the first day of the following school year, and preferably throughout the entire summer vacation.

Meal Times and Scheduling. Schools:

- will provide students with at least 10 minutes to eat after sitting down for breakfast and 20 minutes after sitting down for lunch;
- should schedule meal periods at appropriate times, e.g., lunch should be scheduled between 11 a.m. and 1 p.m.;
- should not schedule tutoring, club, or organizational meetings or activities during mealtimes, unless students may eat during such activities;
- will schedule lunch periods to follow recess periods (in elementary schools);
- will provide students access to hand washing or hand sanitizing before they eat meals or snacks; and
- should take reasonable steps to accommodate the tooth-brushing regimens of students with special oral health needs (e.g., orthodontia or high tooth decay risk).

Qualifications of School Food Service Staff. Qualified nutrition professionals will administer the school meal programs. As part of the school district’s responsibility to operate a food service program, we will provide continuing professional development for all nutrition professionals in schools. Staff development programs should include appropriate certification and/or training programs for child nutrition directors, school nutrition managers, and cafeteria workers, according to their levels of responsibility.⁶

Sharing of Foods and Beverages. Schools should discourage students from sharing their foods or beverages with one another during meal or snack times, given concerns about allergies and other restrictions on some children’s diets.

⁶ School nutrition staff development programs are available through the USDA, School Nutrition Association, and National Food Service Management Institute.

Foods and Beverages Sold Individually (*i.e.*, foods sold outside of reimbursable school meals, such as through vending machines, cafeteria a la carte [snack] lines, fundraisers, school stores, etc.)

Elementary Schools. The school food service program will approve and provide all food and beverage sales to students in elementary schools. Given young children's limited nutrition skills, food in elementary schools should be sold as balanced meals. If available, foods and beverages sold individually should be limited to low-fat and non-fat milk, fruits, and non-fried vegetables.

Middle/Junior High and High Schools. In middle/junior high and high schools, all foods and beverages sold individually outside the reimbursable school meal programs (including those sold through a la carte [snack] lines, vending machines, student stores, or fundraising activities) during the school day, or through programs for students after the school day, will meet the following nutrition and portion size standards:

Beverages

- **Allowed:** water or seltzer water⁷ without added caloric sweeteners; fruit and vegetable juices and fruit-based drinks that contain at least 50% fruit juice and that do not contain additional caloric sweeteners; unflavored or flavored low-fat or fat-free fluid milk and nutritionally-equivalent nondairy beverages (to be defined by USDA);
- **Not allowed:** soft drinks containing caloric sweeteners; sports drinks; iced teas; fruit-based drinks that contain less than 50% real fruit juice or that contain additional caloric sweeteners; beverages containing caffeine, excluding low-fat or fat-free chocolate milk (which contain trivial amounts of caffeine).

Foods

- A food item sold individually:
 - will have no more than 35% of its calories from fat (excluding nuts, seeds, peanut butter, and other nut butters) and 10% of its calories from saturated and trans fat combined;
 - will have no more than 35% of its *weight* from added sugars;⁸
 - will contain no more than 230 mg of sodium per serving for chips, cereals, crackers, French fries, baked goods, and other snack items; will contain no more than 480 mg of sodium per serving for pastas, meats, and soups; and will contain no more than 600 mg

⁷ Surprisingly, seltzer water may not be sold during meal times in areas of the school where food is sold or eaten because it is considered a "Food of Minimal Nutritional Value" (Appendix B of 7 CFR Part 210).

⁸ If a food manufacturer fails to provide the *added* sugars content of a food item, use the percentage of weight from *total* sugars (in place of the percentage of weight from *added* sugars), and exempt fruits, vegetables, and dairy foods from this total sugars limit.

of sodium for pizza, sandwiches, and main dishes.

- A choice of at least two fruits and/or non-fried vegetables will be offered for sale at any location on the school site where foods are sold. Such items could include, but are not limited to, fresh fruits and vegetables; 100% fruit or vegetable juice; fruit-based drinks that are at least 50% fruit juice and that do not contain additional caloric sweeteners; cooked, dried, or canned fruits (canned in fruit juice or light syrup); and cooked, dried, or canned vegetables (that meet the above fat and sodium guidelines).⁹

Portion Sizes:

- Limit portion sizes of foods and beverages sold individually to those listed below:
 - One and one-quarter ounces for chips, crackers, popcorn, cereal, trail mix, nuts, seeds, dried fruit, or jerky;
 - One ounce for cookies;
 - Two ounces for cereal bars, granola bars, pastries, muffins, doughnuts, bagels, and other bakery items;
 - Four fluid ounces for frozen desserts, including, but not limited to, low-fat or fat-free ice cream;
 - Eight ounces for non-frozen yogurt;
 - Twelve fluid ounces for beverages, excluding water; and
 - The portion size of a la carte entrees and side dishes, including potatoes, will not be greater than the size of comparable portions offered as part of school meals. Fruits and non-fried vegetables are exempt from portion-size limits.

Fundraising Activities. To support children's health and school nutrition-education efforts, school fundraising activities will not involve food or will use only foods that meet the above nutrition and portion size standards for foods and beverages sold individually. Schools will encourage fundraising activities that promote physical activity. The school district will make available a list of ideas for acceptable fundraising activities.

Snacks. Snacks served during the school day or in after-school care or enrichment programs will make a positive contribution to children's diets and health, with an emphasis on serving fruits and vegetables as the primary snacks and water as the primary beverage. Schools will assess if and when to offer snacks based on timing of

⁹ Schools that have vending machines are encouraged to include refrigerated snack vending machines, which can accommodate fruits, vegetables, yogurts, and other perishable items.

school meals, children's nutritional needs, children's ages, and other considerations. The district will disseminate a list of healthful snack items to teachers, after-school program personnel, and parents.

- If eligible, schools that provide snacks through after-school programs will pursue receiving reimbursements through the National School Lunch Program.

Rewards. Schools will not use foods or beverages, especially those that do not meet the nutrition standards for foods and beverages sold individually (above), as rewards for academic performance or good behavior,¹⁰ and will not withhold food or beverages (including food served through school meals) as a punishment.

Celebrations. Schools should limit celebrations that involve food during the school day to no more than one party per class per month. Each party should include no more than one food or beverage that does not meet nutrition standards for foods and beverages sold individually (above). The district will disseminate a list of healthy party ideas to parents and teachers.

School-sponsored Events (such as, but not limited to, athletic events, dances, or performances). Foods and beverages offered or sold at school-sponsored events outside the school day will meet the nutrition standards for meals or for foods and beverages sold individually (above).

III. Nutrition and Physical Activity Promotion and Food Marketing

Nutrition Education and Promotion. Hamilton School District aims to teach, encourage, and support healthy eating by students. Schools should provide nutrition education and engage in nutrition promotion that:

- is offered at each grade level as part of a sequential, comprehensive, standards-based program designed to provide students with the knowledge and skills necessary to promote and protect their health;
- is part of not only health education classes, but also classroom instruction in subjects such as math, science, language arts, social sciences, and elective subjects;
- includes enjoyable, developmentally-appropriate, culturally-relevant, participatory activities, such as contests, promotions, taste testing, farm visits, and school gardens;

¹⁰ Unless this practice is allowed by a student's individual education plan (IEP).

- promotes fruits, vegetables, whole grain products, low-fat and fat-free dairy products, healthy food preparation methods, and health-enhancing nutrition practices;
- emphasizes caloric balance between food intake and energy expenditure (physical activity/exercise);
- links with school meal programs, other school foods, and nutrition-related community services;
- teaches media literacy with an emphasis on food marketing; and
- includes training for teachers and other staff.

Integrating Physical Activity into the Classroom Setting. For students to receive the nationally-recommended amount of daily physical activity (*i.e.*, at least 60 minutes per day) and for students to fully embrace regular physical activity as a personal behavior, students need opportunities for physical activity beyond physical education class. Toward that end:

- classroom health education will complement physical education by reinforcing the knowledge and self-management skills needed to maintain a physically-active lifestyle and to reduce time spent on sedentary activities, such as watching television;
- opportunities for physical activity will be incorporated into other subject lessons; and
- classroom teachers will provide short physical activity breaks between lessons or classes, as appropriate.

Communications with Parents. The district/school will support parents' efforts to provide a healthy diet and daily physical activity for their children. The district/school will offer healthy eating seminars for parents, send home nutrition information, post nutrition tips on school websites, and provide nutrient analyses of school menus. Schools should encourage parents to pack healthy lunches and snacks and to refrain from including beverages and foods that do not meet the above nutrition standards for individual foods and beverages. The district/school will provide parents a list of foods that meet the district's snack standards and ideas for healthy celebrations/parties, rewards, and fundraising activities. In addition, the district/school will provide opportunities for parents to share their healthy food practices with others in the school community.

The district/school will provide information about physical education and other school-based physical activity opportunities before, during, and after the school day; and support parents' efforts to provide their children with opportunities to be physically active outside of school. Such supports will include sharing information about physical activity and physical education through a website, newsletter, or other take-home materials, special events, or physical education homework.

Food Marketing in Schools. School-based marketing will be consistent with nutrition education and health promotion. As such, schools will limit food and beverage marketing to the promotion of foods and beverages that meet the nutrition standards for meals or for foods and beverages sold individually (above).¹¹ School-based marketing of brands promoting predominantly low-nutrition foods and beverages¹² is prohibited. The promotion of healthy foods, including fruits, vegetables, whole grains, and low-fat dairy products is encouraged.

Examples of marketing techniques include the following: logos and brand names on/in vending machines, books or curricula, textbook covers, school supplies, scoreboards, school structures, and sports equipment; educational incentive programs that provide food as a reward; programs that provide schools with supplies when families buy low-nutrition food products; in-school television, such as Channel One; free samples or coupons; and food sales through fundraising activities. Marketing activities that promote healthful behaviors (and are therefore allowable) include: vending machine covers promoting water; pricing structures that promote healthy options in a la carte lines or vending machines; sales of fruit for fundraisers; and coupons for discount gym memberships.

Staff Wellness. Hamilton School District highly values the health and well-being of every staff member and will plan and implement activities and policies that support personal efforts by staff to maintain a healthy lifestyle. Each district/school should establish and maintain a staff wellness committee composed of at least one staff member, school health council member, local hospital representative, dietitian or other health professional, recreation program representative, union representative, and employee benefits specialist. (The staff wellness committee could be a subcommittee of the school health council.) The committee should develop, promote, and oversee a multifaceted plan to promote staff health and wellness. The plan should be based on input solicited from school staff and should outline ways to encourage healthy eating, physical activity, and other elements of a healthy lifestyle among school staff. The staff wellness committee should distribute its plan to the school health council annually.

IV. Physical Activity Opportunities and Physical Education

Daily Physical Education (P.E.) K-12. All students in grades K-12, including students with disabilities, special health-care needs, and in alternative educational settings, will receive daily physical education (or its equivalent of 150 minutes/week for elementary school students and 225 minutes/week for middle and high school students) for the entire school year. All physical education will be taught by a certified physical education teacher. Student involvement in other activities involving physical activity

¹¹ Advertising of low-nutrition foods and beverages is permitted in supplementary classroom and library materials, such as newspapers, magazines, the Internet, and similar media, when such materials are used in a class lesson or activity, or as a research tool.

¹² Schools should not permit general brand marketing for food brands under which more than half of the foods or beverages do not meet the nutrition standards for foods sold individually or the meals are not consistent with school meal nutrition standards.

(e.g., interscholastic or intramural sports) will not be substituted for meeting the physical education requirement. Students will spend at least 50 percent of physical education class time participating in moderate to vigorous physical activity.

Daily Recess. All elementary school students will have at least 20 minutes a day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.

Schools should discourage extended periods (*i.e.*, periods of two or more hours) of inactivity. When activities, such as mandatory school-wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks during which they are encouraged to stand and be moderately active.

Physical Activity Opportunities Before and After School. All elementary, middle, and high schools will offer extracurricular physical activity programs, such as physical activity clubs or intramural programs. All high schools, and middle schools as appropriate, will offer interscholastic sports programs. Schools will offer a range of activities that meet the needs, interests, and abilities of all students, including boys, girls, students with disabilities, and students with special health-care needs.

After-school child care and enrichment programs will provide and encourage – verbally and through the provision of space, equipment, and activities – daily periods of moderate to vigorous physical activity for all participants.

Physical Activity and Punishment. Teachers and other school and community personnel will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g., recess, physical education) as punishment.

Safe Routes to School. The school district will assess and, if necessary and to the extent possible, make needed improvements to make it safer and easier for students to walk and bike to school. When appropriate, the district will work together with local public works, public safety, and/or police departments in those efforts. The school district will explore the availability of federal “safe routes to school” funds, administered by the state department of transportation, to finance such improvements. The school district will encourage students to use public transportation when available and appropriate for travel to school, and will work with the local transit agency to provide transit passes for students.

Use of School Facilities Outside of School Hours. School spaces and facilities should be available to students, staff, and community members before, during, and after the school day, on weekends, and during school vacations. These spaces and facilities also should be available to community agencies and organizations offering physical activity and nutrition programs. School policies concerning safety will apply at all times.

V. Monitoring and Policy Review

Monitoring. The superintendent or designee will ensure compliance with established district-wide nutrition and physical activity wellness policies. In each school, the principal or designee will ensure compliance with those policies in his/her school and will report on the school's compliance to the school district superintendent or designee.

School food service staff, at the school or district level, will ensure compliance with nutrition policies within school food service areas and will report on this matter to the superintendent (or if done at the school level, to the school principal). In addition, the school district will report on the most recent USDA School Meals Initiative (SMI) review findings and any resulting changes. If the district has not received a SMI review from the state agency within the past five years, the district will request from the state agency that a SMI review be scheduled as soon as possible.

The superintendent or designee will develop a summary report every three years on district-wide compliance with the district's established nutrition and physical activity wellness policies, based on input from schools within the district. That report will be provided to the school board and also distributed to all school health councils, parent/teacher organizations, school principals, and school health services personnel in the district.

Policy Review. To help with the initial development of the district's wellness policies, each school in the district will conduct a baseline assessment of the school's existing nutrition and physical activity environments and policies.¹³ The results of those school-by-school assessments will be compiled at the district level to identify and prioritize needs.

Assessments will be repeated every three years to help review policy compliance, assess progress, and determine areas in need of improvement. As part of that review, the school district will review our nutrition and physical activity policies; provision of an environment that supports healthy eating and physical activity; and nutrition and physical education policies and program elements. The district, and individual schools within the district, will, as necessary, revise the wellness policies and develop work plans to facilitate their implementation.

¹³ Useful self-assessment and planning tools include the *School Health Index* from the Centers for Disease Control and Prevention (CDC), *Changing the Scene* from the Team Nutrition Program of the U.S. Department of Agriculture (USDA), and *Opportunity to Learn Standards for Elementary, Middle, and High School Physical Education* from the National Association for Sport and Physical Education.

April 21, 2016

Hamilton Unified School District
School Board Members
Subject: Increasing meal prices

Dear School Board:

We are asking to raise the price of our Elementary lunch. Due to our recent state review it was found we were below what the state says we should be charging.

| | <u>Current Price</u> | <u>Proposed Price</u> |
|-------------------------|----------------------|-----------------------|
| Elementary Breakfast | \$1.75 | \$1.75 |
| <u>Elementary Lunch</u> | <u>\$2.00</u> | <u>\$2.75</u> |
| High School Breakfast | \$2.00 | \$2.00 |
| High School Lunch | \$3.00 | \$3.00 |
| Adult Breakfast | \$2.50 | \$2.50 |
| Adult Lunch | \$3.50 | \$3.50 plus tax |
| Milk at all schools | .50 | .50 |

I respectfully ask for your approval on the above proposed price increase.

LeAnn Radtke
Director of Nutrition and Student Welfare
lradtke@hUSDschools.org 530-826-3722

Hamilton Unified School District 2016-2017

Fall 2016

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| Holidays: | 7/4 4th of July, 9/5 Labor Day, 11/11 Veterans Day, 11/21-11/25 Thanksgiving Break, 12/19-1/6 Winter Break, 1/16 Martin Luther King Jr. Day, 2/13 Lincoln's Birthday, 2/20 President's Day, 4/14 Good Friday, 4/17-4/21 Spring Break, 5/29 Memorial Day |
| 1st/Last Day of School: | 8/16 1st Day of School, 6/9 Last Day of School |
| Board Meetings: | 7/21, 8/18, 9/15, 10/20, 11/17, 12/15, 1/19, 2/16, 3/16, 4/13, 5/18, 6/15 |
| End of Grading Periods: | 10/14, 12/16, 3/24, 6/9 |
| Progress Reports Made: | 9/9, 11/10, 2/17, 4/28 |
| Teacher/District In Service: | 8/12 & 8/815 (District Wide - No Student Attend), 9/19 (Teachers Only, County Wide Willows - No Student Attend), 3/17 (District Wide - No Student Attend) |
| HES Minimum Day Prep: | 8/19, 9/2, 9/9, 9/23, 9/30, 10/14, 10/21, 10/28, 11/18, 12/2, 12/16, 1/13, 1/20, 2/3, 2/17, 2/24, 3/10, 3/24, 3/31, 4/28, 5/5, 5/19, 5/26 |
| HES PIC Minimum Day: | 8/16, 11/4, 12/9, 2/10, 3/3, 5/12, 6/2 |
| District Minimum Day: | 8/26, 10/7, 1/27, 4/7 (S124-S126 Glenn County Fair note: HS only), 6/8 (8th Grade Promotion 7:00pm, HHS Stadium/Teacher Prep), 6/9 (HHS Grad 8:00pm, HHS Stadium/Teacher Prep) |

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| Site Specific Activities: | HHS Back to School Night: 8/23 HES Back to School Night: 8/24 (K-5), 8/25 (6-8) HHS Parent Conference Day: 9/22 HES Parent Conferences (Min. Day): 10/19 & 10/20 HES Halloween Carnival: 10/28 Fall Sports Banquet: TBA Winter Concert (HHS Gym): 12/7 Elementary Christmas Program (HHS Gym): 12/8 HES Parent Conferences (Min. Day): 2/15 HS Parent Conferences (Min. Day): 3/2 HHS Winter Sports Banquet: TBD Opening of CAASPP Testing Window: 4/4 HHS Open House: 4/6 Spring Concert: 4/12 HHS May Dance Festival: 5/4 |
| Classified Holidays: | 4th of July: 7/4 Veterans Day: 11/11 Winter Break: 12/23-26, 30 & 1/2 Lincoln's Birthday: 2/13 Good Friday: 3/14 Labor Day: 9/5 Thanksgiving: 11/23-25 MLK Jr.: 1/16 President's Day: 2/20 Memorial Day: 5/29 |
| MISC Information: | Mondays: HHS Collaboration Days - Students Dismissed @ 2:17pm/Teacher Staff Dev. 2:22pm to 3:10pm Fridays: HES Min. Days for Teacher Prep and Staff Dev. District-wide Min. Days - Staff Dev. - Common Core Focus - Literacy Across Standards |
| Public Meetings: | LCAP Meeting: 9/15 - 6:30 pm DE/LAC/LCAP Meeting: 10/10 - 6:00 pm HES Dist. Advts. Committee: 11/14 6:00 pm LCAP Meeting: 1/27 - 1:00 pm LCAP Meeting: 4/5 (HES) & 4/6 (HHS) 6:00 pm DE/LAC/LCAP Meeting: 4/7 10:30 am LCAP Draft Review 4/13 6:30 pm Questions to Superintendent: 4/28 - 5:00 pm |
| Student Days: | 180 |
| Teacher Staff Dev. Days: | 4 |
| Total Days: | 184 |

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| Board Meetings (3rd Thursday of each month @ 6:30): | LCAP: Review Goals 10/15 LCAP Draft Review: Public Questions & Comments 4/13 Budget & LCAP Public Hearing: 5/18 Budget & LCAP Adoption: 6/22 |
| District Early Release: | Staff and Students released at 12:30pm: 11/18 Staff and Students released at 12:30pm: 12/16 |

Hamilton Unified School District 2017-2018

| July 2017 | | | | | | | August 2017 | | | | | | | September 2017 | | | | | | | October 2017 | | | | | | | November 2017 | | | | | | | December 2017 | | | | | | | | | |
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| Holidays/Breaks: | 7/4 4th of July, 9/4 Labor Day, 11/10 Veterans Day, 11/20-11/24 Thanksgiving Break, 12/18-1/5 Winter Break, 1/15 Martin Luther King Jr. Day, 2/12 Lincoln's Birthday, 2/19 President's Day, 3/30 Good Friday, 4/2-4/6 Spring Break, 5/28 Memorial Day |
| 1st/Last Day of School | 8/8 1st Day of School, 6/1 Last Day of School |
| Board Meetings | 7/20, 8/17, 9/21, 10/19, 11/16, 12/14, 1/18, 2/15, 3/15, 4/19, 5/17, 6/21 |
| Progress/Report Cards | 9/8, 10/20, 11/9, 2/9, 4/27, 6/11 |
| Teacher/District In Service: | 8/4 & 8/7 (District Wide - No Student Atten.), 9/18 (Teachers Only, County Wide Willows - No Student Atten.), 3/16 (District Wide - No Student Atten.) |
| HES Minimum Day Prep | 8/11, 9/1, 9/15, 9/29, 10/6, 12/1, 12/8, 1/12, 1/26, 2/2, 2/9, 2/16, 3/2, 3/23, 4/13, 5/4, 5/18, 5/18 |
| HES PIC Minimum Day | 8/18, 9/22, 10/13, 11/3, 1/19, 2/23, 4/20, 5/11 |
| District Minimum Day | 8/25, 9/8, 10/27, 12/15, 3/9, 5/1-5/18 Glenn County Fair, 5/31 (8th Grade Promotion 7:00pm, HHS Stadium/Teacher Prep), 6/1 (HHS Grad 8:00pm, HHS Stadium/Teacher Prep) |

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| Site Specific Activities | HHS Back to School Night: 8/16 HES Back to School Night: 8/23 (K-5), 8/24 (6-8) HHS Parent Conference Day: 9/14 HES Parent Conferences (Min. Day): 10/11 & 10/12 HES Halloween Carnival: 10/31 Fall Sports Banquet: 11/28 Winter Concert (HHS Gym): 12/6 Elementary Christmas Program (HHS Gym): 12/7 HES Parent Conferences (Min. Day): 2/14 HES Parent Conferences (Min. Day): 2/15 HHS Winter Sports Banquet: 3/6 Opening of CAASPP Testing Window: 4/10 HHS Open House: 4/12 Spring Concert: 4/18 HES May Dance Festival: 5/3 Spring Sports Banquet: 5/22 Awards Night: 5/23 |
| Classified Holidays | 4th of July: 7/4 Veterans Day: 11/10 Winter Break: 12/25, 26, 29 & 1/1 Lincoln's Birthday: 2/12 Good Friday: 3/30 Labor Day: 9/4 Thanksgiving: 11/22-24 MLK Jr.: 1/15 President's Day: 2/19 Memorial Day: 5/28 |
| MISC Information | Monday: HHS Collaboration Days - Students Dismissed @ 2:17pm/ Teacher Staff Dev. 2:22pm to 3:10pm Fridays: HES Min. Days for Teacher Prep and Staff Dev. District-wide Min. Days - Staff Dev. - Common Core Focus - Literacy Across Standards |
| Public Meetings | LCAP Draft Review (Public Comment & Questions to Superintendent): 4/26 - 6:00pm Budget & LCAP Public Hearing: 5/24 LCAP Meeting: 12/4 - 6pm LCAP Meeting: 2/5 - 6pm LCAP Draft Review (Public Comment & Questions to Superintendent): 3/22 - 6pm HES Dist. Adv. Committee: 11/13 6pm LCAP Meeting: 12/4 - 6pm LCAP Meeting: 2/5 - 6pm LCAP Draft Review (Public Comment & Questions to Superintendent): 3/22 - 6pm HES Dist. Adv. Committee: 5/7 6pm |
| Student Days | 180 |
| Teacher Staff Dev. Days | 4 |
| Total Days | 184 |

Hamilton Unified School District 2018-2019

July 2018

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| Su | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | 30 |

October 2018

| | | | | | | |
|----|----|----|----|----|----|----|
| Su | M | T | W | Th | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | 31 | | | |
| | | | | | | 30 |

November 2018

| | | | | | | |
|----|----|----|----|----|----|----|
| Su | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | 30 |

December 2018

| | | | | | | |
|----|----|----|----|----|----|----|
| Su | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | 31 |

January 2019

| | | | | | | |
|----|----|----|----|----|----|----|
| Su | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |
| | | | | | | 99 |

February 2019

| | | | | | | |
|----|----|----|----|----|----|-----|
| Su | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| | | | | | | 30 |
| | | | | | | 117 |

March 2019

| | | | | | | |
|----|----|----|----|----|----|-----|
| Su | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | 30 |
| | | | | | | 137 |

April 2019

| | | | | | | |
|----|----|----|----|----|----|-----|
| Su | M | T | W | Th | F | S |
| 1 | 2 | 3 | 4 | 5 | 6 | |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 |
| 28 | 29 | 30 | | | | |
| | | | | | | 133 |

May 2019

| | | | | | | |
|----|----|----|----|----|----|-----|
| Su | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | 31 | | | | | |
| | | | | | | 175 |

June 2019

| | | | | | | |
|----|----|----|----|----|----|-----|
| Su | M | T | W | Th | F | S |
| | | | | | | 1 |
| 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| 16 | 17 | 18 | 19 | 20 | 21 | 22 |
| 23 | 24 | 25 | 26 | 27 | 28 | 29 |
| 30 | | | | | | 30 |
| | | | | | | 180 |

| | |
|-------------------------------------|---|
| Holidays/Breaks: | 7/4 4th of July, 9/3 Labor Day, 11/12 Veterans Day, 11/19-11/23 Thanksgiving Break, 12/17-1/4 Winter Break, 1/14 Martin Luther King Jr. Day, 2/11 Lincoln's Birthday (observed), 2/18 President's Day, 4/19 Good Friday, 4/22-4/26 Spring Break, 5/27 Memorial Day |
| 1st/Last Day of School: | 8/14 1st Day of School, 6/7 Last Day of School |
| Board Meetings: | 7/19, 8/16, 9/20, 10/18, 11/15, 12/13, 1/7, 2/21, 3/21, 4/18, 5/16, 6/20 |
| Progress/Report Cards: | 9/7, 10/19, 11/9, 2/8, 4/18, 6/10 |
| Teacher/District In Service: | 8/10 & 8/13 (District Wide - No Student Attend), 9/17 (Teachers Only, County Wide Willows - No Student Attend), 3/15 (District Wide - No Student Attend), 8/17, 8/31, 9/7, 9/28, 10/5, 10/19, 11/2, 11/9, 12/7, 1/11, 1/25, 2/1, 2/8, 2/15, 3/1, 3/22, 3/29, 4/12, 5/10, 5/17 |
| HES Minimum Day Prep: | 8/31, 9/21, 10/12, 11/30, 1/18, 2/22, 4/5, 5/3 |
| HES PLC Minimum Day: | 8/24, 9/14, 10/26, 12/14, 3/8, 5/15-5/17 (Glenn County Fair), 6/6 (8th Grade Promotion 7:00pm, HHS Stadium/Teacher Prep), 6/7 (HHS Grad 8:00pm, HHS Stadium/Teacher Prep) |
| District Minimum Day: | |

Site Specific Activities

| | |
|---|------------------------|
| HHS Back to School Night: | 8/14 |
| HES Back to School Night: | 8/22 (K-5), 8/23 (6-8) |
| HHS Parent Conference Day: | 9/13 |
| HES Parent Conferences (Min. Day): | 10/10 & 10/11 |
| HES Halloween Carnival: | 10/31 |
| Facil Sports Banquet: | 11/27 |
| Winter Concert (HHS Gym): | 12/12 |
| Elementary Christmas Program (HHS Gym): | 12/13 |
| HES Parent Conferences (Min. Day): | 2/13 |
| HES Parent Conferences (Min Day): | 2/14 |
| HHS Winter Sports Banquet: | 3/5 |
| Opening of CAASPP Testing Window: | 4/2 |
| HHS Open House: | 4/11 |
| Spring Concert: | 4/17 |
| HES May Dance Festival: | 5/2 |
| Spring Sports Banquet: | 5/21 |
| Awards Night: | 5/22 |

| | |
|-------------------------------|--|
| Classified Holidays | 4th of July: 7/4 Labor Day: 9/3 Veterans Day: 11/12 Thanksgiving: 11/21-23 Winter Break: 12/24-26, 31 & 1/1 MLK Jr.: 1/14 Lincoln's Birthday: 2/11 President's Day: 2/18 Good Friday: 4/19 Memorial Day: 5/27 |
| Board Meetings | LCAP Draft Review (Public Comment & Questions to Superintendent: 4/18 - 6:00pm Budget & LCAP Public Hearing: 5/16 Budget & LCAP Adoption: 6/20 |
| District Early Release | Staff and Students released at 12:30pm: 11/16 Staff and Students released at 12:30pm: 12/14 |

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|--------------------------------|--|
| MISC Information | Mondays: HHS Collaboration Days - Students Dismissed @ 2:17pm/ Teacher Staff Dev. 2:22pm to 3:10pm Fridays: HES Min. Days for Teacher Prep and Staff Dev. District-wide Min. Days - Staff Dev. - Common Core Focus - Literacy Across Standards |
| Public Meetings | LCAP Meeting: 9/20 - 6pm DELAC/LCAP Meeting: 10/15 - 6pm HES Dist. Advis. Committee: 11/5 6pm LCAP Meeting: 12/3 - 6pm LCAP Meeting: 2/4 - 6pm LCAP Draft Review (Public Comment & Questions to Superintendent: 3/18 - 6pm HES Dist. Advis. Committee: 5/6 6pm |
| Student Days | 180 |
| Teacher Staff Dev. Days | 4 |
| Total Days | 184 |

Vendor/Addr Remit name Description Tax ID num Deposit type ABA num Account num
 Req Reference Date Description Rd Res Y Goal Fund Obj Sit Bdr DD TRMPS Ldg Amt Net Amount
 001391/00 ABSOLUTE HEATING & AIR INC 510664349

PO-000435 02/25/2016 3837022516 1 01-8150-0-0000-8100-5630-000-000-00000 NN P 0.00 147.00
 TOTAL PAYMENT AMOUNT 147.00 *

000005/00 ACSA

PO-016297 03/15/2016 2015-2016 H SUPPLIES FEES 1 01-4035-0-0000-2700-5200-000-000-00000 NN F 7300.00 3,700.00
 TOTAL PAYMENT AMOUNT 3,700.00 *

000010/00 ALHAMBRA & SIERRA SPRINGS

CM-000041 02/27/2016 FEB HS 9858589 022716 01-0000-0-0000-2700-4300-100-000-00000 N 0.00 -16.96
 PO-000406 02/27/2016 FEB ELEM 9858589 022716 4 01-0000-0-0000-2700-4300-800-000-00000 NN P 0.00 53.00
 PO-000406 02/27/2016 FEB ELDA B 9858589 022716 3 01-0000-0-3200-1000-4300-000-000-00000 NN P 0.00 38.37
 PO-000406 02/27/2016 FEB ELDA B 9858589 022716 2 01-8150-0-0000-8100-4300-000-000-00000 NN P 0.00 14.99
 TOTAL PAYMENT AMOUNT 89.40 *

000253/00 APPEAL-DEMOCRAT 462220622

PO-000441 02/29/2016 359066-TEMP INPR SPECIAL 1 01-0000-0-0000-2700-5990-000-000-00000 NY P 0.00 113.27
 PO-000441 02/29/2016 358958-JV SOFTBALL COACH 1 01-0000-0-0000-2700-5990-000-000-00000 NY P 0.00 78.91
 PO-000441 02/29/2016 358965-PARAMEDICATOR 1 01-0000-0-0000-2700-5990-000-000-00000 NY P 0.00 103.23
 PO-000441 02/10/2016 188146-INVITE TO BID 1 01-0000-0-0000-2700-5990-000-000-00000 NY P 0.00 68.28
 TOTAL PAYMENT AMOUNT 363.69 *

001323/00 BERNICE DE LA CRUZ

PV-000119 02/19/2016 FEB 2016 MILEAGE 01-0000-0-1110-1000-5200-000-000-00000 NN 10.26 10.26
 TOTAL PAYMENT AMOUNT 10.26 *

000629/00 CALIFONE OUTLET

PO-016496 03/04/2016 39976 1 01-0001-0-1110-1000-4300-000-000-00000 YN F 808.38 808.38
 TOTAL PAYMENT AMOUNT 808.38 *
 TOTAL USE TAX AMOUNT 60.63

| Vendor/Addr | Remit name | Description | Tax ID num | Deposit type | Fd Res | Y | Goal | Func | Obj | Sit | Bdr | DD | TRMPS | Liq Amt | Net Amount |
|-------------|------------|-------------|------------|--------------|--------|---|------|------|-----|-----|-----|----|-------|---------|------------|
|-------------|------------|-------------|------------|--------------|--------|---|------|------|-----|-----|-----|----|-------|---------|------------|

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|----------------------|-------------------------|--|--|--|--|--|--|--|--|--|--|--|--|-------|-------|
| 000179/00 | CALIFORNIA PROFESSIONAL | | | | | | | | | | | | | | |
| TOTAL PAYMENT AMOUNT | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | 41.89 | 41.89 |

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|----------------------|-----------------------------|--|--|--|--|--|--|--|--|--|--|--|--|-------|-------|
| 000053/00 | CALIFORNIA WATER SERVICE CO | | | | | | | | | | | | | | |
| TOTAL PAYMENT AMOUNT | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | 41.89 | 41.89 |

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|----------------------|------------|-------|------------|--|--|--|--|--|--|--|--|--|--|--------|--------|
| PO-000422 | 03/01/2016 | MARCH | 3141117777 | | | | | | | | | | | | |
| PO-000422 | 03/01/2016 | MARCH | 4141117777 | | | | | | | | | | | | |
| PO-000422 | 03/01/2016 | MARCH | 0669843652 | | | | | | | | | | | | |
| PO-000422 | 03/01/2016 | MARCH | 6314177777 | | | | | | | | | | | | |
| PO-000422 | 03/01/2016 | MARCH | 7314177777 | | | | | | | | | | | | |
| PO-000422 | 03/04/2016 | MARCH | 3624177777 | | | | | | | | | | | | |
| PO-000422 | 03/04/2016 | MARCH | 4328876467 | | | | | | | | | | | | |
| TOTAL PAYMENT AMOUNT | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | 951.63 | 951.63 |

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| 002024/00 | CHICO PRINTING | | | | | | | | | | | | | | |
| TOTAL PAYMENT AMOUNT | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | 33.35 | 33.35 |

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|----------------------|--------------|--|-------|--|--|--|--|--|--|--|--|--|--|----------|----------|
| 001054/00 | CLYDE CROSBY | | | | | | | | | | | | | | |
| PO-016152 | 03/04/2016 | | 16901 | | | | | | | | | | | | |
| PO-016152 | 03/04/2016 | | 16901 | | | | | | | | | | | | |
| PO-016180 | 03/04/2016 | | 16900 | | | | | | | | | | | | |
| TOTAL PAYMENT AMOUNT | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | 1,066.06 | 1,066.06 |

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|----------------------|--------------|----------------------|--|--|--|--|--|--|--|--|--|--|--|-------|-------|
| 001072/00 | CORNING FORD | | | | | | | | | | | | | | |
| PV-000120 | 02/19/2016 | MEALS FOR BUS DRIVER | | | | | | | | | | | | | |
| TOTAL PAYMENT AMOUNT | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | 33.35 | 33.35 |

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|----------------------|-----------------------|-----------------|--|--|--|--|--|--|--|--|--|--|--|-----------|-----------|
| 000158/00 | CORNING LUMBER CO INC | | | | | | | | | | | | | | |
| PO-016493 | 03/14/2016 | CONTRACT#135465 | | | | | | | | | | | | | |
| TOTAL PAYMENT AMOUNT | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | 35,564.38 | 35,564.38 |

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|----------------------|------------|-------------|--|--|--|--|--|--|--|--|--|--|--|-------|-------|
| PV-000121 | 03/04/2016 | 1603-272294 | | | | | | | | | | | | | |
| TOTAL PAYMENT AMOUNT | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | 65.36 | 65.36 |

Vendor/Addr Remit name Description Tax ID num Deposit type Fd Res Y Goal Func Obj Site BGR DD TSWPS Lig Amt Net Amount
 Reg Reference Date

000112/00 COSTCO
 PO-016506 03/11/2016 ACCA DECA SNACK SUPPLIES 1 01-0000-0-1110-1000-4300-100-000-00000 NN F 43.15 43.15
 PO-016509 02/05/2016 7003-7310-0002-8342 1 01-3010-0-1110-1000-4300-000-000-00000 NN F 54.65 54.65
 TOTAL PAYMENT AMOUNT 97.80 * 97.80

000884/00 EAGLE SOFTWARE
 PO-016233 01/25/2016 CONF-12072 BARAJAS/BRYAN 1 01-0000-0-1110-1000-5200-000-000-00000 NN F 1,050.00 1,050.00
 PO-016233 01/25/2016 CONF-12072 MERCADO 2 01-0000-0-3200-1000-5200-000-000-00000 NN F 525.00 525.00
 PO-016233 01/25/2016 CONF-12072 TOWNE/MARTINEZ 3 01-0000-0-0000-2700-5200-000-000-00000 NN F 1,050.00 1,050.00
 PO-016558 03/04/2016 TR-1174 ON SITE TRAIN 1 01-0000-0-1110-1000-5890-000-000-00000 NN F 1,500.00 1,500.00
 TOTAL PAYMENT AMOUNT 4,125.00 * 4,125.00

See above Fund 11

000159/00 ENTERPRISE-RECORD 911947496
 PO-000428 02/29/2016 5656516-JV SOFTBALL 1 01-0000-0-0000-2700-5890-000-000-00000 NY P 0.00 365.96
 PO-000428 02/29/2016 5659044-PARAMEDUCATOR 1 01-0000-0-0000-2700-5890-000-000-00000 NY P 856.71 * 490.75
 TOTAL PAYMENT AMOUNT 856.71 * 856.71

001358/00 FINE ARTS MUSEUMS
 PO-016566 03/04/2016 BOUTQUETS TO ART 2016 1 01-0001-0-1110-1000-5200-000-000-00000 NN F 310.00 * 310.00
 TOTAL PAYMENT AMOUNT 310.00 * 310.00

000162/00 GRAINGER
 PO-000409 03/07/2016 9046554508 1 01-8150-0-0000-8100-4300-000-000-00000 NN P 0.00 52.92
 PO-000409 03/04/2016 9045306207 1 01-8150-0-0000-8100-4300-000-000-00000 NN P 0.00 30.23
 PO-000409 03/04/2016 9045306215 1 01-8150-0-0000-8100-4300-000-000-00000 NN P 0.00 36.30
 TOTAL PAYMENT AMOUNT 119.45 * 119.45

000624/00 HAMILTON CITY BOOSTERS
 PO-016563 01/25/2016 BOOSTER SWEATSHIRTS 1 01-0801-0-1110-1000-4300-000-511-00000 YN F 80.63 75.00
 TOTAL PAYMENT AMOUNT 75.00 * 75.00
 TOTAL USE TAX AMOUNT 5.62

Vendor/Addr Remit name Description Tax ID num Deposit type Fd Res Y Goal Func Obj Slt Bdr DD Account num T9MPS Liq Amt Net Amount
 Reg Reference Date

000113/00 HAMILTON CITY COMMUNITY SVC
 PO-000414 03/01/2016 MAR-APR 2016 ELIA B 2 01-0000-0-3200-8100-5590-000-000-00000 NN P 0.00 68.28
 PO-000414 03/01/2016 MAR-APR 2016 COMM DAY 1 01-0000-0-0000-8100-5590-000-000-00000 NN P 0.00 68.28
 PO-000414 03/01/2016 MAR-APR 2016 ELEM 1 01-0000-0-0000-8100-5590-000-000-00000 NN P 0.00 2,048.27
 PO-000414 03/01/2016 MAR-APR 2016 HS 1 01-0000-0-0000-8100-5590-000-000-00000 NN P 0.00 1,433.79
 TOTAL PAYMENT AMOUNT 3,618.62 * 3,618.62

000723/00 JIMMY'S CUSTOM TROPHIES
 PO-016130 03/10/2016 25737-LIFE PASS 1 01-0000-0-1110-1000-4300-000-000-00000 NN P 10.75 10.75
 TOTAL PAYMENT AMOUNT 10.75 * 10.75

See Also; Fund 12

000120/00 JOHNNY'S LOCK & SAFE 593833267
 PO-016579 02/24/2016 36298 1 01-8150-0-0000-8100-5630-000-000-00000 NY P 461.75 461.75
 TOTAL PAYMENT AMOUNT 461.75 * 461.75

001388/00 LARRY'S PEST & WEED CONTROL 141953622
 PO-000440 02/22/2016 FEB ELEM SPEC ED 1 01-0000-0-0000-8100-5590-000-000-00000 NY P 0.00 30.00
 PO-000440 02/22/2016 FEB HS SPEC ED 1 01-0000-0-0000-8100-5590-000-000-00000 NY P 0.00 30.00
 PO-000440 02/22/2016 FEB ELEM PRESCH 1 01-0000-0-0000-8100-5590-000-000-00000 NY P 0.00 30.00
 PO-016568 02/05/2016 6281-AG SPRAY 1 01-7010-0-3800-1000-5590-000-000-00000 NY P 875.00 850.00
 TOTAL PAYMENT AMOUNT 1,348.00 * 1,348.00

000653/00 LRP PUBLICATIONS
 PO-016550 03/02/2016 MU228877 1 01-0000-0-0000-2700-5890-000-000-00000 NN P 308.50 308.50
 TOTAL PAYMENT AMOUNT 308.50 * 308.50

000524/00 MJB WELDING SUPPLY
 PO-016144 03/09/2016 01115971 2 01-0350-0-6000-1000-4300-000-000-00000 NN P 0.00 297.32
 PO-016144 03/01/2016 1115502 2 01-0350-0-6000-1000-4300-000-000-00000 NN P 0.00 51.79
 PO-016144 03/01/2016 1115057 2 01-0350-0-6000-1000-4300-000-000-00000 NN P 0.00 18.73
 PO-016144 03/01/2016 1114508 3 01-7010-0-3800-1000-5890-000-000-00000 NN P 0.00 18.00
 PO-016144 03/11/2016 1116208 2 01-0350-0-6000-1000-4300-000-000-00000 NN P 0.00 62.40
 PO-016144 03/11/2016 1116209 4 01-6382-0-3800-1000-4300-000-000-00000 NN P 0.00 369.50
 TOTAL PAYMENT AMOUNT 818.14 * 818.14

012 HAMILTON UNIFIED SCHOOL DIST. J24338
 BATCH 49: APRIL 21 2016

ACCOUNTS PAYABLE PRELIST
 BATCH: 0049 BATCH 49; MARCH 17, 2016
 Fund : 01 GENERAL FUND
 APR500 L.00.10 03/17/16 14:11 PAGE 5
 << Open >>

| Vendor/Addr | Remit name | Description | Tax ID num | Deposit type | Ed Res | Y | Goal Func Obj | Sit Bdr DD | TRMPS | Liq Amt | Net Amount |
|-------------|------------|-------------|------------|--------------|--------|---|---------------|------------|-------|---------|------------|
| 000864/00 | MONOPRICE | | 567987705 | | | | | | | | |

PO-016552 03/01/2016 13948487
 TOTAL PAYMENT AMOUNT 34.23 * 34.23

001474/00 MCCONKEY COMPANY

PO-016539 03/11/2016 1210095
 TOTAL PAYMENT AMOUNT 30.89 * 30.89

000309/00 OFFICE DEPOT

PO-016548 02/10/2016 826640387001
 PO-016556 03/03/2016 827576501001
 TOTAL PAYMENT AMOUNT 88.29 * 88.29

001331/00 PARK SEED WHOLESALE INC

PO-016383 02/24/2016 C116068835
 TOTAL PAYMENT AMOUNT 366.29 * 366.29
 TOTAL USE TAX AMOUNT 27.47

000134/00 QUILL CORPORATION

PO-016135 03/01/2016 3720138
 PO-016135 03/01/2016 3720138
 PO-016135 03/01/2016 3720138
 PO-016135 03/01/2016 3812161
 TOTAL PAYMENT AMOUNT 460.92 * 460.92

See QUIL: Fund 11

002014/00 SPECIALIZED FIBERS

PO-000433 03/01/2016 MAR HS SML00509
 PO-000433 03/01/2016 MAR ELEM SML00508
 TOTAL PAYMENT AMOUNT 110.00 * 110.00

000584/00 STANDARD

PO-000408 02/18/2016 MAR CTS03202 DIV3000
 TOTAL PAYMENT AMOUNT 300.84 * 300.84

| Vendor/Addr | Remit name | Description | Tax ID num | Deposit type | Fd Res | Y Goal | Func Obj | ABA num | Account num | TrmPS | Liq Amt | Net Amount |
|-------------|---------------------------|-------------|------------|--------------|--------|--------|----------|---------|-------------|-------|---------|------------|
| 000715/00 | US BANK EQUIPMENT FINANCE | | 310841368 | | | | | | | | | |

PO-000437 02/26/2016 MAR 2016 299326124
 TOTAL PAYMENT AMOUNT 666.18 * 0.00 666.18

000693/00 VERIZON WIRELESS

PO-000411 02/28/2016 FEB 2016 9761242287
 TOTAL PAYMENT AMOUNT 69.16 * 0.00 69.16

TOTAL Fund PAYMENT 57,117.92 **
 TOTAL USE TAX AMOUNT 93.72 57,117.92

012 HAMILTON UNIFIED SCHOOL DIST. J24338
 BATCH 49: APRIL 21 2016

ACCOUNTS PAYABLE PRELIST
 BATCH: 0049 BATCH 49; MARCH 17, 2016
 Fund : 11 ADULT EDUCATION

APY500 I.00.10 03/17/16 14:11 PAGE 7
 << Open >>

| Vendor/Addr | Remit name | Description | Tax ID num | Deposit type | Fd Res | Y | Goal | Func | Obj | ABA num | Account num | Liq Amt | Net Amount |
|---------------|------------|-------------|------------|--------------|--------|---|------|------|-----|---------|-------------|---------|------------|
| Req Reference | Date | | | | | | | | | | | | |

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|----------------------|------------|---------------------|--|---|--|----|---|--|--|--|--|--------|--------|
| 000112/00 | COSTCO | | | | | | | | | | | | |
| PO-016519 | 02/24/2016 | 55" TV FOR COMM DAY | | 1 | 11-6391-0-4110-1000-4300-000-022-00000 | NN | F | | | | | 638.23 | 638.23 |
| TOTAL PAYMENT AMOUNT | | | | | | | | | | | | 638.23 | |

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|----------------------|-------------------|---------|--|---|--|----|---|--|--|--|--|--------|--------|
| 000134/00 | QUILL CORPORATION | | | | | | | | | | | | |
| PO-016542 | 02/25/2016 | 3617266 | | 1 | 11-6391-0-4110-1000-4300-000-022-00000 | NN | P | | | | | 22.34 | 22.34 |
| PO-016542 | 02/24/2016 | 3570132 | | 1 | 11-6391-0-4110-1000-4300-000-022-00000 | NN | P | | | | | 5.15 | 5.15 |
| PO-016542 | 02/23/2016 | 3559148 | | 1 | 11-6391-0-4110-1000-4300-000-022-00000 | NN | F | | | | | 180.59 | 180.60 |
| TOTAL PAYMENT AMOUNT | | | | | | | | | | | | 208.09 | |

| | | | | |
|------------|---------|--------|----|--------|
| TOTAL Fund | PAYMENT | 846.32 | ** | 846.32 |
|------------|---------|--------|----|--------|

012 HAMILTON UNIFIED SCHOOL DIST. J24338
 BATCH 49: APRIL 21 2016

ACCOUNTS PAYABLE PRELIST
 BATCH: 0049 BATCH 49; MARCH 17, 2016
 Fund : 12 CHILD DEVELOPMENT

APY500 I.00.10 03/17/16 14:11 PAGE 8
 << Open >>

| Vendor/Addr | Remit name | Description | Tax ID num | Deposit type | Fd Res | Y Goal | Func Obj | ABA num | Account num | TRMPS | Liq Amt | Net Amount |
|-------------|------------|-------------|------------|--------------|--------|--------|----------|---------|-------------|-------|---------|------------|
|-------------|------------|-------------|------------|--------------|--------|--------|----------|---------|-------------|-------|---------|------------|

| | | | | | | | | | | | | |
|--|------------------|--|--|--|--|--|--|--|--|--|--|--|
| 000506/00 | CVS PHARMACY INC | | | | | | | | | | | |
| PO-016235 02/11/2016 PHOTO DEV TOTAL PAYMENT AMOUNT 34.80 * 34.80 | | | | | | | | | | | | |

000113/00 HAMILTON CITY COMMUNITY SVC

| | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|
| PO-000414 03/01/2016 MAR-APR 2016 PRESCH TOTAL PAYMENT AMOUNT 68.28 * 68.28 | | | | | | | | | | | |
| TOTAL Fund PAYMENT 103.08 ** 103.08 | | | | | | | | | | | |

Vendor/Addr Remit name Description Tax ID num Deposit type Fd Res Y Goal Func Obj Sit BGR DD Account num T9MPS Liq Amt Net Amount
 Reg Reference Date

000762/00 CRYSTAL CREAMERY

| | | | | | | | | |
|-----------|------------|----------|----------------------|---------------------------------------|----|---|------|------------|
| PO-000445 | 02/01/2016 | 14668968 | 1 | 13-5310-0-0000-3700-4700-000-000-0000 | NN | P | 0.00 | 82.84 |
| PO-000445 | 02/01/2016 | 14668972 | 1 | 13-5310-0-0000-3700-4700-000-000-0000 | NN | P | 0.00 | 203.35 |
| PO-000445 | 02/04/2016 | 14668995 | 1 | 13-5310-0-0000-3700-4700-000-000-0000 | NN | P | 0.00 | 222.06 |
| PO-000445 | 02/09/2016 | 14684779 | 1 | 13-5310-0-0000-3700-4700-000-000-0000 | NN | P | 0.00 | 93.80 |
| PO-000445 | 02/09/2016 | 14684776 | 1 | 13-5310-0-0000-3700-4700-000-000-0000 | NN | P | 0.00 | 233.01 |
| PO-000445 | 02/16/2016 | 14702082 | 1 | 13-5310-0-0000-3700-4700-000-000-0000 | NN | P | 0.00 | 317.45 |
| PO-000445 | 02/16/2016 | 14702083 | 1 | 13-5310-0-0000-3700-4700-000-000-0000 | NN | P | 0.00 | 82.84 |
| PO-000445 | 02/22/2016 | 14718953 | 1 | 13-5310-0-0000-3700-4700-000-000-0000 | NN | P | 0.00 | 164.33 |
| PO-000445 | 02/23/2016 | 14718954 | 1 | 13-5310-0-0000-3700-4700-000-000-0000 | NN | P | 0.00 | 40.62 |
| PO-000445 | 02/25/2016 | 14718952 | 1 | 13-5310-0-0000-3700-4700-000-000-0000 | NN | P | 0.00 | 162.73 |
| | | | TOTAL PAYMENT AMOUNT | | | | | 1,603.03 * |

000764/00 DANIELSON CO

| | | | | | | | | |
|-----------|------------|-------|----------------------|---------------------------------------|----|---|------|----------|
| PO-000425 | 03/07/2016 | 96918 | 1 | 13-5310-0-0000-3700-4300-000-000-0000 | NN | P | 0.00 | 134.41 |
| PO-000425 | 03/07/2016 | 96902 | 1 | 13-5310-0-0000-3700-4300-000-000-0000 | NN | P | 0.00 | 44.40 |
| PO-000425 | 03/07/2016 | 96902 | 2 | 13-5310-0-0000-3700-4700-000-000-0000 | NN | P | 0.00 | 977.16 |
| PO-000425 | 03/07/2016 | 96918 | 2 | 13-5310-0-0000-3700-4700-000-000-0000 | NN | P | 0.00 | 1,041.58 |
| | | | TOTAL PAYMENT AMOUNT | | | | | 2,197.55 |

000276/00 GAGER'S INC.

| | | | | | | | | |
|-----------|------------|---------|----------------------|---------------------------------------|----|---|------|--------|
| PO-000404 | 03/01/2016 | 1074821 | 1 | 13-5310-0-0000-3700-4300-000-000-0000 | NN | P | 0.00 | 269.71 |
| | | | TOTAL PAYMENT AMOUNT | | | | | 269.71 |

000592/00 MISSION UNIFORM & LINEN

| | | | | | | | | |
|-----------|------------|-----------|----------------------|---------------------------------------|----|---|------|---------|
| PO-000405 | 03/03/2016 | 502015337 | 1 | 13-5310-0-0000-3700-4300-000-000-0000 | NN | P | 0.00 | 36.14 |
| PO-000405 | 02/25/2016 | 501970606 | 1 | 13-5310-0-0000-3700-4300-000-000-0000 | NN | P | 0.00 | 32.69 |
| PO-000405 | 03/03/2016 | 502015336 | 1 | 13-5310-0-0000-3700-4300-000-000-0000 | NN | P | 0.00 | 27.63 |
| | | | TOTAL PAYMENT AMOUNT | | | | | 96.46 * |

000763/00 PROPACIFIC FRESH

| | | | | | | | | |
|-----------|------------|---------|----------------------|---------------------------------------|----|---|------|------------|
| PO-000407 | 03/07/2016 | 6269003 | 1 | 13-5310-0-0000-3700-4700-000-000-0000 | NN | P | 0.00 | 617.69 |
| PO-000407 | 03/07/2016 | 6268891 | 1 | 13-5310-0-0000-3700-4700-000-000-0000 | NN | P | 0.00 | 458.77 |
| | | | TOTAL PAYMENT AMOUNT | | | | | 1,076.46 * |

| | | | | | | | | |
|------------|---------|-------------|--|--|--|--|--|----------|
| TOTAL Fund | PAYMENT | 5,243.21 ** | | | | | | 5,243.21 |
|------------|---------|-------------|--|--|--|--|--|----------|

012 HAMILTON UNIFIED SCHOOL DIST J24338
 BATCH 49: APRIL 21 2016

ACCOUNTS PAYABLE PRELIST
 BATCH: 0049 BATCH 49; MARCH 17, 2016
 Fund : 14 DEFERRED MAINTENANCE

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 << Open >>

| Vendor/Addr | Remit name | Description | Tax ID num | Deposit type | Fd Res | Y | Goal | Func | Obj | ABA num | Account num | Ldg Amt | Net Amount |
|---------------|------------|-------------|------------|--------------|--------|---|------|------|-----|---------|-------------|---------|------------|
| Reg Reference | Date | | | | | | | | | Sit | BDR | DD | |

| | | | | | | | | | | | | | | | |
|----------------------|----------------|---------------|--|---|----|------|---|------|------|------|-----|-----|------------|------------|-----------|
| 000089/00 | GARLAND CO INC | | | | | | | | | | | | | | |
| PO-016554 | 03/08/2016 | CI-GUS0118065 | | 2 | 14 | 0000 | 0 | 0000 | 8100 | 4300 | 100 | 000 | 00000 NN P | 99229.19 | 99,229.19 |
| PO-016554 | 03/08/2016 | CI-GUS0118059 | | 2 | 14 | 0000 | 0 | 0000 | 8100 | 4300 | 100 | 000 | 00000 NN P | 33314.78 | 33,314.78 |
| PO-016554 | 03/08/2016 | CI-GUS0118059 | | 1 | 14 | 0000 | 0 | 0000 | 8100 | 4300 | 800 | 000 | 00000 NN P | 15143.10 | 15,143.10 |
| TOTAL PAYMENT AMOUNT | | | | | | | | | | | | | 147,687.07 | 147,687.07 | |

| | | | | | | | | | | | | | |
|----------------------|---------|------------|-----|--|--|--|--|--|--|--|--|--|------------|
| TOTAL Fund | PAYMENT | 147,687.07 | ** | | | | | | | | | | 147,687.07 |
| TOTAL BATCH PAYMENT | | 210,997.60 | *** | | | | | | | | | | 210,997.60 |
| TOTAL USE TAX AMOUNT | | 93.72 | | | | | | | | | | | 93.72 |

| | | | | | | | | | | | | | |
|--------------------------|--|------------|------|--|--|--|--|--|--|--|--|--|------------|
| TOTAL DISTRICT PAYMENT | | 210,997.60 | **** | | | | | | | | | | 210,997.60 |
| TOTAL USE TAX AMOUNT | | 93.72 | | | | | | | | | | | 93.72 |
| TOTAL FOR ALL DISTRICTS: | | 210,997.60 | **** | | | | | | | | | | 210,997.60 |
| TOTAL USE TAX AMOUNT | | 93.72 | | | | | | | | | | | 93.72 |

Number of checks to be printed: 43, not counting voids due to stub overflows.
 Printed: 03/17/2016 14:13:27

| | | | |
|---------------|---------------------|------|---------|
| Prepared by | <i>Chris Jordan</i> | Date | 3/17/16 |
| Authorized by | | Date | |

012 HAMILTON UNIFIED SCHOOL DIST. J24542
 BATCH 50, APRIL 21, 2016

ACCOUNTS PAYABLE PRELIST
 BATCH: 0050 BATCH 50, APRIL 21, 2016
 Fund : 01 GENERAL FUND

APY500 L.00.10 03/22/16 09:37 PAGE 1
 << Open >>

| Vendor/Addr | Remit name | Description | Tax ID num | Deposit type | Fd Res | Y Goal | Func Obj | ABA num | Account num | TRMPS | Liq Amt | Net Amount |
|----------------------|-------------------------------|-------------|------------|--------------|--|--------|----------|---------|-------------|-------|-----------|------------|
| 000008/00 | CALIFORNIA'S VALUED TRUST H/W | | | | | | | | | | | |
| PO-000444 | 03/18/2016 | APRIL 2016 | | 1 | 01-0000-0-0000-0000-9571-000-000-00000 | NN | P | | | | 0.00 | 22,412.62 |
| PO-000444 | 03/18/2016 | APRIL 2016 | | 2 | 01-0000-0-0000-0000-9572-000-000-00000 | NN | P | | | | 0.00 | 58,135.51 |
| PO-000444 | 03/18/2016 | APRIL 2016 | | 3 | 01-0000-0-0000-0000-9573-000-000-00000 | NN | P | | | | 0.00 | 12,586.31 |
| TOTAL PAYMENT AMOUNT | | | | | | | | | | | 93,134.44 | 93,134.44 |

002047/00 DANNIS WOLIVER KELLEY

PO-016145 02/25/2016 FEBRUARY LEGAL FEES
 TOTAL PAYMENT AMOUNT 1 01-0000-0-0000-7110-5815-000-000-00000 NE P 7,672.00 7,672.00

000308/00 KEITH DIETLE

PO-016344 03/21/2016 CASH IN LIEU OF HEALTH BENEFIT
 TOTAL PAYMENT AMOUNT 1 01-0000-0-1110-1000-3701-000-000-00000 NY P 791.67 791.67

| | | | | |
|--------------------------|---------|------------|------|------------|
| TOTAL Fund | PAYMENT | 101,598.11 | ** | 101,598.11 |
| TOTAL BATCH PAYMENT | | 101,598.11 | *** | 101,598.11 |
| TOTAL DISTRICT PAYMENT | | 101,598.11 | **** | 101,598.11 |
| TOTAL FOR ALL DISTRICTS: | | 101,598.11 | **** | 101,598.11 |

Number of checks to be printed: 3, not counting voids due to stub overflows.

| | |
|---|---------------------------|
| Prepared by <i>Walter Hamman</i> Date <i>3/22/16</i> | Authorized by Date |
|---|---------------------------|

012 HAMILTON UNIFIED SCHOOL DIST. J24676
BATCH 51:APRIL 21 2016

ACCOUNTS PAYABLE PRELIST
BATCH: 0051 BATCH 51:APRIL 21 2016
Fund : 01 GENERAL FUND

APY500 I.00.10 03/24/16 08:35 PAGE 1
<< Open >>

| Vendor/Addr | Remit name | Description | Tax ID num | Deposit type | Fd Res | Y | Goal | Func | Obj | Sit | Bdr | DD | TRMPS | Liq Amt | Net Amount |
|-------------|------------|-------------|------------|--------------|--------|---|------|------|-----|-----|-----|----|-------|---------|------------|
|-------------|------------|-------------|------------|--------------|--------|---|------|------|-----|-----|-----|----|-------|---------|------------|

| | | | | | | | | | | | | | | | |
|-----------|------------|-------------------|--|---|--|----|---|--|--|--|--|--|--|------|------|
| 001075/00 | ATEF | | | | | | | | | | | | | | |
| PO-000403 | 03/12/2016 | JAN C602224524777 | | 1 | 01-0000-0-0000-2700-5990-000-000-00000 | NN | P | | | | | | | 0.00 | 1.36 |
| | | | | | | | | | | | | | | | 1.36 |
| | | | | | | | | | | | | | | | |

000877/00 AWARDS COMPANY

| | | | | | | | | | | | | | | | |
|-----------|------------|-------|--|---|--|----|---|--|--|--|--|--|--|--------|--------|
| PO-016580 | 03/17/2016 | 10759 | | 1 | 01-0000-0-1110-1000-4300-000-000-00000 | NN | F | | | | | | | 135.99 | 135.99 |
| | | | | | | | | | | | | | | | 135.99 |
| | | | | | | | | | | | | | | | |

001495/00 BLACKBOARD INC

| | | | | | | | | | | | | | | | |
|-----------|------------|---------|-------|---------------|--|---|--|----|---|--|--|--|--|--------|--------|
| PO-016586 | 03/20/2016 | 1166853 | 14-15 | WEB HOST FEES | | 1 | 01-0000-0-1110-1000-5890-000-000-00000 | NN | F | | | | | 566.57 | 566.57 |
| | | | | | | | | | | | | | | | 566.57 |
| | | | | | | | | | | | | | | | |

000153/00 CALIFORNIA ASSN FFA

| | | | | | | | | | | | | | | | |
|-----------|------------|--------------------------------|--|---|--|----|---|--|--|--|--|--|--|------|--------|
| PO-016546 | 03/17/2016 | STATE LEADERSHIP CONF LATE FEE | | 2 | 01-7010-0-3800-1000-5200-000-000-00000 | NN | F | | | | | | | 0.00 | 390.00 |
| | | | | | | | | | | | | | | | 390.00 |
| | | | | | | | | | | | | | | | |

000460/00 FLORA FRESH

| | | | | | | | | | | | | | | | |
|-----------|------------|----------|--|---|--|----|---|--|--|--|--|--|--|--------|--------|
| PO-016437 | 03/14/2016 | 00751291 | | 1 | 01-0350-0-6000-1000-4300-000-029-00000 | NN | P | | | | | | | 295.81 | 295.81 |
| | | | | | | | | | | | | | | | 295.81 |
| | | | | | | | | | | | | | | | |

000320/00 GERLINGER STEEL & SUPPLY CO

| | | | | | | | | | | | | | | | |
|-----------|------------|--------|--|---|--|----|---|--|--|--|--|--|--|------|--------|
| PO-016254 | 03/15/2016 | 195984 | | 2 | 01-6382-0-3800-1000-4300-000-000-00000 | NN | P | | | | | | | 0.00 | 689.73 |
| PO-016254 | 03/15/2016 | 195865 | | 2 | 01-6382-0-3800-1000-4300-000-000-00000 | NN | P | | | | | | | 0.00 | 124.00 |
| | | | | | | | | | | | | | | | 813.73 |
| | | | | | | | | | | | | | | | |

000162/00 GRAINGER

| | | | | | | | | | | | | | | | |
|-----------|------------|------------|--|---|--|----|---|--|--|--|--|--|--|------|--------|
| PO-000409 | 01/27/2016 | 9009129991 | | 1 | 01-8150-0-0000-8100-4300-000-000-00000 | NN | P | | | | | | | 0.00 | 79.07 |
| PO-000409 | 03/15/2016 | 9054700431 | | 1 | 01-8150-0-0000-8100-4300-000-000-00000 | NN | P | | | | | | | 0.00 | 100.31 |
| | | | | | | | | | | | | | | | 179.38 |
| | | | | | | | | | | | | | | | |

Vendor/Addr Remit name Description Tax ID num Deposit type Fd Res Y Goal Func Obj Sit BDR DD Account num T9MPS Liq Amt Net Amount
 Req Reference Date

000307/00 HAMILTON HIGH SCHOOL
 PV-000124 03/20/2016 MAPS FROM GLENN CO OFFICE 01-0000-0-1110-1000-4300-000-000-00000 NN 4.50
 PV-000124 03/20/2016 POSTAGE 01-0000-0-0000-2700-5990-000-000-00000 NN 82.18
 TOTAL PAYMENT AMOUNT 86.68 *

000801/00 HUNT & SONS INC 942209320
 PO-000400 03/15/2016 140001 01-0000-0-0000-3600-4392-000-000-00000 NN P 0.00
 TOTAL PAYMENT AMOUNT 1,262.91 *
 TOTAL PAYMENT AMOUNT 1,262.91

001419/00 IMPACT CONSTRUCTION SERV INC
 PO-016581 03/22/2016 3727 MOD BLDG PROJ#2016 01-9151-0-0000-8500-6200-000-000-00000 NN P 38,995.16
 TOTAL PAYMENT AMOUNT 38,995.16 *

000640/00 KRISTEN HAMMAN
 PV-000122 03/15/2016 CASBO TRAINING MILEAGE 01-0000-0-0000-7300-5200-000-000-00000 NN P 24.30
 TOTAL PAYMENT AMOUNT 24.30 *

000148/00 IRT GRAPHICS
 PO-016564 03/22/2016 23705 OPEN HOUSE POSTCARDS 01-0000-0-1110-1000-4300-100-000-00000 NN F 339.88
 TOTAL PAYMENT AMOUNT 339.88 *

000096/00 MILLER GLASS INC
 PO-000434 03/17/2016 3-254815 BUS #4 REPAIR 01-0000-0-0000-3600-5630-000-000-00000 NN P 0.00
 TOTAL PAYMENT AMOUNT 35.00 *

000524/00 MJB WELDING SUPPLY
 PO-016144 03/15/2016 1116582 01-0350-0-6000-1000-4300-000-000-00000 NN P 0.00
 TOTAL PAYMENT AMOUNT 6.11 *

012 HAMILTON UNIFIED SCHOOL DIST. J24676
 BATCH 51:APRIL 21 2016

ACCOUNTS PAYABLE PRELIST
 BATCH: 0051 BATCH 51:APRIL 21 2016
 Fund : 01 GENERAL FUND

APY500 I.00.10 03/24/16 08:35 PAGE 3
 << Open >>

| Vendor/Addr | Remit name | Description | Tax ID num | Deposit type | Fd Res | Y | Goal | Func | Obj | Sit | Bdr | DD | Account num | TRMPS | Liq Amt | Net Amount |
|-------------|------------|-------------|------------|--------------|--------|---|------|------|-----|-----|-----|----|-------------|-------|---------|------------|
|-------------|------------|-------------|------------|--------------|--------|---|------|------|-----|-----|-----|----|-------------|-------|---------|------------|

| | | | | | | | | | | | | | | | | |
|-----------|--------------|--------------|--|--|----|---|--|--|--|--|--|--|--|--|----------------------|--------|
| 000309/00 | OFFICE DEPOT | | | | | | | | | | | | | | | |
| PO-016562 | 03/15/2016 | 829643097002 | | 1 01-0000-0-1110-1000-4300-800-000-00000 | NN | P | | | | | | | | | 26.07 | 26.07 |
| PO-016562 | 03/11/2016 | 829643097001 | | 1 01-0000-0-1110-1000-4300-800-000-00000 | NN | F | | | | | | | | | 158.70 | 158.70 |
| | | | | | | | | | | | | | | | TOTAL PAYMENT AMOUNT | 184.77 |

| | | | | | | | | | | | | | | | | |
|-----------|------------|---------------------|--|--|----|---|--|--|--|--|--|--|--|--|----------------------|----------|
| 000084/00 | PG&E | | | | | | | | | | | | | | | |
| PO-000416 | 03/16/2016 | MAR HS 9921774729-6 | | 1 01-0000-0-0000-8100-5590-000-000-00000 | NN | P | | | | | | | | | 0.00 | 6,021.59 |
| | | | | | | | | | | | | | | | TOTAL PAYMENT AMOUNT | 6,021.59 |

| | | | | | | | | | | | | | | | | |
|-----------|-------------------|---------|--|--|----|---|--|--|--|--|--|--|--|--|----------------------|--------|
| 000134/00 | QUTIL CORPORATION | | | | | | | | | | | | | | | |
| PO-016135 | 03/11/2016 | 4101059 | | 2 01-0000-0-1110-1000-4300-100-000-00000 | NN | P | | | | | | | | | 0.00 | 215.68 |
| | | | | | | | | | | | | | | | TOTAL PAYMENT AMOUNT | 215.68 |

| | | | | | | | | | | | | | | | | |
|-----------|------------------------------|---------------------|--|--|----|---|--|--|--|--|--|--|--|--|----------------------|--------|
| 000137/00 | SCHOOL SERVICES OF CALIF INC | | | | | | | | | | | | | | | |
| PO-000426 | 02/29/2016 | FEB 2016 0105023-IN | | 1 01-0000-0-1110-1000-5890-000-000-00000 | NN | P | | | | | | | | | 0.00 | 230.00 |
| | | | | | | | | | | | | | | | TOTAL PAYMENT AMOUNT | 230.00 |

| | | | | | | | | | | | | | | | | |
|-----------|------------|-----------|--|--|----|--|--|--|--|--|--|--|--|--|----------------------|-------|
| 001148/00 | UPS | | | | | | | | | | | | | | | |
| PV-000123 | 03/19/2016 | 8V6291126 | | 01-0000-0-0000-2700-5990-000-000-00000 | NN | | | | | | | | | | 12.99 | 12.99 |
| | | | | | | | | | | | | | | | TOTAL PAYMENT AMOUNT | 12.99 |

| | | | | | | | | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|--|--|--|--|--|------------|-----------|
| | | | | | | | | | | | | | | | TOTAL Fund | 49,797.91 |
| | | | | | | | | | | | | | | | PAYMENT | ** |
| | | | | | | | | | | | | | | | TOTAL Fund | 49,797.91 |

012 HAMILTON UNIFIED SCHOOL DIST. J24676
 BATCH 51:APRIL 21 2016

ACCOUNTS PAYABLE PRELIST
 BATCH: 0051 BATCH 51:APRIL 21 2016
 Fund : 13 CAFETERIA

APY500 L.00.10 03/24/16 08:35 PAGE 4
 << Open >>

| Vendor/Addr Reg Reference | Remit name Date | Description | Tax ID num | Deposit type | Fd Res | Y | Goal | Func | Obj | ABA num | Sit | BGR | DD | Account num | TSWPS | Liq Amt | Net Amount |
|------------------------------|--------------------|-------------|------------|--------------|--------|---|------|------|-----|---------|-----|-----|----|-------------|-------|---------|------------|
|------------------------------|--------------------|-------------|------------|--------------|--------|---|------|------|-----|---------|-----|-----|----|-------------|-------|---------|------------|

| | | | | | | | | | | | | | | | | | |
|----------------------|--------------|-------|--|---|---------------------------------------|----|---|--|--|--|--|--|--|--|--|----------|----------|
| 000764/00 | DANIELSON CO | | | | | | | | | | | | | | | | |
| PO-000425 | 03/14/2016 | 97507 | | 3 | 13-5310-0-0000-3700-5890-000-000-0000 | NN | P | | | | | | | | | 0.00 | 5.00 |
| PO-000425 | 03/14/2016 | 97507 | | 2 | 13-5310-0-0000-3700-4700-000-000-0000 | NN | P | | | | | | | | | 0.00 | 1,166.40 |
| PO-000425 | 03/14/2016 | 97505 | | 2 | 13-5310-0-0000-3700-4700-000-000-0000 | NN | P | | | | | | | | | 0.00 | 1,367.58 |
| PO-000425 | 03/14/2016 | 97505 | | 1 | 13-5310-0-0000-3700-4300-000-000-0000 | NN | P | | | | | | | | | 0.00 | 235.61 |
| PO-000425 | 03/14/2016 | 97507 | | 1 | 13-5310-0-0000-3700-4300-000-000-0000 | NN | P | | | | | | | | | 0.00 | 84.18 |
| PO-000425 | 03/21/2016 | 98073 | | 1 | 13-5310-0-0000-3700-4300-000-000-0000 | NN | P | | | | | | | | | 0.00 | 64.15 |
| PO-000425 | 03/21/2016 | 98072 | | 1 | 13-5310-0-0000-3700-4300-000-000-0000 | NN | P | | | | | | | | | 0.00 | 44.40 |
| PO-000425 | 03/21/2016 | 98072 | | 2 | 13-5310-0-0000-3700-4700-000-000-0000 | NN | P | | | | | | | | | 0.00 | 1,247.57 |
| PO-000425 | 03/21/2016 | 98073 | | 2 | 13-5310-0-0000-3700-4700-000-000-0000 | NN | P | | | | | | | | | 0.00 | 892.35 |
| TOTAL PAYMENT AMOUNT | | | | | | | | | | | | | | | | 5,107.24 | |

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|----------------------|-------------------------|-----------|--|---|---------------------------------------|----|---|--|--|--|--|--|--|--|--|--------|-------|
| 000592/00 | MISSION UNIFORM & LINEN | | | | | | | | | | | | | | | | |
| PO-000405 | 03/10/2016 | 502062379 | | 1 | 13-5310-0-0000-3700-4300-000-000-0000 | NN | P | | | | | | | | | 0.00 | 50.69 |
| PO-000405 | 03/17/2016 | 502107004 | | 1 | 13-5310-0-0000-3700-4300-000-000-0000 | NN | P | | | | | | | | | 0.00 | 36.14 |
| PO-000405 | 03/17/2016 | 502107003 | | 1 | 13-5310-0-0000-3700-4300-000-000-0000 | NN | P | | | | | | | | | 0.00 | 29.93 |
| TOTAL PAYMENT AMOUNT | | | | | | | | | | | | | | | | 116.76 | |

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|----------------------|------------------|---------|--|---|---------------------------------------|----|---|--|--|--|--|--|--|--|--|----------|----------|
| 000763/00 | PROPACIFIC FRESH | | | | | | | | | | | | | | | | |
| PO-000407 | 03/14/2016 | 6271786 | | 3 | 13-5310-0-0000-3700-4300-000-000-0000 | NN | P | | | | | | | | | 0.00 | 28.88 |
| PO-000407 | 03/14/2016 | 6271786 | | 1 | 13-5310-0-0000-3700-4700-000-000-0000 | NN | P | | | | | | | | | 0.00 | 1,196.79 |
| PO-000407 | 03/14/2016 | 6271752 | | 1 | 13-5310-0-0000-3700-4700-000-000-0000 | NN | P | | | | | | | | | 0.00 | 547.63 |
| PO-000407 | 03/21/2016 | 6274933 | | 1 | 13-5310-0-0000-3700-4700-000-000-0000 | NN | P | | | | | | | | | 0.00 | 701.98 |
| PO-000407 | 03/21/2016 | 6274445 | | 1 | 13-5310-0-0000-3700-4700-000-000-0000 | NN | P | | | | | | | | | 0.00 | 573.19 |
| PO-000407 | 03/22/2016 | 6276081 | | 1 | 13-5310-0-0000-3700-4700-000-000-0000 | NN | P | | | | | | | | | 0.00 | 193.16 |
| TOTAL PAYMENT AMOUNT | | | | | | | | | | | | | | | | 3,241.63 | |

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|----------------------|----------------|----------|--|---|---------------------------------------|----|---|--|--|--|--|--|--|--|--|--------|-------|
| 002012/00 | UNITED GROCERS | | | | | | | | | | | | | | | | |
| PO-000438 | 03/01/2016 | 40176595 | | 1 | 13-5310-0-0000-3700-4300-000-000-0000 | NN | P | | | | | | | | | 0.00 | 20.38 |
| PO-000438 | 03/01/2016 | 40176595 | | 2 | 13-5310-0-0000-3700-4700-000-000-0000 | NN | P | | | | | | | | | 0.00 | 93.76 |
| TOTAL PAYMENT AMOUNT | | | | | | | | | | | | | | | | 114.14 | |

| | | | |
|--------------------------|---------|-----------|------|
| TOTAL Fund | PAYMENT | 8,579.77 | ** |
| TOTAL BATCH PAYMENT | | 58,377.68 | *** |
| TOTAL DISTRICT PAYMENT | | 58,377.68 | **** |
| TOTAL FOR ALL DISTRICTS: | | 58,377.68 | **** |

Number of checks to be printed: 23, not counting voids due to stub overflows.
 Printed: 03/24/2016 08:36:03

Prepared by: *April Salas* 3/24/16
 Date: _____
 Approved by: _____
 Date: _____

012 HAMILTON UNIFIED SCHOOL DIST. J25011
 BATCH 52: APRIL 21 2016

ACCOUNTS PAYABLE PRELIST
 BATCH: 0052 BATCH 52: APRIL 21 2016
 Fund : 01 GENERAL FUND

APY500 L.00.10 04/01/16 12:58 PAGE 1
 << Open >>

| Vendor/Addr | Remit name | Description | Tax ID num | Deposit type | Fd Res | Y Goal | Func Obj | ABA num | Slt BDR | DD | TRMPS | Liq Amt | Net Amount |
|----------------------|--------------------|------------------------|------------|-------------------------------------|--------|--------|----------|---------|---------|----|-------|---------|------------|
| 001323/00 | BERNICE DE LA CRUZ | | | | | | | | | | | | |
| ----- | | | | | | | | | | | | | |
| PV-000126 | 03/15/2016 | MILEAGE FOR MARCH 2016 | | 01-0000-0-1110-1000-5200-000-000000 | NN | | | | | | | 9.72 | 9.72 |
| TOTAL PAYMENT AMOUNT | | | | | | | | | | | | 9.72 | |

001498/00 CHRISTY WHITE ASSOCIATES 272956198

PO-000446 03/24/2016 12783 15-16 DIST AUDIT
 TOTAL PAYMENT AMOUNT 1 01-0000-0-0000-7191-5810-000-000-000000 NN P 0.00 3,650.62

3,650.62

000158/00 CORNING LUMBER CO INC

PV-000128 03/22/2016 1603-272294
 TOTAL PAYMENT AMOUNT 01-8150-0-0000-8100-4300-000-000-000000 NN P 65.36

65.36

000162/00 GRAINGER

PO-000409 03/23/2016 9062331732
 PO-000409 03/23/2016 9062458543
 TOTAL PAYMENT AMOUNT 1 01-8150-0-0000-8100-4300-000-000-000000 NN P 0.00 24.42
 1 01-8150-0-0000-8100-4300-000-000-000000 NN P 0.00 125.77
 TOTAL PAYMENT AMOUNT 150.19

150.19

000036/00 GREATAMERICA LEASING CORP

PO-000424 03/21/2016 MAY 2016 18475431
 TOTAL PAYMENT AMOUNT 1 01-0000-0-1110-1000-5620-100-000-000000 NN P 0.00 117.16

117.16

000820/00 HIGHWAY 20 SIGNWORKS

PO-016433 03/08/2016 817 ADDITIONAL VEHICLE MARKERS
 TOTAL PAYMENT AMOUNT 2 01-8150-0-0000-8100-4300-000-000-000000 NN P 759.50

759.50

000072/00 HILLYARD

PO-000412 03/23/2016 602011345
 TOTAL PAYMENT AMOUNT 1 01-8150-0-0000-8100-4300-000-000-000000 NN P 0.00 288.01

288.01

Vendor/Addr Remit name Description Tax ID num Deposit type ABA num Account num
 Req Reference Date Description Pd Res Y Goal Func Obj Sit Bdr DD TWPS Ldg Amt Net Amount
 001003/00 INFINITY COMMUNICATIONS & CONS

PO-016522 02/16/2016 5563
 TOTAL PAYMENT AMOUNT 3,500.00 * 3,500.00

000640/00 KRISTEN HAMMAN
 PV-000125 03/15/2016 MILEAGE FOR MGMT BENE TRAINING 01-00000-0-00000-7300-5200-000-00000 NN F
 TOTAL PAYMENT AMOUNT 86.94 *

000524/00 MJB WELDING SUPPLY
 PO-016144 03/22/2016 01117355
 TOTAL PAYMENT AMOUNT 607.26 *

001474/00 MCCONKEY COMPANY
 PO-016539 03/21/2016 1210662
 TOTAL PAYMENT AMOUNT 128.17 *

000012/00 NAPA AUTO PARTS
 PO-000418 03/22/2016 532381
 TOTAL PAYMENT AMOUNT 147.41 *

000128/00 NORMAC
 PO-000420 03/25/2016 698755
 TOTAL PAYMENT AMOUNT 307.11 *

000027/00 ORLAND HARDWARE
 PO-000417 02/29/2016 281809
 PO-000417 03/01/2016 281930
 PO-000417 03/01/2016 281933
 PO-000417 03/14/2016 283091
 PO-000417 03/14/2016 283093
 PO-000417 03/22/2016 375273
 TOTAL PAYMENT AMOUNT 307.90 *

012 HAMILTON UNIFIED SCHOOL DIST. J25011
BATCH 52: APRIL 21 2016

ACCOUNTS PAYABLE PRELIST
BATCH: 0052 BATCH 52: APRIL 21 2016
Fund : 01 GENERAL FUND

APY500 L.00.10 04/01/16 12:58 PAGE 3
<< Open >>

| Vendor/Addr | Remit name | Description | Tax ID num | Deposit type | Fd Res | Y | Goal | Func | Obj | ABA num | Account num | TrmPMS | Liq Amt | Net Amount |
|-------------|------------|-------------|------------|--------------|--------|---|------|------|-----|---------|-------------|--------|---------|------------|
|-------------|------------|-------------|------------|--------------|--------|---|------|------|-----|---------|-------------|--------|---------|------------|

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|----------------------|---------------------------|---------|--|--|--|--|--|--|--|--|--|--|------|--------|
| 000512/00 | PLATT ELECTRIC SUPPLY INC | | | | | | | | | | | | | |
| PO-000432 | 03/18/2016 | J001446 | | | | | | | | | | | | |
| TOTAL PAYMENT AMOUNT | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | 0.00 | 186.78 |

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|----------------------|-------------------|-----------|--|--|--|--|--|--|--|--|--|--|--------|--------|
| 000134/00 | QUILL CORPORATION | | | | | | | | | | | | | |
| PO-016200 | 03/15/2016 | CLOSE BAL | | | | | | | | | | | | |
| PO-016584 | 03/22/2016 | 4370616 | | | | | | | | | | | | |
| TOTAL PAYMENT AMOUNT | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | 110.78 | 110.78 |

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|----------------------|--------------------|---------------------------|--|--|--|--|--|--|--|--|--|--|----------|----------|
| 001510/00 | RAY MORGAN COMPANY | | | | | | | | | | | | | |
| PO-000413 | 03/21/2016 | APR 2016 1186075 DIST | | | | | | | | | | | | |
| PO-000413 | 03/21/2016 | APR 2016 1186075 HS | | | | | | | | | | | | |
| PO-000413 | 03/21/2016 | APR 2016 1186075 ELEM | | | | | | | | | | | | |
| PO-000413 | 03/21/2016 | APR 2016 1186075 ELIA B | | | | | | | | | | | | |
| PO-000413 | 03/21/2016 | APR 2016 1186075 COMM DAY | | | | | | | | | | | | |
| TOTAL PAYMENT AMOUNT | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | 3,413.15 | 3,413.15 |

| | | | | | | | | | | | | | | |
|----------------------|--------------|--------------|--|--|--|--|--|--|--|--|--|--|--------|--------|
| 001502/00 | TEAM EXPRESS | | | | | | | | | | | | | |
| PO-016524 | 02/16/2016 | INV000855515 | | | | | | | | | | | | |
| TOTAL PAYMENT AMOUNT | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | 349.76 | 349.76 |
| TOTAL USE TAX AMOUNT | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | 26.23 | 26.23 |

See Also: Funds 11 & 12

| | | | | | | | | | | | | | | |
|----------------------|----------------|-----------------------------|--|--|--|--|--|--|--|--|--|--|--------|--------|
| 001152/00 | TREVOR MERRILL | | | | | | | | | | | | | |
| PO-016594 | 03/29/2016 | EMAIL SEARCH FOR LITIGATION | | | | | | | | | | | | |
| TOTAL PAYMENT AMOUNT | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | 200.00 | 200.00 |

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|----------------------|--------------------|------------------------------|--|--|--|--|--|--|--|--|--|--|--------|--------|
| 001382/00 | U S BANK CORPORATE | | | | | | | | | | | | | |
| PO-016545 | 03/22/2016 | GREAT GATSBY BOOKS | | | | | | | | | | | | |
| PO-016559 | 03/22/2016 | WORKING LUNCH MTG | | | | | | | | | | | | |
| PO-016560 | 03/22/2016 | AFTER SCHOOL PRGM MTG | | | | | | | | | | | | |
| PO-016561 | 03/22/2016 | MYCOMMERCE WELD SOFTWARE D/L | | | | | | | | | | | | |
| PO-016567 | 03/22/2016 | MULTI CARD READERS | | | | | | | | | | | | |
| PO-016570 | 03/22/2016 | NETWORK CARD | | | | | | | | | | | | |
| PO-016573 | 03/22/2016 | ROUND TABLE MTG LUNCH | | | | | | | | | | | | |
| PO-016588 | 03/22/2016 | AERIES TRAIN LUNCH | | | | | | | | | | | | |
| PV-000127 | 03/22/2016 | MARCH 4246044555628555 | | | | | | | | | | | | |
| TOTAL PAYMENT AMOUNT | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | 200.00 | 200.00 |

012 HAMILTON UNIFIED SCHOOL DIST. J25011
 BATCH 52: APRIL 21 2016

ACCOUNTS PAYABLE PRELIST
 BATCH: 0052 BATCH 52: APRIL 21 2016
 Fund : 01 GENERAL FUND

APY500 L.00.10 04/01/16 12:58 PAGE 4
 << Open >>

Vendor/Addr Remit name Description Tax ID num Deposit type ABA num Account num
 Req Reference Date Pd Res Y Goal Func Obj Slt BDR DD T9MPS Ldg Amt Net Amount
 001382 (CONTINUED)

| | | | | | | |
|----------------------|------------|-------|------------------|--|----|----------|
| PV-000127 | 03/22/2016 | MARCH | 4246044555628555 | 01-0000-0-0000-3600-5890-000-000-00000 | NN | 160.00 |
| PV-000127 | 03/22/2016 | MARCH | 4246044555628555 | 01-0000-0-0000-7110-5200-000-000-00000 | NN | 301.12 |
| PV-000127 | 03/22/2016 | MARCH | 4246044555628555 | 01-0000-0-0000-7150-5200-000-000-00000 | NN | 301.12 |
| PV-000127 | 03/22/2016 | MARCH | 4246044555628555 | 01-8150-0-0000-8100-4300-000-000-00000 | NN | 407.39 |
| PV-000127 | 03/22/2016 | MARCH | 4246044555628555 | 01-7010-0-3800-1000-5200-000-000-00000 | NN | 176.23 |
| PV-000127 | 03/22/2016 | MARCH | 4246044555628555 | 01-7010-0-3800-1000-4300-000-000-00000 | NN | 42.98 |
| PV-000127 | 03/22/2016 | MARCH | 4246044555628555 | 01-0000-0-1110-1000-4300-000-000-00000 | NN | 508.79 |
| TOTAL PAYMENT AMOUNT | | | | 3,144.52 * | | 3,144.52 |
| TOTAL USE TAX AMOUNT | | | | 19.11 | | |

See also Fund 12

| | | | | | | | | | | | |
|----------------------|-----------------------|-----------|------------|--------|---------------------|---|--|----|---|------|--------|
| 000543/00 | US SPECIALTY COATINGS | PO-000427 | 03/15/2016 | 146298 | FIELD MARKING PAINT | 1 | 01-8150-0-0000-8100-4300-000-000-00000 | YN | P | 0.00 | 500.40 |
| TOTAL PAYMENT AMOUNT | | | | 500.40 | | | | | | | |
| TOTAL USE TAX AMOUNT | | | | 37.53 | | | | | | | |

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|----------------------|--------------------|-----------|------------|----------|--|---|--|----|---|------|--------|
| 000147/00 | VALLEY TRACTOR INC | PO-000431 | 03/24/2016 | 599708 | | 1 | 01-8150-0-0000-8100-4300-000-000-00000 | NN | P | 0.00 | 124.55 |
| TOTAL PAYMENT AMOUNT | | | | 124.55 * | | | | | | | |

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|----------------------|------------------|-----------|------------|------------|------------|---|--|----|---|------|--------|----------|
| 000377/00 | WASTE MANAGEMENT | PO-000402 | 04/01/2016 | | HS CARE | 1 | 01-0000-0-0000-8100-5590-000-000-00000 | NN | P | 0.00 | 190.70 | |
| | | PO-000402 | 04/01/2016 | | ELEM MAINT | 1 | 01-0000-0-0000-8100-5590-000-000-00000 | NN | P | 0.00 | 246.96 | |
| | | PO-000402 | 04/01/2016 | | ELEM CARE | 1 | 01-0000-0-0000-8100-5590-000-000-00000 | NN | P | 0.00 | 190.70 | |
| | | PO-000402 | 04/01/2016 | | HS MAINT | 1 | 01-0000-0-0000-8100-5590-000-000-00000 | NN | P | 0.00 | 797.80 | |
| TOTAL PAYMENT AMOUNT | | | | 1,426.16 * | | | | | | | | 1,426.16 |

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|----------------------|------------------|-----------|------------|----------|--|---|--|----|---|------|--------|--------|
| 000743/00 | WEST COAST PAPER | PO-000429 | 03/23/2016 | 9496310 | | 1 | 01-8150-0-0000-8100-4300-000-000-00000 | NN | P | 0.00 | 318.79 | |
| | | PO-000429 | 03/23/2016 | 9496309 | | 1 | 01-8150-0-0000-8100-4300-000-000-00000 | NN | P | 0.00 | 308.31 | |
| | | PO-000429 | 03/25/2016 | 949940 | | 1 | 01-8150-0-0000-8100-4300-000-000-00000 | NN | P | 0.00 | 44.04 | |
| TOTAL PAYMENT AMOUNT | | | | 671.14 * | | | | | | | | 671.14 |

| | | |
|----------------------|---------|--------------|
| TOTAL Fund | PAYMENT | 20,252.59 ** |
| TOTAL USE TAX AMOUNT | | 82.87 |
| TOTAL Fund | PAYMENT | 20,252.59 |

012 HAMILTON UNIFIED SCHOOL DIST. 025011
 BATCH 52: APRIL 21 2016

ACCOUNTS PAYABLE PRELIST
 BATCH: 0052 BATCH 52: APRIL 21 2016
 Fund : 11 ADULT EDUCATION

APY500 L.00.10 04/01/16 12:58 PAGE 5
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| Vendor/Addr | Remit name | Description | Tax ID num | Deposit type | Fd Res | Y | Goal | Func | Obj | ABA num | Account num | TRMPS | Liq Amt | Net Amount |
|---------------|------------|-------------|------------|--------------|--------|---|------|------|-----|---------|-------------|-------|---------|------------|
| Req Reference | Date | | | | | | | | | Site | BDR | DD | | |

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|----------------------|-------------------|---------|--|--|--|--|--|--|--|--|--|--|------|------|
| 000134/00 | QUILL CORPORATION | | | | | | | | | | | | | |
| PO-016585 | 03/22/2016 | 4370610 | | | | | | | | | | | 1.61 | 1.61 |
| TOTAL PAYMENT AMOUNT | | | | | | | | | | | | | 1.61 | 1.61 |

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|----------------------|--------------------|------------------------------|----|---|----|---|--|--|--|--|--|--|--------|--------|
| 001510/00 | RAY MORGAN COMPANY | | | | | | | | | | | | | |
| PO-000413 | 03/21/2016 | APR 2016 1186075 AD ED | 15 | 11-6391-0-4110-1000-5620-000-000-000000 | NN | P | | | | | | | 0.00 | 129.17 |
| PO-000413 | 03/21/2016 | 1187003 COLOR COPIES OVERAGE | 17 | 11-6391-0-4110-1000-4300-000-022-000000 | NN | P | | | | | | | 0.00 | 330.98 |
| PO-000413 | 03/21/2016 | APR 2016 1186075 ADDED CCARE | 18 | 11-6391-0-4110-1000-5620-000-022-000000 | NN | P | | | | | | | 0.00 | 74.78 |
| TOTAL PAYMENT AMOUNT | | | | | | | | | | | | | 534.93 | 534.93 |

TOTAL Fund PAYMENT 536.54 **

536.54

012 HAMILTON UNIFIED SCHOOL DIST. J25011
 BATCH 52: APRIL 21 2016

ACCOUNTS PAYABLE PRELIST
 BATCH: 0052 BATCH 52: APRIL 21 2016
 Fund : 12 CHILD DEVELOPMENT

APV500 I.00.10 04/01/16 12:58 PAGE 6
 << Open >>

| Vendor/Addr | Remit name | Description | Tax ID num | Deposit type | Fd Res | Y Goal | Func Obj | ABA num | Account num | TrmPMS | Liq Amt | Net Amount |
|-------------|------------|-------------|------------|--------------|--------|--------|----------|---------|-------------|--------|---------|------------|
|-------------|------------|-------------|------------|--------------|--------|--------|----------|---------|-------------|--------|---------|------------|

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|----------------------|--------------------|-------------------------|--|---|--|----|---|--|--|--|--------|--------|
| 001510/00 | RAY MORGAN COMPANY | | | | | | | | | | | |
| PO-000413 | 03/21/2016 | APR 2016 1186075 PRESCH | | 7 | 12-6105-0-1110-1000-5620-000-000-00000 | NN | P | | | | 0.00 | 129.17 |
| TOTAL PAYMENT AMOUNT | | | | | | | | | | | 129.17 | 129.17 |

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|----------------------|--------------------|-------------------|--|---|--|----|---|--|--|--|-------|-------|
| 001382/00 | U S BANK CORPORATE | | | | | | | | | | | |
| PO-016555 | 03/22/2016 | PRESCHOOL CASTERS | | 1 | 12-6105-0-1110-1000-4300-000-000-00000 | NN | F | | | | 14.79 | 14.79 |
| TOTAL PAYMENT AMOUNT | | | | | | | | | | | 14.79 | 14.79 |

| | | | | | | | | | | | | | |
|------------|--|--|--|--|--|--|--|--|--|--|---------|--------|----|
| TOTAL Fund | | | | | | | | | | | PAYMENT | 143.96 | ** |
| | | | | | | | | | | | | 143.96 | |

012 HAMILTON UNIFIED SCHOOL DIST. J25011
 BATCH 52: APRIL 21 2016

ACCOUNTS PAYABLE PRELIST
 BATCH: 0052 BATCH 52: APRIL 21 2016
 Fund : 13 CAPETERIA

APY500 L.00.10 04/01/16 12:58 PAGE 7
 << Open >>

| Vendor/Addr | Remit name | Description | Tax ID num | Deposit type | Fd Res | Y | Goal Func | Obj | ABA num | Account num | Ltd Amt | Net Amount |
|-------------|-----------------|-------------|------------|--------------|--------|---|-----------|-----|---------|-------------|---------|------------|
| 000209/00 | GOLD STAR FOODS | | | | | | | | | | | |

PO-000415 03/24/2016 1646961 FEB BOX FEES
 3 13-5310-0-0000-3700-5890-000-000-00000 NN P 0.00 45.60
 TOTAL PAYMENT AMOUNT 45.60 * 45.60

TOTAL Fund PAYMENT 45.60 ** 45.60

TOTAL BATCH PAYMENT 20,978.69 *** 20,978.69
 TOTAL USE TAX AMOUNT 82.87 20,978.69

TOTAL DISTRICT PAYMENT 20,978.69 **** 20,978.69
 TOTAL USE TAX AMOUNT 82.87 20,978.69

TOTAL FOR ALL DISTRICTS: 20,978.69 ***** 20,978.69
 TOTAL USE TAX AMOUNT 82.87 20,978.69

Number of checks to be printed: 29, not counting voids due to stub overflows.

Printed: 04/01/2016 13:01:21

| | | | |
|---------------|-----------------------|------|--------|
| Prepared by | <i>Cherie Johnson</i> | Date | 4/1/16 |
| Authorized by | | Date | |

| Vendor/Addr | Remit name | Description | Tax ID num | Deposit type | Fd Res | Y | Goal | Func | Obj | ABA num | Sit | BA | DD | TRMPS | Liq Amt | Net Amount |
|-------------|------------|-------------|------------|--------------|--------|---|------|------|-----|---------|-----|----|----|-------|---------|------------|
|-------------|------------|-------------|------------|--------------|--------|---|------|------|-----|---------|-----|----|----|-------|---------|------------|

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|-----------|-----------------|--------------------------|-----------|-------------------------------------|--|--|--|--|--|--|--|--|--|--|--------|--------|
| 000253/00 | APPEAL-DEMOCRAT | | 462220622 | | | | | | | | | | | | | |
| PO-000441 | 03/31/2016 | 189225 LEGAL AD FOR BIDS | | 1 01-0000-0-0000-2700-5990-000-0000 | | | | | | | | | | | 0.00 | 177.30 |
| | | TOTAL PAYMENT AMOUNT | | | | | | | | | | | | | 177.30 | 177.30 |

| | | | | | | | | | | | | | | | | |
|-----------|-----------------------|-------------------------------|--|-----------------------------------|--|--|--|--|--|--|--|--|--|--|--------|--------|
| 000332/00 | BOARD OF EQUALIZATION | | | | | | | | | | | | | | | |
| PO-000133 | 03/21/2016 | JAN-MAR 2016 QTR 1 #57-416161 | | 01-0000-0-0000-3600-4392-000-0000 | | | | | | | | | | | | 124.47 |
| | | TOTAL PAYMENT AMOUNT | | | | | | | | | | | | | 124.47 | 124.47 |

| | | | | | | | | | | | | | | | | |
|-----------|-------------------|----------------------|-----------|-------------------------------------|--|--|--|--|--|--|--|--|--|--|--------|--------|
| 000446/00 | BOB'S PLUMBING CO | | 680257931 | | | | | | | | | | | | | |
| PO-016596 | 03/28/2016 | 7 BACKFLOW TESTS | | 1 01-8150-0-0000-8100-5630-000-0000 | | | | | | | | | | | 245.00 | 245.00 |
| | | TOTAL PAYMENT AMOUNT | | | | | | | | | | | | | 245.00 | 245.00 |

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|-----------|------------|--------------------------|--|-------------------------------------|--|--|--|--|--|--|--|--|--|--|-----------|-----------|
| 001029/00 | CAL PERS | | | | | | | | | | | | | | | |
| PO-016599 | 04/06/2016 | RETIRE INCENTIVE B PERRY | | 1 01-0000-0-0000-2700-3702-000-0000 | | | | | | | | | | | 36256.00 | 36,256.00 |
| | | TOTAL PAYMENT AMOUNT | | | | | | | | | | | | | 36,256.00 | 36,256.00 |

| | | | | | | | | | | | | | | | | |
|-----------|-----------------------------|----------------------|--|-------------------------------------|--|--|--|--|--|--|--|--|--|--|--------|--------|
| 000053/00 | CALIFORNIA WATER SERVICE CO | | | | | | | | | | | | | | | |
| PO-000422 | 03/25/2016 | APR 0669843652 | | 1 01-0000-0-0000-8100-5590-000-0000 | | | | | | | | | | | 0.00 | 153.63 |
| PO-000422 | 03/25/2016 | APR 6314177777 | | 1 01-0000-0-0000-8100-5590-000-0000 | | | | | | | | | | | 0.00 | 157.05 |
| PO-000422 | 03/25/2016 | APR 7314177777 | | 1 01-0000-0-0000-8100-5590-000-0000 | | | | | | | | | | | 0.00 | 295.83 |
| PO-000422 | 03/25/2016 | APR 3624177777 | | 1 01-0000-0-0000-8100-5590-000-0000 | | | | | | | | | | | 0.00 | 13.15 |
| PO-000422 | 03/25/2016 | APR 4328876467 | | 1 01-0000-0-0000-8100-5590-000-0000 | | | | | | | | | | | 0.00 | 283.53 |
| | | TOTAL PAYMENT AMOUNT | | | | | | | | | | | | | 903.19 | 903.19 |

| | | | | | | | | | | | | | | | | |
|-----------|---------------|-----------------------|--|-----------------------------------|--|--|--|--|--|--|--|--|--|--|-------|-------|
| 001325/00 | CHRIS DEVRIES | | | | | | | | | | | | | | | |
| PO-000130 | 03/22/2016 | TRAVEL EXP OSS @ GCCE | | 01-0000-0-0000-7300-5200-000-0000 | | | | | | | | | | | 32.40 | 32.40 |
| | | TOTAL PAYMENT AMOUNT | | | | | | | | | | | | | 32.40 | 32.40 |

| | | | | | | | | | | | | | | | | |
|-----------|------------|--------------------------|-----------|-----------------------------------|--|--|--|--|--|--|--|--|--|--|--------|--------|
| 000563/00 | DIANE LYON | | 561259712 | | | | | | | | | | | | | |
| PO-000129 | 03/22/2016 | TRAVEL EXP FEB, MAR, APR | | 01-0000-0-0000-7300-5200-000-0000 | | | | | | | | | | | 72.36 | 72.36 |
| PO-000129 | 03/22/2016 | TRAVEL EXP FEB, MAR, APR | | 01-0000-0-0000-7300-5200-000-0000 | | | | | | | | | | | 68.88 | 68.88 |
| | | TOTAL PAYMENT AMOUNT | | | | | | | | | | | | | 141.24 | 141.24 |

| Vendor/Addr | Remit name | Description | Tax ID num | Deposit type | Fd Res | Y | Goal | Func | Obj | ABA num | Acct num | Sit | BDR | DD | TRMPS | Liq Amt | Net Amount |
|-------------|------------|-------------|------------|--------------|--------|---|------|------|-----|---------|----------|-----|-----|----|-------|---------|------------|
|-------------|------------|-------------|------------|--------------|--------|---|------|------|-----|---------|----------|-----|-----|----|-------|---------|------------|

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|-----------|--------------------------------|--------------------|--|---|---------------------------------------|----|---|--|--|--|--|--|--|--|--|---------|----------|
| 001003/00 | INFINITY COMMUNICATIONS & CONS | | | | | | | | | | | | | | | | |
| PO-016172 | 04/06/2016 | 5710-CAT 1 YEAR 19 | | 1 | 01-0000-0-1110-1000-5890-000-000-0000 | NN | F | | | | | | | | | 3037.50 | 3,037.50 |
| | | | | | | | | | | | | | | | | | 3,037.50 |
| | | | | | | | | | | | | | | | | | |

000973/00 JIVE COMMUNICATIONS INC 020783048

| | | | | | | | | | | | | | | | | | |
|-----------|------------|------------------------|--|---|---------------------------------------|----|---|--|--|--|--|--|--|--|--|------|--------|
| PO-000442 | 04/01/2016 | APR 2016 INV-000475083 | | 1 | 01-0000-0-0000-2700-5990-000-000-0000 | NN | P | | | | | | | | | 0.00 | 513.90 |
| | | | | | | | | | | | | | | | | | 513.90 |
| | | | | | | | | | | | | | | | | | |

000612/00 JORDAN TRACY

| | | | | | | | | | | | | | | | | | |
|-----------|------------|---------------------------|--|--|---------------------------------------|----|--|--|--|--|--|--|--|--|--|--|-------|
| PV-000132 | 03/25/2016 | REPLACE LOST CK# 30173939 | | | 01-0000-0-0000-0000-9201-000-000-0000 | NN | | | | | | | | | | | 23.85 |
| | | | | | | | | | | | | | | | | | 23.85 |
| | | | | | | | | | | | | | | | | | |

000217/00 KELLY LANGAN

| | | | | | | | | | | | | | | | | | |
|-----------|------------|-----------------|--|--|---------------------------------------|----|--|--|--|--|--|--|--|--|--|--|-------|
| PV-000131 | 03/22/2016 | DRIVERS ED FUEL | | | 01-0000-0-0000-8100-4392-000-020-0000 | NN | | | | | | | | | | | 10.00 |
| | | | | | | | | | | | | | | | | | 10.00 |
| | | | | | | | | | | | | | | | | | |

000501/00 MD PLUMBING

| | | | | | | | | | | | | | | | | | |
|-----------|------------|---------------------------|--|---|---------------------------------------|----|---|--|--|--|--|--|--|--|--|--|--------|
| PO-016571 | 03/28/2016 | 0021665-HYDRATION STATION | | 1 | 01-8150-0-0000-8100-5630-000-000-0000 | NY | F | | | | | | | | | | 640.00 |
| | | | | | | | | | | | | | | | | | 640.00 |
| | | | | | | | | | | | | | | | | | |

000524/00 MTB WELDING SUPPLY

| | | | | | | | | | | | | | | | | | |
|-----------|------------|----------|--|---|---------------------------------------|----|---|--|--|--|--|--|--|--|--|--|--------|
| PO-016144 | 03/31/2016 | 01118639 | | 3 | 01-7010-0-3800-1000-5890-000-000-0000 | NN | P | | | | | | | | | | 18.00 |
| PO-016144 | 03/08/2016 | 01115795 | | 2 | 01-0350-0-6000-1000-4300-000-000-0000 | NN | P | | | | | | | | | | 238.87 |
| | | | | | | | | | | | | | | | | | 256.87 |
| | | | | | | | | | | | | | | | | | |

000719/00 NORTH WOODWINDS

| | | | | | | | | | | | | | | | | | |
|-----------|------------|--------|--|---|---------------------------------------|----|---|--|--|--|--|--|--|--|--|--|--------|
| PO-016262 | 04/07/2016 | 734754 | | 1 | 01-0000-0-1110-1000-5630-000-013-0000 | NY | P | | | | | | | | | | 0.00 |
| PO-016262 | 04/07/2016 | 734758 | | 1 | 01-0000-0-1110-1000-5630-000-013-0000 | NY | P | | | | | | | | | | 24.23 |
| | | | | | | | | | | | | | | | | | 137.32 |
| | | | | | | | | | | | | | | | | | |

012 HAMILTON UNIFIED SCHOOL DIST. 025344
 BATCH 53: APRIL 21 2016

ACCOUNTS PAYABLE PRELIST
 BATCH: 0053 BATCH 53: APRIL 21 2016
 Fund : 01 GENERAL FUND

APY500 I.00.10 04/07/16 14:30 PAGE 3
 << Open >>

| Vendor/Addr | Remit name | Description | Tax ID num | Deposit type | Fd Res | Y Goal | Func Obj | ABA num | Account num | TRMPS | Idq Amt | Net Amount |
|-------------|------------|-------------|------------|--------------|--------|--------|----------|---------|-------------|-------|---------|------------|
|-------------|------------|-------------|------------|--------------|--------|--------|----------|---------|-------------|-------|---------|------------|

| | | | | | | | | | | | | |
|----------------------|--------------|--------------|--|--|----|---|--|--|--|--------|--------|--------|
| 000309/00 | OFFICE DEPOT | | | | | | | | | | | |
| PO-016100 | 03/30/2016 | 831748883001 | | 1 01-0000-0-1110-1000-4300-000-000-00000 | NN | P | | | | | 39.07 | 39.07 |
| PO-016592 | 03/30/2016 | 831834715001 | | 1 01-0001-0-1110-1000-4300-000-000-00000 | NN | F | | | | 196.57 | 196.57 | |
| TOTAL PAYMENT AMOUNT | | | | | | | | | | | 235.64 | 235.64 |

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|----------------------|------------|-------------------------|--|--|----|---|--|--|--|--|----------|----------|
| 000084/00 | PG&E | | | | | | | | | | | |
| PO-000416 | 03/29/2016 | MARCH ELEM 3699672995-4 | | 1 01-0000-0-0000-8100-5590-000-000-00000 | NN | P | | | | | 0.00 | 4,284.26 |
| TOTAL PAYMENT AMOUNT | | | | | | | | | | | 4,284.26 | 4,284.26 |

| | | | | | | | | | | | | |
|----------------------|-------------------|---------|--|--|----|---|--|--|--|--|--------|--------|
| 000134/00 | QUILL CORPORATION | | | | | | | | | | | |
| PO-016135 | 03/23/2016 | 4411604 | | 1 01-0000-0-1110-1000-4300-000-000-00000 | NN | P | | | | | 0.00 | 317.36 |
| PO-016135 | 03/25/2016 | 4461056 | | 1 01-0000-0-1110-1000-4300-000-000-00000 | NN | P | | | | | 0.00 | 69.18 |
| PO-016135 | 03/23/2016 | 4416151 | | 1 01-0000-0-1110-1000-4300-000-000-00000 | NN | P | | | | | 0.00 | 46.42 |
| PO-016135 | 03/24/2016 | 4424177 | | 1 01-0000-0-1110-1000-4300-000-000-00000 | NN | P | | | | | 0.00 | 79.10 |
| PO-016590 | 03/23/2016 | 4411452 | | 1 01-0000-0-1110-1000-4300-100-000-00000 | NN | F | | | | | 138.90 | 138.90 |
| PO-016591 | 03/29/2016 | 4555876 | | 1 01-0000-0-1110-1000-4300-800-000-00000 | NN | F | | | | | 187.28 | 187.28 |
| TOTAL PAYMENT AMOUNT | | | | | | | | | | | 838.24 | 838.24 |

| | | | | | | | | | | | | |
|----------------------|------------------------------|------------|--|--|----|---|--|--|--|--|--------|--------|
| 000137/00 | SCHOOL SERVICES OF CALIF INC | | | | | | | | | | | |
| PO-016547 | 03/31/2016 | W089495-IN | | 1 01-0000-0-0000-7300-5200-000-000-00000 | NN | F | | | | | 195.00 | 195.00 |
| TOTAL PAYMENT AMOUNT | | | | | | | | | | | 195.00 | 195.00 |

| | | | | | | | | | | | | |
|----------------------|----------------|-----------------------|--|--|----|---|--|--|--|--|--------|--------|
| 000842/00 | SKILCRAFT PLUS | | | | | | | | | | | |
| PO-016541 | 02/19/2016 | 8866- TELLER CABINETS | | 1 01-0000-0-1110-1000-4400-000-000-00000 | YN | F | | | | | 681.38 | 592.50 |
| TOTAL PAYMENT AMOUNT | | | | | | | | | | | 592.50 | 592.50 |
| TOTAL USE TAX AMOUNT | | | | | | | | | | | 44.44 | |

| | | | | | | | | | | | | |
|----------------------|---------------------------|--------------------|--|--|----|---|--|--|--|--|--------|--------|
| 000715/00 | US BANK EQUIPMENT FINANCE | | | | | | | | | | | |
| PO-000437 | 03/28/2016 | APR 2016 301403671 | | 1 01-0000-0-1110-1000-5620-100-000-00000 | NN | P | | | | | 0.00 | 666.18 |
| PO-000437 | 03/28/2016 | JAN-MAR OVERAGE | | 2 01-0000-0-1110-1000-4300-100-000-00000 | NN | P | | | | | 0.00 | 249.53 |
| TOTAL PAYMENT AMOUNT | | | | | | | | | | | 915.71 | 915.71 |

Vendor/Addr Remit name Description Tax ID num Deposit type ABA num Account num
 Req Reference Date Fd Res Y Goal Func Obj Sit Bdr DD T9MPS Ldg Amt Net Amount
 000693/00 VERIZON WIRELESS
 PO-000411 04/01/2016 APR 2016 INV-000475083 1 01-00000-0-00000-2700-5990-000-00000 NN P 0.00 67.90
 TOTAL PAYMENT AMOUNT 67.90 *
 TOTAL PAYMENT AMOUNT 67.90

TOTAL Fund PAYMENT 49,628.29 **
 TOTAL USE TAX AMOUNT 44.44

012 HAMILTON UNIFIED SCHOOL DIST. J25344
 BATCH 53:APRIL 21 2016

ACCOUNTS PAYABLE PRELIST
 BATCH: 0053 BATCH 53:APRIL 21 2016
 Fund : 12 CHILD DEVELOPMENT

APY500 L.00.10 04/07/16 14:30 PAGE 5
 << Open >>

Vendor/Addr Remit name Description Tax ID num Deposit type ABA num Account num
 Req Reference Date Description Fd Res Y Goal Func Obj Slt BDR DD TRMPS Liq Amt Net Amount

000506/00 CVS PHARMACY INC
 PO-016235 03/28/2016 ACCT#6005432059000825 1 12-6105-0-1110-1000-4300-000-000-00000 NM P 2.49 24.07
 PO-016235 03/28/2016 POP CORN & PHOTOS 1 12-6105-0-1110-1000-4300-000-000-00000 NM P 0.00 18.45
 PO-016235 03/28/2016 PHOTO DEV 1 12-6105-0-1110-1000-4300-000-000-00000 NM P 0.00 11.35
 PO-016235 03/28/2016 PRESCH SUPPLIES 1 12-6105-0-1110-1000-4300-000-000-00000 NM P 0.00 12.23

TOTAL PAYMENT AMOUNT 66.10 *
 TOTAL Fund PAYMENT 66.10 **

012 HAMILTON UNIFIED SCHOOL DIST. J25344
 BATCH 53:APRIL 21 2016

ACCOUNTS PAYABLE PRELIST
 BATCH: 0053 BATCH 53:APRIL 21 2016
 Fund : 13 CAFETERIA

APY500 L.00.10 04/07/16 14:30 PAGE 6
 << Open >>

Vendor/Addr Remit name Description Tax ID num Deposit type Fd Res Y Goal Func Obj Sit Bdr DD . T9MPS Ldg Amt Net Amount
 Reg Reference Date
 000762/00 CRYSTAL CREAMERY

| | | | | | | | |
|----------------------|------------|----------|---|--|------|----------|----------|
| PO-000445 | 02/29/2016 | 14737324 | 1 | 13-5310-0-0000-3700-4700-000-000-00000 | NN P | 0.00 | 93.80 |
| PO-000445 | 02/29/2016 | 14737323 | 1 | 13-5310-0-0000-3700-4700-000-000-00000 | NN P | 0.00 | 243.97 |
| PO-000445 | 03/03/2016 | 14737336 | 1 | 13-5310-0-0000-3700-4700-000-000-00000 | NN P | 0.00 | 182.31 |
| PO-000445 | 03/07/2016 | 14755023 | 1 | 13-5310-0-0000-3700-4700-000-000-00000 | NN P | 0.00 | 170.57 |
| PO-000445 | 03/07/2016 | 14755026 | 1 | 13-5310-0-0000-3700-4700-000-000-00000 | NN P | 0.00 | 104.06 |
| PO-000445 | 03/10/2016 | 14755029 | 1 | 13-5310-0-0000-3700-4700-000-000-00000 | NN P | 0.00 | 170.57 |
| PO-000445 | 03/14/2016 | 14780181 | 1 | 13-5310-0-0000-3700-4700-000-000-00000 | NN P | 0.00 | 116.58 |
| PO-000445 | 03/14/2016 | 14780184 | 1 | 13-5310-0-0000-3700-4700-000-000-00000 | NN P | 0.00 | 104.84 |
| PO-000445 | 03/19/2016 | 14780179 | 1 | 13-5310-0-0000-3700-4700-000-000-00000 | NN P | 0.00 | 192.48 |
| PO-000445 | 03/21/2016 | 14786940 | 1 | 13-5310-0-0000-3700-4700-000-000-00000 | NN P | 0.00 | 253.50 |
| PO-000445 | 03/21/2016 | 14789338 | 1 | 13-5310-0-0000-3700-4700-000-000-00000 | NN P | 0.00 | 72.76 |
| TOTAL PAYMENT AMOUNT | | | | | | 1,705.44 | 1,705.44 |

002012/00 UNITED GROCERS

| | | | | | | | |
|----------------------|------------|-----------|---|--|------|--------|--------|
| PO-000438 | 03/22/2016 | 540183410 | 1 | 13-5310-0-0000-3700-4300-000-000-00000 | NN P | 0.00 | 181.93 |
| PO-000438 | 03/22/2016 | 540183410 | 2 | 13-5310-0-0000-3700-4700-000-000-00000 | NN P | 0.00 | 76.66 |
| TOTAL PAYMENT AMOUNT | | | | | | 258.59 | 258.59 |

| | | | | | | | |
|--------------------------|---------|-----------|------|--|--|------|-----------|
| TOTAL Fund | PAYMENT | 1,964.03 | ** | | | | 1,964.03 |
| TOTAL BATCH PAYMENT | | 51,658.42 | *** | | | 0.00 | 51,658.42 |
| TOTAL USE TAX AMOUNT | | 44.44 | | | | | |
| TOTAL DISTRICT PAYMENT | | 51,658.42 | **** | | | 0.00 | 51,658.42 |
| TOTAL USE TAX AMOUNT | | 44.44 | | | | | |
| TOTAL FOR ALL DISTRICTS: | | 51,658.42 | **** | | | 0.00 | 51,658.42 |
| TOTAL USE TAX AMOUNT | | 44.44 | | | | | |

Number of checks to be printed: 24, not counting voids due to stub overflows.
 Printed: 04/07/2016 14:31:10

Prepared by Christie Seibert 4/7/16
 Date
 Authorized by _____
 Date

**HAMILTON UNIFIED SCHOOL DISTRICT
BOARD MEETING
MINUTES
Hamilton High School Library
Thursday, March 17, 2016**

5:30 p.m. Public session for purposes of opening the meeting only.
 5:30 p.m. Closed session to discuss closed session items listed below.
 6:30 p.m. Reconvene to open session no earlier than 6:30 p.m.

1.0 OPENING BUSINESS:

1.1 Call to order and roll call

Tomas Loera, President Rosalinda Sanchez Gabriel Leal
 Judy Twede Hubert "Wendall" Lower, Clerk

2.0 IDENTIFY CLOSED SESSION ITEMS:

3.0 PUBLIC COMMENT ON CLOSED SESSION ITEMS: Public comment will be heard on any closed session items. The board may limit comments to no more than three minutes per speaker and 15 minutes per item.

4.0 ADJOURN TO CLOSED SESSION: To consider qualified matters.

1. *Education Code Section 48918*, Student Discipline. To consider disciplinary action including expulsion relative to student No. 400653, 3593, 3580, 3578, 9120, 3719, and 9113.
2. *Government Code Section 54957.6*, Labor Negotiations. To confer with the District's Labor Negotiator, Superintendent Charles Tracy, regarding HTA and CSEA negotiations.
3. *Government Code Section 54957 (b)*, Personnel Issue. To consider the employment, evaluation, reassignment, resignation, dismissal, or discipline of a classified and certificated employees.
4. *Government Code Section 54956.9*, Subdivision (a), Conference with Legal Counsel – existing litigation. Name of case: Crews v. Hamilton Unified School District, Glenn County Superior Court, Case No. 15CV01394.

5.0 RECONVENE TO PUBLIC SESSION/FLAG SALUTE: Report action taken in closed session (no earlier than 6:30 p.m.). **6:44pm**

Tomas Loera, Board President reported the following action taken in closed session:

a. The Board accepted the suspended expulsion for student #400653 by a vote of 3 (Three) to 0 (Zero).

| | |
|---------|---------|
| Ayes: 3 | Noes: 0 |
|---------|---------|

b. The Board accepted the stipulated expulsion for student #3593 by a vote of 4 (Four) to 0 (Zero).

| | |
|---------|---------|
| Ayes: 4 | Noes: 0 |
|---------|---------|

c. The Board accepted the stipulated expulsion for student #3580 by a vote of 4 (Four) to 0 (Zero).

| | |
|---------|---------|
| Ayes: 4 | Noes: 0 |
|---------|---------|

d. The Board accepted the stipulated expulsion for student #3578 by a vote of 4 (Four) to 0 (Zero).

| | |
|---------|---------|
| Ayes: 4 | Noes: 0 |
|---------|---------|

e. The Board accepted the stipulated expulsion for student #9120 by a vote of 4 (Four) to 0 (Zero).

| | |
|---------|---------|
| Ayes: 4 | Noes: 0 |
|---------|---------|

f. The Board accepted the stipulated expulsion for student #3719 by a vote of 4 (Four) to 0 (Zero).

| | |
|---------|---------|
| Ayes: 4 | Noes: 0 |
|---------|---------|

g. The Board accepted the stipulated expulsion for student #9113 by a vote of 4 (Four) to 0 (Zero).

| | |
|---------|---------|
| Ayes: 4 | Noes: 0 |
|---------|---------|

Tomas Loera, Board President reported that the Board gave the Superintendent direction regarding a confidential personnel matter.

6.0 **ADOPT THE AGENDA: (M)**

Motion for approval by Gabriel Leal, seconded by Rosalinda Sanchez.

Motion Carried: 4-0

| | |
|----------------|---------------|
| Loera: Aye | Twede: Absent |
| Leal: Aye | Lower: Aye |
| Rosalinda: Aye | |

7.0 **COMMUNICATIONS/REPORTS:**

1. Board Member Comments/Reports
 - a. Nothing to report.
2. ASB President and Student Council President Reports.
 - a. Hamilton High, Fernando Mendez-Ruiz.
 - i. Spring Break is Monday, March 28th through Friday, April 1st.
 - ii. FFA traveled to Chico State for on March 17th for an FFA Regional Meeting.
 - iii. Spring Dance Friday, March 18, 2016
 - b. Hamilton Elementary, Giovanni Martinez-Barron.
 - i. Doctor Seuss Day March 2nd.
 - ii. See's Candy fundraiser is coming to an end as Spring Break approaches.
 - iii. Getting ready for Track season.
3. District Reports (included in packet)
 - a. Food Service Report by LeAnn Radtke. (Page 1)
 - i. Written in Board Packet.
 - b. Operations Report by Marc Eddy.
 - i. Written in Board Packet.
 - c. Technology Report by Frank James. (Page 2)
 - i. Written in Board Packet.
 1. In person introduction of Temporary Information Systems Technician, Derek Hawley.
 - a. CBO, Diane Lyon introduced Derek Hawley, Temporary Information Systems Technician.
 - i. Mr. Hawley graduated from California State University, Chico.
 - ii. Has experience with surveillance at Enterprise High School in Redding, CA. and also casino surveillance.
4. Principal and Dean of Student Reports and New Employee Introductions
 - a. Cris Oseguera, Hamilton High School Principal.
 - i. Mr. Oseguera reported that he and his staff are working with seniors to ensure their graduation status remains positive as the year comes to an end.
 - ii. An Awards Assembly took place on Friday, March 4th - approximately 200 students were awarded for their different accomplishments.
 - iii. Winter sports were celebrated during the Awards Night.
 - iv. Friday, March 11th was an in-service for all teachers at HUSD.
 - v. Students attended a Reach Conference with counselors – it was sponsored by Friday Night Live.
 - vi. Spring Dance is being held on Friday, March 18th from 9:00pm to 11:00pm.
 - vii. There will be a teacher articulation for 6th, 7th and 8th grade on Upcoming on Monday, March 21st.
 - viii. Open House is scheduled for Thursday, April 7th at 6:30pm.
 - ix. Drama students are putting on a school play, "Grease" which will be on April 14th, 15th, and 16th.
 - x. The current quarter ends tomorrow, Friday, March 18th.
 - xi. Mr. Oseguera would like to thank maintenance for keeping facilities maintained during this rainy weather.
 - b. Darcy Pollak, Hamilton Elementary School Principal.
 - i. Ms. Pollak reported that current enrollment is 418 at Hamilton Elementary School.
 - ii. There will be Saturday School this Saturday, March 19th. There are three remaining Saturday Schools scheduled through the end of May.
 1. Gabriel Leal, Board Member asked Ms. Pollak "What is the main use for Saturday School?"
 - a. Ms. Pollak – It varies due to the needs of the student. It is used for making up absences and catching up on their work. Many students also attend out of enjoyment and would like to continue to learn. Students are required to show up on time and stay the entire 4 hours.

- b. Mr. Tracy – The State of California lays out guidelines for our Saturday School requirements.
 - iii. Preparing for the Expect Success Summer Camp.
 - iv. We have continued with the Morning Coffees and Parent Luncheons.
 - v. Ms. Titchenal took her students to the Vietnam Memorial in Willows. Ms. Titchenal said this field trip made an impact on her students and was a positive learning experience.
 - vi. Kindergarten registration for the 2016-2017 school year is nearing more than 50 students at this time.
 - c. Maria Reyes, District Dean of Students.
 - i. Written report hand out.
- 5. Superintendent Report by Charles Tracy
 - a. SSDA conference
 - i. *Mr. Tracy* announced that there was a lot of good information presented during this conference. Many classes offered at this conference were concentrated in the areas of governance, facilities, and budgeting.
 - ii. *Mr. Tracy* would like to look into having board workshops focused on:
 - a. Budget priorities.
 - b. Facilities – both short term and long term.
 - i. The “Growth Plan” was completed last school year.
 - c. District goals in relation to the LCAP.
 - i. The LCAP is presented throughout the school year.
 - ii. The next review will be by staff that will look at draft on April 4th during in-service.
 - 1. They will be review the 8 priorities.
 - b. The next public LCAP meeting will take place at the Hamilton High School Open House on Thursday, April 7th in the gymnasium beginning at 6:30pm.
 - i. Parents and community members are welcome.
 - c. A District Language Advisory Committee (DLAC)/English Learner Advisory Committee (ELAC) meeting on the presentation of the English Learner (EL) Master Plan will take place at Hamilton Elementary School on Friday, April 8th in the Cafeteria beginning at 11:00am.

8.0 **CORRESPONDENCE: None**

9.0 **DISCUSSION ITEMS:**

- 1. Second Interim Report by CBO Diane Lyon. (Page 3-37)
 - a. *Mrs. Lyon* presented the Second Interim. *Mrs. Lyon* spoke about the beginning and ending balances. She also covered multiyear projections and the positive budget report for Second Interim.
 - i. Noted that page 28 and 29 are not involved in second interim – this was mistake during the board packet printing process.
- 2. Roofing projects bid by CBO Diane Lyon. (Page 38)
 - a. After inspections of roofing needs, the estimates came in at approximately \$500,000.
 - i. Even though the projected cost of repairs came in at \$500,000, the bidders came in around \$300,000 which is less than what we thought we would need to spend. Materials were approximately \$148,000.
 - 1. Because bids came in under projected costs there will be money available for change orders if needed.
 - ii. Roofs needing repair will receive appropriate maintenance with this money.
 - 1. Any found dry rot will be replaced.
 - iii. *Mrs. Lyon* notes that ARK Design has done excellent work and recommends that they approve the lowest bidder for this project.
 - 1. Wendall Lower, Board Member said he has noticed eaves around the high school campus that have dry rot and would like to know if this would be included in the project.
 - a. *Mrs. Lyon* said she would find out if this would be included in the repairs if they are on the buildings needing repair.
 - iv. Work on these projects will begin on Friday, March 25th and the following week during Spring Break. Work will then be finished during the summer. The priorities are the Hamilton High School Gymnasium and the 400 building at Hamilton Elementary School.

- v. Barbara Bass, Community Member notes that the East side of cafeteria at Hamilton High School could use a longer eve to have students sit and eat under it, if possible.
3. Modular/portables by CBO Diane Lyon. (Page 39-40)
- a. See packet enclosure
 - i. The original (2) Pre-Owned 24X40 modular classrooms and (1) Pre-Owned 36X40 modular classroom were purchased for \$10,000 and the District received an estimated cost of \$635,000 to be refurbished and DSA approved for student use.
 - ii. After further investigation, the District found that it would save money by trading the originally purchased modular classrooms in for already refurbished classrooms.
 1. Impact Construction Services will give the District a discount of \$9,000 for the three original modular classrooms.
 - iii. The costs would instead come out to as follows using Impact Construction Services, Inc: Approximately \$90,000 for two 24X40 modular classrooms and \$66,000 for one 36X40 modular classroom.
 1. Total cost would be approximately \$156,000.
 - iv. In addition to reducing our refurbishing costs, Impact Construction Services, Inc. would haul off the prior used Opportunity trailer located on the Hamilton High School campus that can no longer be used as a classroom by direction of the State of California (it does not meet safety requirements).
 1. Removing the Opportunity trailer could have cost the District approximately \$5,000.
 2. Because Impact Construction Services, Inc. are willing to remove the Opportunity trailer for free, the District saves that cost.
 - a. Original cost of portables = \$10,000
 - b. Impact Construction Services, Inc. will give District \$9,000 (for the three originally purchased portables).
 - c. Impact Construction Services, Inc. will haul away the no longer usable Opportunity Trailer at no cost – this saves the District approximately \$5,000 (it would have cost the District approximately \$5,000 to haul away the trailer).
 - v. The time frame for this project will be tight and will be completed before the beginning of the 2016-17 school year.
 - vi. *Mrs. Lyon or Mr. Tracy* will provide a monthly progress report to the board.
 - vii. Discussion of piggy back – explained this process to Mrs. Bass
 1. Discuss the savings of doing a piggy back – not required to go out to bid.
 2. Impact Construction Services, Inc. provided all bid documents to piggyback on Fairfax School District.
 3. Mrs. Lyon displayed Fairfax School District’s bid documents to the public for view which was approximately more than 500 pages.

10.0 **PUBLIC COMMENT:** Public comment on any item of interest to the public that is within the Board’s jurisdiction will be heard (agenda and non-agenda items). The Board may limit comments to no more than three minutes per speaker and 15 minutes per topic. Public comment will also be allowed on each specific action item prior to board action thereon.

Genaro Reyes, Community Member – read aloud a letter from PTO on behalf of Vicky Casillas who was unable to attend the Board meeting.

The letter raised the following concerns about the Hamilton Elementary School Cafeteria:

- Students are not receiving full meals due to food running out.
- Milk that is sour/expired is being served for the students to drink.
- Healthy meals are not being made available when items such as pizza and hamburgers are being served.
- Any meal that is served is lacking of any flavor and are repeatedly being offered with little effort for diversification.

The PTO would like these matters corrected in order to promote a healthy lifestyle for our students at Hamilton Elementary School.

All board members and Mr. Tracy thanked Mr. Reyes for bringing these matters before the board and assured him that these concerns are being addressed.

Mr. Tracy noted that the CNIPS review is nearly complete. LeAnn Radtke, Director of Nutrition and Student Welfare is currently creating new recipes and menu items that will help address the lack of flavor in the menu items. Unfortunately, the District is bound by the states requirements for fat and sugar content, which makes it difficult to keep the flavor in certain foods. We provide options for the students and we are improving and standardizing this practice. Mr. Tracy notes that as we improve the District process we are taking into account parent concerns and will report to the Board.

Rosalinda Sanchez, Board Member – announced that she understood how disheartening it is to hear that your child did not eat lunch.

Barbara Bass, Community Member – addressed the board and asked if this was the first time they had heard these concerns or if they had discussed it prior.

Tomas Loera, Board President – answered Mrs. Bass and noted that he was just hearing the concerns that Genaro Reyes announced to the Board via letter.

11.0 ACTION ITEMS:

1. Adopt Second Interim Report. (Page 3-37)

Motion for approval by Gabriel Leal, seconded by Wendall Lower.

Motion Carried: 4-0

| | |
|----------------|---------------|
| Loera: Aye | Twede: Absent |
| Leal: Aye | Lower: Aye |
| Rosalinda: Aye | |

2. Approve roofing projects bid. (Page 38)

Motion for approval of ARK Design by Gabriel Leal, seconded by Rosalinda Sanchez.

Motion Carried: 4-0

| | |
|----------------|---------------|
| Loera: Aye | Twede: Absent |
| Leal: Aye | Lower: Aye |
| Rosalinda: Aye | |

3. Approve modular/portables. (Page 39-40)

Motion for approval of Impact Construction Services, Inc. by Gabriel Leal, seconded by Rosalinda Sanchez.

Motion Carried: 4-0

| | |
|----------------|---------------|
| Loera: Aye | Twede: Absent |
| Leal: Aye | Lower: Aye |
| Rosalinda: Aye | |

4. Approve HUSD to CSEA – Sunshine letter. (Page 41)

Motion for approval by Gabriel Leal, seconded by Wendall Lower.

Motion Carried: 4-0

| | |
|----------------|---------------|
| Loera: Aye | Twede: Absent |
| Leal: Aye | Lower: Aye |
| Rosalinda: Aye | |

5. Approve 2016-17 school year Leave of Absence extension for Martha Jaeger. (Page 42)

Motion for approval of 2016-17 school year Leave of Absence extension for Martha Jaeger with condition that the position may not be available but class and salary will remain the same by Wendall Lower, seconded by Rosalinda Sanchez.

Motion Carried: 4-0

| | |
|----------------|---------------|
| Loera: Aye | Twede: Absent |
| Leal: Aye | Lower: Aye |
| Rosalinda: Aye | |

12.0 CONSENT AGENDA: Items in the consent agenda are considered routine and are acted upon by the Board in one motion. There is no discussion of these items prior to the Board vote and unless a member of the Board, staff, or public request specific items be discussed and/or removed from the consent agenda. Each item on the consent agenda approved by the Board shall be deemed to have been considered in full and adopted as recommended.

1. Approve Warrants and Expenditures. (Page 43-61)
2. Approve Minutes for the:
 - a. Regular Board Meeting on February 25, 2016. (Page 62-65)
3. Approve Hamilton Unified School District Math Placement Policy in accordance with SB 359. (Page 66-71)
4. Approve California Department of Education Consolidated Application for 2015-16. (Page 72-89)
5. Approve Hamilton Elementary School Site Council Meeting Minutes for Monday, February 9, 2016. (Page 90-91)
6. Approve Hamilton Elementary School Site Council Meeting Minutes for Monday, February 22, 2016. (Page 92-93)
7. Approve Hamilton High School field trip to “Bouquets to Art 2016 de Young Museum, San Francisco.” (Page 94)
8. Approve Hamilton High School M.E.Ch.A field trip to Santa Cruz for enrichment. (Page 95)
9. Approve Interdistrict Transfers (new – elementary students reapply annually).
 - a. None
10. Approve Personnel Actions as Presented:

- a. New Hires:
 - i. Derek Hawley, Temporary Information Systems Technician
 - ii. Sylvia Sanchez-Robles, Community Day School Teacher
- b. Resignations/Retirement:
 - i. None

Motion for approval of consent agenda by Gabriel Leal, seconded by Rosalinda Sanchez.

Motion Carried: 4-0

| | |
|----------------|---------------|
| Loera: Aye | Twede: Absent |
| Leal: Aye | Lower: Aye |
| Rosalinda: Aye | |

13.0 ADJOURNMENT: 8:16

- a. Close in memory of Martin Diaz.

Wendall Lower, Clerk

Charles Tracy, Superintendent

HAMILTON UNIFIED SCHOOL DISTRICT

Job Description

JOB TITLE: DISTRICT READING SPECIALIST/LITERACY COACH

| | | | |
|---------------|------------------------------|------------|---------------|
| SALARY RANGE: | Certificated Salary Schedule | DIVISION: | Certificated |
| DEPARTMENT: | District and Site Admin | LOCATION: | Various sites |
| REPORTS TO: | Superintendent | WORK YEAR: | 184 |
| APPROVED BY: | Governing Board | DATE: | July 1, 2016 |

SUMMARY: Under the direction of the Superintendent, the District Reading Specialist/Literacy Coach responsibilities of the position will fall into two categories. As a teacher, the reading specialist is responsible for providing direct instruction to students, individually or in small groups, to enable students to develop literacy skills. As a literacy coach, the position is responsible for implementing a comprehensive literacy program throughout the district through coaching, supporting, and guiding teachers in best practices for literacy instruction.

ESSENTIAL DUTIES AND RESPONSIBILITIES: Other duties may be assigned.

1. Provides direct instruction in the areas of reading and writing for identified groups and individual students, with an emphasis on emergent, beginning, and transitional readers. As a literacy coach, shall devote time in the district to coaching instructional staff through co-teaching, collaboration, facilitation of instructional strategies, modeling, observing, and providing feedback.
2. Identifies reading material and literature for use in all content areas in support of the curriculum.
3. Provides curriculum support and training for all teachers and continuous staff development that supports district initiatives.
4. Models and coaches instructional methods in a variety of settings (whole group and small group) and provides follow-up and support.
5. Collaborates with and coaches teachers on the use of assessment data to plan instruction; analyzes district literacy data and plans for future literacy needs.
6. Provides ongoing training and follow-up in the use of assessment tools; collects data and disseminates where needed.
7. Conducts classroom visitations and provides feedback to teachers and administrators on the school's literacy program.
8. Serves as a liaison between the district and the County by attending meetings and disseminating information.
9. Maintains a comprehensive inventory of instructional materials and resources.
10. Provides reading resources for teachers, aides and parents.
11. Assists with the planning and delivery of parent workshops and informational sessions involving the language arts program.
12. Participates in parent conferences and provides instructional suggestions.
13. Remains grounded in content standards and objectives in order to facilitate integrated and concept based instruction.
14. Member of the district and site leadership committees as needed.
15. Performs other duties as assigned.

QUALIFICATION REQUIREMENTS: 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 the essential functions.

Knowledge of and/or ability to do the following:

1. Proper use of a personal computer and related software.
2. Demonstrate commitment to students and learning.

3. Demonstrate knowledge of instructional leadership, curriculum development, and program design.
4. Demonstrate knowledge of essential state and federal laws regarding IDEA and FAPE.
5. Demonstrate the ability to utilize student data software known as Data Director (or similar) software, and demonstrate the ability to teach others to utilize it to inform instruction.
6. Working knowledge of related functions of the AERIES School Information System.
7. Provide professional input by attending and participating in scheduled meetings.
8. Identify student needs and cooperate with other staff members in assessing and helping students solve health, attitude, and learning problems.
9. Communicate with parents to interpret contemporary teaching methods and to discuss individual student's progress.
10. Supervise students in out-of-classroom activities as assigned and share in sponsorship of student activities.
11. Perform basic attendance accounting and business service as required.
12. Participate in curriculum and other developmental programs within the school of assignment and/or on a district level.
13. Understand the needs of students requiring remedial reading instruction.
14. Understand the teaching and learning process.
15. May plan and coordinate the work of student teachers, teacher assistants, aides, or other paraprofessionals.

Ability to:

1. Understand and follow oral and written instructions.
2. Use tact, discretion, and courtesy at all times.
3. Establish and maintain effective working relationships with District staff, faculty, students, parents, and others encountered in the course of work.
4. Provide instruction that reflects multiple perspectives and multicultural education.
5. Infuse technology into curriculum.
6. Provide guidance and train teachers in effective techniques and strategies.
7. Facilitate large and small group processes.

EDUCATION AND/OR EXPERIENCE: Bachelor's Degree required. Master's Degree preferred.

LANGUAGE SKILLS: Ability to communicate effectively orally and in writing. Spanish Speaking preferred.

MATHEMATICAL SKILLS: Ability to add, subtract, multiply, and divide in all units of measure, using whole numbers, common fractions, and decimals. Ability to compute rate, ratio, and percent.

REASONING ABILITY: Ability to apply common sense understanding to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems in the workplace with some direction. Maintain cooperative working conditions with students, teachers, administrators, co-workers, and community members.

CERTIFICATES AND LICENSES: California Reading and Language Arts Specialist Teaching Credential or California Reading Certificate. Also, hold either California Multiple Subject Teaching Credential or California Single Subject Teaching Credential in English. Valid California's Driver's License (required by the first day of service).

PHYSICAL DEMANDS: The physical demands 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 the essential functions. While performing the duties of this job, the employee is regularly required to stand, walk, reach with hands and arms, and stoop or kneel. The employee must occasionally lift and/or move fifty (50) pounds or more. Specific vision abilities required by this job include close vision and the ability to adjust focus. The use of sharp implements and dangerous equipment that when improperly used may cause injury or death are utilized while performing these job functions.

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. The employee is continuously interacting with public, staff, and students. The employee frequently will be required to meet multiple demands from several people. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate and it may occasionally be heavy. While performing the duties of this job, the employee is occasionally exposed to moving mechanical parts, is occasionally exposed to wet and/or humid conditions, fumes or airborne particles, extreme cold, extreme heat, and minor risk of electrical shock.



The Single Plan for Student Achievement
2015-16
Hamilton Elementary

11625706007447

Approved On: SSC-

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

| | |
|-----------------|--|
| Contact Person: | Darcy Pollak, Principal |
| Telephone: | 530-826-3474 |
| Address: | 277 Capay Ave. Hamilton City, CA 95951 |
| Email: | dpollak@hudschools.org |

The District Governing Board approved this revision of the School Plan on: _____

Table of Contents

- Site Council Membership
- Recommendations and Assurances
- Programs Included in this Plan
- English Language Arts and English Language Development
 - Issue Statement
 - Analysis of Current Practice
 - ELA/ELD SMART Goals
- Mathematics
 - Issue Statement
 - Analysis of Current Practice
 - Math SMART Goals
- Community Involvement
 - Issue
 - Analysis of Current Practice
 - Community Outreach SMART Goals
- Action Steps
 - Instruction
 - Assessment
 - Intervention
 - Non Academic Goals
- Acronyms and Specialized Terms

Site Council Membership

| Names of Members | Principal | Classroom Teacher | Other School Staff | Parent or Community Member | Secondary Student |
|-------------------------------------|-----------|-------------------|--------------------|----------------------------|-------------------|
| Darcy Pollak | X | | | | |
| Leslie Anderson | | X | | | |
| Maggie Sawyer | | X | | | |
| Heather Sufuentes | | | X | | |
| Tara Teeter | | | | X | |
| Vanessa Reyes Ortiz | | X | | | |
| Esther Cruz | | | X | | |
| Rosa Vargas | | | | X | |
| Lenia Garcia | | | | X | |
| Genaro Reyes | | | | X | |
| Cesar Ponce | | | | X | |
| | | | | | |
| Numbers of members of each category | 1 | 3 | 2 | 5 | |

Recommendations and Assurances

The school site council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the Single Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

- English Learner Advisory Committee Signature
- Special Education Department Signature
- School Leadership Team Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on:

Attested:

Darcy Pollak
Typed name of School Principal

Signature of School Principal

Date

Esther Cruz
Typed name of SSC Chairperson

Signature of SSC Chairperson

Date

Programs Included in this Plan

This site operates a SWP (schoolwide program) and consolidates all applicable funds as part of operating a SWP.

| Federal Programs | | Allocation | Consolidated in the SWP |
|-------------------------------------|--|------------|--|
| <input checked="" type="checkbox"/> | Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs) | \$244,969 | <input checked="" type="checkbox"/> |
| | Certificated Salaries | \$98,026 | |
| | Classified Salaries | \$ 31,943 | |
| | Statutory Benefits | \$ 42,109 | |
| | Operating Expenditures Services (SES) (5% minimum) \$12,248 Professional Development (10 % minimum) \$24,496 Consultants/Services/Subscriptions | \$ 48,199 | |
| | Transportation (5% minimum) | \$ 12,248 | |
| | Admin/Direct or Indirect (15% maximum) | \$ 10,444 | |
| | Supplies | \$ 2,000 | |
| | Total Title 1 Budget | \$244,969 | |
| <input checked="" type="checkbox"/> | Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals | \$32,683 | District Funds |
| <input checked="" type="checkbox"/> | Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards | \$22,294 | Title III funds may not be consolidated as part of a SWP |

| | |
|---|-----------|
| Total amount federal categorical funds allocated to this district | \$299,946 |
|---|-----------|

GOALS

English Language Arts and English Language Development

Goal Area 1: English Language Development (ELD)/English Language Arts (ELA)

Goal Title: Improve English Language Proficiency amongst All Learners

Issue Statement

ELD

We currently have 416 students at our K-8 school as of 2015-16. Our school make-up is as follows:

- 173 students are classified as English Learners (EL),
- 18 students are identified as initially fluent English proficient (IFEP),
- 77 students are reclassified fluent English Proficient (RFEP).
- 146 students are classified as English Only (EO) students.

| Performance Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | Total |
|--------------------|----------------|----------------|----------------|----------------|----------------|----------------|----------------|---------------|----------------|--------|--------|--------|--------|-----------------|
| Advanced | (0.0%) | 1 (3.0%) | 1 (6.0%) | 5 (15.0%) | 1 (6.0%) | 10 (43.0%) | 2 (13.0%) | *** | 4 (25.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | 24 (13.0%) |
| Early Advanced | 1 (3.0%) | 11 (35.0%) | 3 (17.0%) | 5 (15.0%) | 6 (35.0%) | 6 (26.0%) | 4 (27.0%) | *** | 5 (31.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | 43 (23.0%) |
| Intermediate | 7 (24.0%) | 14 (45.0%) | 12 (67.0%) | 11 (33.0%) | 5 (29.0%) | 2 (9.0%) | 5 (33.0%) | *** | 3 (19.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | 60 (32.0%) |
| Early Intermediate | 6 (21.0%) | 4 (13.0%) | 2 (11.0%) | 8 (24.0%) | 4 (24.0%) | 5 (22.0%) | 4 (27.0%) | *** | 1 (6.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | 34 (18.0%) |
| Beginning | 15 (52.0%) | 1 (3.0%) | (0.0%) | 4 (12.0%) | 1 (6.0%) | (0.0%) | (0.0%) | *** | 3 (19.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | 24 (13.0%) |
| Number Tested | 29 (100.0%) | 31 (100.0%) | 18 (100.0%) | 33 (100.0%) | 17 (100.0%) | 23 (100.0%) | 15 (100.0%) | 3 (100.0%) | 16 (100.0%) | (0.0%) | (0.0%) | (0.0%) | (0.0%) | 185 (100.0%) |

Title III of the ESEA requires the state to develop AMAOs for EL students as follows:

- AMAO 1—Annual progress in learning English based on CELDT performance.
- AMAO 2—Attaining English proficiency on CELDT.
- AMAO 3—Meeting Adequate Yearly Progress (AYP) for the EL subgroup at the LEA level.

2014-15 Title III Accountability Data
School-level Data

Release Date: February 3, 2016
LEA: Hamilton Unified
County: Glenn
CDS Code: 11-78562-000000

[Back to Local Educational Agency \(LEA\) Data](#)
[DataQuest Help](#)

This report contains preliminary information on school-level performance on the Title III annual measurable achievement objectives (AMAOs) 1 and 2. These school-level data are reported for informational purposes. Under Title III, funding and accountability are at the local educational agency or consortium level.

| CDS Code | Type | LEA/School Name | AMAO 1 - Annual Growth | | | | AMAO 2 - Attaining English Proficiency | | | | | | |
|------------------|------------|------------------------|-------------------------------|------------------|---------------------------------|-------------------|--|-------------------|-------------------|------------------|-------------------|------------------|-------------------|
| | | | Number of Annual CELDT Takers | Number of Cohort | Percent with Prior CELDT Scores | Number Met AMAO 1 | Percent Met AMAO 1 | Less than 3 years | | 3 Years or More | | Number of Cohort | Percent of Cohort |
| | | | | | | | | Number of Cohort | Percent of Cohort | Number of Cohort | Percent of Cohort | | |
| 11-78562-0000000 | Total | Hamilton Unified | 184 | 184 | 100% | 108 | 58.7% | 133 | 29 | 21.8% | 78 | 39 | 50.0% |
| 11-78562-0007447 | Elementary | Hamilton Elementary | 154 | 154 | 100% | 90 | 58.4% | 125 | 28 | 22.4% | 55 | 27 | 49.1% |
| 11-78562-1130053 | High | Ella Barkley High | 1 | 1 | 100% | -- | -- | 0 | -- | -- | 1 | -- | -- |
| 11-78562-1130111 | High | Hamilton Community Day | 1 | 1 | 100% | -- | -- | 0 | -- | -- | 1 | -- | -- |
| 11-78562-1133701 | High | Hamilton High | 28 | 28 | 100% | 16 | 57.1% | 8 | -- | -- | 21 | 11 | 52.4% |

No data are reported if there are less than 11 in the cohort. No values will be printed for AMAO 1 if less than 65 percent of the 2014 Annual CELDT takers have the required prior CELDT scores. For more information on Title III accountability, refer to the CDE [Title III Accountability](#) Web page.

Questions: AMAO Team | AMAO@doe.ca.gov | 916-323-3071

AMAO 3 targets for 2013 were met, but our API has been frozen until 2015 or later, currently there are no State or Federal accountability measures because of implementation of the new testing system, CAASPP. The State has disseminated information regarding new scoring for student performance bands. However, our API scores based on the previous CST for the past 7 years have remained relatively stagnant, with minimal fluctuations.

As a result of this deficiency, we have implemented a highly structured English Language Development program that explicitly and strategically develops the English language competencies that English learners are lacking to access the core curriculum (Language Star). We need to focus on building those crucial English language competencies to produce proficient English language users that can fully access a rigorous core curriculum and achieve at high levels. The expectations at the federal and state levels are that all students achieve at high levels.

ELA

Reading is a critical component to learning. Current data from AIMSweb testing (August 2014) suggests that approximately 45% of third grade students are reading at the AIMSweb benchmark level. The pre-reading scores in K-2 are similar. Other than benchmark data, we do not have data for grades 4-8 due to the transition to common core standards and a new student data management system (EADMS). We are currently putting local assessments in place, but initial student achievement results indicate that students are struggling due to more rigorous standards, changes in instructional practices, and increased cognitive demand from the testing instrument.

| CAASPP Spring 2015 ELA | | | | | | | |
|-------------------------------|------------|------------|------------|------------|------------|------------|------------|
| | 3rd Grade | 4th Grade | 5th Grade | 6th Grade | 7th Grade | 8th Grade | Average |
| California | | | | | | | |
| Standard Exceeded | 18% | 19% | 17% | 13% | 12% | 12% | 15% |
| Standard Met | 20% | 20% | 27% | 29% | 31% | 33% | 27% |
| Standard Nearly Met | 26% | 21% | 21% | 29% | 25% | 29% | 25% |
| Standard Not Met | 36% | 39% | 34% | 28% | 31% | 25% | 32% |
| | | | | | | | |
| | | | | | | | |
| Glenn County ELA | | | | | | | |
| Standard Exceeded | 7% | 8% | 8% | 3% | 3% | 3% | 5% |
| Standard Met | 14% | 16% | 23% | 20% | 22% | 21% | 19% |
| Standard Nearly Met | 30% | 21% | 24% | 34% | 29% | 37% | 29% |
| Standard Not Met | 49% | 54% | 44% | 42% | 45% | 38% | 45% |
| | | | | | | | |
| | | | | | | | |
| HES | | | | | | | |
| Standard Exceeded | 2% | 0% | 6% | 0% | 6% | 3% | 3% |
| Standard Met | 8% | 8% | 23% | 14% | 30% | 30% | 19% |
| Standard Nearly Met | 18% | 8% | 30% | 30% | 33% | 32% | 25% |
| Standard Not Met | 73% | 83% | 40% | 57% | 30% | 35% | 53% |

Analysis of Current Practice

ELD

We continue to implement a Designated English Language Development program, Language STAR, at both the elementary and high school. Regular coaching for teachers has been provided by the onsite Language Coach. During the 2014-15 school year, a teacher on special assignment has been released to provide regular coaching, planning and feedback for all K-8 teachers. We have established foundational, academic and enhancement language development classes at each grade level, and we have assigned students based on their language assessment, teacher input and their CELDT scores. All students receive 60 minutes of Designated English Language Development instruction in addition to Integrated English Language Development in all content subjects throughout the day and 90 minutes of ELA instruction daily. English Language Development assessments are administered quarterly and results for October and March are shared with parents during the first and third quarter conferences.

ELA

Current ELA curriculum is *Treasures and Being A Writer* for K-6, Prentice Hall and *Making Meaning* is adopted for 7-8. This curriculum has bridge materials to the common core standards. We are in the process of evaluating and piloting new ELA curriculum that has been accepted by the State. The K-6 curriculum was a county wide adoption which has allowed for additional staff development opportunities.

Intervention

Corrective Reading has been implemented for 4th and 5th grade students who are two or more years behind grade level reading in addition to their ELA time. These intervention classes meet daily for one hour four days a week. During the 2015-16 school year, one teacher and three classified staff members have received training in the Corrective Reading program.

All students in grades 1-5 have been placed in an intensive, strategic, or enhancement group based on their benchmark scores from the fall and winter administration of the AIMSweb universal screeners. Each group meets four times a week for twenty-five minutes per day for a period of six to eight weeks. Phonics for Reading, PALS, Read Live, Reading Mastery, and SIPPS have been implemented as intervention curriculum for 1st-5th grade readers. Word Study and literature units of study are being utilized as well.

There is a reading intervention class for 6-8 grade students. (Mrs. Firth)

ELA/ELD SMART Goals

ELD

- A. Meet AMAO 1 (67.1% of English Learners increase by one level on the CELDT in 2015)
- B. Meet AMAO 2 (61.5% of English Learners scored Early Advanced or Advanced on CELDT in 2015-16 for 5+ year cohort and 26.6% for less than 5 year cohort)

ELA/Literacy

- C. 80% of students in grades K through 1 will perform at benchmark (target) on the AIMSweb Test of Early Literacy universal screeners by May 2017.
- D. 80% of students in grades 2 through 3 will perform at benchmark (target) on the AIMSweb for reading fluency and comprehension universal screeners by May 2017.
- E. 80% of students identified for intensive reading intervention in grades 4th through 8th will improve their reading level by 1.5 years.
- F. 10% growth for CAASPP for 2017 scores based on CAASPP results for 2016.
- G. 10% growth for district benchmark for 2017 based on district benchmark data for 2016.

Mathematics

Goal Area 2: Math
Goal Title: Increase Student Achievement in Math

Issue Statement

There has been major shifts in education from 2013 to 2016. The federal law No Child Left Behind (NCLB) has expired and Every Student Succeeds Act (ESSA) has been approved by Congress and signed into law. This grants more power to the states to oversee educational progress. ESSA will also change how the consolidated funds (Title I, II, and III) are allocated and spent. Additionally the testing model has been reconfigured from the CST (California Standards Test) program to the CAASPP (California Assessment of Student Progress and Performance) test in order to reflect the California Common Core State Standards in Mathematics. Test results for 2014 were for the field test and hence, not released. Spring 2015 was the first full testing cycle. See Figure 1 below for State, County and HES results.

| CAASPP Spring 2015 | | | | | | | |
|---------------------------|--------|-----|-----|-----|-----|-----|---------|
| | Grades | | | | | | Average |
| California | 3 | 4 | 5 | 6 | 7 | 8 | |
| Standard Exceeded | 6% | 5% | 6% | 6% | 6% | 7% | 6% |
| Standard Met | 21% | 16% | 11% | 13% | 14% | 13% | 15% |
| Standard Nearly Met | 29% | 38% | 29% | 32% | 31% | 27% | 30% |
| Standard Not Met | 43% | 41% | 53% | 47% | 48% | 52% | 48% |
| Glenn County Math Results | Grades | | | | | | Average |
| | 3 | 4 | 5 | 6 | 7 | 8 | |
| Standard Exceeded | 5% | 4% | 4% | 3% | 5% | 4% | 4% |
| Standard Met | 21% | 14% | 10% | 11% | 12% | 9% | 13% |
| Standard Nearly Met | 30% | 39% | 34% | 39% | 31% | 29% | 34% |
| Standard Not Met | 43% | 42% | 51% | 47% | 52% | 57% | 49% |
| HES | Grades | | | | | | Average |
| | 3 | 4 | 5 | 6 | 7 | 8 | |
| Standard Exceeded | 0% | 0% | 0% | 0% | 3% | 0% | 0% |
| Standard Met | 14% | 3% | 11% | 2% | 6% | 8% | 8% |
| Standard Nearly Met | 24% | 31% | 35% | 38% | 54% | 44% | 37% |
| Standard Not Met | 63% | 67% | 54% | 60% | 37% | 48% | 55% |
| Number of Students | 51 | 36 | 46 | 42 | 35 | 64 | |

Figure 1

Because of the changes in education policy and accountability at the federal and state levels, the district has implemented local assessment protocols.

In grades K-8, AIMSweb is currently being used to monitor mathematics performance. This provides a nationally normed comparison. See Figure 2 below.

| Winter 2014 AIMSweb Testing % of Students Above Benchmark | | | | | | |
|---|-------|----|----|----|--------|-------|
| | Tests | | | | | |
| | OC | NI | QD | MN | M-Comp | M-CAP |
| | | | | | | |

| | | | | | | |
|---------|----|----|----|----|----|----|
| K | 71 | 60 | 67 | 62 | | |
| 1 | 57 | 44 | 50 | 46 | 48 | |
| 2 | | | | | 68 | 85 |
| 3 | | | | | 56 | 52 |
| Average | 64 | 52 | 59 | 54 | 57 | 69 |

Winter 2015 AIMSweb Testing % of Students Above Benchmark

| | Tests | | | | | |
|---------|-------|------|----|----|--------|-------|
| | OC | NI | QD | MN | M-Comp | M-CAP |
| K | 47 | 30 | 40 | 42 | | |
| 1 | 77 | 51 | 50 | 64 | NA | |
| 2 | | | | | 33 | 56 |
| 3 | | | | | 40 | 29 |
| 4 | | | | | 24 | 13 |
| 5 | | | | | 28 | 21 |
| 6 | | | | | 17 | 22 |
| 7 | | | | | 19 | 11 |
| 8 | | | | | 36 | 39 |
| Average | 62 | 40.5 | 45 | 54 | | |

Figure 2

In grades 4-8, EADMS, a student assessment data management system was put into place. Teachers developed benchmark tests using items from Measured Progress or Inspect question banks. Based on preliminary benchmark data, this year the vast majority of students demonstrate achievement levels below the CST acceptable performance levels on these assessments. This benchmark will be given twice per year to measure growth over a grade level span.

Analysis of Current Practice

In order to meet the needs of students and bring instructional practice in line with the new California Common Core (CC) State Standards for Mathematics (adopted 2010, revised 2013), HES staff have been involved in reviewing CC aligned mathematics curriculum and the adoption of Everyday Math 4ed by McGraw Hill Publishers for grades 1-5, College Preparatory Mathematics for 6-8. In addition, the district supports professional development opportunities through the Chico Math Project, Glenn County Office of Education, College Preparatory Mathematics for 6-8, and Early Learning in Mathematics published by West Ed, through University of Oregon for K. Additionally the middle school mathematics teacher is in a multi-year STEM project. Approximately 70% of K-5 teachers participate in the additional math coaching available through the Math Time grant and University of Oregon.

Assessments are created and aligned to instruction and standards. These district measurements will have to be reviewed annually as the new testing model becomes clear. AIMSweb is also being implemented this year for K-8 in mathematics. This is an assessment system with universal screeners and progress monitoring probes used to identify students who may need additional instruction, to gauge student progress in response to intervention and evaluate core instruction.

Grades K through 5th provide a minimum of 60 minutes of math instruction. There is a separate intervention period for single subject 6th through 8th grade. Sixth, Seventh and Eighth grade students are instructed by a content specialist at their respective grade level. Additionally, there is an academic support schedule including before school, afterschool times to accommodate students and families, "Wolf Time". Special education students receive supportive math instruction at the appropriate level, in small groups outside of the classroom. Parents are notified of their child's progress by progress reports sent home 4 times a year; report cards sent home 4 times a year, and a spring and fall parent conference, as needed.

Math SMART Goals

- A. 80% of K-1 students will perform at benchmark or above on all AIMSweb Test of Early Numeracy for each grade level by May 2016.
- B. 80% of students in grades 1 through 3 will perform at benchmark or above on all AIMSweb Mathematics Computation and Mathematics Concepts and applications for by May 2016.
- C. 10% growth for CAASPP for 2016 scores based on CAASPP results for 2015.
- D. 10% growth for district benchmark for 2016 based on district benchmark data for 2015.

Community Involvement

Goal Area 3: Community Involvement

Goal Title: Increase the number of parents/community members involved in outreach programs.

Issue

As with many Title 1 schools, facilitating parent involvement is challenging. Families in our community may have multigenerational responsibilities. This can create time and financial constraints for caretakers, parents, and students. In addition, it seems that parents are unfamiliar of the various options Hamilton Elementary School offers for parents to participate and contribute to the school.

Parents have limited access to the internet and technical skills necessary to utilize its potential as it contributes to the support of their students and the educational system. Currently, roughly 30% of students have parent/guardians that have an email on file with the school. This limits communication.

Analysis of Current Practice

HES has many activities that provide outreach to parents and community. See the list below:

| Activity | Description |
|-----------------------------------|---|
| Parent Lunch | Monthly lunch with topics of interest to parents. |
| Morning coffee | Monthly morning coffee with the principal. |
| PTO | Meets regularly to support fundraising efforts for the school. |
| Wellness Fair | Annual event to support health and wellness in the community |
| Meet the teacher event | Morning coffee with the teacher for K-2 parents to meet the teacher at the beginning of the year. |
| Family Math, Science, Tech Nights | Each event is once per year, and used to increase awareness for these disciplines. |
| Family Reading Night | Extended HES library hours, along with the computer lab for community use. |

| | |
|---------------------------------|--|
| Grades/Progress Reports | Grades or progress reports are provided approximately every 4 weeks. Additionally, for grades 4-8 AERIES is available for parents to check student academic progress on a real time basis. |
| Parent Conferences | Twice per year. |
| Performances | Student Performances are multiple times per year. These are typically well attended and used as a fundraising opportunity for PTO |
| School Based Counseling | There is multiple part time counselors on campus each week. |
| SSC and ELAC | Parents are active in HES School Site Council, and the newly formed English Learner Advisory Committee. |
| PIQE | Parent Institute for Quality Education |
| Parent Volunteers in Classrooms | Parents volunteer to assist teachers in their classrooms. |
| Parents In Action | Parents meet and learn about strategies they can use to support their kids with academics at home. |

Although the above activities are an excellent step to generate parent support, the academic component needs to be strengthened. HES needs to provide opportunities for parents to learn about and embrace the high academic standards for student achievement that are expected of all.

Community Outreach SMART Goals

- A. Currently, 30% of HES parents have text or email address on file in Aeries. For the 2016-2017 school year, HES will increase the email and texts on Aeries to 50% of parents who have email addresses in the AERIES system and access SIS.
- B. Increase parent participation rate by 50% from 2015-16 levels in the academic centered school activities of: Parent Lunches, ELAC and Parent Volunteers in classrooms.