

**HAMILTON UNIFIED SCHOOL DISTRICT**

**BOARD MEETING**

**AGENDA**

**Hamilton High School Library**

**Monday, July 20, 2015**

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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.

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**1.0 OPENING BUSINESS:**

1.1 Call to order and roll call

\_\_\_\_\_Tomas Loera, President      \_\_\_\_\_Rosalinda Sanchez      \_\_\_\_\_Gabriel Leal  
\_\_\_\_\_Judy Twede, Clerk      \_\_\_\_\_Hubert "Wendall" Lower

**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.

4.1 Government Code Section 54957.6, Labor Negotiations. To confer with the District's Labor Negotiator, Superintendent Charles Tracy, regarding HTA and CSEA negotiations.

4.2 Government Code Section 54957 (b), Personnel Issue. To consider the employment, evaluation, reassignment, resignation, dismissal, or discipline of a classified and certificated employees.

4.3 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. Superintendent's Report, Superintendent Charles Tracy
  - a. Site, facilities, and summer projects.
  - b. Preparing for 2015-2016 school year.
  - c. District Staff Development August 7<sup>th</sup> and 10<sup>th</sup>.

**8.0 COMMUNICATIONS: None**

**9.0 DISCUSSION ITEMS:**

1. Pedestrian Analysis Study for Hamilton High School. (Pages 1-28)
2. California Department of General Services – Housing and Community Development (HCD). (Page 29)
3. Hamilton Unified School District Organizational Chart first reading. (Page 30)
4. Superintendent's Contract. (Pages 31-36)

**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. Superintendent's Contract. (Pages 31-36)
2. Approve District Policy – Technology Use Policy. (Pages 37-46)
3. Approve 2015-16 Agricultural Career Technical Education Incentive Grant Application. (Pages 47-50)
4. Approve Integrated II Course Outline. (Pages 51-72)
5. Disclosure of Collective Bargaining Agreement dated July 1, 2015 and ending June 30, 2017 between Hamilton Teachers Association and Hamilton Unified School District. (Pages 73-76)
6. Approve Annual District Designees for Glenn County Office of Education, 2014-15. (Page 77)
7. Approve Annual District Designees District Authority, 2014-15. (Page 78)

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. (Pages 79-118)
2. Approve Minutes of the Special Board Meeting of June 29, 2015. (Pages 119-120)
3. Quarterly Report on Williams Uniform Complaints. (Page 121)
4. Approve 2015-16 Consolidated Application and Reporting System (CARS). (Pages 122-142)
5. Approve Memorandum of Understanding (MOU) between Hamilton Unified School District and Glenn County Office of Education acting as partners in the delivery of Special Education and School Wide Reading Intervention Services. (Page 143)
6. Approve Application for Use of Facilities from the Chico Scorchers. (Pages 144-147)
7. Approve Hamilton High School 2015-16 Tentative Fundraisers. (Page 148)
8. Approve Hamilton High School 2015-16 Tentative Field Trips. (Page 149)
9. Approve Interdistrict Transfers. (Pages 150-153)
10. Approve Personnel Actions as Presented:
  - a. New Hire Kaitlin Hammond, Summer School Teacher at Hamilton High School.
  - b. New Hire Shelley Whittaker, Temporary Elementary Teacher at Hamilton Elementary School.
  - c. New Hire Nora Reale, Temporary Elementary Teacher at Hamilton Elementary School.
  - d. New Hire Auston White, Summer Maintenance & Operations Worker at Hamilton Unified School District.
  - e. Letter of Resignation Ken Mason, Head Girls Varsity Softball Coach at Hamilton High School. (Page 154)
  - f. Letter of Resignation Katy Hammond, Temporary Art Teacher at Hamilton High School. (Page 155)
  - g. Letter of Resignation Kelly Henning, Kindergarten Teacher at Hamilton Elementary School. (Page 156)

13.0 **ADJOURNMENT:**

1. Adjourn in memory of Hamilton High School student, Melissa Esquivel.



July 9, 2015

Mr. Matthew Gomes  
Deputy Director  
County of Glenn  
Planning and Public Works Agency  
777 North Colusa Street  
Willows, CA 95988

**SUBJECT:** Pedestrian Analysis Study for Hamilton High School

Dear Matthew:

**REQUEST**

The County of Glenn has requested Willdan Engineering to make pedestrian safety recommendations for crossing Canal Street at Hamilton High School. The study was prompted by the November 4, 2014 letter from the Superintendent of the Hamilton Unified School District, who described Canal Street as "a highly traveled throughfare that has the potential of a high degree of incident for injury to pedestrian traffic". This concern was reiterated, when I met with him at the site on May 6, 2015.



**Photo 1: Google Earth shot of parking occupancy on a typical school day (Tues, 4/14/15)**

**EXISTING CONDITIONS**

As shown in Photo 1, there is parking lot (with approximately 81 spaces) located on the west side of Canal Street, directly across the roadway from Hamilton High. Since this lot is used primarily by students, the great majority of pedestrian crossings occur right before School starts (~8:15 a.m.) and soon after the students are dismissed (~3:10 p.m.).

This section of Canal Street (aka County Road 203) has one lane in each direction and is roughly 32-foot wide, between the edge-line on the west side and the face of curb on the east side. The speed limit on Canal Street north of 6<sup>th</sup> Street is 55 mph, while the posted speed limit south of 6<sup>th</sup> Street is 40 mph. However, there is a SCHOOL SPEED LIMIT 25 WHEN CHILDREN ARE PRESENT sign posted for each direction. Photo 2 (Source: Google Street View) is of the sign for northbound (NB) drivers on Canal Street, while Photo 3 (taken on 4/22/15) shows the sign facing southbound (SB) drivers.



Photo 2: NB Sign



Photo 3: SB Speed Limit Sign



Photo 4: Signal Ahead Sign

The controlled crossing of Canal Street closest to the School is at the signalized intersection with 6<sup>th</sup> Street (aka State Route 32), which is approximately 360 feet south of the walkway (located between the School's gym and administration building, and from here on referred to as the "Walkway"). Photo 4 shows the SB Signal Ahead sign located approximately 675 feet in advance of the signalized intersection of Canal and 6<sup>th</sup> Streets.

**DATA**

Pedestrians crossing Canal Street between the parking lot and the School were counted on Wednesday, April 22, 2015 before School (7:27 a.m.-8:35 a.m.) and after School (3:10 p.m.-3:31 p.m.). The pedestrian crossings were categorized into the following two groups: Northerly Crossing (see Photo 5) and Walkway Crossing (see Photo 6 of the Walkway that was the destination or origination). These counts are summarized below:



<b>Time Period on April 22, 2015</b>	<b>Northerly Crossing</b>	<b>Walkway Crossing</b>	<b>Total Peds Crossings</b>
Before School (7:27-8:35), Bell Rang at 8:15a	30	47	77
After School (3:10-3:31), Bell Rang at 3:10p	11	39	50
<b>Total Number of Peds (Percent of Total)</b>	<b>41 (32%)</b>	<b>86 (68%)</b>	<b>127 (100%)</b>



Photo 5: Northerly Crossing, where pedestrians use the parking lot north driveway.

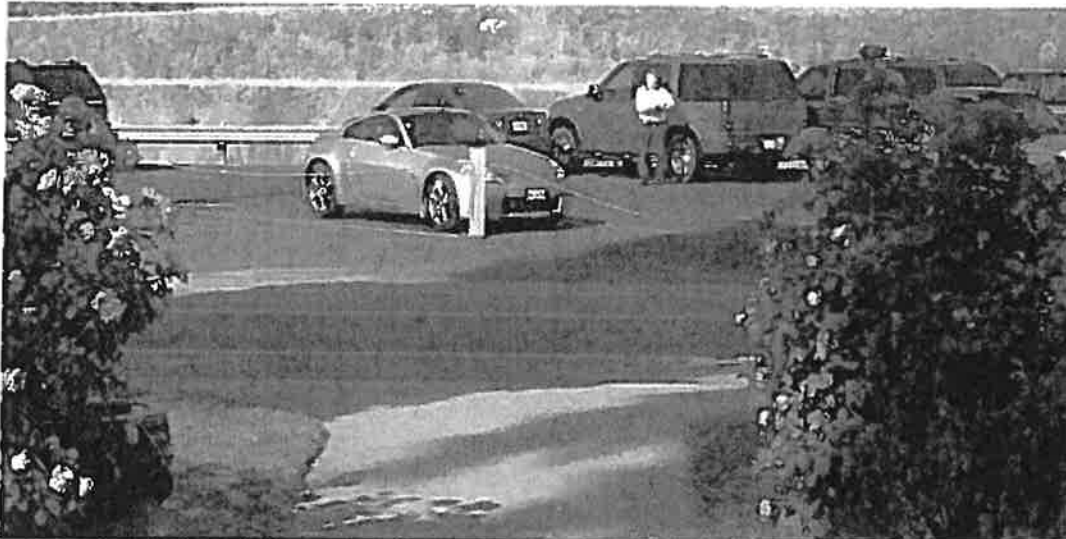


Photo 6: Walkway Crossing, notice that the cable has been lowered for easier hurdling.

Since 2011, speed counters have been installed at four different locations along Canal Street. The following table summarizes the results of these four surveys, each lasting six or seven consecutive days. The counts closest to the Walkway Crossing (365 feet north of 6<sup>th</sup> Street) are attached as *Exhibit A*.

<b>Date</b>	<b>Day of Week</b>	<b>Location on Canal Street</b>	<b>Direction</b>	<b>Volume (&amp; 85<sup>th</sup> Percentile Speed)</b>
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1/27/11	Thursday	0.4 mile North of 6 <sup>th</sup> Street	SB	1,111 (57.3 mph)
1/28/11	Friday	0.4 mile North of 6 <sup>th</sup> Street	SB	1,019 (59.6 mph)
1/29/11	Saturday	0.4 mile North of 6 <sup>th</sup> Street	SB	638 (59.6 mph)
1/30/11	Sunday	0.4 mile North of 6 <sup>th</sup> Street	SB	628 (60.8 mph)
1/31/11	Monday	0.4 mile North of 6 <sup>th</sup> Street	SB	983 (60.8 mph)
2/1/11	Tuesday	0.4 mile North of 6 <sup>th</sup> Street	SB	1,041 (62.1 mph)
2/2/11	Wednesday	0.4 mile North of 6 <sup>th</sup> Street	SB	1,025 (62.1 mph)
		<b>Average for 7 days:</b>	<b>SB</b>	<b>921 (60.3 mph)</b>
1/27/11	Thursday	0.4 mile North of 6 <sup>th</sup> Street	NB	1,352 (58.4 mph)
1/28/11	Friday	0.4 mile North of 6 <sup>th</sup> Street	NB	963 (59.6 mph)
1/29/11	Saturday	0.4 mile North of 6 <sup>th</sup> Street	NB	676 (59.6 mph)
1/30/11	Sunday	0.4 mile North of 6 <sup>th</sup> Street	NB	623 (59.6 mph)
1/31/11	Monday	0.4 mile North of 6 <sup>th</sup> Street	NB	944 (59.6 mph)
2/1/11	Tuesday	0.4 mile North of 6 <sup>th</sup> Street	NB	1,034 (59.6 mph)
2/2/11	Wednesday	0.4 mile North of 6 <sup>th</sup> Street	NB	1,031 (59.6 mph)
		<b>Average for 7 days:</b>	<b>NB</b>	<b>946 (59.4 mph)</b>
10/3/13	Thursday	1,200' north of 6 <sup>th</sup> Street	SB	1,145 (54.2 mph)
10/4/13	Friday	1,200' north of 6 <sup>th</sup> Street	SB	1,252 (52.3 mph)
10/5/13	Saturday	1,200' north of 6 <sup>th</sup> Street	SB	925 (50.5 mph)
10/6/13	Sunday	1,200' north of 6 <sup>th</sup> Street	SB	757 (54.2 mph)
10/7/13	Monday	1,200' north of 6 <sup>th</sup> Street	SB	1,048 (51.4 mph)
10/8/13	Tuesday	1,200' north of 6 <sup>th</sup> Street	SB	1,107 (52.3 mph)
		<b>Average for 6 days:</b>	<b>SB</b>	<b>1,039 (52.5 mph)</b>
10/3/13	Thursday	1,200' north of 6 <sup>th</sup> Street	NB	1,125 (51.4 mph)
10/4/13	Friday	1,200' north of 6 <sup>th</sup> Street	NB	1,185 (49.7 mph)
10/5/13	Saturday	1,200' north of 6 <sup>th</sup> Street	NB	985 (49.7 mph)
10/6/13	Sunday	1,200' north of 6 <sup>th</sup> Street	NB	760 (53.2 mph)
10/7/13	Monday	1,200' north of 6 <sup>th</sup> Street	NB	1,053 (51.4 mph)
10/8/13	Tuesday	1,200' north of 6 <sup>th</sup> Street	NB	1,111 (51.4 mph)
		<b>Average for 6 days:</b>	<b>NB</b>	<b>1,037 (51.0 mph)</b>
5/8/15	Friday	695' north of 6 <sup>th</sup> Street	SB	1,352 (45.9 mph)
5/9/15	Saturday	695' north of 6 <sup>th</sup> Street	SB	976 (48.1 mph)
5/10/15	Sunday	695' north of 6 <sup>th</sup> Street	SB	777 (48.1 mph)
5/11/15	Monday	695' north of 6 <sup>th</sup> Street	SB	1,210 (45.2 mph)
5/12/15	Tuesday	695' north of 6 <sup>th</sup> Street	SB	1,171 (45.2 mph)
5/13/15	Wednesday	695' north of 6 <sup>th</sup> Street	SB	1,173 (46.6 mph)
		<b>Average for 6 days:</b>	<b>SB</b>	<b>1,110 (46.4 mph)</b>
5/8/15	Friday	695' north of 6 <sup>th</sup> Street	NB	1,366 (45.2 mph)
5/9/15	Saturday	695' north of 6 <sup>th</sup> Street	NB	943 (48.9 mph)
5/10/15	Sunday	695' north of 6 <sup>th</sup> Street	NB	843 (48.9 mph)
5/11/15	Monday	695' north of 6 <sup>th</sup> Street	NB	1,252 (44.5 mph)
5/12/15	Tuesday	695' north of 6 <sup>th</sup> Street	NB	1,185 (45.2 mph)
5/13/15	Wednesday	695' north of 6 <sup>th</sup> Street	NB	1,214 (45.9 mph)
		<b>Average for 6 days:</b>	<b>NB</b>	<b>1,134 (46.2 mph)</b>
5/8/15	Friday	365' north of 6 <sup>th</sup> Street	SB	1,477 (38.7 mph)





5/9/15	Saturday	365' north of 6 <sup>th</sup> Street	SB	1,022 (40.8 mph)
5/10/15	Sunday	365' north of 6 <sup>th</sup> Street	SB	836 (40.3 mph)
5/11/15	Monday	365' north of 6 <sup>th</sup> Street	SB	1,338 (38.2 mph)
5/12/15	Tuesday	365' north of 6 <sup>th</sup> Street	SB	1,301 (38.2 mph)
5/13/15	Wednesday	365' north of 6 <sup>th</sup> Street	SB	1,267 (38.7mph)
<b>Average for 6 days:</b>			SB	<b>1,207 (39.0 mph)</b>
5/8/15	Friday	365' north of 6 <sup>th</sup> Street	NB	1,481 (37.3 mph)
5/9/15	Saturday	365' north of 6 <sup>th</sup> Street	NB	979 (40.8 mph)
5/10/15	Sunday	365' north of 6 <sup>th</sup> Street	NB	916 (41.4 mph)
5/11/15	Monday	365' north of 6 <sup>th</sup> Street	NB	1,363 (36.8 mph)
5/12/15	Tuesday	365' north of 6 <sup>th</sup> Street	NB	1,325 (36.8 mph)
5/13/15	Wednesday	365' north of 6 <sup>th</sup> Street	NB	1,335 (37.7 mph)
<b>Average for 6 days:</b>			NB	<b>1,233 (38.2 mph)</b>

The survey results indicate that SB and NB traffic volumes on Canal Street are practically equal (i.e., a 50/50 directional split) and that the 85<sup>th</sup> percentile speeds decrease the closer the drivers are to 6<sup>th</sup> Street intersection, which is signal controlled. In summary, vehicular speeds on SB Canal Street decreases from 60 mph (0.4 mile or 2,100 feet north of 6<sup>th</sup> Street) to 39 mph (365 feet north of the 6<sup>th</sup> Street). As expected, NB vehicular speeds increase as drivers accelerate away from the intersection. For example, the 85<sup>th</sup> percentile speed increases from 38 mph (365 feet from 6<sup>th</sup> Street) to 59 mph after traveling approximately 1,735 feet (=2,100-365).

Placing the counters approximately 365 feet from 6<sup>th</sup> Street was decided upon at our meeting on May 6, 2015 with other County staff, County Sheriff, and the Lieutenant/Commander of the California Highway Patrol (CHP) in Willows. At that meeting, the history of the parking lot installation and pedestrian safety was discussed. It was pointed out that there was a "freak" severe injury collision on Canal Street in the vicinity of Hamilton High. A review of the standard CHP Traffic Collision Report indicates that the incident occurred at 7:55 a.m. on Monday, 4/19/13 at a location 550 feet north of 6<sup>th</sup> Street. The reporting officer stated the following cause:

*This collision was caused by Party-1 (P-1) driving Vehicle-1 (V-1) with the large hay sickle protruding out from V-1's right rear side of the pickup bed in violation of 35111 Vehicle Code (Unsafe load projected over 6 inches from the right side). This cause is based on the statements of P-1, P-2, and P-2's injuries.*

To determine if there were other reported collisions along Canal Street, the reported collision history in the Transportation Injury Mapping System (TIMS) database was reviewed for the period from January 1, 2008 through December 31, 2012. Collision data through 2012 has been verified by TIMS to be accurate. During this five-year period there was only one collision in the vicinity of Canal Street and 6<sup>th</sup> Street, as follows:

Date	Time	Location	Injured Victims	Primary Collision Factor
11/13/2008	07:40	In Intersection	1	Pedestrian Right of Way

## DISCUSSION



The California Vehicle Code (CVC) describes how a marked crosswalk assigns right-of-way to both the approaching driver and the crossing pedestrian:

*Section 21950. (a) The driver of a vehicle shall yield the right-of-way to a pedestrian crossing the roadway within any marked crosswalk or within any unmarked crosswalk at an intersection, except as otherwise provided in this chapter.*

*(c) The driver of a vehicle approaching a pedestrian within any marked or unmarked crosswalk shall exercise all due care and shall reduce the speed of the vehicle or take any other action relating to the operation of the vehicle as necessary to safeguard the safety of the pedestrian.*

*Section 21954. (a) Every pedestrian upon a roadway at any point other than within a marked crosswalk or within an unmarked crosswalk at an intersection shall yield the right-of-way to all vehicles upon the roadway so near as to constitute an immediate hazard.*

So the purpose of a crosswalk is to provide the pedestrian with right-of-way and require approaching drivers to exercise due care by reducing the speed of the vehicle. With regards to installing a crosswalk, the California Manual of Uniform Traffic Control Devices (MUTCD) 2014 Edition, Chapter 7, Section 7B.12 provides the following requirement for signage and pavement markings at a school:

*The School Crosswalk Warning Assembly B (CA) or E (CA) shall be posted at all yellow school crosswalks that are not controlled by a STOP (R1-1) sign, a YIELD (R1-2) sign or a traffic signal.*

*The SLOW SCHOOL XING marking shall be used in accordance with the provisions of CVC 21368 in advance of all yellow school crosswalks. They shall not be used where the crossing is controlled by stop signs, traffic signals, or yield signs. They shall be yellow, with the word XING at least 100 feet in advance of the school crosswalk.*

Photo 7 shows the SLOW SCHOOL XING marking installed on eastbound 6<sup>th</sup> Street in advance of the yellow school crosswalk that connects Hamilton High with Los Robles Avenue. Since the MUTCD does not provide collision or volume criteria with regards to the installation of school marking and crosswalk, the County is not required to have a similar installation on Canal Street.



Photo 7: Top of XING marking is 135' in advance of crosswalk on 6<sup>th</sup> St. (Source: Google Earth)



However, the MUTCD, Chapter 7, Section 7C.02 provides the following guidance with regards to uncontrolled crosswalks by schools:

*Diagonal (at a 45-degree angle) or longitudinal (parallel to traffic flow) markings should be used when a crosswalk is marked at an uncontrolled crossing location. The diagonal or longitudinal lines should be 12 to 24 inches wide and spaced 12 to 60 inches apart. The spacing design should avoid the wheel paths.*

A School Crossing Assembly (S1-1 and W16-7P signs) and a school crosswalk with longitudinal markings are installed on Sixth Street on the south side of Hamilton High as shown on Photo 8.

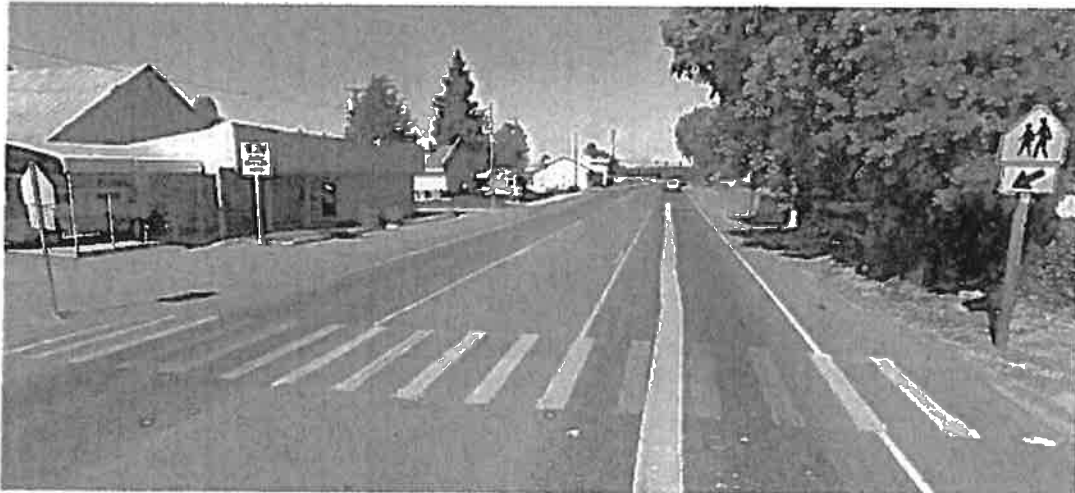


Photo 8: School crosswalk with longitudinal lines across 6<sup>th</sup> Street at Los Robles Avenue

### **RECOMMENDATIONS**

Since there are well over 100 pedestrian crossings on a typical school day, school warning signs, pavement markings and crosswalk are recommended to inform road users of crossing activity between the parking lot and Hamilton High. These improvements can be implemented in two phases.

#### **Phase 1 Improvements**

As recommended by Caltrans (7/1/15 e-mail from Michelle Parkinson, Rural Highway Operations), the existing southbound "Signal Ahead" (W3-3) and SIGNAL AHEAD pavement markings (Photo 9, Source: Google Earth) should remain. However, the northbound SCHOOL marking (Photo 10) should be replaced with SLOW SCHOOL XING.



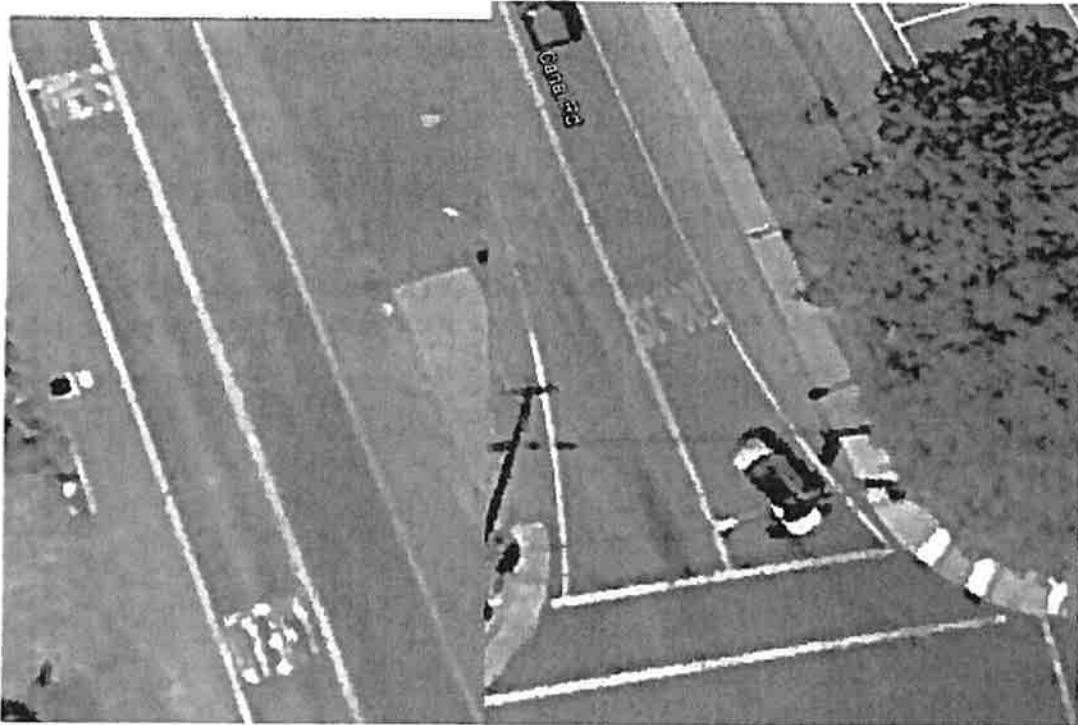


Photo 9: SB SIGNAL AHEAD markings

Photo 10: Northbound SCHOOL marking

The pedestrian counts reveal that more than twice as many students prefer to cross at the Walkway than at the Northerly Crossing. The Walkway crossings are spread across a 300 feet wide area between the two parking lot driveways. The purpose for a marked crosswalk across Canal Street will be to concentrate these crossings into a 12 feet wide area. Without some type of physical barrier (e.g., a six foot high chain linked fence) at the parking lot, students will continue to take the shortest path between their parked car and the Walkway. Therefore, approximately 290 feet of fencing (with a 10 feet wide opening directly across from the Walkway) should be installed between the two parking lot driveways. Photo 11 shows fencing at a parking lot across the road from a fitness facility in Stockton, CA. Similar fencing should be installed to replace the existing cabling between posts that has been lowered and is so easy for students to cross over.





Photo 11: Opening (on right) is for pedestrians. (Source: Google Street View)

The 10 feet wide opening in the fencing should be the west end of a new school crosswalk with yellow diagonal or longitudinal markings. Improvements that comply with the American Disability Act (ADA) should be made at both ends of the new crosswalk, and standard School Crossing Assemblies should be installed at the crosswalk to alert drivers on both directions of Canal Street. This type of installation would make the signing and striping of the proposed Canal Street crosswalk consistent with the school crosswalk across 6<sup>th</sup> Street (see Photo 8) on the south side of Hamilton High. Photo 12 shows an ADA ramp recently constructed at a path in Stockton. Ideally, the parking lot improvements will be made when the lot is closed and Hamilton High is not in session. Based on the engineer's estimate provided in *Exhibit B*, these improvements are expected to cost approximately \$33,000 to implement.



Photo 12: Ramp at School Crossing at Brookside Road, Stockton (Source: Google Street View)

Even after the above recommendations have been implemented, it is likely that approximately 1/3 of the pedestrians will continue to use the Northerly Crossing. Closing the north driveway gate may deter a few of these students. However, such a closure will dramatically alter how vehicles and buses circulate through the lot, and is therefore not recommended. On April 22<sup>nd</sup>, bus drivers were observed departing the east side of Canal Street and then essentially completing a northbound to southbound U-turn through the lot by entering the north driveway and exiting the south driveway.



**Phase 2 Improvements**

After the crosswalk and fencing has been in place for at least a year, the collision history at the crosswalk should be reviewed. Should there be a pedestrian-vehicle collision, consideration should be given to the installation of Rectangular Rapid Flashing Beacons (RRFB) at the crosswalk. Photo 12 (Source: Google Street View) shows such a mid-block installation on Estudillo Avenue in San Leandro, California. A separate engineer's estimate in *Exhibit B* shows that the installation of solar powered RRFB is expected to cost an additional \$22,000.

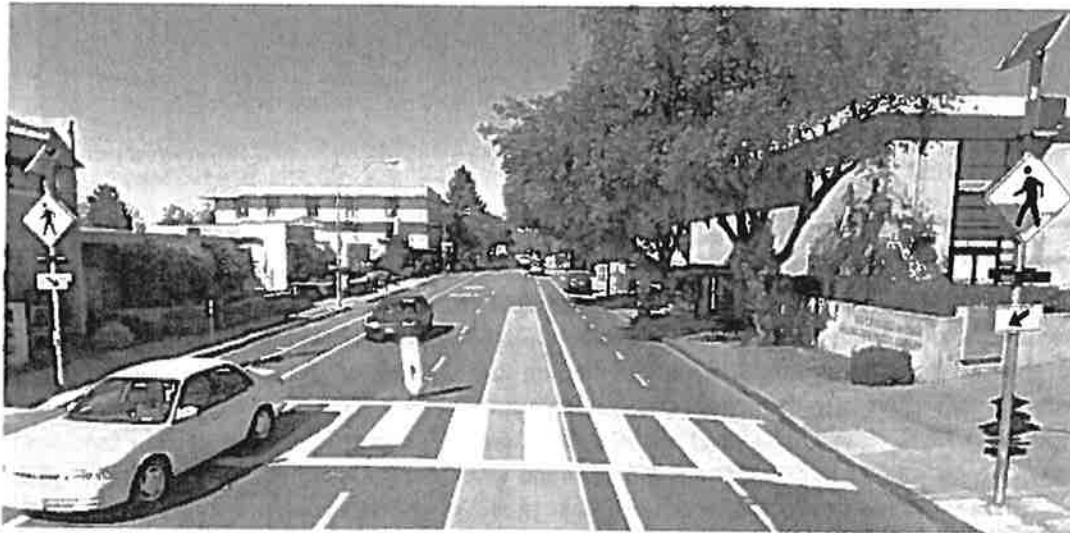
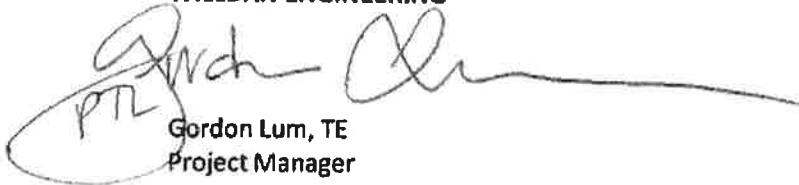


Photo 12: RRFB is pedestrian actuated and mounted on the post between the two signs.

After receiving your approval, I will forward this letter to the Superintendent for his review. Thank you for the opportunity to be of continuing service to Glenn County. Should you have any questions regarding this evaluation, please contact me at (916) 661-7327 or [glum@willdan.com](mailto:glum@willdan.com).

Respectfully submitted,  
WILLDAN ENGINEERING

  
PTL  
Gordon Lum, TE  
Project Manager

Enclosures:  
Exhibit A-Speed Counts 365' North of 6<sup>th</sup> Street  
Exhibit B-Engineer's Estimates and Total Project Cost



## **Exhibit A-Speed Counts 365' North of 6<sup>th</sup> Street**

Location : Road 203  
 Crossroad(s) : 365' North of Hwy 32  
 Speed Limit : 25/55

Site: Rd 203 at HCHS lot  
 5/8/2015  
 Friday

Daily Speed

mph	NB											Avg.			
	Total	0 - < 15	15 - < 20	20 - < 25	25 - < 30	30 - < 35	35 - < 40	40 - < 45	45 - < 50	50 - < 55	55 - < 60		60 - < 65	65 - < 70	70 - < 200
12:00 AM	9	0	0	1	2	2	4	0	0	0	0	0	0	0	32.6
1:00 AM	4	0	0	0	1	1	2	0	0	0	0	0	0	0	33.6
2:00 AM	6	0	0	0	1	2	3	0	0	0	0	0	0	0	34.0
3:00 AM	5	0	0	0	0	2	3	0	0	0	0	0	0	0	30.4
4:00 AM	21	0	0	0	1	6	4	5	5	0	0	0	0	0	38.2
5:00 AM	35	0	0	0	1	5	15	8	5	1	0	0	0	0	39.0
6:00 AM	76	0	0	3	11	15	28	16	3	0	0	0	0	0	35.8
7:00 AM	121	2	6	16	24	34	22	12	3	2	0	0	0	0	31.7
8:00 AM	140	20	14	37	36	22	8	2	1	0	0	0	0	0	24.5
9:00 AM	77	0	10	16	26	15	8	2	0	0	0	0	0	0	27.7
10:00 AM	79	2	2	12	25	23	11	3	1	0	0	0	0	0	29.7
11:00 AM	65	4	7	31	20	16	6	1	0	0	0	0	0	0	26.1
12:00 PM	77	3	6	24	19	16	7	2	0	0	0	0	0	0	27.0
1:00 PM	64	0	2	12	19	19	11	1	0	0	0	0	0	0	30.0
2:00 PM	88	4	5	21	23	17	15	2	1	0	0	0	0	0	28.2
3:00 PM	165	13	20	30	55	27	13	4	2	1	0	0	0	0	26.3
4:00 PM	87	0	3	8	14	32	22	5	3	0	0	0	0	0	32.3
5:00 PM	100	1	4	12	28	29	18	7	1	0	0	0	0	0	30.8
6:00 PM	63	0	4	8	11	18	17	3	2	0	0	0	0	0	31.4
7:00 PM	80	0	3	12	19	24	15	5	1	0	0	0	0	0	31.1
8:00 PM	46	1	3	5	8	14	12	2	1	0	0	0	0	0	31.1
9:00 PM	20	0	0	0	2	11	6	1	0	0	0	0	0	0	33.4
10:00 PM	19	0	0	1	3	11	3	0	1	0	0	0	0	0	33.0
11:00 PM	14	0	0	3	7	3	0	1	0	0	0	0	0	0	28.9
Total	1481	50	89	252	358	365	250	82	30	5	0	0	0	0	29.7
%		3.4	6.0	17.0	24.2	24.6	16.9	5.5	2.0	0.3	0.0	0.0	0.0	0.0	

Average (Mean) 29.7 mph Minimum 5.2 mph Maximum 54.2 mph Pace Range 25.9 - 35.9 mph 751 vehicles (50.7%)

Percentile Speeds (mph) 10% 20.3 15% 22.1 50% 29.8 85% 37.3 90% 39.2

Speeds Exceeded 25 mph 73.6% (1090) 35 mph 24.8% (367) 45 mph 2.4% (35) 55 mph 0% (0) 65 mph 0% (0) 75 mph 0% (0)



Location : Road 203  
 Crossroad(s) : 365' North of Hwy 32  
 Speed Limit : 25/55

Site: Rd 203 at HCHS lot  
 5/9/2015  
 Saturday

Daily Speed

mph	NB											Avg.			
	Total	0 - < 15	15 - < 20	20 - < 25	25 - < 30	30 - < 35	35 - < 40	40 - < 45	45 - < 50	50 - < 55	55 - < 60		60 - < 65	65 - < 70	70 - < 200
12:00 AM	6	0	1	1	3	1	0	0	0	0	0	0	0	0	25.7
1:00 AM	6	0	0	4	2	0	0	0	0	0	0	0	0	0	24.1
2:00 AM	5	0	1	2	1	0	1	0	0	0	0	0	0	0	26.3
3:00 AM	2	0	0	0	1	1	0	0	0	0	0	0	0	0	29.7
4:00 AM	11	0	0	0	1	2	5	3	0	0	0	0	0	0	37.0
5:00 AM	21	0	0	1	2	3	7	5	3	0	0	0	0	0	37.6
6:00 AM	37	0	0	2	11	9	2	2	2	0	0	0	0	0	37.2
7:00 AM	33	0	0	0	2	7	15	5	3	1	0	0	0	0	37.9
8:00 AM	59	0	1	1	5	15	18	16	3	0	0	0	0	0	36.5
9:00 AM	58	0	1	1	6	13	28	6	3	0	0	0	0	0	35.4
10:00 AM	96	0	0	10	14	33	28	10	1	0	0	0	0	0	33.5
11:00 AM	67	0	0	3	11	12	27	12	1	0	0	0	0	1	35.9
12:00 PM	55	0	2	2	12	13	22	2	1	1	0	0	0	0	33.7
1:00 PM	68	0	0	7	14	12	28	6	1	0	0	0	0	0	33.6
2:00 PM	58	0	0	7	9	12	17	10	3	0	0	0	0	0	34.6
3:00 PM	57	0	1	0	8	13	22	9	4	0	0	0	0	0	35.8
4:00 PM	75	0	0	3	13	21	24	9	3	2	0	0	0	0	35.2
5:00 PM	53	0	1	3	8	12	19	7	0	2	1	0	0	0	35.4
6:00 PM	59	0	0	2	7	14	24	10	1	0	0	0	0	0	35.8
7:00 PM	50	0	0	3	7	18	9	12	0	0	0	0	0	0	35.1
8:00 PM	41	2	3	3	11	9	9	3	1	0	0	0	0	0	30.3
9:00 PM	31	0	1	3	8	9	8	1	1	0	0	0	0	0	31.3
10:00 PM	12	0	0	0	3	5	4	0	0	0	0	0	0	0	32.1
11:00 PM	19	0	0	1	5	7	5	1	0	0	0	0	0	0	31.8
Total	979	2	12	59	155	243	329	136	30	10	2	0	0	1	34.6
%		0.2	1.2	6.0	15.8	24.8	33.6	13.9	3.1	1.0	0.2	0.0	0.0	0.1	

Average (Mean) 34.6 mph Minimum 6.3 mph Maximum 85.2 mph Pace Range 31.1 - 41.1 mph 595 vehicles (60.8 %)

Percentile Speeds (mph) 10% 25.9 15% 27.9 50% 35.1 85% 40.8 90% 42.0

Speeds Exceeded 25 mph 92.5 % (906) 35 mph 51.9 % (508) 45 mph 4.4 % (43) 55 mph 0.3 % (3) 65 mph 0.1 % (1) 75 mph 0.1 % (1)

Location : Road 203  
 Crossroad(s) : 365' North of Hwy 32  
 Speed Limit : 25/55

Site: Rd 203 at HCHS lot  
 5/10/2015  
 Sunday

Daily Speed

mph	NB											Avg.		
	0- < 15	15- < 20	20- < 25	25- < 30	30- < 35	35- < 40	40- < 45	45- < 50	50- < 55	55- < 60	60- < 65		65- < 70	70- < 200
12:00 AM	8	0	0	4	1	2	0	0	0	0	0	0	0	30.2
1:00 AM	4	0	0	1	1	1	0	1	0	0	0	0	0	37.0
2:00 AM	5	0	0	2	2	1	0	0	0	0	0	0	0	30.6
3:00 AM	2	0	0	0	0	2	0	0	0	0	0	0	0	38.5
4:00 AM	2	0	0	0	0	2	0	0	0	0	0	0	0	37.1
5:00 AM	8	0	0	0	2	0	4	0	1	1	0	0	0	43.2
6:00 AM	19	2	1	3	4	3	5	0	0	0	0	0	0	31.4
7:00 AM	23	0	0	2	3	5	11	2	0	0	0	0	0	39.1
8:00 AM	45	1	0	4	3	22	11	3	0	0	0	0	0	37.3
9:00 AM	64	0	3	1	9	14	20	17	0	0	0	0	0	35.1
10:00 AM	61	0	4	13	12	17	8	5	1	0	0	0	0	34.3
11:00 AM	91	0	2	3	14	24	29	17	2	0	0	0	0	34.6
12:00 PM	71	0	0	6	19	29	12	3	0	0	0	0	0	35.8
1:00 PM	66	0	1	11	18	20	12	2	0	0	0	0	0	34.9
2:00 PM	70	0	1	4	7	21	11	5	0	0	0	0	0	35.0
3:00 PM	62	0	2	3	4	17	12	4	0	0	0	0	0	35.5
4:00 PM	65	0	0	7	18	25	13	0	0	0	0	0	0	35.7
5:00 PM	52	0	1	4	12	23	11	0	0	0	0	0	0	35.8
6:00 PM	60	0	1	4	14	17	11	12	1	0	0	0	0	33.7
7:00 PM	60	0	2	6	9	17	14	10	0	0	1	0	1	34.5
8:00 PM	33	0	1	4	3	14	7	3	1	0	0	0	0	32.6
9:00 PM	26	0	0	1	7	11	6	1	0	0	0	0	0	32.7
10:00 PM	14	0	0	0	1	5	4	3	0	0	0	0	0	36.9
11:00 PM	5	0	0	2	1	2	0	0	0	0	0	0	0	32.9
Total	916	4	15	40	127	236	286	173	29	3	1	0	1	35.0
%	0.4	1.6	4.4	13.9	25.8	31.2	18.9	3.2	0.3	0.1	0.1	0.0	0.1	

Average (Mean) 35.0 mph Minimum 5.2 mph Maximum 90.3 mph Pace Range 32.1 - 42.1 mph 554 vehicles (60.5 %)

Percentile Speeds (mph) 10% 26.4 15% 28.4 50% 35.5 85% 41.4 90% 42.6  
 Speeds Exceeded 25 mph 93.6 % (857) 35 mph 53.9 % (494) 45 mph 3.8 % (35) 55 mph 0.3 % (3) 65 mph 0.1 % (1) 75 mph 0.1 % (1)

Location : Road 203  
 Crossroad(s) : 365' North of Hwy 32  
 Speed Limit : 25/55

Site: Rd 203 at HCHS lot  
 5/11/2015  
 Monday

Daily Speed

mph	NB											Avg.			
	Total	0 - < 15	15 - < 20	20 - < 25	25 - < 30	30 - < 35	35 - < 40	40 - < 45	45 - < 50	50 - < 55	55 - < 60		60 - < 65	65 - < 70	70 - < 200
12:00 AM	2	0	0	0	0	1	1	0	0	0	0	0	0	0	34.0
1:00 AM	3	0	0	0	0	1	1	0	1	0	0	0	0	0	37.5
2:00 AM	3	0	0	2	0	1	0	0	0	0	0	0	0	0	26.3
3:00 AM	3	0	0	0	1	0	2	0	0	0	0	0	0	0	32.7
4:00 AM	9	0	0	0	0	3	3	1	2	0	0	0	0	0	38.5
5:00 AM	45	0	2	5	13	7	10	5	3	0	0	0	0	0	32.6
6:00 AM	90	0	0	3	9	22	33	19	3	0	1	0	0	0	36.2
7:00 AM	117	3	4	17	30	27	27	6	2	1	0	0	0	0	30.7
8:00 AM	169	17	20	30	60	21	18	3	0	0	0	0	0	0	25.6
9:00 AM	89	0	2	14	37	24	8	3	1	0	0	0	0	0	29.4
10:00 AM	68	3	2	21	17	14	9	0	2	0	0	0	0	0	27.9
11:00 AM	86	5	9	13	26	19	11	2	0	0	0	1	0	0	27.7
12:00 PM	71	6	7	16	25	14	3	0	0	0	0	0	0	0	25.2
1:00 PM	63	3	0	18	15	17	6	4	0	0	0	0	0	0	28.2
2:00 PM	97	30	5	25	20	11	6	0	0	0	0	0	0	0	21.2
3:00 PM	118	5	7	14	36	39	11	6	0	0	0	0	0	0	28.9
4:00 PM	94	0	7	17	26	19	22	3	0	0	0	0	0	0	29.5
5:00 PM	86	1	1	14	24	30	16	0	0	0	0	0	0	0	30.1
6:00 PM	55	0	0	2	10	19	15	6	3	0	0	0	0	0	34.5
7:00 PM	40	1	0	2	11	8	8	9	0	0	1	0	0	0	34.0
8:00 PM	31	1	2	5	10	3	8	2	0	0	0	0	0	0	29.5
9:00 PM	15	0	0	1	4	5	4	1	0	0	0	0	0	0	31.9
10:00 PM	7	0	0	1	1	3	1	1	0	0	0	0	0	0	32.7
11:00 PM	2	0	0	1	0	0	0	1	0	0	0	0	0	0	34.7
Total	1363	75	68	221	375	308	223	72	17	1	1	2	0	0	29.1
%		5.5	5.0	16.2	27.5	22.6	16.4	5.3	1.2	0.1	0.1	0.1	0.0	0.0	

Average (Mean) 29.1 mph Minimum 5.0 mph Maximum 63.4 mph Pace Range 23.7 - 33.7 mph 709 vehicles (52.0 %)

Percentile Speeds (mph) 10% 19.4 15% 22.2 50% 28.9 85% 36.8 90% 38.7

Speeds Exceeded 25.mph 73.3 % (999) 35.mph 23.2 % (316) 45.mph 1.5 % (21) 55.mph 0.2 % (3) 65.mph 0 % (0) 75.mph 0 % (0)

Location : Road 203  
 Crossroad(s) : 365' North of Hwy 32  
 Speed Limit : 25/55

Site: Rd 203 at HCHS lot  
 5/12/2015  
 Tuesday

Daily Speed

mph	NB													AVG.	
	Total	0 < 15	15 < 20	20 < 25	25 < 30	30 < 35	35 < 40	40 < 45	45 < 50	50 < 55	55 < 60	60 < 65	65 < 70		70 < 200
12:00 AM	4	0	0	1	1	2	0	0	0	0	0	0	0	0	29.1
1:00 AM	7	0	1	0	1	4	1	0	0	0	0	0	0	0	30.3
2:00 AM	3	0	0	0	0	2	0	1	0	0	0	0	0	0	34.2
3:00 AM	3	0	0	0	0	1	0	0	2	0	0	0	0	0	38.5
4:00 AM	10	0	0	0	0	1	4	2	2	0	0	0	0	0	40.5
5:00 AM	42	1	0	6	4	6	15	7	2	1	0	0	0	0	34.5
6:00 AM	81	0	4	7	8	20	30	8	3	1	0	0	0	0	33.9
7:00 AM	117	2	10	21	24	31	19	18	1	1	0	0	0	0	29.6
8:00 AM	148	22	21	41	28	20	14	2	0	0	0	0	0	0	24.3
9:00 AM	78	5	5	12	24	20	11	1	0	0	0	0	0	0	27.6
10:00 AM	64	0	2	13	13	21	9	6	0	0	0	0	0	0	30.5
11:00 AM	73	1	7	14	28	16	5	2	0	0	0	0	0	0	27.5
12:00 PM	77	11	8	24	18	11	5	0	0	0	0	0	0	0	23.7
1:00 PM	78	1	4	11	31	17	14	0	0	0	0	0	0	0	29.1
2:00 PM	61	3	5	10	17	15	7	3	0	1	0	0	0	0	28.6
3:00 PM	143	12	11	37	47	25	7	4	0	0	0	0	0	0	25.7
4:00 PM	97	2	5	20	19	21	21	6	2	1	0	0	0	0	30.1
5:00 PM	85	5	6	13	21	20	15	5	0	0	0	0	0	0	28.8
6:00 PM	49	0	0	2	6	16	16	4	5	0	0	0	0	0	35.3
7:00 PM	38	1	0	3	10	13	6	4	1	0	0	0	0	0	32.2
8:00 PM	41	0	0	4	8	13	13	1	1	1	0	0	0	0	33.2
9:00 PM	19	0	0	3	6	5	4	1	0	0	0	0	0	0	31.2
10:00 PM	6	0	0	1	1	3	1	0	0	0	0	0	0	0	31.7
11:00 PM	1	0	0	0	0	0	0	1	0	0	0	0	0	0	42.0
Total	1325	66	89	243	315	303	217	68	18	6	0	0	0	0	28.9
%		5.0	6.7	18.3	23.8	22.9	16.4	5.1	1.4	0.5	0.0	0.0	0.0	0.0	

Average (Mean) 28.9 mph Minimum 5.1 mph Maximum 53.2 mph Pace Range 22.9 - 32.9 mph 656 vehicles (49.5 %)

Percentile Speeds (mph)  
 10% 19.1  
 15% 21.6  
 50% 28.9  
 85% 36.8  
 90% 38.7

Speeds Exceeded  
 25 mph 70.0 % (927)  
 35 mph 23.3 % (309)  
 45 mph 1.8 % (24)  
 55 mph 0 % (0)  
 65 mph 0 % (0)  
 75 mph 0 % (0)

Location : Road 203  
 Crossroad(s) : 365' North of Hwy 32  
 Speed Limit : 25/55

Site: Rd 203 at HCHS lot  
 5/13/2015  
 Wednesday

Daily Speed

mph	NB											Avg.			
	Total	0 - < 15	15 - < 20	20 - < 25	25 - < 30	30 - < 35	35 - < 40	40 - < 45	45 - < 50	50 - < 55	55 - < 60		60 - < 65	65 - < 70	70 - < 200
12:00 AM	1	0	0	0	0	0	0	1	0	0	0	0	0	0	40.8
1:00 AM	3	0	0	0	0	2	1	0	0	0	0	0	0	0	33.8
2:00 AM	6	0	0	0	2	3	1	0	0	0	0	0	0	0	31.2
3:00 AM	2	0	0	0	1	1	0	0	0	0	0	0	0	0	31.1
4:00 AM	10	0	0	0	1	2	6	1	0	0	0	0	0	0	35.9
5:00 AM	43	0	0	4	7	9	11	6	3	2	0	0	1	0	37.3
6:00 AM	100	1	2	3	12	32	31	17	2	0	0	0	0	0	34.5
7:00 AM	118	3	7	21	24	30	25	6	2	0	0	0	0	0	30.0
8:00 AM	136	12	16	29	45	21	8	4	0	0	0	0	0	0	25.8
9:00 AM	81	1	2	15	27	16	13	6	1	0	0	0	0	0	30.1
10:00 AM	75	0	3	8	31	17	8	7	1	0	0	0	0	0	30.5
11:00 AM	69	2	2	15	27	16	7	0	0	0	0	0	0	0	27.5
12:00 PM	105	14	13	22	32	21	3	0	0	0	0	0	0	0	24.2
1:00 PM	78	2	3	14	24	15	10	9	1	0	0	0	0	0	29.6
2:00 PM	68	0	1	7	25	13	19	2	1	0	0	0	0	0	31.3
3:00 PM	114	3	2	17	30	35	21	5	1	0	0	0	0	0	30.2
4:00 PM	95	0	1	13	19	27	24	9	1	0	0	0	0	0	32.6
5:00 PM	82	1	0	2	14	30	23	10	2	0	0	0	0	0	33.9
6:00 PM	50	0	0	1	9	17	17	5	1	0	0	0	0	0	34.3
7:00 PM	41	2	0	0	12	15	8	4	0	0	0	0	0	0	31.6
8:00 PM	20	0	0	1	3	3	11	1	1	0	0	0	0	0	35.4
9:00 PM	22	0	3	2	4	5	5	3	0	0	0	0	0	0	31.0
10:00 PM	9	0	0	0	5	1	3	0	0	0	0	0	0	0	31.3
11:00 PM	7	0	0	0	0	3	2	1	1	0	0	0	0	0	37.1
<b>Total</b>	<b>1335</b>	<b>41</b>	<b>55</b>	<b>174</b>	<b>354</b>	<b>334</b>	<b>257</b>	<b>97</b>	<b>18</b>	<b>1</b>	<b>3</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>30.5</b>
<b>%</b>	<b>3.1</b>	<b>4.1</b>	<b>13.0</b>	<b>13.0</b>	<b>26.5</b>	<b>25.0</b>	<b>19.3</b>	<b>7.3</b>	<b>1.3</b>	<b>0.1</b>	<b>0.2</b>	<b>0.0</b>	<b>0.0</b>	<b>0.1</b>	

Average (Mean) 30.5 mph Minimum 5.1 mph Maximum 99.4 mph Pace Range 25.3 - 35.3 mph 715 Vehicles (53.6 %)

Percentile Speeds (mph) 10% 21.8 15% 23.7 50% 30.4 90% 39.2

Speeds Exceeded 25 mph 79.8 % (1065) 35 mph 28.2 % (377) 45 mph 1.7 % (23) 55 mph 0.3 % (4) 65 mph 0.1 % (1) 75 mph 0.1 % (1)

Location : Road 203  
 Crossroad(s) : 365' North of Hwy 32  
 Speed Limit : 25/55

Site: Rd 203 at HCHS rot  
 5/14/2015  
 Thursday

Daily Speed

mph	0 - < 15	15 - < 20	20 - < 25	25 - < 30	30 - < 35	35 - < 40	40 - < 45	45 - < 50	50 - < 55	55 - < 60	60 - < 65	65 - < 70	70 - < 200	Avg.
12:00 AM	4	0	0	1	3	0	0	0	0	0	0	0	0	31.0
1:00 AM	5	0	1	3	0	0	0	1	0	0	0	0	0	31.4
2:00 AM	1	0	0	0	0	1	0	0	0	0	0	0	0	39.7
3:00 AM	0	0	0	0	0	0	0	0	0	0	0	0	0	-
4:00 AM	10	0	0	3	2	3	2	0	0	0	0	0	0	34.3
5:00 AM	40	1	2	8	5	10	11	3	0	0	0	0	0	35.8
6:00 AM	89	0	2	14	27	31	9	5	0	1	0	0	0	35.2
7:00 AM	119	3	1	23	21	26	8	3	0	0	0	0	0	31.5
8:00 AM	133	19	13	30	35	21	5	2	0	0	0	0	0	25.2
9:00 AM	71	0	1	14	18	13	2	1	0	0	0	0	0	30.4
10:00 AM	68	0	5	10	23	19	5	0	0	0	0	0	0	29.5
11:00 AM	80	2	8	8	28	22	2	0	0	0	0	0	0	28.3
12:00 PM	71	15	8	21	20	4	1	0	0	0	0	0	0	22.0
1:00 PM	70	3	5	11	22	19	1	0	0	0	0	0	0	28.1
Total	761	42	42	122	196	170	46	15	0	1	0	0	0	29.3
%	5.5	5.5	16.0	25.8	22.3	16.7	6.0	2.0	0.0	0.1	0.0	0.0	0.0	

Average (Mean) 29.3 mph Minimum 5.2 mph Maximum 56.2 mph

Pace Range 24.0 - 34.0 mph 383 vehicles (50.3 %)

Percentile Speeds (mph) 10% 19.0 15% 21.8 50% 29.5 85% 37.3 90% 39.2

Speeds Exceeded 25 mph 72.9 % (555) 35 mph 24.8 % (189) 45 mph 2.1 % (16) 55 mph 0.1 % (1) 65 mph 0 % (0) 75 mph 0 % (0)

Location : Road 203  
 Crossroad(s) : 365' North of Hwy 32  
 Speed Limit : 25/55

Site: Rd 203 at HCHS lot  
 5/7/2015  
 Thursday

Daily Speed

mph	SB											AVG.		
	Total	0 - < 15	15 - < 20	20 - < 25	25 - < 30	30 - < 35	35 - < 40	40 - < 45	45 - < 50	50 - < 55	55 - < 60		60 - < 65	65 - < 70
12:00 AM	-	-	-	-	-	-	-	-	-	-	-	-	-	-
1:00 AM	-	-	-	-	-	-	-	-	-	-	-	-	-	-
2:00 AM	-	-	-	-	-	-	-	-	-	-	-	-	-	-
3:00 AM	-	-	-	-	-	-	-	-	-	-	-	-	-	-
4:00 AM	-	-	-	-	-	-	-	-	-	-	-	-	-	-
5:00 AM	-	-	-	-	-	-	-	-	-	-	-	-	-	-
6:00 AM	-	-	-	-	-	-	-	-	-	-	-	-	-	-
7:00 AM	-	-	-	-	-	-	-	-	-	-	-	-	-	-
8:00 AM	-	-	-	-	-	-	-	-	-	-	-	-	-	-
9:00 AM	-	-	-	-	-	-	-	-	-	-	-	-	-	-
10:00 AM	-	-	-	-	-	-	-	-	-	-	-	-	-	-
11:00 AM	-	-	-	-	-	-	-	-	-	-	-	-	-	-
12:00 PM	85	9	10	20	23	18	5	0	0	0	0	0	0	25.0
1:00 PM	81	3	2	15	23	24	12	2	0	0	0	0	0	29.1
2:00 PM	88	6	9	15	19	28	7	4	0	0	0	0	0	27.7
3:00 PM	129	14	8	27	28	27	19	5	1	0	0	0	0	27.4
4:00 PM	136	0	2	10	31	50	36	7	0	0	0	0	0	32.2
5:00 PM	151	2	0	6	30	46	54	11	0	1	1	0	0	33.5
6:00 PM	77	0	0	2	11	25	25	13	1	0	0	0	0	34.9
7:00 PM	70	0	0	2	6	26	26	10	0	0	0	0	0	34.8
8:00 PM	72	0	0	4	15	22	23	7	1	0	0	0	0	33.6
9:00 PM	41	1	0	1	6	17	10	6	0	0	0	0	0	33.5
10:00 PM	29	0	0	1	1	8	14	5	0	0	0	0	0	36.1
11:00 PM	8	0	0	0	0	5	3	0	0	0	0	0	0	34.7
Total	967	35	31	103	193	296	234	70	3	0	1	1	0	31.2
%		3.6	3.2	10.7	20.0	30.6	24.2	7.2	0.3	0.0	0.1	0.1	0.0	0.0

Average (Mean) 31.2 mph Minimum 5.4 mph Maximum 62.1 mph Pace Range 27.3 - 37.3 mph 581 vehicles (60.1 %)

Percentile Speeds (mph) 10% 22.2 15% 24.2 50% 32.1 85% 37.7 90% 39.2

Speeds Exceeded 25.mph 82.5 % (798) 35.mph 32.0 % (309) 45.mph 0.5 % (5) 55.mph 0.2 % (2) 65.mph 0 % (0) 75.mph 0 % (0)



Location : Road 203  
 Crossroad(s) : 365' North of Hwy 32  
 Speed Limit : 25/55

Site: Rd 203 at HCHS lot  
 5/8/2015  
 Friday

Daily Speed

mph	Total	0 - < 15	15 - < 20	20 - < 25	25 - < 30	30 - < 35	35 - < 40	40 - < 45	45 - < 50	50 - < 55	55 - < 60	60 - < 65	65 - < 70	70 - < 200	Avg.
12:00 AM	7	0	0	0	3	1	2	1	0	0	0	0	0	0	32.8
1:00 AM	2	0	0	0	0	1	1	0	0	0	0	0	0	0	36.2
2:00 AM	4	0	0	0	0	0	3	1	0	0	0	0	0	0	37.9
3:00 AM	1	0	0	0	0	0	0	0	0	0	0	0	0	0	40.3
4:00 AM	6	0	0	0	2	1	2	1	0	0	0	0	0	0	34.4
5:00 AM	24	0	0	0	3	9	8	4	0	0	0	0	0	0	35.2
6:00 AM	59	2	1	1	8	13	26	5	0	0	0	0	0	0	34.5
7:00 AM	80	5	4	15	20	18	11	6	1	0	0	0	0	0	28.8
8:00 AM	123	14	13	26	30	22	14	4	0	0	0	0	0	0	25.8
9:00 AM	61	3	5	9	14	13	15	2	0	0	0	0	0	0	29.2
10:00 AM	60	2	2	9	16	20	16	2	0	0	0	0	0	0	31.3
11:00 AM	65	7	3	9	19	18	6	1	0	0	0	0	0	0	27.2
12:00 PM	89	8	5	18	21	24	11	2	0	0	0	0	0	0	27.0
1:00 PM	77	2	1	10	18	18	20	7	1	0	0	0	0	0	31.3
2:00 PM	101	6	8	10	33	17	21	6	0	0	0	0	0	0	28.7
3:00 PM	106	18	11	19	10	28	16	3	0	1	0	0	0	0	26.4
4:00 PM	140	0	0	8	24	38	53	14	2	1	0	0	0	0	34.2
5:00 PM	157	2	2	7	30	45	52	15	4	0	0	0	0	0	33.6
6:00 PM	103	0	0	4	16	26	33	24	0	0	0	0	0	0	35.1
7:00 PM	59	0	0	3	10	23	14	7	2	0	0	0	0	0	34.0
8:00 PM	51	1	2	1	5	18	15	7	1	0	1	0	0	0	34.3
9:00 PM	53	0	0	4	5	16	21	5	2	0	0	0	0	0	34.5
10:00 PM	22	0	0	2	3	10	4	3	0	0	0	0	0	0	33.6
11:00 PM	27	0	1	2	5	6	11	2	0	0	0	0	0	0	32.8
Total	1477	70	58	150	295	385	377	123	13	5	1	0	0	0	31.1
%		4.7	3.9	10.2	20.0	26.1	25.5	8.3	0.9	0.3	0.1	0.0	0.0	0.0	

Average (Mean) 31.1 mph Minimum 5.1 mph Maximum 56.2 mph Pace Range 29.2 - 39.2 mph 802 vehicles (54.3 %)

Percentile Speeds (mph)  
 10% 21.0  
 15% 23.5  
 50% 32.1  
 85% 38.7  
 90% 39.7

Speeds Exceeded  
 25 mph 81.2 % (1199)  
 35 mph 35.1 % (519)  
 45 mph 1.3 % (19)  
 55 mph 0.1 % (1)  
 65 mph 0 % (0)  
 75 mph 0 % (0)



Location : Road 203  
 Crossroad(s) : 365' North of Hwy 32  
 Speed Limit : 25/55

Site: Rd 203 at HCHS lot  
 5/9/2015  
 Saturday

Daily Speed

mph	5B											Avg.			
	Total	0 - < 15	15 - < 20	20 - < 25	25 - < 30	30 - < 35	35 - < 40	40 - < 45	45 - < 50	50 - < 55	55 - < 60		60 - < 65	65 - < 70	70 - < 200
12:00 AM	14	1	2	3	3	1	4	0	0	0	0	0	0	0	27.2
1:00 AM	9	1	2	2	2	2	0	0	0	0	0	0	0	0	23.6
2:00 AM	8	0	1	0	1	3	1	1	1	0	0	0	0	0	34.2
3:00 AM	3	0	0	0	0	2	0	1	0	0	0	0	0	0	37.3
4:00 AM	6	0	0	0	0	1	4	1	0	0	0	0	0	0	37.3
5:00 AM	17	0	0	1	0	7	9	0	0	0	0	0	0	0	33.9
6:00 AM	37	0	0	0	7	14	8	7	1	0	0	0	0	0	35.4
7:00 AM	25	0	0	4	0	6	10	5	0	0	0	0	0	0	34.9
8:00 AM	38	1	0	4	8	9	10	5	1	0	0	0	0	0	32.5
9:00 AM	38	0	0	2	5	10	12	9	0	0	0	0	0	0	35.5
10:00 AM	59	0	1	1	9	18	16	11	3	0	0	0	0	0	35.3
11:00 AM	60	0	0	1	8	19	23	7	2	0	0	0	0	0	35.6
12:00 PM	59	0	0	0	8	22	23	6	0	0	0	0	0	0	34.7
1:00 PM	68	0	0	0	2	28	28	7	3	0	0	0	0	0	35.7
2:00 PM	105	0	1	2	11	27	42	13	4	3	1	1	0	0	36.5
3:00 PM	72	0	0	5	3	17	31	12	4	0	0	0	0	0	36.5
4:00 PM	72	0	0	0	8	22	27	10	5	0	0	0	0	0	36.2
5:00 PM	73	0	0	0	4	26	20	18	3	2	0	0	0	0	37.1
6:00 PM	57	1	0	0	2	16	28	8	2	0	0	0	0	0	36.3
7:00 PM	52	0	1	2	3	20	17	7	2	0	0	0	0	0	35.0
8:00 PM	59	0	0	2	10	20	17	9	0	1	0	0	0	0	34.6
9:00 PM	47	0	0	4	8	18	11	3	2	1	0	0	0	0	33.6
10:00 PM	30	0	0	1	2	9	10	5	2	1	0	0	0	0	37.0
11:00 PM	14	0	0	0	3	5	5	1	0	0	0	0	0	0	34.0
Total	1022	4	8	34	107	322	356	146	35	8	1	1	0	0	35.3
%		0.4	0.8	3.3	10.5	31.5	34.8	14.3	3.4	0.8	0.1	0.1	0.0	0.0	

Average (Mean) 35.3 mph Minimum 5.3 mph Maximum 62.1 mph Pace Range 29.8 - 39.8 mph 689 vehicles (67.4 %)

Percentile Speeds (mph) 10% 28.1 15% 29.8 50% 35.5 85% 40.8 90% 42.0

Speeds Exceeded 25 mph 95.5 % (976) 35 mph 53.5 % (547) 45 mph 4.4 % (45) 55 mph 0.2 % (2) 65 mph 0 % (0) 75 mph 0 % (0)

Location : Road 203  
 Crossroad(s) : 365' North of Hwy 32  
 Speed Limit : 25/55

Site: Rd 203 at HCHS lot  
 5/10/2015  
 Sunday

Daily Speed

mph	SB											Avg.			
	Total	0 - < 15	15 - < 20	20 - < 25	25 - < 30	30 - < 35	35 - < 40	40 - < 45	45 - < 50	50 - < 55	55 - < 60		60 - < 65	65 - < 70	70 - < 200
12:00 AM	7	0	0	0	0	2	3	2	0	0	0	0	0	0	36.2
1:00 AM	9	0	0	2	1	1	3	2	0	0	0	0	0	0	33.0
2:00 AM	2	0	0	0	1	1	0	0	0	0	0	0	0	0	32.0
3:00 AM	3	0	0	0	0	1	1	0	1	0	0	0	0	0	39.1
4:00 AM	1	0	0	0	0	0	1	0	0	0	0	0	0	0	35.5
5:00 AM	2	0	0	0	0	1	0	1	0	0	0	0	0	0	36.2
6:00 AM	9	1	0	0	1	3	2	2	0	0	0	0	0	0	33.6
7:00 AM	13	1	0	0	4	2	4	2	0	0	0	0	0	0	33.1
8:00 AM	25	0	0	2	2	9	5	5	1	0	1	0	0	0	35.9
9:00 AM	50	0	0	1	6	14	25	4	0	0	0	0	0	0	34.7
10:00 AM	57	0	0	3	12	20	18	4	0	0	0	0	0	0	33.3
11:00 AM	54	0	0	3	3	22	22	4	0	0	0	0	0	0	34.3
12:00 PM	59	0	0	3	6	18	21	8	3	0	0	0	0	0	35.0
1:00 PM	83	0	0	2	11	24	35	10	0	1	0	0	0	0	34.9
2:00 PM	82	1	0	3	14	17	33	10	4	0	0	0	0	0	34.9
3:00 PM	61	0	0	2	6	18	22	10	1	2	0	0	0	0	35.8
4:00 PM	63	1	0	0	7	13	26	11	5	0	0	0	0	0	36.7
5:00 PM	62	0	0	2	7	13	28	10	2	0	0	0	0	0	35.5
6:00 PM	62	0	0	1	6	17	24	13	1	0	0	0	0	0	36.2
7:00 PM	58	0	0	4	6	24	17	5	1	0	1	0	0	0	34.6
8:00 PM	31	2	0	1	6	11	8	3	0	0	0	0	0	0	32.0
9:00 PM	28	0	0	2	3	9	10	3	1	0	0	0	0	0	34.4
10:00 PM	11	0	1	0	1	5	3	1	0	0	0	0	0	0	32.6
11:00 PM	4	0	0	0	0	0	3	1	0	0	0	0	0	0	39.0
Total	836	6	1	31	103	245	314	111	20	3	0	2	0	0	34.9
%		0.7	0.1	3.7	12.3	29.3	37.6	13.3	2.4	0.4	0.0	0.2	0.0	0.0	

Average (Mean) 34.9 mph Minimum 7.0 mph Maximum 62.1 mph Pace Range 30.4 - 40.4 mph 579 vehicles (69.3 %)

Percentile Speeds (mph) 10% 27.9 15% 29.5 50% 35.5 85% 40.3 90% 41.4

Speeds Exceeded 25 mph 95.5 % (798) 35 mph 53.8 % (450) 45 mph 3.0 % (25) 55 mph 0.2 % (2) 75 mph 0 % (0)

Location : Road 203  
 Crossroad(s) : 365' North of Hwy 32  
 Speed Limit : 25/55

Site: Rd 203 at HCHS lot  
 5/11/2015  
 Monday

Daily Speed

mph	SB											AVG.		
	Total	0 - < 15	15 - < 20	20 - < 25	25 - < 30	30 - < 35	35 - < 40	40 - < 45	45 - < 50	50 - < 55	55 - < 60		60 - < 65	65 - < 70
12:00 AM	4	0	0	0	0	1	1	2	0	0	0	0	0	38.3
1:00 AM	3	0	0	0	1	1	1	0	0	0	0	0	0	33.1
2:00 AM	1	0	0	0	0	0	1	0	0	0	0	0	0	39.2
3:00 AM	1	0	0	0	1	0	0	0	0	0	0	0	0	28.1
4:00 AM	3	0	0	0	0	2	1	0	0	0	0	0	0	34.6
5:00 AM	36	2	3	3	7	7	9	5	0	0	0	0	0	30.8
6:00 AM	63	0	0	3	15	20	15	8	2	0	0	0	0	33.5
7:00 AM	82	6	3	16	20	23	9	3	2	0	0	0	0	28.5
8:00 AM	119	11	16	28	30	21	11	2	0	0	0	0	0	25.6
9:00 AM	49	1	2	2	14	20	9	1	0	0	0	0	0	30.3
10:00 AM	52	1	3	7	10	16	10	5	0	0	0	0	0	30.6
11:00 AM	59	3	5	4	8	24	11	3	1	0	0	0	0	30.5
12:00 PM	93	3	6	20	35	23	6	0	0	0	0	0	0	27.5
1:00 PM	72	5	2	10	26	17	11	1	0	0	0	0	0	28.5
2:00 PM	114	17	8	28	25	20	12	4	0	0	0	0	0	25.7
3:00 PM	103	2	1	10	15	39	31	5	0	0	0	0	0	32.2
4:00 PM	129	2	1	15	23	46	34	8	0	0	0	0	0	31.8
5:00 PM	128	4	0	6	16	46	39	17	0	0	0	0	0	33.9
6:00 PM	72	0	0	4	9	24	27	7	1	0	0	0	0	34.2
7:00 PM	61	0	0	2	7	16	22	14	0	0	0	0	0	35.3
8:00 PM	48	0	0	3	11	8	16	9	1	0	0	0	0	34.0
9:00 PM	24	0	1	0	2	9	9	3	0	0	0	0	0	34.9
10:00 PM	14	0	0	2	0	3	7	1	1	0	0	0	0	35.1
11:00 PM	8	0	0	0	0	1	4	3	0	0	0	0	0	37.8
Total	1338	57	51	163	275	387	296	101	8	0	0	0	0	30.7
%		4.3	3.8	12.2	20.6	28.9	22.1	7.5	0.6	0.0	0.0	0.0	0.0	0.0

Average (Mean) 30.7 mph Minimum 5.4 mph Maximum 47.3 mph Pace Range 27.3 - 37.3 mph 732 vehicles (54.7 %)

Percentile Speeds (mph) 10% 21.1 15% 23.3 50% 31.7 85% 38.2 90% 39.2

Speeds Exceeded 25 mph 79.7 % (1067) 35 mph 30.3 % (405) 45 mph 0.6 % (8) 55 mph 0 % (0) 75 mph 0 % (0)

Location : Road 203  
 Crossroad(s) : 365' North of Hwy 32  
 Speed Limit : 25/55

Site: Rd 203 at HCHS lot  
 5/12/2015  
 Tuesday

Daily Speed

mph	Total	0 - <15	15 - <20	20 - <25	25 - <30	30 - <35	35 - <40	40 - <45	45 - <50	50 - <55	55 - <60	60 - <65	65 - <70	70 - <200	Avg.
12:00 AM	7	0	0	0	1	3	3	0	0	0	0	0	0	0	34.5
1:00 AM	4	0	0	1	1	1	1	0	0	0	0	0	0	0	30.2
2:00 AM	1	0	0	0	0	1	0	0	0	0	0	0	0	0	32.8
3:00 AM	2	0	0	0	1	1	0	0	0	0	0	0	0	0	29.3
4:00 AM	6	0	1	1	1	2	2	0	0	0	0	0	0	0	31.2
5:00 AM	37	1	1	5	7	9	7	7	0	0	0	0	0	0	31.5
6:00 AM	68	1	0	9	19	22	13	4	0	0	0	0	0	0	31.1
7:00 AM	74	3	6	16	21	14	9	5	0	0	0	0	0	0	28.0
8:00 AM	88	18	16	25	13	10	6	0	0	0	0	0	0	0	22.0
9:00 AM	57	2	5	5	14	12	15	4	0	0	0	0	0	0	30.4
10:00 AM	52	1	3	7	13	13	11	2	2	0	0	0	0	0	30.5
11:00 AM	75	1	3	11	17	26	14	3	0	0	0	0	0	0	30.3
12:00 PM	65	8	8	12	21	7	6	2	1	0	0	0	0	0	25.7
1:00 PM	69	3	0	9	18	22	14	3	0	0	0	0	0	0	30.1
2:00 PM	93	4	4	14	23	29	21	2	0	0	0	0	0	0	29.9
3:00 PM	110	12	16	18	25	26	9	4	0	0	0	0	0	0	25.9
4:00 PM	120	3	1	8	23	37	27	19	2	0	0	0	0	0	33.1
5:00 PM	151	1	3	2	21	50	50	21	2	0	1	0	0	0	34.6
6:00 PM	76	0	0	1	5	25	33	10	2	0	0	0	0	0	35.9
7:00 PM	54	2	0	4	5	13	19	8	3	0	0	0	0	0	34.4
8:00 PM	43	2	1	1	4	8	21	4	2	0	0	0	0	0	34.5
9:00 PM	28	0	0	0	5	11	11	1	0	0	0	0	0	0	34.0
10:00 PM	12	0	0	0	1	4	3	4	0	0	0	0	0	0	36.4
11:00 PM	9	0	0	0	0	5	1	2	1	0	0	0	0	0	36.8
Total	1301	58	68	148	259	351	296	105	15	0	1	0	0	0	30.7
%		4.5	5.2	11.4	19.9	27.0	22.8	8.1	1.2	0.0	0.1	0.0	0.0	0.0	

Average (Mean) 30.7 mph Minimum 5.0 mph Maximum 55.2 mph Pace Range 27.3 - 37.3 mph 682 vehicles (52.4 %)

Percentile Speeds (mph) 10% 20.1 15% 22.9 50% 31.7 90% 39.7

Speeds Exceeded 25 mph 76.9 % (1027) 35 mph 32.1 % (417) 45 mph 1.2 % (16) 55 mph 0.1 % (1) 65 mph 0 % (0) 75 mph 0 % (0)

Location : Road 203  
 Crossroad(s) : 365' North of Hwy 32  
 Speed Limit : 25/55

Site: Rd 203 at HCHS lot  
 5/13/2015  
 Wednesday

Daily Speed

mph	SB											AVG.			
	Total	0 - < 15	15 - < 20	20 - < 25	25 - < 30	30 - < 35	35 - < 40	40 - < 45	45 - < 50	50 - < 55	55 - < 60		60 - < 65	65 - < 70	70 - < 200
12:00 AM	8	0	0	0	0	3	3	2	0	0	0	0	0	0	35.9
1:00 AM	3	0	0	0	0	1	1	1	0	0	0	0	0	0	36.2
2:00 AM	1	0	0	0	0	1	0	0	0	0	0	0	0	0	31.4
3:00 AM	3	0	0	0	1	1	1	0	0	0	0	0	0	0	34.0
4:00 AM	4	0	0	1	0	1	1	1	0	0	0	0	0	0	33.4
5:00 AM	38	0	1	1	9	7	15	5	0	0	0	0	0	0	33.6
6:00 AM	60	2	0	2	15	21	15	5	0	0	0	0	0	0	32.1
7:00 AM	80	3	12	13	22	12	10	7	1	0	0	0	0	0	28.2
8:00 AM	86	15	7	20	26	13	4	0	1	0	0	0	0	0	23.8
9:00 AM	52	0	2	6	14	17	10	2	1	0	0	0	0	0	31.0
10:00 AM	54	2	4	6	15	13	9	4	1	0	0	0	0	0	30.0
11:00 AM	62	1	2	10	16	19	11	2	1	0	0	0	0	0	29.7
12:00 PM	95	11	11	22	22	20	5	2	1	0	1	0	0	0	25.7
1:00 PM	83	1	1	13	17	31	20	0	0	0	0	0	0	0	30.6
2:00 PM	83	0	2	7	15	25	29	4	1	0	0	0	0	0	32.7
3:00 PM	82	3	1	8	17	17	27	8	1	0	0	0	0	0	32.5
4:00 PM	121	0	1	3	17	26	48	22	1	1	1	0	0	0	35.9
5:00 PM	133	1	0	1	15	37	49	24	6	0	0	0	0	0	36.0
6:00 PM	65	1	0	1	7	19	24	12	1	0	0	0	0	0	35.4
7:00 PM	62	2	0	2	8	10	29	10	1	0	0	0	0	0	34.9
8:00 PM	40	0	0	1	9	12	14	2	2	0	0	0	0	0	34.0
9:00 PM	32	0	0	1	5	10	14	2	0	0	0	0	0	0	34.2
10:00 PM	15	0	0	0	1	3	7	3	1	0	0	0	0	0	37.3
11:00 PM	5	0	0	0	0	1	4	0	0	0	0	0	0	0	35.2
Total	1267	42	44	118	251	320	350	118	20	1	2	1	0	0	31.9
%		3.3	3.5	9.3	19.8	25.3	27.6	9.3	1.6	0.1	0.2	0.1	0.0	0.0	

Average (Mean) 31.9 mph Minimum 5.3 mph Maximum 63.4 mph Pace Range 28.4 - 38.4 mph 698 vehicles (55.1 %)

Percentile Speeds (mph) 10% 22.1 15% 24.4 50% 32.8 85% 38.7 90% 40.3

Speeds Exceeded 25 mph 83.9 % (1063) 35 mph 38.8 % (492) 45 mph 1.9 % (24) 55 mph 0.2 % (3) 65 mph 0 % (0) 75 mph 0 % (0)

## **Exhibit B-Engineer's Estimates and Total Project Cost**

## Exhibit B: Engineer's Estimate and Total Project Cost

### Phase 1 Improvements

Agency:	Glenn County		
Date:	7/9/2015	Prepared by:	[initials]
Project Description:	Installation of Crosswalk and Fencing at Hamilton High		
Project Location:	Walkway Crossing		

### Engineer's Estimate and Project Cost Breakdown:

#### Engineer's Estimate (for Construction Items Only)

Item No.	Item	Quantity	Units	Unit Cost	Total Item Cost
1	Chain-Linked Fence (6' High)	300	LF	\$20	\$6,000
2	Mobilization	1	LS	\$1,100	\$1,100
3	Traffic Control System	1	LS	\$800	\$800
4	Remove Existing Posts & Cabling & Disposal	300	LF	\$15.00	\$4,500
5	Concrete Curb Ramp	2	EA	\$3,500	\$7,000
6	Paint Red Curb	200	LF	\$3	\$600
7	SLOW SCHOOL XING Marking	1	EA	\$1,200	\$1,200
8	Remove SCHOOL Marking	1	EA	\$100	\$100
9	12" Yellow Thermoplastic Striping (longitudinal)	120	LF	\$5	\$600
10	Asphalt Concrete Overlay	100	SF	\$2	\$200
11	School Crossing Assembly	2	EA	\$300	\$600
12					
13					
14					
15					
16					
<b>Subtotal of Construction Items:</b>					<b>\$22,700</b>
<b>Construction Item Contingencies (% of Construction Items):</b> Enter in the cell to the right				<b>15%</b>	<b>\$3,300</b>
<b>Total (Construction Items &amp; Contingencies) cost:</b>					<b>\$26,000</b>

### Project Cost Estimate:

Type of Project Delivery Cost	Cost \$
<b>Preliminary Engineering (PE)</b>	
Environmental Studies and Permits(PA&ED):	\$ 1,000
Plans, Specifications and Estimates (PS&E):	\$ 3,000
<b>Total PE:</b>	<b>\$ 4,000</b>
<b>Construction (CON)</b>	
Construction Engineering (CE):	\$ 3,000
Total Construction Items & Contingencies:	\$26,000
<b>Total CON:</b>	<b>\$ 29,000</b>
<b>Total Project Cost Estimate:</b>	<b>\$ 33,000</b>

## Exhibit B: Engineer's Estimate and Total Project Cost

### Phase 2 Improvements

Agency:	Glenn County		
Date:	7/9/2015	Prepared by:	(il)
Project Description:	Installation of Rectangular Rapid Flash Beacons at Hamilton High		
Project Location:	Walkway Crossing		

### Engineer's Estimate and Cost Breakdown:

#### Engineer's Estimate (for Construction Items Only)

Item No.	Item	Quantity	Units	Unit Cost	Total Item Cost
1	Rectangular Rapid Flashing Beacons (Solar)	2	EA	\$5,000	\$10,000
2	Mobilization	1	LS	\$600	\$600
3	Traffic Control System	1	LS	\$400	\$400
4	Caltrans Type 15TS Standard Poles with Foundation	2	EA	\$2,500	\$5,000
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
<b>Subtotal of Construction Items:</b>					<b>\$16,000</b>
Construction Item Contingencies (% of Construction Items): Enter in the cell to the right				15%	<b>\$2,400</b>
<b>Total (Construction Items &amp; Contingencies) cost:</b>					<b>\$18,400</b>

### Project Cost Estimate:

Type of Project Delivery Cost	Cost \$
<b>Preliminary Engineering (PE)</b>	
Environmental Studies and Permits (PA&ED)	\$ 500
Plans, Specifications and Estimates (PS&E)	\$ 1,500
<b>Total PE:</b>	<b>\$ 2,000</b>
<b>Construction (CON)</b>	
Construction Engineering (CE)	\$ 1,600
<b>Total Construction Items &amp; Contingencies</b>	<b>\$18,400</b>
<b>Total CON:</b>	<b>\$ 20,000</b>
<b>Total Project Cost Estimate:</b>	<b>\$ 22,000</b>



*C.T.*

March 13, 2015

Diane Lyon  
District Representative  
Hamilton Unified  
P.O. Box 488  
Hamilton City, CA 95961

Dear Ms. Lyon:

This letter serves as a reminder that if the school district has any Housing and Community Development (HCD) relocatable buildings as of September 30, 2015, they may no longer be used as school buildings. Senate Bill 1324 (Lowenthal), Chapter 308, Statutes of 2006, was enacted into law effective on September 18, 2006. This law requires that HCD approved relocatable buildings can no longer be used as school buildings.

Education Code Section 17292(c) requires "...the governing board of the school district shall adopt a resolution by October 30, 2015, certifying to the State Allocation Board that commencing September 30, 2015, the relocatable building is no longer being used as a school building." Please mail the district's adopted resolution to the Office of Public School Construction at the following address:

707 3<sup>rd</sup> Street, 6<sup>th</sup> Floor  
West Sacramento, CA 95605

Please disregard this letter if a school board resolution has been submitted. If you have any questions, please contact Liz Cheyne at (916) 375-4325 or by email at [liz.cheyne@dgs.ca.gov](mailto:liz.cheyne@dgs.ca.gov).

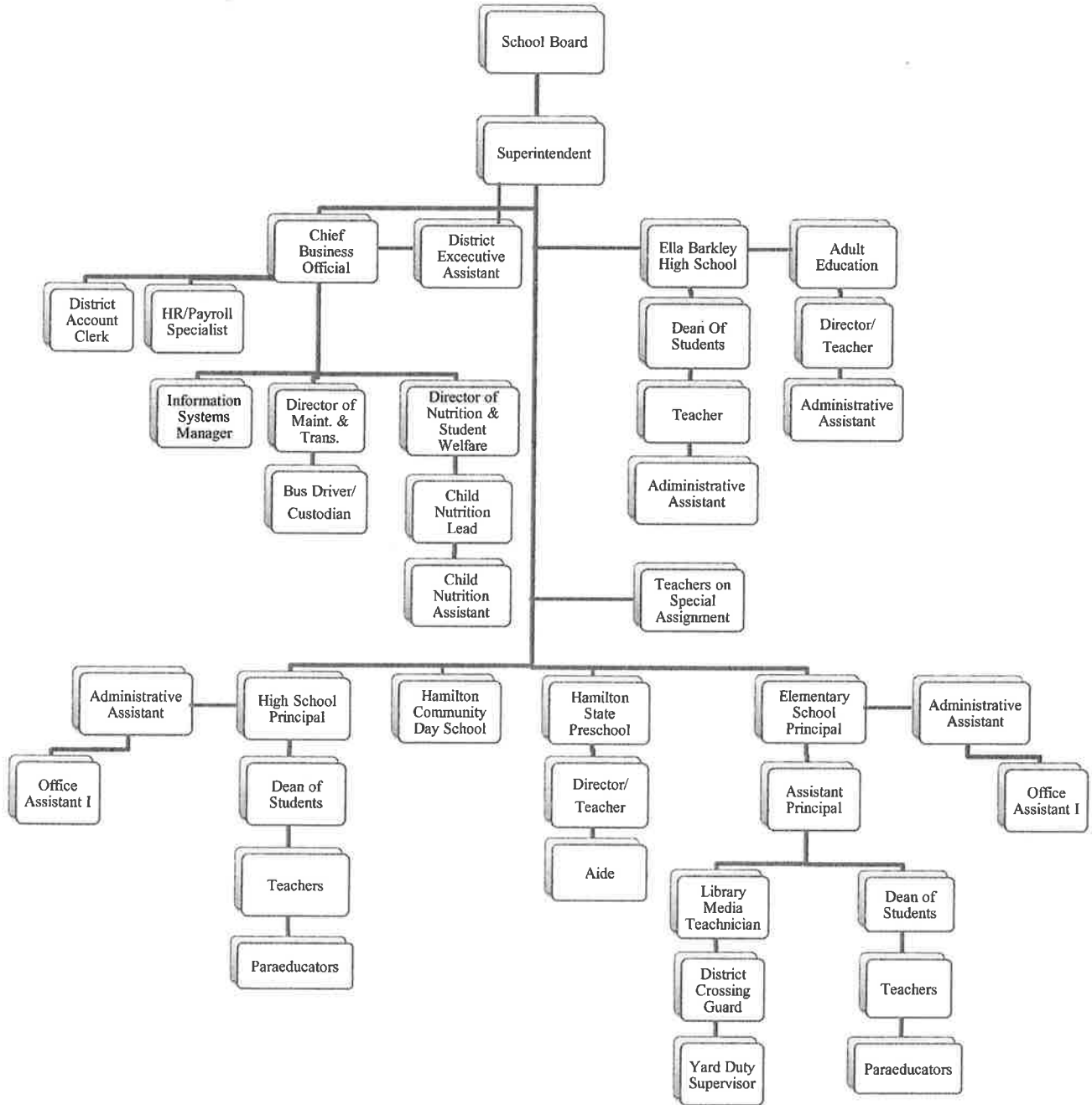
Sincerely,



LIZ CHEYNE  
Project Manager  
Program Services

LC:lc

**Organizational Chart**  
 Hamilton Unified School District  
 620 Canal Street  
 P.O. Box 488  
 Hamilton City, CA 95951



**Hamilton Unified School District**  
**EMPLOYMENT CONTRACT**  
**SUPERINTENDENT/PRINCIPAL**  
**2013-2016**

This Employment Contract ("Contract") is by and between the Governing Board of the Hamilton Unified School District, hereafter referred to as "Board" or "District," and Charles Tracy, Superintendent/Principal, hereafter referred to as "Superintendent/Principal" This contract supersedes any and all other agreements between the parties as of the date of the commencement of the term of this contract.

NOW, THEREFORE, District and Superintendent/Principal, for the consideration herein specified, agree as follows:

**I. TERM**

District, in consideration of the promises by Superintendent/Principal herein contained, agrees to employ, and Superintendent/Principal hereby accepts employment as District Superintendent/Principal of the Hamilton Unified School District for a term commencing July 1, 2013, and ending June 30, 2016. This contract will extend annually for an additional year, each year, preserving a three year agreement unless notice is given by the BOARD that an additional year will not be offered, if noticed by August 1<sup>st</sup>, and upon the Superintendent having received a good performance evaluation.

**II. COMPENSATION**

A. District shall pay Superintendent/Principal an annual salary of One Hundred Eleven Thousand One Hundred thirty Five Dollars (\$111,135.00) for the 2013-2014 school year. Salary shall be payable on the last working day of each month in installments of one-twelfth of the annual salary rate for services rendered during the preceding month. Unless otherwise agreed, the Superintendent/principal's salary/benefits may increase, at a given years COLA, beginning with the 2014-2015 school year.

B. The District shall provide the Superintendent/Principal with insurance benefits, (health, dental, vision, and life) as are provided to other certificated employees. The Superintendent/Principal shall be eligible for post-retirement benefits until the age of 65 under the following conditions:

1. The Superintendent/Principal retires from Hamilton Unified and has served the district for five or more years.

C. The Board may, with the mutual consent of Superintendent/Principal adjust Superintendent/Principal base salary at any time.

### **III. PROFESSIONAL DUTIES AND RESPONSIBILITIES OF SUPERINTENDENT/ PRINCIPAL**

Superintendent/Principal shall be the chief executive officer of the District and shall serve as secretary to the Board. This Contract is subject to all applicable laws of the State of California and to the lawful rules and regulations of the Board and the California State Board of Education. Said laws, rules and regulations are hereby made a part of the terms and conditions of this Contract as though fully set forth herein. Superintendent/Principal shall perform all duties prescribed by said laws, rules, and regulations, and shall be carried out.

### **IV. DUTY/NONDUTY DAYS AND OTHER BENEFITS**

#### **A. Regular Service**

Superintendent/Principal shall be required to render 235 days of full and regular service to the District during the annual period covered by this agreement. The work year is normally exclusive of Saturdays, Sundays and holidays unless work on such days is required to fulfill the obligations of the position of Superintendent/Principal. The Superintendent/Principal shall be compensated additional days of services rendered during the contract term at the daily rate at the end of each fiscal year. Additional service days must be authorized and preapproved by the Board President with final approval of the school board for actual days worked over the 235 day contract.

#### **B. Illness Leave**

Superintendent/Principal shall accrue illness leave at the rate of one (1) day per month per contract year. This leave may accumulate without limit.

#### **C. Other Leaves**

District shall provide Superintendent/Principal with such other leaves, school holidays and benefits as are provided to other certificated employees of the District.

### **V. EVALUATION**

- A. The Board may evaluate, in writing, the performance of Superintendent/Principal. If the Board chooses to evaluate the Superintendent/Principal, the Board shall complete the evaluation at a date and time mutually agreeable to the Board and the Superintendent/Principal. The Superintendent/Principal shall present to the Board a document detailing accomplishments of the Superintendent/Principal annually at the July Board meeting. If the Board chooses not to evaluate the

Superintendent/Principal, it is assumed that the Superintendent/Principal evaluation is satisfactory.

- B. The evaluation shall be related to the duties and responsibilities and the annual goals established by the Board and Superintendent/Principal, within applicable law.
- C. The final format, procedures, and goals of Superintendent/Principal's evaluation shall be established by the Board and may include Superintendent/Principal's self evaluation. Upon mutual consent, the Board may revise the format and procedure of Superintendent/Principal's evaluation.
- D. The evaluation format shall be reasonably objective and shall contain at least the following evaluation areas:
  - relationship with the Governing Board
  - relationship with the community
  - curriculum & instruction leadership
  - business and operations services leadership
  - staff and personnel relationships
  - personal qualities and development
  - overall educational leadership

The evaluation format shall provide for a rating system such that the Board may indicate whether the performance of Superintendent/Principal is:

- unsatisfactory
- satisfactory
- outstanding

The evaluation shall assess both overall performance and the specific criteria set forth in the evaluation format.

- E. A meeting shall be held between Superintendent/Principal and Board to discuss Superintendent/Principal's evaluation on or before the July Board Meeting of the school year in which the evaluation takes place.

A copy of the written evaluation shall be delivered to Superintendent/Principal no later than October 1 of the school year in which the evaluation takes place, and Superintendent/Principal shall have the right to make a written response to the evaluation. Said response shall be included with evaluation. A copy of the written Evaluation of the Superintendent/Principal shall be held in the office of the School District's Attorney.

- F. If Board determines that performance of Superintendent/Principal is unsatisfactory in any respect, the written report shall describe such unsatisfactory performance in reasonable detail. The evaluation shall include recommendations for improvement of

all instances where Board deems performance to be unsatisfactory and may be included in other instances where Board deems such to be appropriate.

## **VI. PROFESSIONAL GROWTH OF SUPERINTENDENT/PRINCIPAL**

District encourages the continuing professional growth of Superintendent/Principal through participation in:

- A. The operations, programs and other activities conducted or sponsored by associations of local, state and national school boards, administrators, educators;
- B. Seminars and courses offered by public or private educational institutions; and
- C. Informational meetings with other persons whose particular skills or backgrounds would serve to improve the capacity of Superintendent/Principal to perform his professional responsibilities for the District.

In its encouragement, District shall permit a reasonable amount of release time for Superintendent/Principal to attend such matters and shall pay in accordance with Board procedure, necessary travel and subsistence expenses.

## **VII. EXPENSE REIMBURSEMENT**

### **A. General**

Except as noted in B. below, District shall reimburse Superintendent/Principal for all actual and necessary expenses, incurred within the scope of employment. Reimbursement shall be in accordance with Board policy.

### **B. Annual Expense Allowance**

District shall pay to Superintendent/Principal 6.5 % of the Superintendent/Principal annual Salary for a vehicle allowance. District shall pay 1.5% of the Superintendent/Principal's annual salary for cellular phone/data package. Vehicle allowance and cellular phone data package percentage increase shall be calculated at Superintendent/Principals annual pay rate. The Superintendent/Principal is required to maintain reliable transportation to be used in course of district business. The Superintendent/Principal is to maintain and have available a cellular phone that is capable of regular communication and function for email, text and instant messaging.

## **VIII. TERMINATION OF EMPLOYMENT CONTRACT**

This employment Contract may be terminated prior to its normal expiration by:

- A. Failure by Superintendent/Principal to maintain a valid California Administrative Credential.
- B. Mutual agreement of the parties.
- C. Retirement of Superintendent/Principal.
- D. Discharge for Cause.

In the event of discharge for cause, which shall be defined as conduct which is seriously prejudicial to District, this Contract may be terminated. This shall include, but is not limited to, unprofessional conduct, incompetency, neglect of duty, or breach of contract. Should the Board elect to terminate this Contract prior to its expiration pursuant to this section, the Board shall notify the Superintendent/Principal in writing. Upon request, Board shall serve upon Superintendent/Principal a reasonably detailed statement of charges. Superintendent/Principal will be afforded an opportunity for a hearing which shall include the right to be represented by counsel and the right to call witnesses. If Superintendent/Principal chooses to be accompanied by legal counsel at such hearing, Superintendent/Principal shall bear any costs therein involved. Such hearing shall be conducted in closed session. Superintendent/Principal shall be provided a written decision describing the results of the hearing.

Term shall not apply in the event of the Superintendent/Principal termination for cause.

## **IX. GENERAL PROVISIONS.**

- A. This Contract is the full and complete Contract between the parties hereto, and it can be changed or modified only by writing, signed by the parties or their successors in interest to this Contract. It supersedes and replaces all other contracts of employment between Superintendent/Principal and Board.
- B. Except as modified herein, this Contract is subject to all applicable laws of the State of California, to the rules and regulations of the State Board of Education, and to the lawful rules and regulations of the Governing Board of the Hamilton Unified School District. Said laws, rules, regulations, and policies are hereby made a part of the terms and conditions of this Contract as though fully set forth herein.

IN WITNESS HERETO, we affix our signatures to this Contract as the full and complete understanding of the relationships between the parties hereto.

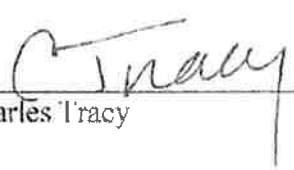
**GOVERNING BOARD OF THE  
HAMILTON UNIFIED SCHOOL DISTRICT**

By:   
Tomas Loera, President

8/19/13  
Date

**SUPERINTENDENT/PRINCIPAL**

I hereby accept this offer of employment and agree to comply with the conditions thereof and to fulfill all of the duties of employment of Superintendent/Principal of the Hamilton Unified School District.

By:   
Charles Tracy

8/19/13  
Date



**STUDENT USE OF TECHNOLOGY**

The district recognizes that technology provides ways to access the most current and extensive sources of information. Technology also enables students to practice skills and to develop reasoning and problem-solving abilities. Every effort shall be made to provide equal access to technology throughout district's schools, classes, and offices.

**On-Line Services/Internet Access**

1. The district intends that the Internet and other on-line resources be used to support the instructional program, further student learning, and improve access to information and communication among the staff.
2. The Superintendent or designee shall establish regulations governing student access to technology that are age appropriate. These regulations shall prohibit access to harmful matter on the Internet, which may be obscene or pornographic and preclude other misuses of the system. In addition, these regulations shall establish the fact that users have no expectation of privacy and that district staff may monitor or examine all system activities to ensure proper use of the system. Those who fail to abide by district rules shall be subject to disciplinary action, revocation of the user account, and legal action as appropriate.
3. Because the Internet contains an unregulated collection of resources, district cannot guarantee the accuracy of the information or the appropriateness of any material that a student or employee may encounter. Therefore, before using district's on-line resources, each student and his/her parent/guardian, and each employee, shall sign and return an Acceptable Use Agreement. This agreement shall specify user obligations and responsibilities and shall indemnify district for any damages. The parent/guardian and the employee shall agree to not hold district responsible for materials acquired by the student or the employee on the system, for violations of copyright restrictions, users' mistakes or negligence, or any costs incurred by users.
4. Staff shall be responsible for the supervision of students while using on-line services and may ask teacher aides and student aides to assist in this supervision.

**Internet Safety Policy**

- 1 The district uses filtering services to block many inappropriate sites on the grounds of excessive violence, explicit sex, threatening material, and other content not appropriate for education. As the Internet is vast and ever expanding, district makes no claim that the filter will block every inappropriate site, and it is ultimately up to the user to follow all guidelines that constitute acceptable Internet use.

**STUDENT USE OF TECHNOLOGY** (continued)

2. The district requires students to logon to workstations with a student account which provides some restrictions to student tampering of independent machines as well as other machines accessible by the Internet. The district cannot prevent all means of tampering, and students are expected to use the Internet in an appropriate and lawful way.
3. Use of electronic mail, chat rooms, and instant messaging by students is strictly prohibited unless under the arrangement and guidance of a teacher for educational purposes.
4. Students and staff are prohibited from disclosing personal information regarding minors via the Internet without parental permission.
5. Students using the Internet will be subject to supervision by staff and their Internet use reviewed and monitored.

*Legal Reference: (see next page)*

**STUDENT USE OF TECHNOLOGY (continued)***Legal Reference:*EDUCATION CODE

51006 Computer education and resources  
 51007 Programs to strengthen technological skills  
 51870-51874 Education technology  
 60044 Prohibited instructional materials

PENAL CODE

313 Harmful matter  
 502 Computer crimes, remedies  
 632 Eavesdropping on or recording confidential communications  
 653.2 Electronic communication devices, threats to safety

UNITED STATES CODE, TITLE 15

6501-6506 Children's Online Privacy Protection Act

UNITED STATES CODE, TITLE 20

6751-6777 Enhancing Education Through Technology Act, Title II, Part D, especially:  
 6777 Internet safety

UNITED STATES CODE, TITLE 47

254 Universal service discounts (E-rate)  
CODE OF FEDERAL REGULATIONS, TITLE 16  
 312.1-312.12 Children's Online Privacy Protection Act  
CODE OF FEDERAL REGULATIONS, TITLE 47  
 54.520 Internet safety policy and technology protection measures, E-rate discounts

*Management Resources:*CSBA PUBLICATIONS

Cyberbullying: Policy Considerations for Boards, Policy Brief, July 2007

FEDERAL TRADE COMMISSION PUBLICATIONS

How to Protect Kids' Privacy Online: A Guide for Teachers, December 2000

MY SPACE.COM PUBLICATIONS

The Official School Administrator's Guide to Understanding MySpace and Resolving Social Networking Issues

WEB SITES

CSBA: <http://www.csba.org>  
 American Library Association: <http://www.ala.org>  
 California Coalition for Children's Internet Safety: <http://www.cybersafety.ca.gov>  
 California Department of Education: <http://www.cde.ca.gov>  
 Center for Safe and Responsible Internet Use: <http://csriu.org>  
 Federal Communications Commission: <http://www.fcc.gov>  
 Federal Trade Commission, Children's Online Privacy Protection:  
<http://www.ftc.gov/privacy/privacyinitiatives/childrens.html>  
 U.S. Department of Education: <http://www.ed.gov>  
 Web Wise Kids: <http://www.webwisekids.org>

**STUDENT USE OF TECHNOLOGY**

At the beginning of each school year, parents/guardians shall receive a copy of district's policy and administrative regulation regarding access by students to the Internet and on-line sites. (Education Code 48980)

The principal shall oversee the maintenance of each school's technological resources and may establish guidelines and limits on their use.

**On-Line/Internet Services: User Obligations and Responsibilities**

1. The student/employee in whose name an on-line services account is issued is responsible for its proper use at all times. Users shall keep personal account numbers, home addresses, and telephone numbers private. They shall use the system only under their own user account. (When sending electronic messages, students and staff shall not give out personal information other than their name that could identify themselves or other students and staff.)
2. The district's system shall be used only for purposes related to education. Commercial, political and/or personal use unrelated to an educational purpose is strictly prohibited.
3. Students and staff should have no expectation of privacy or confidentiality in the content of electronic communications or other computer files sent and received on the district computer network or stored in his/her directory. The district reserves the right to monitor any on-line communications for improper use. Electronic communications and downloaded material, including files deleted from a user's account, may be monitored or read by district officials.
4. The use of district's system is a privilege, not a right, and inappropriate use shall result in a cancellation of those privileges. Students who use the online/Internet services inappropriately shall be subject to disciplinary action including loss of privileges, suspension and/or expulsion. Employees who use the services inappropriately shall be subject to discipline as outlined in Article IX, certificated employee agreement and Article XIV, classified employee agreement.
5. Students/employees are prohibited from accessing, posting, submitting, publishing or displaying harmful matter or material that is threatening, obscene, disruptive or sexually explicit, or that could be construed as harassment or disparagement of others based on their race, national origin, sex, sexual orientation, age, disability, religion, or political beliefs.

**STUDENT USE OF TECHNOLOGY** (continued)

- a. Harmful matter includes matter, taken as a whole, which to the average person, applying contemporary statewide standards, appeals to the prurient interest and is matter which depicts or describes in a patently offensive way sexual conduct and which lacks serious literary, artistic, political, or scientific value for minors. (Penal Code 313)
6. Users shall not use the system to encourage the use of drugs, alcohol, or tobacco, nor shall they promote unethical practices or any activity prohibited by law or district policy.
7. Copyrighted material may not be placed on the system without the author's permission. Users may download copyrighted material for their own use only. Students and staff shall not copy and forward, download, or upload to the network or Internet server any copyrighted material, without approval of the computer system operator, a teacher, or other school administrator.
8. Vandalism will result in the cancellation of user privileges. Vandalism includes the intentional uploading, downloading or creating computer viruses and/or any malicious attempt to harm or destroy district equipment or materials or the data of any other user.
9. Users shall not read other users' mail or files; they shall not attempt to interfere with other users' ability to send or receive electronic mail, nor shall they attempt to delete, copy, modify, or forge other users' mail.
10. Users shall be prohibited from purchasing products or services over the Internet system.
11. Students shall not participate in chat sessions.
12. Users may not dismantle, alter, or circumvent any equipment setting in place including, but not limited to, firewalls, web filters, or server or workstation settings.
13. Users shall report any security problem or misuse of the services to a teacher, principal, or supervisor.

The principal, supervisor, or designee shall make all decisions regarding whether or not a user has violated these regulations and may deny, revoke, or suspend a user's access at any time. The decision of the principal, supervisor, or designee shall be final.

**STUDENT USE OF TECHNOLOGY****HAMILTON UNIFIED SCHOOL DISTRICT****ACCEPTABLE USE POLICY**

Hamilton Unified School District provides a network of computers and computer services to its staff and students. The Internet is a collection of networks that allows access to an unprecedented amount of tools and information. The result is enhanced collaboration, learning, and classroom instruction. We are pleased to be able to provide this level of technology to both staff and students.

With access to such a great wealth of tools and information, both staff and students (collectively referred to as “users”) must understand and practice proper ethical use. All users must understand their responsibilities regarding procedures, policy, and security before using the network.

**Important General Usage Guidelines:**

1. All software installed on any computer must be approved by the district and proof of licensing must be on file at the school site using the software.
2. Only websites that are related to work, instruction, or research are authorized for use.
3. All Games are strictly forbidden from use unless they are educationally related to the curriculum being taught.
4. Streaming video and audio is not authorized unless educationally or instructionally related.
5. All music and file sharing programs (Napster, Morpheus, Kazaa, Gnutella, iMesh, etc.) are banned from use on campus.
6. File storage on campus computer systems is to be used for educational, instructional, or work-related use only. Do not store games, videos, inappropriate pictures, hacking utilities, etc. on any computer or network resource.
7. Any unauthorized access or attempted access to the student records information system will result in strict disciplinary action.
8. The use of any HUSD name on unauthorized web pages, email messages, chat rooms, or message boards is prohibited.
9. No student or staff member shall access inappropriate material via the Internet while on campus and using school resources. This includes, but is not limited to, pornographic sites, child pornography, racist sites, illegal activities, and any other site that is unlawful, immoral, or unethical. This policy includes all technology resources such as computers, phones, VCRs, or TVs.

Users must never share their accounts with other users. Users are responsible for the accounts they have been issued. Therefore, it is extremely important that the password issued to the user be kept confidential to ensure proper network security.

Users are restricted from downloading, storing, or using any program designed to exploit network vulnerabilities. Copyrighted material such as music, pictures, media files, and programs shall not be downloaded or stored on any campus computer without proof of purchase or written consent from the owner. Any user identified as intentionally sending or infecting computers with a Virus or Trojan will be subject to disciplinary action and/or legal action. All users must understand the network and computers are the property of the school district, which can and will be monitored for content and usage.

**Internet:**

1. The Hamilton Unified School District (HUSD) has actively pursued advanced technology to provide access to learning opportunities for our students and staff. We believe this computer technology will help propel today's schools into the information age by allowing students and staff to access and use information sources from distant computers, communicate and share information with individuals or groups of other students and staff, and significantly expand their knowledge base. The Internet is a tool for lifelong learning that will open the door to many advanced educational tools.

**Proper and Ethical Use:**

1. Students and staff must understand and practice proper and ethical use.

**Penalties for Improper Use:**

1. Any user violating these rules, applicable state and federal laws or posted classroom and district rules are subject to loss of network privileges and any other District Disciplinary options.
2. In addition, pursuant to the State of California Law, any unauthorized access, attempted access, or use of any state computing and/or network system is a violation of section 502 of the California Penal Code and/or other applicable federal laws, and is subject to criminal prosecution.

**Acceptable Use:**

1. The purpose of the Internet is to facilitate communications in support of research and education, by providing access to unique resources and an opportunity for collaborative work. To remain eligible as a user, the use of your account must be in support of and consistent with the educational objectives of HUSD. HUSD users of the Internet must comply with existing rules and acceptable use policies, which are incorporated into this document, and are available from HUSD.
2. Transmission of any material in violation of any United States or state regulation is prohibited. This includes, but is not limited to, copyrighting material, threatening or obscene material, or material protected by trade secret.
3. Use for commercial activities is generally not acceptable. Use for product advertisement or political lobbying is also prohibited.

**Privilege:**

1. The use of the Internet is a privilege, not a right. Inappropriate use, including any violation of these conditions and rules, may result in cancellation of the privilege. Under this agreement, HUSD is delegated the authority to determine appropriate use and may deny, revoke, suspend or close any user account, at any time, based upon its determination of inappropriate use by the account holder or user.

**Monitoring:**

1. HUSD reserves the right to review any material on user accounts, computers, and file server space in order to make determinations on whether specific uses of the network are inappropriate. In reviewing and monitoring user accounts and file server space, HUSD shall respect the privacy of those accounts.

**Network Etiquette:**

1. Be polite. Do not use abusive language in your messages to others.
2. Use appropriate language. Do not use profanities, vulgarities, or any other inappropriate language. Do not engage in activities that are prohibited under state or federal law.
3. Do not reveal any personal information about yourself, students, or colleagues. This includes personal addresses and phone numbers.
4. Note that electronic mail (email) is not guaranteed to be private. People who operate the system do have access to all email. Messages relating to or in support of illegal activities may be reported to the authorities and may result in the loss of user privileges.
5. Do not use the network in such a way that you would disrupt the use of the network by other users.
6. All communications and information accessible via the network is assumed to be private property.

**No Warranties:**

1. HUSD makes no warranties of any kind, whether expressed or implied for the services it provides. HUSD will not be responsible for any damages a user suffers. This includes loss of data resulting from delays, non-deliveries, incorrect deliveries, or service interruptions caused by HUSD's negligence or by the user's errors or omissions. Use of any information obtained via the Internet is at the user's own risk. HUSD specifically denies any responsibility for the accuracy or quality of information obtained through its services. All users need to consider the source of any information they contain and consider how valid that information may be.

**Security:**

1. Security on any computer system is a high priority, especially when the system involves many users. Users must never allow others to use their password. Users should also protect their password to ensure system security and their own privilege and ability to continue to use the system.
2. If you feel that you have identified a security problem on the network, you must notify a system administrator. Do not demonstrate the problem to other users.
3. Do not use another individual's account without express written permission of the account holder.
4. Attempts to log on to the network as a system administrator may result in cancellation of user privileges.
5. Any user attempting to operate a malicious piece of software designed to hack, crack, or alter any part of the network, elevate user privileges, or produce unnecessary bandwidth consumption will have disciplinary action taken against them.
6. HUSD may deny Internet access to any user identified as a security risk for having a history of problems with other computer systems.



**Vandalism and Harassment:**

1. Vandalism and harassment will result in cancellation of user privileges.
2. Vandalism is defined as any malicious attempt to harm, modify, and destroy data of another user, the Internet or other networks that are connected to the Internet backbone. This includes, but is not limited to, the uploading or creating of computer viruses, Trojans, and other malicious software.
3. Harassment is defined as the persistent annoyance of another user, or the interference of another user's work. Harassment includes, but is not limited to, the sending of unwanted email.

**Procedures for Use:**

1. Student users must always get permission from their instructors before using the network or accessing any specific file or application.
2. All users have the same right to use the equipment. Therefore, users shall not play games (network or local) or use the computer resources for other non-academic activities. All users agree to talk softly and work in ways that will not disturb other users.

**Encounter of Controversial Material:**

1. Although the district employs an Internet Filtering Device, users may encounter material that is controversial and which users, parents, teachers or administrators may consider inappropriate or offensive. However, on a global network it is impossible to control effectively the content of data and an industrious user may discover controversial material. It is the user's responsibility not to initiate access to such material.

**User:**

1. I understand and will abide by the above Conditions, Rules, and Acceptable Use Agreement. I further understand that any violation of the above Conditions, Rules, and Acceptable Use Agreement is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked; disciplinary action may be taken and/or appropriate legal action.

**Parent or Guardian:**

1. (If you are the parent or guardian of a student under the age of 18, you must also read and sign this agreement.) As the parent or guardian of this student, I have read the Internet Use Agreement. I understand that this access is designed for educational purposes only. I also recognize that it is impossible for HUSD to restrict access to controversial materials, and I will not hold them responsible for materials acquired on the network. Furthermore, I accept full responsibility for supervision if my child's use is not in a school setting. I hereby give permission to issue an account for my child and certify that the information contained on this form is correct.

Signing below indicates that you, the User, student and parent/guardian, admit to having read, understood, and agree to abide by all provisions and restrictions set forth on both sides of this agreement.

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Students – Must print name, sign name, enter current date and include student ID number and graduation year. Parent/Guardian must also print name, sign name, and enter current date.

\_\_\_\_\_  
Name of User (please print)

\_\_\_\_\_  
Signature of User

\_\_\_\_\_  
Date

\_\_\_\_\_  
Name of Parent/Guardian

\_\_\_\_\_  
Signature of Parent/Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student ID Number

\_\_\_\_\_  
Graduation Year

California Department of Education  
**AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT  
 2015-16 APPLICATION FOR FUNDING**

(Due Date: To be received in Regional Supervisor's Office by June 30, 2015)

**DATES OF PROJECT DURATION - JULY 1, 2015, TO JUNE 30, 2016**

Hamilton High School

Hamilton Unified School District

(School Site)


(District)

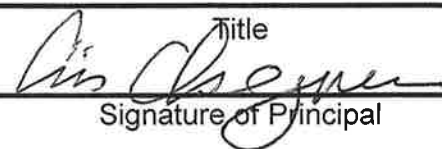
**Certification:** I hereby certify that all applicable state and federal rules and regulations will be observed; that to the best of my knowledge, the information contained in this application is correct and complete; and that the attached assurances are accepted as the basic conditions of the operations in this project/program for local participation and assistance.

  
 Signature of Authorized Agent

Agriculture Deptmant Chair

Title

  
 Signature of Agriculture Teacher  
 Responsible for the Program

  
 Signature of Principal

Contact Phone Number: 530-826-3261

Date of Approval of Local Agency Board:

27-Aug-15

Funds Requested - Part I

\$4,500.00

Part II

\$1,552.00

Part III

\$12,000.00

Part IV

\$7,500.00

Total

\$25,552.00

Number of Different Agriculture Teachers at Site:

2

**PART I - QUALITY CRITERIA 1-9 (REQUIRED) ALLOCATION**

Quality Criteria	Will Meet Criteria	Variance Requested
1. Curriculum and Instruction	X	
2. Leadership and Citizenship Development	X	
3. Practical Application of Occupational Skills	X	
4. Qualified and Competent Personnel	X	
5. Facilities, Equipment, and Materials	X	
6. Community, Business, and Industry Involvement	X	
7. Career Guidance	X	
8. Program Promotion	X	
9. Program Accountability and Planning	X	

**Formal Variance Request must be included if requesting a variance.** A variance is a proposed plan for bringing the program into compliance with required quality criteria. Variances should result in compliance prior to the following year's application. All variances must be approved with the application. Non-compliance with the terms of the approved variance will result in a loss of funds.

PART I - CONTINUED

Departmental Allocation: Meeting the criteria in PART I makes the program eligible for the following amounts based on the number of teachers in the program.

Total Number of Teachers	Amount Eligible	Amount Requested
One Teacher or Less	\$4,000	
Two Teachers	\$4,500	\$4,500.00
Three Teachers or More	\$5,000	

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2014-15 R2 Number	Amount Requested
List Number from R2 Report (\$8/Member)	194	\$1,552.00

PART III - QUALITY CRITERIA 10-11 (OPTIONAL) ALLOCATION

Schools which qualify for a Departmental Allocation may apply for additional amounts for each specific Quality Criteria (10 and 11) met.

- \* Amounts requested in Quality Criterion 10 will be the indicated amount for that criterion, multiplied by the full-time equivalent (FTE). To count a preparation period, the teacher must be teaching Career Technical Education courses in Agriculture for 50 percent or more of their teaching periods.
- \* Amounts requested in Quality Criterion 11A will be the indicated amount for each teacher who was compensated a minimum of \$2,000 for year-round employment.
- \* Amounts requested in Quality Criterion 11B will be the indicated amount for each teacher who is provided a project supervision period. Project periods will be counted if the teacher has a preparation period as part of the regular teaching day.

Number of FTE Agriculture Teachers at Site:

2

List the Names of the Agriculture Teachers:

Janice Lohse	4.
Ryan Bentz	5.
3.	6.

	Number Meeting Criteria	Amount Requested
Criterion 10 - Student/Teacher Ratio	2	\$4,000.00
Criterion 11A - Year-Round Employment	2	\$4,000.00
Criterion 11B - Project Supervision Period	2	\$4,000.00

TOTAL FUNDS REQUESTED PART IV

\$12,000.00

PART IV - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

Quality Criterion 12 Form is attached and all criteria has been met. If the answer is yes, list \$7,500 (funds requesting) in space to the right.

\$7,500.00

PART V - FINANCIAL SCHEDULE

Part A

			A	B		C
Line	Acct. No.	Classification	Description of Item for Which Funds Will be Expended	Incentive Grant Funds		Matching Funds
1	4000	Books & Supplies		8,000.00		8,000.00
2			Subtotal for 4000	<b>\$8,000.00</b>		<b>\$8,000.00</b>
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. Travel/Gas	8,000.00		8,000.00
4			2. Utilities	1,000.00		1,000.00
5			3. Conference	5,500.00		5,500.00
6			4.			
			5.			
7			6.			
8			Subtotal for 5000	<b>\$14,500.00</b>		<b>\$14,500.00</b>
9	6000	Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1. Equipment Repair	3,052.00		3,052.00
10			2.			
11			3.			
			4.			
12			5.			
13			Subtotal for 6000	<b>\$3,052.00</b>		<b>\$3,052.00</b>
14			Total for 4000-6000 Lines 2, 8, 13	<b>\$25,552.00</b>		<b>\$25,552.00</b>

TOTAL 2015-16 Incentive Grant Allocation:

\$25,552.00

Part B - Complete this portion if a waiver of the matching requirement is requested:

			A	B		C
Line	Acct No.	Classification	Description of Item for Which Funds Were Expended	Incentive Grant Funds		Amount of Salary and Benefits
15	1000	Salaries	Teachers' Summer Service Salaries			
16	1000	Salaries	Teachers' Salaries for Project Supervision Period			
17	3000	Benefits	Benefits for the Above Items (1000)			
18			TOTAL			<b>\$0.00</b>

TOTAL Amount of Waiver Requested:

California Department of Education  
AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT  
QUALITY CRITERION 12

Agricultural programs meeting all of the required Quality Criteria (Criteria 1–9) and Criterion 12 may qualify for an additional \$7,500. This form along with the appropriate verification must be attached to the Agricultural Career Technical Education Incentive Grant Application. The Incentive Grant application is due in the Regional Supervisor's office on June 30, 2015.

Number of Students on Previous Year's R-2 Report: 194

12A Leadership and Citizenship Development

Number of activities on the approved FFA Activity list in which the local chapter participated (must participate in at least 80 percent of 20 the activities)

12B Practical Application of Occupational Skills

Number of students who received the State FFA Degree (must be 16 at least 5 percent of the R2 number)

12C Qualified and Professional Activities

Number of teachers who attended a minimum of five professional inservice activities (must attach approved Inservice Activities 2 Verification Page)

12D Community, Business, and Industry Involvement

Number of meetings held by the local Agriculture Advisory 3 Committee (must be at least three, with minutes attached)

Name of Agriculture Advisory Committee Chair: Mat Schager

Phone Number of Agriculture Advisory Committee Chair: 530-517-0432

12E Retention

Number of students from the 2010 Freshman cohort who completed 3 or 4 years of Agriculture Education courses must be 48 at least 30% of the 2010 Freshman cohort

12F Graduate Follow-Up

25 Number of program completers graduating last year

Number of those who graduated who are employed in agriculture, in the military, or continuing their education (must be at least 75 percent of the program completers). Attach graduate follow-up 22 report

Hamilton High School

***COURSE OUTLINE***

**DEPARTMENT:** Mathematics

**GRADE LEVEL:** 10-12

- I. **COURSE TITLE:** Integrated II
- II. **COURSE LENGTH/CREDITS:** 1 year/10 credits
- III. **COURSE DESCRIPTION:** Integrated II is the second course in a series that continues the development of integrated mathematics covering the following conceptual categories of mathematics: number & quantity, algebra, functions, geometry, statistics & probability and modeling. These conceptual categories will be understood in terms of specific domains within each category. According to the Common Core State Standards Appendix A,

The focus of Integrated II is on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Integrated I as organized into 6 critical areas, or units. The need for extending the set of rational numbers arises and real and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Circles, with their quadratic algebraic representations, round out the course. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.<sup>1</sup>

Students should expect to experience a number instructional strategies including but not limited to: teacher directed instruction, interactive instruction such as cooperative groups, indirect instruction which will require reading and writing for learning, independent study for skills practice and review, and experiential learning with simulations or experimental data including the integrated use of technology.

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<sup>1</sup> [http://www.corestandards.org/assets/CCSSI\\_Mathematics\\_Appendix\\_A.pdf](http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf)

**IV. EXPECTED SCHOOLWIDE LEARNING RESULTS (ESLRs):** This course addresses the following ESLR's:

1.0	<b>Content/Critical Thinker</b>
	<u>Students will:</u>
1.1	Develop mastery in individual content areas
1.2	Use available and appropriate resources to gather and apply data and basic academic skills to solve problems
1.3	Develop and revise plans to solve a variety of complex problems and reflectively evaluate outcomes
2.0	<b>Communicator (Written and Oral)</b>
	<u>Students will:</u>
2.1	Produce relevant and justifiable responses and quality work using words, numbers, visuals and technology
2.2	Communicate actively, critically, and reflectively
3.0	<b>Citizenship/Collaborator</b>
	<u>Students will:</u>
3.1	Be involved constructively in school and community in preparation for responsible and active citizenship
3.2	Assume responsibility for personal wellness
3.3	Demonstrate effective goal setting strategies to create a positive vision for their future
4.0	<b>Work Ethic</b>
	<u>Students will:</u>
4.1	Maintain good attendance and be prepared with instructive materials and completed assignments

**v. COURSE OUTCOMES:**

Student Dispositions - Each student will be able to:

- Make sense of problems and persevere in solving
- Reason abstractly and quantitatively
- Construct viable arguments and critique the reasoning of others
- Model with mathematics
- Use appropriate tools strategically
- Attend to precision
- Look for and make use of structure
- Look for and express regularity in repeated reasoning



Major Mathematical Content – Each student will be able to:

- Utilize and extend the properties of exponents for both rational and irrational numbers
- Use the complex number system to extend to solutions beyond the real number system
- Compare quadratic functions to linear and exponential functions, expand that understanding for comparison to other functions such as absolute value and piece-wise functions
- Describe and utilize characteristics of quadratic functions algebraically and graphically
- Create and solve linear, exponential, and quadratic equations, inequalities and systems of equations
- Construct quadratic, linear, and exponential models to solve problems and interpret within context
- Calculate/Interpret the probability of compound events in terms of independent, dependent, compound and mutually exclusive events, including making use of geometric models
- Extend their understand and apply proportional reasoning to similar triangles, in particular, right triangles
- Define/use trigonometric functions involving right triangles
- Prove geometric theorems
- Understand/apply theorems about circles, including circles represented in algebraic form
- Explain/use volume formulas to solve problems
- Use coordinates to prove simple geometric theorems algebraically

**VI. INSTRUCTIONAL STRATEGIES AND TECHNIQUES:** The instructional strategies and techniques for this course are: lecture, demonstration, cooperative learning, presentation, independent practice problems, and projects/simulations.

**VII. TEXTBOOK/RESOURCES:**

Core Connections Integrated II (CPM) by CPM Educational Program 2ed version 6 2015  
Kahn Academy  
Mathematics Vision Project  
Accelerated Math  
Geometers Sketch Pad  
Mathematics Assessment Project (MAP)

## VIII. INSTRUCTION UNITS, CONTENT STANDARDS ADDRESSED, UNIT ASSESSMENT:

### CHAPTER 1 – Exploring Algebraic and Geometric Relationships

ESLR's 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.3, 4.1

Description	Standards Addressed
Students look for and make use of structure as they identify properties of polygons. Students work in teams to classify a set of polygons using Venn diagrams, which helps them identify similarities and differences among polygons. While working on this section, students also develop important vocabulary and notation to name and describe geometric figures.	F-BF.1a, A-SSE.1a,3a A-APR.1 F-IF.4 G-CO.9,10 G-GMD.6.CA
<b>Assessment:</b> Demonstrate their competencies in this unit by taking quizzes, tests and completing the key assignments that integrate mathematical content and the mathematical practices.	

Section 1.2 starts a focus on investigation and justification that continues throughout the course as students formulate and investigate mathematical questions and create logical and convincing arguments to support their findings. This section introduces several major ideas, such as writing a convincing argument (introduction to proof), identifying patterns and representing them in tables, creating graphs and equations, and describing graphs using precise mathematical language. This section also reviews and builds upon material *Integrated I*, such as using algebra tiles as a tool for expressing area as a product and a sum.

Section 1.3 focuses on angle relationships and rigid transformations. Students translate or rotate parallelograms to determine that corresponding angles are congruent, and slide angles along a transversal to identify angle pair relationships, thus relating congruence to rigid transformations. While students will have seen these relationships in previous courses, in this section they *prove* these relationships, beginning the development of a set of theorems that they will build upon and use throughout the course.

In homework, students begin reviewing essential prerequisite concepts and skills, such as graphing linear equations, rigid transformations in the coordinate plane, and basic probability. Students also apply their knowledge of geometric relationships to write and solve linear equations.

#### Connection:

- Chapter 4, students will build on the work with area models and diamond problems to factor quadratic expressions using area models.
- Chapter 5, they will complete a quadratic web, moving among tables, equations, graphs, and descriptions of quadratic functions.
- Chapter 7, students will use congruent triangles as a tool to investigate relationships among sides and angles of special quadrilaterals. Also in Chapter 7, flowchart proofs will be extended to two-column proofs. Extensive work with justification and explanation in the first six chapters allows two-column proofs to be presented as a formal structure for organizing explanations rather than as a new concept.

## CHAPTER 2 – Justification and Similarity

ESLR's 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.3, 4.1

Description	Standards Addressed
<p>Students will review methods for proving congruent triangles, and then learn to determine whether two shapes are similar, using both transformations and side and angle relationships.</p> <p>Students extend their knowledge of proofs to prove that two triangles are similar. Students then apply their understanding of similar triangles to solve everyday problems and to prove other geometric relationships</p>	<p>G-SRT.1a,1b,2-5 G-CO.9</p>
<p><b>Assessment:</b> Demonstrate their competencies in this unit by taking quizzes, tests and completing the key assignments that integrate mathematical content and the mathematical practices.</p>	

In Section 2.1, students review and apply the triangle congruence theorems ( $SSS \cong$ ,  $SAS \cong$ ,  $ASA \cong$ ,  $AAS \cong$ , and  $HL \cong$ ) as they organize information about congruent triangles into flowchart proofs. Students also visualize and name sequences of rigid transformations needed to take a triangle to a congruent triangle, preparing them for work with similarity transformations. Then, students are introduced to converse statements and proof by contradiction. These lessons provide the opportunity for students to review some of the parallel line conjectures and prove their converses. In considering the truth of converses, students review important geometric relationships, including the idea that if triangles are known to be congruent, all corresponding parts of the triangle must also be congruent. They also develop their understanding of proof as they realize that one counterexample is sufficient for demonstrating that a statement is false.

In Section 2.2, students first dilate figures and investigate the properties of dilations, and then focus on the special relationships between corresponding angles and sides of similar figures. Section 2.3 narrows the focus to similar triangles. Students explore triangle similarity conditions and transformations as ways of determining similarity. A set of eTools is available to determine what conditions are sufficient for determining whether two triangles are similar. Students deepen their understanding of proof through work with flowcharts and narrative justifications. Students apply similar triangles to solve everyday problems and then work through more complex proofs.

### Connection:

- Chapter 3, students build on their understanding of similar triangle properties to begin their study of trigonometry.
- Chapters 4 and 6. Students use trigonometry throughout the rest of the course as they solve complex problems involving area, perimeter, and surface area, and as they develop an algorithm for determining the area of regular polygons.
- Students' justification skills will grow throughout the next few chapters as they explain their solutions and learn multiple ways to justify their answers. In Chapter 7, students will delve deeper into proofs as they work with two-column proofs and use more advanced proof techniques such as adding auxiliary lines to diagrams.

### CHAPTER 3 – Probability and Trigonometry

ESLR's 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.3, 4.1

Description	Standards Addressed
<p>Students develop prediction skills as you extend your understanding of probability. Students examine different models to represent possibilities and to assist in calculating probabilities.</p> <p>Students will begin to investigate how the side ratios in a right triangle (called trigonometric ratios) can serve as powerful mathematical tools that allow you to solve for missing side lengths and missing angle measures in any right triangle.</p>	<p>S-CP.1,7 S-MD.6 G-SRT.6,8</p>
<b>Assessment:</b> Demonstrate their competencies in this unit by taking quizzes, tests and completing the key assignments that integrate mathematical content and the mathematical practices.	

Students return to their study of probability in Section 3.1, extending the understanding of simple probability that they studied in middle school. Students use tree diagrams and area models as ways to represent probabilities and sample spaces. Students formalize methods for computing probabilities of unions, intersections, and complements of events. In the final lesson of this section, students calculate expected value in games of chance.

Grounded in their study of similar triangles, students then consider slope triangles in Section 3.2 to learn about the relationship between the angles and the side lengths of a right triangle.

Connection:

- Probability is revisited and extended in Chapter 7, where lessons focus on conditional probability, independence, and constructing and interpreting two-way tables. In Chapter 12, students solve counting problems using permutations and combinations. The use of the area model in this chapter also supports students' application of the area model to multiply and factor polynomial expressions in Chapter 4.
- This chapter launches the study of right triangle trigonometry, which continues in Chapter 4 and is completed in Chapter 6. Students use trigonometry throughout the rest of the course as they solve complex problems involving area, perimeter, and surface area, and develop an algorithm for computing the areas of regular polygons.

### CHAPTER 4 – Factoring and More Trigonometry

ESLR's 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.3, 4.1

Description	Standards Addressed
<p>Students build skill at working with quadratic expressions. Using area models to represent the area of a rectangle as a product and as a sum, students learn how to change a quadratic expression written as a sum into its product form.</p> <p>Students learn two new trigonometric ratios and then apply trigonometry to solve problems.</p>	<p>A-SSE.2,3a A-APR.1 G-SRT.6-8</p>
<p><b>Assessment:</b> Demonstrate their competencies in this unit by taking quizzes, tests and completing the key assignments that integrate mathematical content and the mathematical practices.</p>	

Students begin their study of quadratic expressions and functions, which is an area of focus in this course. They will build on their study of linear and exponential relationships from *Integrated I*. Students will learn to factor quadratic expressions by reversing their process for multiplying binomials. First, they will factor quadratic expressions using algebra tiles and then they will develop an algebraic method using an area model. Finally, they will learn methods for factoring differences of squares and perfect square trinomials.

Section 4.2 revisits similar slope triangles, this time focusing on relationships between the legs and the hypotenuse of these right triangles to develop the sine and cosine ratios. Students model real-world situations using right triangles and solve problems using all three trigonometric ratios. They are also introduced to inverse trigonometric ratios and learn to use side ratios to solve for missing angle measures in right triangles.

#### Connection

- Chapter 4 continues to build on the question, “*What can I figure out about a triangle?*” This study continues in Chapter 6, where students investigate special right triangles and Pythagorean triples. Then students will have a set of tools to determine the missing sides and angles of triangles when sufficient information is given and the triangle is not ambiguous. (Students will complete their set of triangle tools in *CPM Core Connections Integrated III* when they study the Law of Sines and the Law of Cosines.) In later chapters, students will use these tools as they investigate properties of regular polygons, calculate volume and surface area of prisms and pyramids, and solve various application problems.
- In Chapter 5, students will investigate quadratic functions and develop their ability to move from one representation (table, graph, equation, and situation) to another. They will create a web of multiple representations of quadratic functions, moving among graphs, tables, situations, and equations in standard and factored form. Then they will solve quadratic equations by factoring and using the Zero Product Property, completing the square, and the Quadratic Formula. Students will also learn about imaginary numbers and solve quadratic equations with complex solutions.

## CHAPTER 5 –Quadratic Functions

ESLR’s 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.3, 4.1

Description	Standards Addressed
<p>Students make connections between the different representations of a quadratic function and generate each representation of a quadratic function (equation, graph, table, and situation) from each of the others to create a quadratic functions web, and discover efficient ways to sketch the graph of a parabola.</p> <p>Students use the methods of factoring and the Zero Product Property, completing the square, and the Quadratic Formula to solve quadratic equations. Students study different forms of quadratic equations and see how they can be used in everyday situation</p>	<p>F-IF.4,5,7a,8a,9  A-CED.1,2  F-BF.1a  A-SSE.1a,1b,2,3a  A-REI.4a,4b  N-CN.1,2,7,8  A-APR.1</p>
<p><b>Assessment:</b> Demonstrate their competencies in this unit by taking quizzes, tests and completing the key assignments that integrate mathematical content and the mathematical practices.</p>	

Students create a quadratic functions web, developing their facility to move between the various representations of a quadratic function: table, graph, equation, and situation or description. Students begin by exploring the connection between the graph of a parabola and its equation in standard form. They then apply their knowledge of factoring and intercepts to use the Zero Product Property to solve for the  $x$ -intercepts of a parabola, introducing them to the factored form of a quadratic equation.

In Section 5.2, students learn methods for solving quadratic equations that cannot be factored. Students first solve perfect square equations, connecting the solutions to the  $x$ -intercepts of the related parabola. Then they complete the square to convert equations from standard form into perfect square form. This method allows them to solve any quadratic equation with real roots. Finally, they learn the Quadratic Formula to complete their toolkit for solving quadratic equations. They apply their solution techniques to real-world problems and consider which solution method is most efficient for solving different kinds of equations. Then they extend the number system to include complex numbers, perform operations with complex numbers, and solve quadratic equations with non-real solutions. Students also complete their investigation of whether polynomials are a closed set under arithmetic operations.

### Connection

- Students will return to the study of quadratic functions in Chapter 9 when they focus on transformations of functions. They will complete the square to change a quadratic function from standard form to graphing form. They will model and solve real-world problems, including situations involving projectile motion, and they will solve systems of equations and problems involving quadratic inequalities. They also will compare the growth of quadratic functions to the growth of linear and exponential functions, and they will explore piecewise functions and functions created by combining two functions.
- In Chapter 10, students will apply their knowledge of completing the square to rewrite the equations of circles. Then they will investigate the geometric definition of parabolas and graph parabolas using focus-directrix graph paper.

## CHAPTER 6 – Proofs and Quadrilaterals

ESLR's 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.3, 4.1

Description	Standards Addressed
Using congruent triangles, students explore the relationships of the sides and diagonals of a parallelogram, kite, trapezoid, rectangle, and rhombus. As students explore new geometric properties, students formalize understanding of proof.	G-SRT.4,5,6,8,8.1CA F-TF.8 N-RN.1,2,3 A-SSE.3c A-REI.4a N-CN.1,8,9 A-CED.2 F-IF.1a,4,5 S-CP.5 S-MD.7
<b>Assessment:</b> Demonstrate their competencies in this unit by taking quizzes, tests and completing the key assignments that integrate mathematical content and the mathematical practices.	

Section 6.1 weaves together the concepts of congruent triangles, proof, and quadrilateral properties. As students investigate quadrilaterals using congruent triangles, they will further develop and extend their justification skills and understanding of proof.

The chapter begins by summarizing the investigative process that students have used throughout the course: Explore, Conjecture, and Prove. Students use this process to discover and prove new properties of quadrilaterals and triangles throughout Section 6.1

Students are asked to rotate a triangle and form a quadrilateral. Students then use the fact that the triangles are congruent to learn more about the quadrilateral. Then students are introduced two-column proofs as another way to organize statements and reasons.

Section 6.2 provides closure for Chapters 1 through 6 and offers practice with the major concepts studied so far. Activities in this section require students to weave together different threads of knowledge in order to solve complex problems.

Connection:

- Section 6.1 complete students' justification tools that will enable them to provide proofs for future geometric discoveries. With a thorough understanding of congruent triangles, students will be able to find the area of regular polygons in Chapter 7 and discover and prove new facts about circles in Chapter 9 (such as the fact that a radius that passes through the midpoint of a chord is perpendicular to that chord).

## CHAPTER 7 – Circles and Polygons

ESLR's 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.3, 4.1

Description	Standards Addressed
<p>Work focuses on triangles using construction tools and properties of triangles and circles to construct special segments and points.</p> <p>Students apply knowledge of triangles to make discoveries about the interior and exterior angles of polygons and the areas of regular polygons with 5, 6, 8, and even 100 sides!</p> <p>Students re-examine similar shapes to study what happens to the area and perimeter of a shape when the shape is enlarged or reduced, connecting their understanding of similar figures and regular polygons to circles and solve problems about length and area.</p>	<p>G-CO.9,10,11 G-SRT.4,5,11 S-CP.3-8</p>
<p><b>Assessment:</b> Demonstrate their competencies in this unit by taking quizzes, tests and completing the key assignments that integrate mathematical content and the mathematical practices.</p>	

Section 7.1 begins with constructions. Creating and justifying the constructions requires students to connect back to concepts from many of the earlier chapters. Additionally, this section helps students to build a more concrete understanding of the role that a radius plays in a circle.

In Section 7.2, students use ideas about triangle angle sums and linear pair relationships to make discoveries about the interior and exterior angles of polygons. Then students apply these new tools, along with tools they learned in earlier chapters, such as isosceles triangle properties and trigonometry, to develop a strategy to calculate the area of a regular polygon with any number of sides.

In Section 7.3, students examine the relationships between areas of similar figures. Students discover that the ratio of the areas between similar figures is equal to the square of the linear scale factor.

In Section 7.4, students extend this generalization to investigate the area and perimeter of a regular polygon with an infinite number of sides, thus developing the area and circumference formulas for a circle. They determine the lengths of arcs and the areas of the sectors in mathematical and contextual problems.

Connection:

- The work with constructions in this chapter reviews and reinforces prior knowledge about triangles, while preparing students for investigations of circles, chords, and arcs later in the chapter. Through the use of the compass, students develop a strong understanding of a circle as the set of all points equidistant from another fixed point.
- This work lays the foundation for Chapter 9, where students will write the equations of circles in the coordinate plane and study properties of angles, arcs, chords, secants, and tangents in depth.



## CHAPTER 8 – Solving Quadratics and Inequalities

ESLR's 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.3, 4.1

Description	Standards Addressed
<p>Students extend their ability to solve quadratic equations, and deciding which method of solving is most efficient, including using the quadratic formula.</p> <p>Students are introduced to the set of complex numbers allowing solutions to all quadratic equations.</p> <p>Students determine the number of possible solutions for an equation without actually solving it. Then use those new skills to solve quadratic inequalities and to solve systems of equations with quadratic equations.</p>	<p>G-CO.10 G-SRT.5,8 G-CO.1,3,5 G-GMD.1,5CA G-C.3,5</p>
<b>Assessment:</b> Demonstrate their competencies in this unit by taking quizzes, tests and completing the key assignments that integrate mathematical content and the mathematical practices.	

This chapter has several learning objectives:

- Students extend their skills at finding the intercepts and vertices of quadratic functions to solving quadratic equations: they will factor (then use the Zero Product Property) or complete the square to solve quadratic equations.
- Students will learn how to use the Quadratic Formula to solve quadratic equations. Students will solve quadratic problems in context, including ones involving projectile motion.
- Students will decide which method of solving is most efficient to try first for different types of quadratic equations. They will also be reminded that creating graphs and tables can help them estimate a solution or verify an algebraic one.
- Students will solve equations using imaginary and complex numbers. They will add, subtract, multiply, and divide complex numbers.
- Students will learn how to determine the number of solutions to a quadratic equation.
- Students will write and solve one-variable quadratic inequalities in context.
- Students will solve systems of equations involving linear and quadratic functions.
- Students will be guided to derive the Quadratic Formula by completing the square.

Connection

- Students will transform functions by adding or multiplying a constant in Chapter 10. Students will also find the inverse of functions in Chapter 10.

**CHAPTER 9 – Circles and Conditional Probability**

ESLR’s 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.3, 4.1

Description	Standards Addressed
<p>Students use their knowledge about geometrical characteristics regarding circles and extend it to write an algebraic equation for a circle.</p> <p>Students investigate relationships among angles, arcs, and line segments in a circle to develop “circle tools” that can help solve problems involving circles. Additionally, students investigate the geometric relationships created when tangents and secants intersect a circle.</p> <p>Finally, area models and two-way tables provide the basis for calculating conditional probabilities and determining whether events are independent.</p>	<p>A-CED.1,2            F-IF.4,5,6,7a            F-BF.1a,1b,3,4a,7b            A-SSE.1a,3a,3b            A-REI.7            F-LE.3,6CA</p>
<p><b>Assessment:</b> Demonstrate their competencies in this unit by taking quizzes, tests and completing the key assignments that integrate mathematical content and the mathematical practices.</p>	

In Section 9.1, students apply their geometric knowledge of circles to the study of circles on the coordinate plane, thus leading them to use the Pythagorean Theorem to come up with the equation of a circle. Students will complete the square twice to rewrite equations of circles in graphing form to easily see the center and radius.

In Section 9.2, students are introduced to the vocabulary of circles as they investigate relationships among arcs, chords, inscribed angles, tangents, and secants. These investigations begin the development of a set of tools, including a method to determine the center of a circle given an arc or a chord and a way to calculate the measures of arcs when provided certain angle measures. Students develop several methods for calculating the lengths of chords, including using their prior knowledge of similar triangles to explore relationships between the lengths of intersecting chords. The chapter also introduces lines tangent to a circle and uses the Earth as a spherical context to drive an investigation of circles, tangents, and secants. Throughout their investigations, students apply their new circle knowledge to solve application problems involving circles. These problems require students to identify which knowledge and/or tools may be useful in each context and to connect their new circle tools to their earlier work with similar and congruent triangles.

Section 9.3 revisits probability with the study of conditional probability. Conditional probability leads to the formal definition of independence, that is,  $P(A \text{ given } B) = P(A)$ , which students have only used intuitively in previous chapters. With this knowledge, students can then determine if two categorical

variables are associated with each other. Students will use tree diagrams, area models, and two-way tables as methods of displaying probabilities. Then they investigate the Multiplication Rule, and a special case of the Multiplication Rule, which leads to an alternative definition for independence.

Connection:

- Through the use of the compass and the derivation of the circle equation, students develop a strong understanding of a circle as the set of all points equidistant from another fixed point. This lays the foundation for future study of other conic sections in Chapter 11 and in later courses. Students investigate surface area and volume of shapes with circular base(s) or cross-sections in Chapter 11.
- Students will also continue their study of probability when they work with combinations and permutations in Chapter 12.

### CHAPTER 10 – Functions

ESLR’s 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.3, 4.1

Description	Standards Addressed
<p>Work focuses on transformations of functions: quadratic functions and absolute value functions. Next students will compare the growth rates of several families of functions.</p> <p>Students write inverse functions as “undoing” another function,</p> <p>Work will extend student knowledge of exponents to fractional exponents.</p> <p>Finally, students build new functions by using pieces of familiar functions, and by combining functions by addition, subtraction, and multiplication.</p>	<p>A-REI.7 G-GPE.1,2 G-SRT.5 G-C.2-5</p>
<p><b>Assessment:</b> Demonstrate their competencies in this unit by taking quizzes, tests and completing the key assignments that integrate mathematical content and the mathematical practices.</p>	

Students develop their understanding of how to shift a function vertically and horizontally and how to stretch and compress a function vertically. They work towards a general understanding of how to transform a parent function  $f(x)$  by using different values of  $a$ ,  $h$ , and  $k$  in the function  $y = af(x - h) + k$ . They focus first on quadratic functions and then extend their understanding to absolute value functions. They finish the section by exploring how different functions grow, with the goal of understanding that exponential functions will exceed linear and quadratic functions.

In Section 10.2, students work with inverse functions by “undoing” functions. They then develop an understanding of fractional exponents as another notation for radical expressions, and apply the idea of undoing to exponents to simplify expressions.

In Section 10.3, students continue to practice transforming functions as they build piecewise-defined functions. Finally, they build new functions by combining functions through addition, subtraction and multiplication.

### CHAPTER 11 – Solids

ESLR’s 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.3, 4.1

Description	Standards Addressed
<p>Students study three-dimensional solids and their volumes, and apply knowledge of similar figures to three-dimensional figures. Work expands the study of solids to pyramids, cones, and spheres. Then, consider cross-sections of a cone, called conic sections and learn about the geometric properties of parabolas.</p>	<p>G-GMD.1,3,5CA</p>
<p><b>Assessment:</b> Demonstrate their competencies in this unit by taking quizzes, tests and completing the key assignments that integrate mathematical content and the mathematical practices.</p>	

In Section 11.1, students study the surface area and volumes of prisms and cylinders. Students build on their work from Chapter 7 on areas of polygons and circles to calculate the volumes of prisms, and then generalize their conclusions to cylinders. They also extend their understanding of similarity to similar solids and discover and apply the  $r-r^2-r^3$  relationship among length, area, and volume measures.

In Section 11.2, students complete their study of solids to include pyramids, cones, and spheres. Students have the opportunity to apply their mathematical knowledge to many real-world applications in this section.

Section 11.3 provides an opportunity for students to connect geometry and algebra through the study of conic sections. Certain vocabulary (such as “focus” and “directrix”) will be introduced to give students words for the geometric parts of a parabola that they are studying. Deeper investigations of other conic sections, however, such as the ellipse and hyperbola, are left for a later course.

### CHAPTER 12 – Counting and Closure

ESLR’s 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.3, 4.1

Description	Standards Addressed
<p>Students learn strategies for counting the number of possible outcomes of a situation. Students discover that the order of events and whether they can occur repeatedly makes a difference in the total possibilities. Knowing how to calculate the number of permutations or combinations in a given situation can make some problems much easier. Students work on a wide range of problems, from carnival games and games of chance, to making decisions on social issues.</p>	<p>S-CP.9 S-MD.6,7 G-SRT.8 A-CED.2 F-IF.4,5,7a,7b A-SSE.1b G-SRT.8</p>
<p><b>Assessment:</b> Demonstrate their competencies in this unit by taking quizzes, tests and completing the key assignments that integrate mathematical content and the mathematical practices.</p>	

Problems involving large numbers of outcomes prompt the need to develop methods of counting. In Section 12.1 students develop systematic counting methods based on the Fundamental Counting Principle, permutations, combinations, and other counting methods for situations where repetition of outcomes is allowed.

In Section 12.2, students will be able to consolidate what they know, apply concepts in new ways, and identify questions for further exploration. The problems require students to identify with their teams, the tools and strategies they will use to reach a solution. A key component to these activities is requiring students to decide which tools, skills, and strategies to use in each situation. This section could take anywhere from one to four days or more, depending on how many activities are selected, the depth of investigations, and kinds of products a teacher expects. Before starting Section 12.2, you will need to make decisions about which projects and activities to use with your class based on time constraints and the needs of your students. You can choose to do these lessons in Section 12.2 either before or after any assessments you plan for the new material in Section 12.1 of Chapter 12. However, by waiting to assess until you have completed Section 12.2, students will have time in their homework to process and master the new concepts from the earlier section of this chapter.

## Key Assignments

### Chapter 1

#### Carpet Mart

Students will build on their understanding of geometric relationships and reinforce their algebraic skills of representing relationships in multiple ways. Students create tables, graphs, and equations as they explore how the perimeters and areas of patterns change as the patterns are enlarged. Given rug patterns, students construct a table, graph, and write equations for both the area and perimeter of the enlarged rug design. Extend that understanding to calculate the area and perimeter for *any* figure in the sequence.

### Chapter 2

#### Warm-Up Stretch

In this problem, rubber bands are a tool to help students draw an enlarged (similar) version of a figure. Students will be exploring the relationships between figures that “look alike” but are different sizes. Students answer “*How can you change the size of something without changing what it looks like?*”. Students make conjectures about dilating any polygon.

### **Similar Polygons**

Similar figures are defined as figures that can be mapped onto each other with a sequence of rigid transformations and dilation. For each set of given polygons, three are similar (that is, they are related through a sequence of transformations including dilation), and one is an exception. What is the exception in each set of polygons? Using tracing paper to help answer the following questions for the sets of shapes:

- Which polygon appears to be the exception? What makes that polygon different from the others?
- What do the other three polygons have in common?
- What sequence of transformations would map one polygon onto another?

### **George Washington’s Nose**

Students apply the understanding of similar figures to calculate the length of George Washington’s nose on the monument on Mount Rushmore. Students work in a study team to come up with a strategy.

- How can we use similarity to solve this problem?
- Is there something in this room that we can use to compare to the monument?
- What parts do we need to compare?
- Do we have any math tools that can help us gather information?

### **Evaluating Conditions for Congruence (MAP)**

This lesson unit is intended to help assess how well students are able to: Work with concepts of congruency and similarity, including identifying corresponding sides and corresponding angles within and between triangles. Identify and understand the significance of a counter-example. Prove and evaluate proofs in a geometric context.

## **Chapter 3**

### **Rock, Paper, Scissors**

Students will play a variation of “Rock, Paper, Scissors” (sometimes called “Rochambeau”) and record points, based on specific outcomes. Students will calculate the theoretical and experimental probabilities then modify the game to be fair.

### **Take a Spin**

Explore a web-based spinner. Playing the game multiple times calculate the winnings under experimental conditions. Extend that understanding to the theoretical expected winnings. How does that compare to a single play of the game.

## How Tall Is It?

Students work with their team to measure the height of something on the school's campus in order to apply the tangent tool (clinometer) and similar triangles. Student should consider the following questions:

- What should the diagram look like?
- What measurements would be useful?
- How can we use our tools effectively to get accurate measurements?

## Chapter 4

### Factoring Cut Out Puzzle

Student pairs will have a sheet of squares with quadratics and binomials in factored or standard form on each of the four sides of all squares, students will then cut out the squares and match the correct forms of the expressions to reconstruct another large square.

## Chapter 5

### Quality Control

Students use information about parabolas to trouble shoot problems in a fictional Function Factory that makes parabolas in order to construct an equation that corrects the deficiency. Students investigate the "concern" using a graphing calculator and make corrections with a written response the fictional client.

## Chapter 6

### Interior Design

Students arrange speakers and a sound system to minimize the wire length between the two speakers and the system in a cabinet.

- What is this problem about? What are you supposed to find?
- What is a reasonable estimate of the total length of speaker wire?
- What mathematical tools could be helpful to solve this problem?
- Continue testing placements for the sound system and create a table with your results. Where should the sound system be placed to minimize the amount of wire?

### Take It to the Bank

Students will use their geometry and algebra skills to solve questions related the path of the ball on a pool table. They answer the question, "*I just need to know where to put the ball and in which direction to hit it.*" for various scenarios. Students also work backwards to calculate from where the ball came.

### At Your Service

Using the dimensions of a tennis court, students calculate the height of ball that must land in the service box and still clear the net. Assuming a linear path. Student must consider the following:

- What height must she hit the ball to have the serve just clear the net and land in the service box?
- Is that height reasonable to reach if the player is 5'7" tall?
- What angle does the ball hit the ground?
- A labeled diagram that shows a birds' eye view of the path of the ball.
- A labeled diagram that shows the side view, the ideal height of the tennis racket, the ideal path of the tennis ball, and the measurements that are needed from the birds' eye view diagram.
- Which distances do you know and which do you need to find?
- Do you see any triangles?
- What geometric tool(s) can you use?
- Are there any similar triangles?
- What triangle tool can you use to find the angle of depression of the path of the ball?

### **The Monty Hall Problem**

Students calculate the probability of switch or stay in the "Make a Deal" game. Which strategy is the best for the contestant?

### **The Paper Snowflake**

Students explore the relationships between the shapes that are cut out from a paper snowflake and the design that appears after unfolding the paper. For each possible location of a cutout, use information about symmetry and transformations to describe the shapes that result when you unfold the paper.

## **Chapter 7**

### **Sum of the Interior Angles of a Polygon**

Students use the prior knowledge about sum of the angles in a triangle to discover a rule for the sum of the interior angles of any polygon, by using a table to organize their findings, of the number of sides of a polygon to the sum of the angles.

### **Interior Angles of a Regular Polygon**

Students extend their findings from the investigation above to calculate the measure of a single interior and by extension the exterior angle in a regular polygon.

## **Chapter 8**

### **Roots and Quadratic Equations**

Students will apply their investigative skills to discover the relationship between roots and coefficients of quadratic equations. Students should be able to organize data, construct conjectures, and test hypotheses.

## **Chapter 9**



## Representing Conditional Probabilities (MAP)

This lesson unit is intended to help assess how well students are able to:

- Understand conditional probability.
- Represent events as a subset of a sample space using tables and tree diagrams.
- Communicate their reasoning clearly.
- Representing events as a subset of a sample space using tables and tree diagrams.
- Understanding when conditional probabilities are equal for particular and general situations.
- 

## Chapter 10

### Parabola Lab/Transforming Graphs

Student teams determine all of the ways you can change the graph of a parabola by changing its equation. Students investigate changes to coefficients  $a, h, k$  affect the location of the parent graph  $y = x^2$

- What changes can be made to the parabola?
- What changes are made to the equation  $y = x^2$ ?
- How do changes to the equation relate to changes of the graph?

Use a web tool to find out everything you can about the equation  $y = a(x - h)^2 + k$  and how it relates to different transformations of the parabola  $y = x^2$ . Identify which parameter ( $a$ ,  $h$ , or  $k$ ) affects the orientation, vertical shift, horizontal shift, vertical stretch, and vertical compression of the graph compared to the graph of the parent function  $y = x^2$ .

- What values of the parameters stretch the graph vertically? Compress the graph horizontally? Why do those values have these impacts?
- What values cause the graph to flip vertically?
- What values cause the graph to shift to the left? To the right? Why?
- What values cause the graph to shift up or down? Why?
- Are there points on your graph that connect to specific parameters in the equation?

### Representing Quadratic Functions Graphically (MAP)

This lesson unit is intended to assess how well students are able to understand what the different algebraic forms of a quadratic function reveal about the properties of its graphical representation.

- Understanding how the factored form of the function can identify a graph's roots.
- Understanding how the completed square form of the function can identify a graph's maximum or minimum point.
- Understanding how the standard form of the function can identify a graph's intercept.

## Chapter 11

### How Does The Volume Change?

Students describe the solid formed by the net. What are its dimensions (length, width, and height)? Students create different nets using an enlargement ratio, then build the solids and construct a table to organize results.

- What is the volume of your solid?
- How does it compare it to the volume of the original solid?
- What is the ratio of these volumes?
- How does the volume change when a three-dimensional solid is enlarged or reduced to create a similar solid?
- What if the solid is enlarged by a linear scale factor of  $r$ ? Explain.

## Chapter 12

### The Ice Cream Shop

Discussion should establish the four types of problems: those where order matters or not, and those where repeats are allowed or not. Teams should go back to work to determine what counting strategies to use to solve each situation.

### Zoe and the Poison Weed

Students consider Zoe the goat's grazing area. The area contains a poison weed. Student's answer the question, what is the probability that Zoe will get sick in one day?

- What is the problem asking us to find?
- What does Zoe's grazing region look like?
- What do we need to figure out in order to calculate the probability?

### Quadratic Regression

Students use data and regression to model and determine the optimum stadium expansion.

### The Candy Dish

A bowl contains three candies: two red and one green. Identify who is player A and who is player B. Then take turns choosing a candy from the bowl without looking. Player A takes one and holds on to it, then player B takes one. If the colors match, player A gets a point; if they differ, player B gets a point. Is this a fair game? Students will play the game experimentally, and calculate probabilities. Change the distribution the number of candies and the colors, always playing and calculating probabilities and answering the question; is the game fair? Analyze each distribution of the number of candies for each of the two colors. Using probabilities, make some hypotheses, and report any patterns you see in the results, conclusions, or generalizations that you can justify mathematically.

- The number and variety of cases you investigated and analyzed.
- Your organization of the data, your analyses, and your general conclusions.
- The extent to which you can mathematically generalize your observations and justify your generalizations.

## **Casino Dice Game**

To play this game, you roll two dice. If your total on the first roll is 7 or 11 points, you win. If your total is 2, 3, or 12 points, you lose; if you get any other number (4, 5, 6, 8, 9, or 10), that number becomes your point. You then continue to roll until your point comes up again or until a 7 comes up. If your point comes up before you roll a 7, you win. If 7 comes up first, you lose. You ignore any outcomes that are not your point or 7. Student will:

Calculate the probability of winning, you will need to identify and solve several subproblems.

Prepare a report that shows each of the subproblems clearly, as well as how you solved each one.

## **Student Self Assessments for all Chapters**

### **Learning Log Entries**

Student responses to learning log problems throughout the chapter, by Writing about their understanding to consolidate ideas, develop new ways to describe mathematical ideas, and recognize gaps in their understanding.

### **Math Notes**

Throughout the chapters, students reflect on key summary information by constructing example problems

### **Making Connections/ Concept Maps**

List of the vocabulary used in this chapter.

Make a concept map showing all of the connections found among the key words and ideas listed. To show a connection between two words, draw a line between them and explain the connection. A word can be connected to any other word as long as you can justify the connection. For each key word or idea, provide an example or sketch that shows the idea.

### **Portfolio: Evidence of Mathematical Proficiency**

Choose one or two of the activities from the chapter that best exhibits growth in mathematical understanding of this course. Copy work from that activity, modifying and expanding it if needed. The explanation must be clear and detailed. Students exhibit understanding of the mathematics, but also exhibit students ability to communicate your justifications.

## **Instructional Methods and/or Strategies**

The course is organized around rich, meaningful daily problems and investigations that lead to deep conceptual understanding of the underlying mathematics. The course supports the principals of mathematical practices as stated in the CCSS. The daily work consists of inquiry. The emphasis of this course is on reasoning, critical thinking, mathematical modeling, and gathering evidence; students are

active participants in their learning. The problems are non-routine, team-worthy, and allows for a variety of outcomes. Students are expected to provide written justification of their work.

Typically material is presented using a variety of technology, such as wireless devices, presentation software, and projectors. Instructors use explicit delivery, modeling, and guided practice before they ask students to work independently. Students work in cooperative groupings that focus on real world problem solving.

### **Assessments Including Methods and/or Tools**

1. Formative assessments are used on a daily basis by formal and informal means. The formative assessments are derived from group quizzes, teacher questioning, class warm-up activities, and short individual quizzes. Teacher observation and monitoring are an integral component of the formative assessments. This allows teachers to determine re-teaching opportunities for standards and concept mastery.
2. Summative assessments are created after the completion of each unit and are evaluated for accuracy by the Professional learning community of math teachers in the district. These assessments provide feedback on student performance as well as an important gap analysis in teaching and learning.
3. Cornerstone Activities: At the end of each quarter a performance based application is given to promote real-world application of the math concepts and to create connections to other subject matter. A literacy component is included in these assessments to support the skills necessary for mastering the CCSS Anchor Standards.



**Disclosure of Collective Bargaining Agreement  
Page 2**

**1. Were any additional steps, columns, or ranges added to the schedules? If yes, please explain.**

No.

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**2. Are staffing adjustments necessary for the district to implement the proposed agreement?  
If yes, please provide details.**

No.

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**3. Describe any contingency language included in the proposed agreement (e.g. reopeners, etc.).**

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**4. Will this agreement create, increase, or decrease deficit spending in the current or subsequent two years?**

Possibly in 2017-18 as projected in the District's MYP.

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**5. Please identify the source of funding for the proposed agreement for the current year.**

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LCFF revenues.

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**6. If this is a single-year agreement, how will the ongoing cost of the proposed agreement be funded in subsequent years (i.e. what will allow the district to afford this contract beyond the current year)?**

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**7. If this is a multi-year agreement, what is the source of funding, including assumptions used, to fund these obligations in subsequent years?**

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Increased LCFF funding and District reserves as needed.

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**8. Based on the district's multi-year projection, do unrestricted reserves continue to remain at, or above, the State's required minimum reserve level in the current and two subsequent years? If no, how does the district plan to restore its unrestricted reserves?**

Yes.

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**B. IMPACT OF PROPOSED AGREEMENT ON CURRENT YEAR OPERATING BUDGET**

	<b>Column 1 Latest Board- Approved Budget Before Settlement 2014-15 2nd Interim</b>	<b>Column 2 Adjustments as a Result of Settlement</b>	<b>Column 3 Other Revisions</b>	<b>Column 4 Total 2015-16 Budget (Columns 1+2+3)</b>
<b>REVENUES</b>				
LCFF (8010-8099)	\$ 5,916,147		\$ 727,740	\$ 6,643,887
Remaining Revenues (8100-8799)	\$ 992,974		\$ 34,761	\$ 1,027,735
<b>TOTAL REVENUES</b>	<b>\$ 6,909,121</b>	<b>\$ -</b>	<b>\$ 762,501</b>	<b>\$ 7,671,622</b>
<b>EXPENDITURES</b>				
1000 Certificated Salaries	3,049,521		\$ (34,861)	\$ 3,014,660
2000 Classified Salaries	853,937	-	\$ 31,777	\$ 885,714
3000 Employee Benefits (Stat.) Health & Welfare	1,402,981	\$ -	\$ 26,061	\$ 1,429,042
4000 Books and Supplies	415,368		\$ 329,363	\$ 744,731
5000 Services and Operating Expenses	\$ 876,984		\$ 103,637	\$ 980,621
6000 Capital Outly	149,000		\$ (9,000)	\$ 140,000
7000 Other	664,324		\$ (187,470)	\$ 476,854
<b>TOTAL EXPENDITURES</b>	<b>\$ 7,412,115</b>	<b>\$ -</b>	<b>\$ 259,507</b>	<b>\$ 7,671,622</b>
<b>OPERATING SURPLUS (DEFICIT)</b>	<b>\$ (502,994)</b>	<b>\$ -</b>	<b>\$ 502,994</b>	<b>\$ -</b>
<b>OTHER SOURCES AND TRANSFERS IN</b>			\$ -	\$ -
<b>OTHER USES AND TRANSFERS OUT</b>			\$ -	\$ -
<b>CURRENT YEAR INCREASE (DECREASE) IN FUND BALANCE</b>	<b>(502,994)</b>	<b>\$ -</b>	<b>\$ 502,994</b>	<b>\$ -</b>
<b>BEGINNING BALANCE</b>	<b>\$ 1,974,686</b>		<b>\$ (150,198)</b>	<b>\$ 1,824,488</b>
<b>ENDING BALANCE</b>	<b>\$ 1,471,692</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,824,488</b>

# Certification

Pursuant to amendments of the GC Section 3547.5 as contained in AB 2756 effective June 21, 2004, the Superintendent and Chief Business Official must certify in writing that the costs incurred under the collective bargaining agreement(s) outlined in this disclosure can be met by the district during the term of the agreement(s). Provisions contained in Title V also require the president or clerk of the board must attest to the disclosure and review by the governing board at the time of formal board action on the proposed agreement(s).

The information provided in this document details the financial implications and itemizes any budget revisions necessary to meet the costs of the proposed collective bargaining agreement(s) and is hereby submitted to the governing board for public disclosure in accordance with the requirements of GC 3547.5. The following certification will be approved prior to ratification of the applicable labor agreement(s).

*Please check either Positive, Qualified, or Negative:*

- Positive
- Qualified
- Negative

*C. J. Tracy*

\_\_\_\_\_  
District Superintendent  
(Signature)

*7-7-15*

\_\_\_\_\_  
Date

*Diane Lyon*

\_\_\_\_\_  
District Chief Business Official  
(Signature)

*7-7-15*

\_\_\_\_\_  
Date

After public disclosure of the provisions contained in this document, the governing board, at its meeting on July 20, 2015 (date), took action to approve the proposed agreement with the HTA bargaining unit.

\_\_\_\_\_  
President or Clerk, Governing Board  
(Signature)

\_\_\_\_\_  
Date



# HAMILTON UNIFIED SCHOOL DISTRICT

620 Canal Street  
P.O. Box 488  
Hamilton City, CA 95951

Charles Tracy, Superintendent

(530) 826-3261  
(530) 826-0440 (Fax)  
[www.hamiltonusd.org](http://www.hamiltonusd.org)

TO: Glenn County Office of Education  
Business Department

FROM: Hamilton Unified School District

SUBJECT: Annual District Designees

DATE: July 1, 2015

The following persons are authorized, as required by Education Code 42632 and 42633, to sign vendor warrant registers, payroll registers, and budget transfers to be submitted to the Glenn County Schools Office for payment of vendors, employees and transfers of budgeted funds for the fiscal year 2015-2016.

1. Charles Tracy

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2. Diane Lyon

---

3. Cris Oseguera

---

4. Darcy Pollak

---

5. Jolene Towne

---

# Hamilton Unified School District

620 Canal Street  
P.O. Box 488  
Hamilton City, CA 95951

Charles Tracy, Superintendent

(530) 826-3261  
(530) 826-0440 (Fax)  
[www.husdschools.org](http://www.husdschools.org)

TO: Governing Board and District Staff  
FROM: Charles Tracy  
SUBJECT: Annual District Designees  
DATE: July 1, 2015

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Annually, the District Superintendent appoints the succession of District Authority in the absence of the Superintendent.

For the 2015-16 school year, the designees are as follows:

Primary: Mrs. Diane Lyon, District Chief Business Official

Secondary: Mr. Cris Oseguera, Hamilton High School Principal

Thirdly: Ms. Darcy Pollak, Hamilton Elementary School Principal

This annual notification of designees will be adopted at the July 20, 2015 Board meeting.



012 HAMILTON UNIFIED SCHOOL DIST. J7706  
 BATCH 70: JULY 20 2015

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0070 BATCH 70: JULY 20 2015  
 Fund : 01 GENERAL FUND

APY500 L.00.10 06/29/15 14:08 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
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001391/00	ABSOLUTE HEATING & AIR INC		510664349											
PO-000435	06/22/2015	2798062215		1	01-8150-0-0000-8100-5630-000-000-000000	NN	P						0.00	134.00
PO-015669	06/23/2015	CLOSE BAL PER DL		1	01-6230-0-0000-8100-5630-000-000-000000	NN	C						13687.00	0.00
													134.00	134.00

000034/00	ANATOMY WAREHOUSE COM													
PO-015711	06/23/2015	INV-900013672		1	01-0801-0-1110-1000-4300-000-503-000000	YN	F						578.83	538.45
														538.45

000156/00	CASBO													
PV-000228	06/22/2015	200008094 DL ANNUAL CASBO CONF		01	0000-0-0000-7300-5200-000-000-000000	NN							645.00	645.00
														645.00

000563/00	DIANE LYON		561259712											
PV-000226	06/26/2015	JUNE MILEAGE		01	0000-0-0000-7300-5200-000-000-000000	NN							96.60	96.60
														96.60

000072/00	HILLIYARD													
PO-000412	06/24/2015	601666212		1	01-8150-0-0000-8100-4300-000-000-000000	NN	P						0.00	423.61
														423.61

001283/00	JOHN'S TIRE & MUFFLER SERVICE		943171305											
PO-000410	06/17/2015	133043-FLAT REPAIR		1	01-8150-0-0000-8100-5630-000-000-000000	NY	P						0.00	15.00
														15.00

000125/00	MCGRAW-HILL SCHOOL EDUCATION													
PO-015655	06/23/2015	86485944001		1	01-7405-0-1110-1000-4200-000-000-000000	NN	F						14597.45	15,849.84
														15,849.84

012 HAMILTON UNIFIED SCHOOL DIST. J7706  
 BATCH 70: JULY 20 2015

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0070 BATCH 70: JULY 20 2015  
 Fund : 01 GENERAL FUND

APY500 L.00.10 06/29/15 14:08 PAGE 2  
 << 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
000012/00	NAPA AUTO PARTS										
PO-000418	06/17/2015	498769		1	01-8150-0-0000-8100-4300-000-000000	NN	P			0.00	135.84
TOTAL PAYMENT AMOUNT											135.84

000309/00 OFFICE DEPOT

PO-015738 06/23/2015 77686535001  
 1 01-0001-0-1110-1000-4300-000-000000 NN F  
 TOTAL PAYMENT AMOUNT 340.72 \* 340.72

000084/00 PG&E

PO-000416 06/23/2015 JUNE ELEM 3699672995-4  
 1 01-0000-0-0000-8100-5590-000-000-000000 NN P  
 TOTAL PAYMENT AMOUNT 7,356.30 \* 7,356.30

001510/00 RAY MORGAN COMPANY

PO-000448 06/26/2015 951035: MAR-JUNE OVRAGE LIB  
 8 01-0000-0-1110-1000-4300-100-000-000000 NN P  
 TOTAL PAYMENT AMOUNT 8.22 \* 8.22

001382/00 U S BANK CORPORATE

PO-015238 06/29/2015 CLOSE BAL  
 1 01-0000-0-0000-7300-5200-000-000-000000 NN C  
 TOTAL PAYMENT AMOUNT 0.00 \* 0.00

000147/00 VALLEY TRACTOR INC 941613367

PV-000227 06/26/2015 535368 MOWER PARTS  
 01-8150-0-0000-8100-4300-000-000-000000 NN F  
 TOTAL PAYMENT AMOUNT 147.08 \* 147.08

000734/00 VIRCO FURNITURE INC

PO-015730 06/23/2015 91629258-ELEM COMP LAB CHAIRS  
 1 01-0000-0-1110-1000-4300-800-000-000000 NN F  
 TOTAL PAYMENT AMOUNT 1,207.92 \* 1,207.92

TOTAL Fund PAYMENT 26,898.58 \*\*  
 TOTAL USE TAX AMOUNT 40.38

012 HAMILTON UNIFIED SCHOOL DIST. J7706  
BATCH 70: JULY 20 2015

ACCOUNTS PAYABLE PRELIST APY500 L.00.10 06/29/15 14:08 PAGE 3  
BATCH: 0070 BATCH 70: JULY 20 2015 << Open >>  
Fund : 14 DEFERRED MAINTENANCE

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
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000717/00	ARK DESIGN CONSTRUCTION & ROOF		680310708										
PO-015631 06/23/2015 CLOSE BAL PER DL													
TOTAL PAYMENT AMOUNT													
1 14-0000-0-0000-8100-5630-800-000-00000 NY C 126502.00													
0.00 *													
TOTAL Fund PAYMENT 0.00 **													
0.00													

012 HAMILTON UNIFIED SCHOOL DIST. J7706  
 BATCH 70: JULY 20 2015

ACCOUNTS PAYABLE PRELIST APY500 1.00.10 06/29/15 14:08 PAGE 4  
 BATCH: 0070 BATCH 70: JULY 20 2015 << Open >>  
 Fund : 40 SPECIAL RESERVE - CAP PROJECTS

Vendor/Addr Remit name Description Tax ID num Deposit type Fd Res Y Goal Func Obj Sit Bdr DD TWMP Liq Amt Net Amount  
 002051/00 SCHOOL WORKS INC

PO-015701 06/23/2015 CLOSE BAL PER DL 1 40-6225-0-0000-8100-5890-800-000-00000 NN C 5500.00 0.00

TOTAL PAYMENT AMOUNT 0.00 \* 0.00

TOTAL Fund PAYMENT 0.00 \*\* 0.00

TOTAL BATCH PAYMENT 26,898.58 \*\*\* 0.00 26,898.58  
 TOTAL USE TAX AMOUNT 40.38

TOTAL DISTRICT PAYMENT 26,898.58 \*\*\*\*\* 0.00 26,898.58  
 TOTAL USE TAX AMOUNT 40.38

TOTAL FOR ALL DISTRICTS: 26,898.58 \*\*\*\*\* 0.00 26,898.58  
 TOTAL USE TAX AMOUNT 40.38

Number of checks to be printed: 13, not counting voids due to stub overflows.  
 Number of zero dollar checks: 3, will be skipped.

Prepared by	Date
Authorized by	Date

012 HAMILTON UNIFIED SCHOOL DIST. J7499  
 BATCH 68: JULY 20 2015

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0068 BATCH 68: JULY 20 2015  
 Fund : 01 GENERAL FUND

APY500 L.00.10 06/25/15 14:18 PAGE 1  
 << Open >>

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	Fd Res	Y Goal	Func Obj	ABA num	Sit	Bdr DD	Account num	TRMPS	Liq Amt	Net Amount
001391/00	ABSOLUTE HEATING & AIR INC		510664349											
PO-000435	06/15/2018	2773061815-ELTA REPAIRS		1	01-8150-0-0000-8100-5630-000-000-000000	NN	P						0.00	430.00
PO-000435	06/23/2015	2774061815-HS REPAIRS RM3		1	01-8150-0-0000-8100-5630-000-000-000000	NN	P						0.00	411.00
		TOTAL PAYMENT AMOUNT												841.00
000375/00	ALUM-LINE													
PO-015635	06/24/2015	LIVESTOCK TRAILER-51213		1	01-3550-0-1110-1000-6400-000-000-000000	YN	F						22897.50	21,300.00
		TOTAL PAYMENT AMOUNT												21,300.00
		TOTAL USE TAX AMOUNT												1,597.50
001257/00	BATTERIES + BULBS													
PO-015728	06/16/2015	311-105930-01		1	01-9150-0-0000-2420-4300-000-000-000000	NN	F						193.31	193.41
		TOTAL PAYMENT AMOUNT												193.41
000004/00	BILL ZELLER		556748002											
PO-015714	06/23/2015	2014-2015 SERVICES		1	01-0001-0-1110-1000-5890-000-000-000000	NY	F						8000.00	6,000.00
		TOTAL PAYMENT AMOUNT												6,000.00
001498/00	CHRISTY WHITE ASSOCIATES		272956198											
PO-000446	06/23/2015	12387-1ST PROG- 2014-2015		1	01-0000-0-0000-7191-5810-000-000-000000	NN	P						3568.00	1,633.75
		TOTAL PAYMENT AMOUNT												1,633.75
000613/00	COMCAST-INTERNET SERVICE													
PO-000439	06/15/2015	36133976-JUNE OVER ERATE		1	01-0000-0-0000-2700-5990-000-000-000000	NN	P						0.00	348.35
		TOTAL PAYMENT AMOUNT												348.35
000112/00	COSTCO													
PO-015597	06/24/2015	CLOSE BAL		1	01-0000-0-1110-1000-4300-100-000-000000	NN	C						0.00	0.00
		TOTAL PAYMENT AMOUNT												0.00

012 HAMILTON UNIFIED SCHOOL DIST. J7499  
 BATCH 68: JULY 20 2015

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0068 BATCH 68: JULY 20 2015  
 Fund : 01 GENERAL FUND

APY500 L.00.10 06/25/15 14:18 PAGE 2  
 << Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	Sit	BDR	DD	T9WPS	Liq Amt	Net Amount
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001470/00	CRIS OSEGUERA														
PV-000223	06/23/2015	DIST TRAVEL-PERSONNEL ACADEMY		01-0000-0-0000-2700-5200-000-000-00000	NN									835.01	
PV-000223	06/23/2015	ATHLETIC TRAVEL		01-0000-0-1110-1000-5200-000-006-00000	NN									910.57	
PV-000223	06/23/2015	HS SITE TRAVEL		01-0000-0-1110-1000-5200-100-000-00000	NN									71.99	
TOTAL PAYMENT AMOUNT														1,817.57	

000748/00	CSUC RESEARCH FOUNDATION														
PO-015421	06/22/2015	RF032000 NCWP PROF LEARN EL		1 01-7405-0-1110-1000-5890-000-000-00000	NN	P								6500.00	6,500.00
PO-015421	06/22/2015	RF032001 NCWP PROF LEARN ELEM		1 01-7405-0-1110-1000-5890-000-000-00000	NN	F								6500.00	6,500.00
TOTAL PAYMENT AMOUNT														13,000.00	

002047/00	DANNIS WOLIVER KELLEY		943172834												
PO-015237	06/23/2015	CLOSE BAL		1 01-0000-0-0000-7110-5815-000-000-00000	NE	C								0.00	0.00
TOTAL PAYMENT AMOUNT														0.00	

000602/00	DEER CREEK BROADCASTING		841647962												
PO-015640	06/23/2015	CLOSE BAL		1 01-0000-0-0000-2700-5990-000-000-00000	NY	C								240.00	0.00
TOTAL PAYMENT AMOUNT														0.00	

000460/00	FLORA FRESH														
PO-015561	06/23/2015	CLOSE BAL		1 01-0350-0-6000-1000-4300-000-029-00000	NN	C								278.34	0.00
TOTAL PAYMENT AMOUNT														0.00	

000320/00	GERLINGER STEEL & SUPPLY CO														
PO-015309	06/23/2015	CLOSE BAL		1 01-0350-0-6000-1000-4300-000-053-00000	NN	C								375.44	0.00
TOTAL PAYMENT AMOUNT														0.00	

000451/00	HEADSETS PLUS														
PO-015243	06/23/2015	CLOSE BAL		1 01-0000-0-1110-1000-4300-000-000-00000	NN	C								768.36	0.00
TOTAL PAYMENT AMOUNT														0.00	



012 HAMILTON UNIFIED SCHOOL DIST J7499  
 BATCH 68: JULY 20 2015

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0068 BATCH 68: JULY 20 2015  
 Fund : 01 GENERAL FUND

APY500 L.00.10 06/25/15 14:18 PAGE 3  
 << Open >>

Vendor/Addr Reg Reference	Remit name Date	Description	Tax ID num	Deposit type Fd Res	ABA num Y Goal Func Obj	Account num Sit BDR DD	TRMPS	Liq Amt	Net Amount
000414/00	HERFF JONES								
PO-015617	06/24/2015	CLOSE BAL		1	01-0000-0-1110-1000-4300-100-000-000000	YN C		0.00	0.00
TOTAL PAYMENT AMOUNT									0.00
000801/00	HUNT & SONS INC		942209320						
PO-000400	06/16/2015	488066 PARK FUEL		1	01-0000-0-0000-8100-4392-000-000-000000	NN P		0.00	487.63
TOTAL PAYMENT AMOUNT									487.63
000214/00	J W PEPPER & SON INC.								
PO-015649	06/24/2015	CLOSE BAL		1	01-0000-0-1110-1000-4300-000-013-000000	NN C		0.04	0.00
TOTAL PAYMENT AMOUNT									0.00
000723/00	JIMMY'S CUSTOM TROPHIES								
PO-015143	06/23/2015	CLOSE BAL		1	01-0000-0-1110-1000-4300-000-000-000000	NN C		348.90	0.00
TOTAL PAYMENT AMOUNT									0.00
001259/00	JOHANNA M CLAY		557451211						
PO-015466	06/24/2015	CLOSE BAL		1	01-0000-0-1110-1000-5890-000-000-000000	NY C		380.20	0.00
TOTAL PAYMENT AMOUNT									0.00
000349/00	LARKIN AUTO ELECTRIC		564958031						
PO-000401	06/23/2015	1235		2	01-8150-0-0000-8100-4300-000-000-000000	NY P		0.00	147.66
TOTAL PAYMENT AMOUNT									147.66
000125/00	MCGRAW-HILL SCHOOL EDUCATION								
PO-015655	06/23/2015	86544024001		1	01-7405-0-1110-1000-4200-000-000-000000	NN P		519.69	519.69
TOTAL PAYMENT AMOUNT									519.69
000524/00	MJB WELDING SUPPLY								
PO-015131	06/23/2015	MAY-JUNE CYLINDER RENT		1	01-0350-0-6000-1000-4300-000-053-000000	NN F		0.00	18.00
TOTAL PAYMENT AMOUNT									18.00

012 HAMILTON UNIFIED SCHOOL DIST. J7499  
 BATCH 68: JULY 20 2015

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0068 BATCH 68: JULY 20 2015  
 Fund : 01 GENERAL FUND

APV500 L.00.10 06/25/15 14:18 PAGE 4  
 << Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Pd Res	Y	Goal	Func	Obj	ABA num	Account num	Trqps	Liq Amt	Net Amount
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000012/00	NAPA AUTO PARTS													
PO-000418	06/23/2015	CLOSE BAL		2	01-0000-0-3800-1000-4300-000-045-00000	NN	C						0.00	0.00
TOTAL PAYMENT AMOUNT														0.00

000127/00	NICHOLS MELBURG & ROSSETTO													
PO-015530	06/23/2015	CLOSE BAL		1	01-0000-0-1110-1000-5890-000-000-00000	NY	C						0.00	0.00
TOTAL PAYMENT AMOUNT														0.00

000309/00	OFFICE DEPOT													
PO-015100	06/15/2015	775770539001		1	01-0000-0-1110-1000-4300-000-000-00000	NN	P						0.00	400.52
PO-015100	06/12/2015	775609747001		1	01-0000-0-1110-1000-4300-000-000-00000	NN	P						0.00	150.49
PO-015100	06/13/2015	775771041001		2	01-0000-0-1110-1000-4300-100-000-00000	NN	F						0.00	31.35
PO-015100	06/15/2015	775771038001		1	01-0000-0-1110-1000-4300-000-000-00000	NN	F						0.00	26.19
PO-015134	06/23/2015	CLOSE BAL		1	01-0000-0-1110-1000-4300-000-000-00000	NN	C						0.00	0.00
PO-015415	06/23/2015	CLOSE BAL		1	01-0801-0-1110-1000-4300-000-521-00000	NN	C						185.85	0.00
PO-015472	06/23/2015	CLOSE BAL		1	01-0000-0-3800-1000-4300-000-045-00000	NN	C						17.68	0.00
PO-015615	06/23/2015	CLOSE BAL		1	01-0000-0-1110-1000-4300-800-000-00000	NN	C						23.18	0.00
PO-015726	06/15/2015	775701703001		1	01-0350-0-6000-1000-4300-000-030-00000	NN	P						118.24	118.24
PO-015726	06/13/2015	775701702001		1	01-0350-0-6000-1000-4300-000-030-00000	NN	P						71.77	71.77
PO-015726	06/15/2015	775701606001		1	01-0350-0-6000-1000-4300-000-030-00000	NN	F						157.58	157.58
TOTAL PAYMENT AMOUNT														956.14

000027/00	ORLAND HARDWARE													
PO-000417	06/23/2015	CLOSE BAL		3	01-7010-0-3800-1000-4300-000-000-00000	NN	C						0.00	0.00
TOTAL PAYMENT AMOUNT														0.00

000084/00	PG&E													
PO-000416	06/16/2015	JUNE HS 9921774729-6		1	01-0000-0-0000-8100-5590-000-000-00000	NN	P						0.00	10,621.49
TOTAL PAYMENT AMOUNT														10,621.49

000931/00	QADAY ROBINSON													
PV-000224	06/24/2015	2014-2015 TIPPING SCHOLARSHIP		01-0002-0-1110-1000-5890-000-000-00000	NN								500.00	500.00
TOTAL PAYMENT AMOUNT														500.00

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

000134/00 QUILL CORPORATION

PO-015285	06/23/2015	CLOSE BAL	1	01-0000-0-1110-1000-4300-800-000-00000	NN	C	0.00	0.00
PO-015383	06/23/2015	CLOSE BAL	1	01-0000-0-1110-1000-4300-100-000-00000	NN	C	2057.55	0.00
PO-015383	06/23/2015	CLOSE BAL	2	01-0000-0-1110-1000-4300-000-000-00000	NN	C	0.00	0.00
PO-015633	06/23/2015	CLOSE BAL	1	01-0801-0-1110-1000-4300-000-511-00000	NN	C	160.43	0.00
PO-015638	06/24/2015	CLOSE BAL	1	01-0801-0-1110-1000-4300-000-511-00000	NN	C	0.00	0.00
TOTAL PAYMENT AMOUNT							0.00	0.00

000297/00 SHOPLIFT ONLINE

PO-015189	06/23/2015	CLOSE BAL	1	01-9151-0-0000-2420-5890-000-000-00000	NN	C	1112.42	0.00
TOTAL PAYMENT AMOUNT							0.00	0.00

001152/00 TREVOR MERRILL 561559641

PO-015336	06/23/2015	CLOSE-NOT NEEDED	1	01-9150-0-0000-2420-5890-000-000-00000	NY	C	4100.00	0.00
TOTAL PAYMENT AMOUNT							0.00	0.00

001382/00 U S BANK CORPORATE

PO-015144	06/23/2015	CLOSE BAL	1	01-0000-0-1110-1000-4300-000-000-00000	NN	C	170.55	0.00
PO-015144	06/23/2015	CLOSE BAL	2	01-0000-0-0000-7150-5200-000-000-00000	NN	C	1700.00	0.00
PO-015238	06/23/2015	CLOSE BAL	1	01-0000-0-0000-7300-5200-000-000-00000	NN	C	1272.28	0.00
PO-015248	06/23/2015	CLOSE BAL	1	01-0801-0-1110-1000-4300-000-532-00000	NN	C	50.00	0.00
PO-015249	06/23/2015	CLOSE BAL	1	01-0801-0-1110-1000-4300-000-532-00000	NN	C	102.99	0.00
PO-015518	06/23/2015	CLOSE BAL	1	01-6230-0-0000-8500-5200-000-000-00000	NN	C	686.50	0.00
PO-015539	06/23/2015	CLOSE BAL	1	01-0350-0-6000-1000-4300-000-058-00000	NN	C	3.94	0.00
PO-015594	06/23/2015	CLOSE BAL	1	01-0000-0-1110-1000-5200-100-000-00000	NN	C	728.17	0.00
PO-015598	06/24/2015	TRACK FINAL HOTEL	1	01-0000-0-1110-1000-5200-000-006-00000	NN	F	915.30	1,127.74
PO-015599	06/23/2015	CLOSE BAL	1	01-7010-0-3800-1000-5200-000-000-00000	NN	C	269.09	0.00
PO-015666	06/24/2015	CLOSE BALANCE	1	01-0000-0-1110-1000-4300-800-000-00000	NN	C	103.20	0.00
PO-015671	06/24/2015	AP HISTORY FLASH CARDS	1	01-0801-0-1110-1000-4300-000-527-00000	YN	F	361.20	361.20
PO-015681	06/24/2015	SOCGER SUPPLIES	1	01-0000-0-1110-1000-4300-100-000-00000	NN	F	343.92	343.92
PO-015682	06/24/2015	USB ADAPTER LANDERSON	1	01-0801-0-1110-1000-4300-000-501-00000	YN	F	53.70	49.95
PO-015683	06/24/2015	VIDALS CATERING	1	01-0000-0-1110-1000-4300-800-000-00000	NN	F	150.00	136.00
PO-015692	06/24/2015	ELIA B SR TRIP LUNCH	1	01-0801-0-1110-1000-4300-000-527-00000	NN	F	227.00	227.00
PO-015692	06/24/2015	ELIA B SR TRIP LUNCH	2	01-0801-0-1110-1000-4300-000-521-00000	NN	F	204.67	204.67
PO-015699	06/24/2015	ETHERNET ADAPTER FT	1	01-9150-0-0000-2420-4300-000-000-00000	YN	F	32.67	30.68
PO-015705	06/24/2015	VIDEO SUPPLIES HEROWN	1	01-0801-0-1110-1000-4300-000-516-00000	NN	F	107.48	107.48
PO-015713	06/24/2015	MICS & STANDS WIRELESS	1	01-0801-0-1110-1000-4300-000-503-00000	YN	F	619.17	578.97
PO-015725	06/24/2015	HANDBALL SET CHAMPKO	1	01-0801-0-1110-1000-4300-000-503-00000	YN	F	323.88	323.88
PV-000225	06/24/2015	4246044555628555 JUNE STATEMEN	1	01-0350-0-6000-1000-4300-000-031-00000	YN	F	455.68	424.85
TOTAL PAYMENT AMOUNT							90.81	90.81

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

PV-000225	06/24/2015	4246044555628555	JUNE STATEMEN	01-0000-0-0000-8100-4392-000-000-000000	NN	557.12
PV-000225	06/24/2015	4246044555628555	JUNE STATEMEN	01-0000-0-1110-1000-4300-000-000-000000	NN	718.87
PV-000225	06/24/2015	4246044555628555	JUNE STATEMEN	01-7010-0-3800-1000-5200-000-000-000000	NN	97.14
PV-000225	06/24/2015	4246044555628555	JUNE STATEMEN	01-0801-0-1110-1000-4300-000-533-000000	NN	125.00
PV-000225	06/24/2015	4246044555628555	JUNE STATEMEN	01-0000-0-0000-8100-5630-000-000-000000	NN	486.25
PV-000225	06/24/2015	4246044555628555	JUNE STATEMEN	01-0000-0-1110-1000-4300-800-000-000000	NN	91.85
PV-000225	06/24/2015	4246044555628555	JUNE STATEMEN	01-0000-0-0000-7150-5200-000-000-000000	NN	215.00
PV-000225	06/24/2015	4246044555628555	JUNE STATEMEN	01-0000-0-0000-7300-5200-000-000-000000	NN	215.00
			TOTAL PAYMENT AMOUNT	6,513.38 *		6,513.38
			TOTAL USE TAX AMOUNT	132.71		

*Second Funds 11412*

002012/00	UNITED GROCERS					
PO-000438	06/23/2015	191976	STAFF BRQ	3 01-0000-0-1110-1000-4300-000-000-000000	NN P	311.30
PO-000438	06/23/2015	192348	STAFF BRQ	3 01-0000-0-1110-1000-4300-000-000-000000	NN P	32.43
			TOTAL PAYMENT AMOUNT	343.73 *		343.73

000654/00	WALMART					
PO-015652	06/24/2015		PHOTO DEVELOP	1 01-0000-0-1110-1000-4300-800-000-000000	NN F	300.00
PO-015721	06/16/2015		SUMMER SCHOOL SUPPLIES	1 01-0006-0-1110-1000-4300-800-000-000000	NN P	84.28
			TOTAL PAYMENT AMOUNT	138.85 *		138.85

TOTAL Fund PAYMENT	65,380.65 **
TOTAL USE TAX AMOUNT	1,730.21
TOTAL Fund PAYMENT	65,380.65

012 HAMILTON UNIFIED SCHOOL DIST. J7499  
 BATCH 68: JULY 20 2015

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0068 BATCH 68: JULY 20 2015  
 Fund : 11 ADULT EDUCATION

APY500 L.00.10 06/25/15 14:18 PAGE 7  
 << Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y Goal	Func Obj	ABA num	Account num	TrmPps	Liq Amt	Net Amount
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001527/00	CHASITY MALDONADO											
PO-015544	06/24/2015	CLOSE BAL		1 11-9152-0-4110-1000-5890-000-102-00000	NN	C					135.00	0.00
TOTAL PAYMENT AMOUNT												0.00

000134/00	QUILL CORPORATION											
PO-015388	06/24/2015	CLOSE BAL		1 11-0000-0-4110-1000-4300-000-000-00000	NN	C					406.37	0.00
TOTAL PAYMENT AMOUNT												0.00

001382/00	U S BANK CORPORATE											
PO-015719	06/24/2015	ADULT ED ENGLISH IN ACT		1 11-3926-0-4110-1000-4300-000-000-00000	YN	F					152.94	126.65
TOTAL PAYMENT AMOUNT												126.65
TOTAL USE TAX AMOUNT												9.50
TOTAL Fund PAYMENT												126.65 **
TOTAL USE TAX AMOUNT												9.50

012 HAMILTON UNIFIED SCHOOL DIST. J7499  
 BATCH 68: JULY 20 2015

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0068 BATCH 68: JULY 20 2015  
 Fund : 12 CHILD DEVELOPMENT

APY500 I.00.10 06/25/15 14:18 PAGE 8  
 << Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Ref Reference	Date			Pd Res	Y Goal	Func Obj	Sit Bdr	DD TRMPS

000506/00	CVS PHARMACY INC								
PO-015224	06/24/2015	CLOSE BAL							
TOTAL PAYMENT AMOUNT			1 12-6105-0-1110-1000-4300-000-000-00000	NN	C			13.89	0.00
								0.00	0.00

001382/00	U S BANK CORPORATE								
PO-015723	06/24/2015	STAFF DEV BOOKS							
TOTAL PAYMENT AMOUNT			1 12-6105-0-1110-1000-4300-000-000-00000	NN	F			65.75	83.67
								83.67	83.67
TOTAL Fund								83.67	**
PAYMENT								83.67	**

Vendor/Addr Reg Reference	Remit name Date	Description	Tax ID num	Deposit type Fd Res	ABA num Y Goal Func Obj	Account num Sit Bdr DD	TRMPS	Liq Amt	Net Amount
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000112/00	COSTCO								
PO-015606	06/24/2015	CLOSE BAL		1 13-5310-0-0000-3700-4700-000-000-000000	NN C			433.06	0.00
TOTAL PAYMENT AMOUNT									0.00 *

000762/00	CRYSTAL CREAMERY								
PO-000445	06/01/2015	14050639		1 13-5310-0-0000-3700-4700-000-000-000000	NN P			0.00	111.45
PO-000445	06/01/2015	14050640		1 13-5310-0-0000-3700-4700-000-000-000000	NN P			0.00	66.36
PO-000445	06/04/2015	14050641		1 13-5310-0-0000-3700-4700-000-000-000000	NN P			0.00	68.40
TOTAL PAYMENT AMOUNT									246.21 *

000222/00	DJ CO-OPS								
PO-000413	06/23/2015	CLOSE-NO LONGER NEEDED		1 13-5310-0-0000-3700-4700-000-000-000000	NN C			0.00	0.00
TOTAL PAYMENT AMOUNT									0.00 *

001037/00	PRODUCERS DAIRY FOODS								
PO-000431	06/23/2015	CLOSE-VENDOR CHANGE		1 13-5310-0-0000-3700-4700-000-000-000000	NN C			0.00	0.00
TOTAL PAYMENT AMOUNT									0.00 *
TOTAL Fund PAYMENT									246.21 **
									246.21

012 HAMILTON UNIFIED SCHOOL DIST. J7499  
 BATCH 68: JULY 20 2015

ACCOUNTS PAYABLE PRELIST APY500 L.00.10 06/25/15 14:18 PAGE 10  
 BATCH: 0068 BATCH 68: JULY 20 2015 << Open >>  
 Fund : 14 DEFERRED MAINTENANCE

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			Pd Res	Y Goal	Func Obj	Sit BDR DD	TRMPS
000089/00	GARIAND CO INC							

PO-015632 06/24/2015 CLOSE BAL

TOTAL Fund PAYMENT 0.00 \*\* 0.00

TOTAL PAYMENT AMOUNT 16.22 0.00

TOTAL PAYMENT AMOUNT 0.00 \* 0.00



012 HAMILTON UNIFIED SCHOOL DIST. J7499  
 BATCH 68: JULY 20 2015

ACCOUNTS PAYABLE PRELIST APY500 L.00.10 06/25/15 14:18 PAGE 11  
 BATCH: 0068 BATCH 68: JULY 20 2015 << Open >>  
 Fund : 40 SPECIAL RESERVE - CAP PROJECTS

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							Sit Bdr	DD	TRMPS	

000040/00	WARREN LAND SURVEYING INC										
PO-015537	06/23/2015	CLOSE BAL		1 40-6225-0-0000-8100-5630-800-001-00000	NN	C				500.00	0.00
PO-015622	06/23/2015	CLOSE BAL		1 40-6225-0-0000-8100-5890-800-000-00000	NN	C				1625.00	0.00

TOTAL PAYMENT AMOUNT	0.00	*								0.00	0.00
TOTAL Fund	PAYMENT									0.00	**
TOTAL BATCH PAYMENT										65,837.18	***
TOTAL USE TAX AMOUNT										1,739.71	
TOTAL DISTRICT PAYMENT										65,837.18	****
TOTAL USE TAX AMOUNT										1,739.71	
TOTAL FOR ALL DISTRICTS:										65,837.18	****
TOTAL USE TAX AMOUNT										1,739.71	

Number of checks to be printed: 21, not counting voids due to stub overflows.  
 Number of zero dollar checks: 24, will be skipped.

Prepared by: *Janice Verbeke 9/25/15*  
 Authorized by: \_\_\_\_\_  
 Date: \_\_\_\_\_

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

000010/00 ALHAMBRA & SIERRA SPRINGS  
 PO-000406 05/27/2015 MAY HS 9858589 052715 1 01-0000-0-0000-2700-4300-100-000-00000 NN P 0.00 49.84  
 PO-000406 05/27/2015 MAY MAINT 9858589 052715 2 01-8150-0-0000-8100-4300-000-000-00000 NN P 0.00 39.78  
 PO-000406 05/27/2015 MAY EB 9858589 052715 3 01-0000-0-3200-1000-4300-000-000-00000 NN P 0.00 34.78  
 PO-000406 05/27/2015 MAY ELM 9858589 052715 4 01-0000-0-0000-2700-4300-800-000-00000 NN P 0.00 33.36  
 TOTAL PAYMENT AMOUNT 157.76

001257/00 BATTERIES + BULBS  
 PO-015735 06/16/2015 311-221898 1 01-9150-0-0000-2420-4300-000-000-00000 NN F 106.37 38.59  
 TOTAL PAYMENT AMOUNT 38.59

000205/00 CPM EDUCATIONAL PROGRAM  
 PO-015572 06/12/2015 1502392-1N 1 01-7405-0-1110-1000-4200-000-000-00000 NN P 32663.33 32,663.33  
 TOTAL PAYMENT AMOUNT 32,663.33

001077/00 FLORAL SUPPLY SYNDICATE  
 PO-015727 06/12/2015 3225433 1 01-0350-0-6000-1000-4300-000-029-00000 NN F 90.00 90.00  
 PO-015727 06/12/2015 3225433 2 01-0350-0-6000-1000-4300-000-030-00000 NN F 267.44 235.19  
 TOTAL PAYMENT AMOUNT 325.19

000307/00 HAMILTON HIGH SCHOOL  
 PY-000217 06/19/2015 CO PARKING/MEAL 01-0000-0-0000-2700-5200-000-000-00000 NN 17.00  
 PV-000217 06/19/2015 POSTAGE 01-0000-0-0000-2700-5990-000-000-00000 NN 3.94  
 TOTAL PAYMENT AMOUNT 20.94

000414/00 HERFF JONES  
 PO-015617 05/21/2015 727549 1 01-0000-0-1110-1000-4300-100-000-00000 YN P 200.73 216.81  
 PO-015617 05/21/2015 728134 1 01-0000-0-1110-1000-4300-100-000-00000 YN P 0.00 14.62  
 PO-015617 06/10/2015 734651 1 01-0000-0-1110-1000-4300-100-000-00000 YN P 0.00 17.30  
 TOTAL PAYMENT AMOUNT 248.73 248.73  
 TOTAL USE TAX AMOUNT 18.66

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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000801/00	HUNT & SONS INC		942209320											
PO-000400	06/01/2015	479580		1 01-0000-0-0000-8100-4392-000-000-000000	NN	P							0.00	2,153.20
TOTAL PAYMENT AMOUNT													2,153.20	2,153.20

000445/00	IT SAVVY													
PO-015697	06/01/2015	00797126		1 01-9019-0-0000-2420-5890-000-000-000000	NN	F							1099.58	1,099.58
PO-015698	06/05/2015	00798488		1 01-0000-0-1110-1000-4400-000-000-000000	NN	F							1056.42	1,056.42
PO-015710	06/01/2015	00796861		1 01-0801-0-1110-1000-4300-000-503-000000	NN	F							304.14	304.14
PO-015729	06/15/2015	00800199		1 01-0001-0-1110-1000-4300-000-000-000000	NN	F							317.05	317.05
TOTAL PAYMENT AMOUNT													2,777.19	2,777.19

001028/00	JC NELSON SUPPLY CO													
PO-000430	06/19/2015	686147		1 01-8150-0-0000-8100-4300-000-000-000000	NN	P							0.00	376.39
PO-000430	06/15/2015	696443		1 01-8150-0-0000-8100-4300-000-000-000000	NN	P							0.00	43.11
TOTAL PAYMENT AMOUNT													419.50	419.50

000120/00	JOHNNY'S LOCK & SAFE													
PV-000218	06/19/2015	DUPLICATE KEYS		01-8150-0-0000-8100-4300-000-000-000000	NY								64.40	64.40
TOTAL PAYMENT AMOUNT													64.40	64.40

001388/00	LARRY'S PEST & WEED CONTROL													
PO-000440	05/22/2015	MAY HS SPEC ED		1 01-0000-0-0000-8100-5590-000-000-000000	NY	P							0.00	30.00
PO-000440	05/22/2015	MAY ELEM SPEC ED		1 01-0000-0-0000-8100-5590-000-000-000000	NY	P							0.00	30.00
PO-000440	05/27/2015	MAY HS & ELEM		1 01-0000-0-0000-8100-5590-000-000-000000	NY	P							0.00	408.00
PO-000440	05/27/2015	MAY ELEM PRESCH		1 01-0000-0-0000-8100-5590-000-000-000000	NY	P							0.00	30.00
PO-000440	06/22/2015	JUNE ELEM & HS		1 01-0000-0-0000-8100-5590-000-000-000000	NY	P							0.00	408.00
PO-000440	06/22/2015	JUNE ELEM PRESCH		1 01-0000-0-0000-8100-5590-000-000-000000	NY	P							0.00	30.00
PO-000440	06/22/2015	JUNE ELEM SPEC ED		1 01-0000-0-0000-8100-5590-000-000-000000	NY	P							0.00	30.00
PO-000440	06/22/2015	JUNE HS SPEC ED		1 01-0000-0-0000-8100-5590-000-000-000000	NY	P							0.00	30.00
TOTAL PAYMENT AMOUNT													996.00	996.00

000356/00	NASCO													
PO-015724	06/12/2015	W7459A		1 01-0350-0-6000-1000-4300-000-031-000000	NN	F							243.08	243.08
TOTAL PAYMENT AMOUNT													243.08	243.08

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

000309/00	OFFICE DEPOT											
CM-000053	06/19/2015	ITEMS REC'D DAMAGED		01-0801-0-1110-1000-4300-800-563-00000	N							-9.55
PO-015134	06/03/2015	774127807001		1 01-0000-0-1110-1000-4300-800-000-00000	NN P						577.94	35.91
PO-015134	06/03/2015	774126954001		1 01-0000-0-1110-1000-4300-800-000-00000	NN P						500.00	952.43
PO-015134	06/03/2015	774127808001		1 01-0000-0-1110-1000-4300-800-000-00000	NN P						0.00	16.69
PV-000220	06/19/2015	15-694 FOR CW#53		01-0801-0-1110-1000-4300-800-563-00000	NN							9.55
TOTAL PAYMENT AMOUNT												1,005.03

001429/00	PETER DUNBAR											
PV-000219	06/19/2015	PDUNBAR LICENSE REIMB		01-0000-0-0000-3600-5890-000-000-00000	NN							5.00
TOTAL PAYMENT AMOUNT												5.00

001246/00	PROFESSIONAL TUTORS OF AMERICA	330015574										
PO-015412	06/12/2015	MAY 2015		1 01-3010-0-1110-1000-5890-000-000-00000	NX F							1000.00
TOTAL PAYMENT AMOUNT												459.00

000134/00	QUILL CORPORATION											
PO-015720	06/08/2015	4895187		1 01-0000-0-1110-1000-4300-100-000-00000	NN F							117.29
TOTAL PAYMENT AMOUNT												117.29

000380/00	SCHOOL OUTFITTERS											
PO-015717	06/15/2015	INV11719763		1 01-0801-0-1110-1000-4400-000-503-00000	NN F							730.25
TOTAL PAYMENT AMOUNT												730.25

000137/00	SCHOOL SERVICES OF CALIF INC											
PO-000426	05/31/2015	MAY 2015		1 01-0000-0-1110-1000-5890-000-000-00000	NN F							0.00
PO-015627	05/29/2015	DL MAY REV WORKSHOP		1 01-0000-0-0000-7150-5200-000-000-00000	NN F							155.00
PO-015627	05/29/2015	CT MAY REV WORKSHOP		2 01-0000-0-0000-7300-5200-000-000-00000	NN F							155.00
TOTAL PAYMENT AMOUNT												525.00

001032/00	TRANPAK											
PO-015679	05/21/2015	18014		1 01-7010-0-3800-1000-4300-000-000-00000	NN F							4129.40
TOTAL PAYMENT AMOUNT												4,129.40

012 HAMILTON UNIFIED SCHOOL DIST. J7109  
 BATCH 67: JULY 20 2015

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0067 BATCH 67: JULY 20 2015  
 Fund : 01 GENERAL FUND

APY500 L.00.09 06/19/15 15:13 PAGE 4  
 << Open >>

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type Pd Res	Y Goal	Func Obj	ABA num Sit Bdr	Account num DD	TRMPS	Liq Amt	Net Amount
TOTAL Fund PAYMENT 47,078.88 **											
TOTAL USE TAX AMOUNT 18.66											
										47,078.88	

012 HAMILTON UNIFIED SCHOOL DIST. J7109  
 BATCH 67: JULY 20 2015

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0067 BATCH 67: JULY 20 2015  
 Fund : 12 CHILD DEVELOPMENT

APY500 L.00.09 06/19/15 15:13 PAGE 5  
 << Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	TRMPS	Liq Amt	Net Amount
000770/00	GOPHER SPORT								
PO-015687	05/20/2015	8963640		1 12-6105-0-1110-1000-4300-000-000-000000	NN P			229.97	229.97
PO-015687	06/09/2015	8970033		1 12-6105-0-1110-1000-4300-000-000-000000	NN F			2074.03	2,074.03
TOTAL PAYMENT AMOUNT									2,304.00 *
TOTAL Fund									PAYMENT 2,304.00 **
									2,304.00

012 HAMILTON UNIFIED SCHOOL DIST. J7109  
 BATCH 67: JULY 20 2015

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0067 BATCH 67; JULY 20 2015  
 Fund : 13 CAFETERIA

APY500 L.00.09 06/19/15 15:13 PAGE 6  
 << Open >>

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

001059/00 NORCAL FOOD EQUIPMENT INC  
 PO-000419 06/15/2015 RA500891  
 1 13-5310-0-0000-3700-5630-000-000-00000 NN P 0.00 347.46  
 TOTAL PAYMENT AMOUNT 347.46 \*

TOTAL Fund PAYMENT 347.46 \*\* 347.46

TOTAL BATCH PAYMENT 49,730.34 \*\*\* 49,730.34

TOTAL USE TAX AMOUNT 18.66 0.00

TOTAL DISTRICT PAYMENT 49,730.34 \*\*\*\*\* 49,730.34

TOTAL USE TAX AMOUNT 18.66 0.00

TOTAL FOR ALL DISTRICTS: 49,730.34 \*\*\*\*\* 49,730.34

TOTAL USE TAX AMOUNT 18.66 0.00

Number of checks to be printed: 21, not counting voids due to stub overflows.

Prepared by Chris DeBrix 6/15 Date  
 Authored by \_\_\_\_\_ Date

012 HAMILTON UNIFIED SCHOOL DIST. J6638  
 BATCH 66; JULY 20, 2015

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0066 BATCH 66; JULY 20, 2015  
 Fund : 01 GENERAL FUND

APY500 I. 00.09 06/15/15 08:56 PAGE 1  
 << Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	TRMPS	Liq Amt	Net Amount
002047/00	DANNIS WOLIVER KELLEY		943172834						

PO-015237 05/25/2015 MAY LEGAL FEES  
 TOTAL PAYMENT AMOUNT 1 01-0000-0-0000-7110-5815-000-000-000000 NE P 0.00 21,748.11  
 TOTAL PAYMENT AMOUNT 21,748.11 \*

TOTAL Fund	PAYMENT	21,748.11	**					21,748.11
TOTAL BATCH PAYMENT		21,748.11	***					21,748.11
TOTAL DISTRICT PAYMENT		21,748.11	****					21,748.11
TOTAL FOR ALL DISTRICTS:		21,748.11	****				0.00	21,748.11

Number of checks to be printed: 1, not counting voids due to stub overflows.

Prepared by	<i>Walter Hamman</i>	Date	<i>6/15/15</i>
Authorized by		Date	



012 HAMILTON UNIFIED SCHOOL DIST, J6147  
 BATCH 65; JUNE 15, 2015

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0065 BATCH 65, JUNE 15, 2015  
 Fund : 01 GENERAL FUND

APY500 L.00.09 06/09/15 09:34 PAGE 1  
 << Open >>

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

001308/00	AMERICAN FIDELITY ASSURANCE							
PV-000214	06/09/2015	STALE CKS 30165428,	30165430	01-0000-0-0000-2700-5890-000-000-00000	NN			1,276.13
		TOTAL PAYMENT AMOUNT						1,276.13

TOTAL Fund	PAYMENT	1,276.13	**					1,276.13
TOTAL BATCH PAYMENT		1,276.13	***				0.00	1,276.13
TOTAL DISTRICT PAYMENT		1,276.13	****				0.00	1,276.13
TOTAL FOR ALL DISTRICTS:		1,276.13	****				0.00	1,276.13

Number of checks to be printed: 1, not counting voids due to stub overflows.

Requested by	<i>Walter Hamman</i>	Date	<i>6/9/15</i>
Authorized by		Date	

012 HAMILTON UNIFIED SCHOOL DIST. J6195  
 BATCH 64: JULY 20 2015

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0064 BATCH 64: JUNE 15 2015  
 Fund : 01 GENERAL FUND

APY500 L.00.09 06/09/15 14:32 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
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000464/00	BERTHA CARTER											
FY-000215 06/09/2015 REIMB \$ STORE & PHOTO DEVELOP												
TOTAL PAYMENT AMOUNT											97.84	

000053/00 CALIFORNIA WATER SERVICE CO

PO-000422	06/01/2015	JUNE 2015:4141117777		1	01-0000-0-0000-8100-5590-000-000-00000	NN	P				0.00	45.65
PO-000422	06/01/2015	JUNE 2015:3141117777		1	01-0000-0-0000-8100-5590-000-000-00000	NN	P				0.00	-45.65
TOTAL PAYMENT AMOUNT											91.30	

000234/00 CAROLINA BIOLOGICAL SPLY CO

PO-015715	06/03/2015	49144148 RI		1	01-0801-0-1110-1000-4300-000-503-00000	NN	F				1425.79	1,425.79
TOTAL PAYMENT AMOUNT											1,425.79	

000292/00 CLARK CONSULTING & TRAINING 954663756

PO-015141	06/01/2015	MAY 2015 015-128		1	01-3010-0-1110-1000-5890-000-000-00000	NY	F				1794.00	1,794.00
PO-015141	06/01/2015	MAY 2015 015-128		2	01-4035-0-1110-1000-5890-000-000-00000	NY	F				1794.00	1,794.00
TOTAL PAYMENT AMOUNT											3,588.00	

001488/00 CONTINENTAL ATHLETIC SUPPLY

PO-015573	05/31/2015	0080936-IN		1	01-0000-0-1110-1000-4300-000-006-00000	NN	F				5000.00	4,078.23
TOTAL PAYMENT AMOUNT											4,078.23	

000112/00 COSTCO

PO-015128	06/01/2015	PHOTO DEV DSTOUX		1	01-0350-0-6000-1000-4300-000-044-00000	NN	P				12.09	-12.09
PO-015128	06/01/2015	PHOTO DEV DSTOUX		1	01-0350-0-6000-1000-4300-000-044-00000	NN	P				24.70	24.70
PO-015128	06/01/2015	PHOTO DEV DSTOUX		1	01-0350-0-6000-1000-4300-000-044-00000	NN	P				71.15	71.15
PO-015128	06/01/2015	PHOTO DEV DSTOUX		1	01-0350-0-6000-1000-4300-000-044-00000	NN	P				29.18	29.18
PO-015128	06/01/2015	PHOTO DEV DSTOUX		1	01-0350-0-6000-1000-4300-000-044-00000	NN	F				13.40	4.44
PO-015653	05/20/2015	SENIOR PROJECT SUPPLIES		1	01-0000-0-1110-1000-4300-100-000-00000	NN	F				300.00	197.40
PO-015668	06/09/2015	AP TEST SNACKS		1	01-0801-0-1110-1000-4300-000-505-00000	NN	F				42.06	42.06
TOTAL PAYMENT AMOUNT											381.02	

*See Also: Fund 13*

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y Goal	Func Obj	AAA num	Sit BDR	DD	TRMPS	Liq Amt	Net Amount
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000227/00	CSM CONSULTING INC		731713662										
PO-015354	06/01/2015	APR-JUNE 2015 ERATE SERV		1 01-0000-0-1110-1000-5890-000-000-00000	NN	F						1500.00	1,250.00
TOTAL PAYMENT AMOUNT												1,250.00	

000973/00	JIVE COMMUNICATIONS INC		020783048										
PO-000442	06/01/2015	JUNE 2015:331282		1 01-0000-0-0000-2700-5990-000-000-00000	NN	F						0.00	208.50
TOTAL PAYMENT AMOUNT												208.50	

000309/00	OFFICE DEPOT												
PO-015694	06/02/2015	773910289001		1 01-0801-0-1110-1000-4300-800-563-00000	NN	F						144.11	144.13
PO-015702	05/29/2015	773005760001		1 01-0000-0-1110-1000-4300-100-000-00000	NN	F						37.45	37.45
PO-015709	06/02/2015	773910289001		1 01-0801-0-1110-1000-4300-000-503-00000	NN	F						240.35	240.35
TOTAL PAYMENT AMOUNT												421.93	

000134/00	QUILL CORPORATION												
PO-015693	05/28/2015	4567918		1 01-0801-0-1110-1000-4300-800-563-00000	NN	P						5.09	5.09
PO-015693	05/29/2015	4616834		1 01-0801-0-1110-1000-4300-800-563-00000	NN	P						1.11	1.11
PO-015693	05/29/2015	4616833		1 01-0801-0-1110-1000-4300-800-563-00000	NN	P						32.33	32.33
PO-015693	05/27/2015	4565273		1 01-0801-0-1110-1000-4300-800-563-00000	NN	F						138.80	138.79
PO-015700	05/28/2015	4611096		1 01-0350-0-6000-1000-4300-000-044-00000	NN	F						539.33	539.32
PO-015703	05/29/2015	4609759		1 01-0000-0-1110-1000-4300-100-000-00000	NN	P						3.32	3.32
PO-015703	05/28/2015	4611230		1 01-0000-0-1110-1000-4300-100-000-00000	NN	P						72.79	72.79
PO-015708	06/02/2015	4686830		1 01-0801-0-1110-1000-4300-000-503-00000	NN	P						62.34	62.34
PO-015708	06/01/2015	4684546		1 01-0801-0-1110-1000-4300-000-503-00000	NN	F						109.71	109.72
TOTAL PAYMENT AMOUNT												964.81	

001044/00	RYAN BENTZ												
PO-015718	06/01/2015	V8-2000 SCALE FOR AIG		1 01-7010-0-3800-1000-4400-000-000-00000	YN	F						480.00	480.00
PO-015718	06/01/2015	PIG BOARDS & FAIR		2 01-7010-0-3800-1000-4300-000-000-00000	NN	F						303.58	303.58
TOTAL PAYMENT AMOUNT												783.58	
TOTAL USE TAX AMOUNT												36.00	

000380/00	SCHOOL OUTFITTERS												
PO-015706	06/07/2015	INV28285655		1 01-0801-0-1110-1000-4300-000-516-00000	NN	F						1871.61	1,871.61
TOTAL PAYMENT AMOUNT												1,871.61	

012 HAMILTON UNIFIED SCHOOL DIST. J6195  
 BATCH 64: JULY 20 2015

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0064 BATCH 64: JUNE 15 2015  
 Fund : 01 GENERAL FUND

APYS00 L.00.09 06/09/15 14:32 PAGE 3  
 << Open >>

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type Fd Res	ABA num Y Goal Func Obj	Account num Sit BDR DD	TRMPS	Liq Amt	Net Amount
002014/00	SPECIALIZED FIBERS								
PO-000433	06/01/2015	JUNE SL101247		1 01-0000-0-0000-8100-5590-000-0000	NN P			0.00	55.00
PO-000433	06/01/2015	JUNE SL101248		1 01-0000-0-0000-8100-5590-000-0000	NN P			0.00	55.00
TOTAL PAYMENT AMOUNT									110.00
000715/00	US BANK EQUIPMENT FINANCE		310841368						
PO-000437	06/01/2015	JUNE 2015;279711931		1 01-0000-0-1110-1000-5620-100-000-00000	NN P			0.00	547.93
TOTAL PAYMENT AMOUNT									547.93

TOTAL Fund PAYMENT 15,820.54 \*\*  
 TOTAL USE TAX AMOUNT 36.00

012 HAMILTON UNIFIED SCHOOL DIST. J6195  
 BATCH 64: JULY 20 2015

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0064 BATCH 64: JUNE 15 2015  
 Fund : 12 CHILD DEVELOPMENT

APY500 L.00.09 06/09/15 14:32 PAGE 4  
 << Open >>

Vendor/Addr Remit name Description Tax ID num Deposit type Fd Res Y Goal Func Obj Site Bdr DD TrmPS Ldq Amt Net Amount  
 Reg Reference Date  
 000506/00 CVS PHARMACY INC

PO-015224 04/30/2015 6005432059000825 1 12-6105-0-1110-1000-4300-000-000-00000 NN P 97.53 97.53  
 PO-015224 05/22/2015 PHOTO DEV PRESCH 1 12-6105-0-1110-1000-4300-000-000-00000 NN P 35.00 35.00  
 PO-015224 05/31/2015 PHOTO DEV PRESCH 1 12-6105-0-1110-1000-4300-000-000-00000 NN P 16.43 16.43  
 PO-015224 05/31/2015 PRESCH SUPPLIES 1 12-6105-0-1110-1000-4300-000-000-00000 NN P 3.43 3.43  
 PO-015224 06/09/2015 PRESCHOOL PHOTOS 1 12-6105-0-1110-1000-4300-000-000-00000 NN P 10.20 10.20

TOTAL PAYMENT AMOUNT 162.59 \*  
 TOTAL Fund PAYMENT 162.59 \*\*

012 HAMILTON UNIFIED SCHOOL DIST. J6195  
 BATCH 64: JULY 20 2015

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0064 BATCH 64: JUNE 15 2015  
 Fund : 13 CAPEFERIA

APY500 L.00.09 06/09/15 14:32 PAGE 5  
 << 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							Site	DD		

000112/00	COSTCO										
PV-000216	05/20/2015	CAFE SUPPLIES									
TOTAL PAYMENT AMOUNT											49.36

000762/00	CRYSTAL CREAMERY										
PO-000445	05/11/2015	13992134	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P				0.00	214.09
PO-000445	05/11/2015	13992139	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P				0.00	99.99
PO-000445	05/14/2015	13992143	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P				0.00	178.24
PO-000445	05/18/2015	14011346	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P				0.00	247.78
PO-000445	05/18/2015	14011348	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P				0.00	133.68
PO-000445	05/21/2015	14011357	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P				0.00	191.27
PO-000445	05/26/2015	14032278	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P				0.00	133.68
PO-000445	05/26/2015	14032276	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P				0.00	33.15
PO-000445	05/28/2015	14032203	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P				0.00	146.17
TOTAL PAYMENT AMOUNT											1,378.05

002012/00	UNITED GROCERS										
PO-000438	05/31/2015	40184699	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P				0.00	102.54
TOTAL PAYMENT AMOUNT											102.54
TOTAL Fund											1,529.95 **
PAYMENT											1,529.95

012 HAMILTON UNIFIED SCHOOL DIST. J6195  
 BATCH 64: JULY 20 2015

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0064 BATCH 64: JUNE 15 2015  
 Fund : 40 SPECIAL RESERVE - CAP PROJECTS  
 APY500 L.00.09 06/09/15 14:32 PAGE 6  
 << Open >>

Vendor/Addr Remit name Description Tax ID num Deposit type Fd Res Y Goal Func Obj Slt BDR DD TWPMS Lfg Amt Net Amount  
 Reg Reference Date  
 000040/00 WARREN LAND SURVEYING INC

PO-015622 06/02/2015 PROJ 15-019C  
 1 40-6225-0-0000-8100-5890-800-000-00000 NN P 875.00 875.00  
 TOTAL PAYMENT AMOUNT 875.00 \*

TOTAL Fund PAYMENT 875.00 \*\* 875.00

TOTAL BATCH PAYMENT 18,388.08 \*\*\* 18,388.08  
 TOTAL USE TAX AMOUNT 36.00 0.00

TOTAL DISTRICT PAYMENT 18,388.08 \*\*\*\* 18,388.08  
 TOTAL USE TAX AMOUNT 36.00 0.00

TOTAL FOR ALL DISTRICTS: 18,388.08 \*\*\*\*\* 18,388.08  
 TOTAL USE TAX AMOUNT 36.00 0.00

Number of checks to be printed: 19, not counting voids due to stub overflows.

Prepared by Christa Jordan Date 6/11/15  
 Authorized by \_\_\_\_\_ Date \_\_\_\_\_

012 HAMILTON UNIFIED SCHOOL DIST. J8344  
 BATCH 2; JULY 20, 2015

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0002 BATCH 2; JULY 20, 2015  
 Fund : 01 GENERAL FUND

APY500 L.00.10 07/09/15 12:50 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						
000008/00	CALIFORNIA'S VALUED TRUST H/W																		
PO-000444	06/18/2015	JULY 2015		1	01-0000-0-0000-0000-9571-000-000-00000	NN	P					0.00	5,184.64						
PO-000444	06/18/2015	JULY 2015		2	01-0000-0-0000-0000-9572-000-000-00000	NN	P					0.00	63,655.72						
PO-000444	06/18/2015	JULY 2015		3	01-0000-0-0000-0000-9573-000-000-00000	NN	P					0.00	12,889.73						
TOTAL PAYMENT AMOUNT												81,730.09	81,730.09						
TOTAL Fund												PAYMENT	81,730.09	**				81,730.09	
TOTAL BATCH PAYMENT													81,730.09	***				0.00	81,730.09
TOTAL DISTRICT PAYMENT													81,730.09	****				0.00	81,730.09
TOTAL FOR ALL DISTRICTS:													81,730.09	****				0.00	81,730.09

Number of checks to be printed: 1, not counting voids due to stub overflows.

Prepared by	<i>Winton Kemman</i>	Date	<i>7/9/15</i>
Authorized by		Date	



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

000005/00 ACSA  
 PO-016114 07/01/2015 15-16 ANNUAL MEMBERSHIP 1 01-0000-0-0000-2700-5300-000-000-000000 NN F 220.00 \* 220.00  
 TOTAL PAYMENT AMOUNT 220.00

000104/00 CALIFORNIA SCHOOL BOARDS ASSN  
 PO-016120 07/01/2015 15-16 ANNUAL MEMBERSHIP 1 01-0000-0-0000-2700-5300-000-000-000000 NN F 4167.00 \* 4,167.00  
 TOTAL PAYMENT AMOUNT 4,167.00

000053/00 CALIFORNIA WATER SERVICE CO  
 PO-000422 07/01/2015 JULY 7314177777 1 01-0000-0-0000-8100-5590-000-000-000000 NN P 0.00 979.72  
 PO-000422 07/01/2015 JULY 0669843652 1 01-0000-0-0000-8100-5590-000-000-000000 NN P 0.00 605.78  
 PO-000422 07/01/2015 JULY 3624177777 1 01-0000-0-0000-8100-5590-000-000-000000 NN P 0.00 42.73  
 PO-000422 07/01/2015 JULY 4328876467 1 01-0000-0-0000-8100-5590-000-000-000000 NN P 0.00 459.25  
 PO-000422 07/01/2015 JULY 6314177777 1 01-0000-0-0000-8100-5590-000-000-000000 NN P 0.00 302.53  
 PO-000422 07/01/2015 JULY 4141177777 1 01-0000-0-0000-8100-5590-000-000-000000 NN P 0.00 45.65  
 PO-000422 07/01/2015 JULY 3141177777 1 01-0000-0-0000-8100-5590-000-000-000000 NN P 0.00 45.65  
 TOTAL PAYMENT AMOUNT 2,481.31

001161/00 CHICO SPRINKLER INC  
 CL-000023 06/29/2015 431014 01-8150-0-0000-8100-5630-000-000-000000 NN P 150.54 150.54  
 CL-000023 06/29/2015 431014 01-8150-0-0000-8100-5630-000-000-000000 NN P 158.26 158.26  
 TOTAL PAYMENT AMOUNT 308.80 \*

001237/00 COMER'S PRINT SHOP  
 PO-016131 07/02/2015 94693 1 01-0000-0-1110-1000-4300-000-000-000000 NN F 296.07 \* 296.07  
 TOTAL PAYMENT AMOUNT 296.07

000112/00 COSTCO  
 CL-000004 07/01/2015 7003731000028342 01-0000-0-1110-1000-4300-100-000-000000 NN F 65.84 \* 65.84  
 TOTAL PAYMENT AMOUNT 65.84

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  
 Reg Reference Date

000039/00 COSTCO WHOLESALE MEMBERSHIP PO-016113 07/01/2015 ANNUAL MEMBERSHIP 1 01-0000-0-0000-2700-5300-000-000-000000 NN F 165.00 \* 165.00 165.00

002044/00 CALSTRS CL-000021 07/01/2015 STATE RETIREE INCENTIVES 01-0000-0-1110-1000-3701-000-000-000000 NN F 25,175.58 \* 25,175.58 25,175.58  
 TOTAL PAYMENT AMOUNT 25,175.58 \*

000884/00 EAGLE SOFTWARE PO-016118 07/01/2015 15-16 ANNUAL SERVICE 1 01-0000-0-1110-1000-5890-000-000-000000 NN F 11,100.00 \* 11,100.00 11,100.00  
 TOTAL PAYMENT AMOUNT 11,100.00 \*

001385/00 ELISE MELLO PV-000002 07/07/2015 STEM CONF MEALS 01-0000-0-1110-1000-5200-000-000-000000 NN 160.00 \* 160.00 160.00  
 TOTAL PAYMENT AMOUNT 160.00 \*

001166/00 EXPLORE LEARNING PO-016129 07/02/2015 00023700 RENEWAL 1 01-0801-0-1110-1000-5890-000-501-000000 NN F 99.00 \* 99.00 99.00  
 TOTAL PAYMENT AMOUNT 99.00 \*

000727/00 GOLDEN STATE RISK PO-016119 07/01/2015 15-16 INSURANCE 1 01-0000-0-0000-7600-5450-000-000-000000 NN F 82002.00 \* 82,002.00 82,002.00  
 PO-016119 07/01/2015 15-16 WORKERS COMP 2 01-0000-0-0000-0000-9565-000-000-000000 NN F 102061.00 \* 102,061.00 102,061.00  
 TOTAL PAYMENT AMOUNT 184,063.00 \*

000036/00 GREATAMERICA LEASING CORP PO-000424 07/01/2015 JULY-013-0746661-000 1 01-0000-0-1110-1000-5620-100-000-000000 NN P 0.00 \* 117.18 117.18  
 PO-000424 07/01/2015 AVG- 013-0746661-000 1 01-0000-0-1110-1000-5620-100-000-000000 NN P 234.36 \* 117.18 234.36  
 TOTAL PAYMENT AMOUNT 234.36 \*

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  
 Req Reference Date  
 000113/00 HAMILTON CITY COMMUNITY SVC

PO-000414 07/01/2015 JULY-AUG ELEM 1 01-0000-0-0000-8100-5590-000-000-00000 NN P 0.00 2,048.27  
 PO-000414 07/01/2015 JULY-AUG COM DAY 1 01-0000-0-0000-8100-5590-000-000-00000 NN P 0.00 68.28  
 PO-000414 07/01/2015 JULY-AUG HS 1 01-0000-0-0000-8100-5590-000-000-00000 NN P 0.00 1,433.79  
 PO-000414 07/01/2015 JULY-AUG ELIA B 2 01-0000-0-3200-8100-5590-000-000-00000 NN P 0.00 68.28  
 TOTAL PAYMENT AMOUNT 3,618.62 \*

000072/00 HILLYARD  
 CL-000011 07/07/2015 601674110-NEW SHOP VAC 01-8150-0-0000-8100-4300-000-000-00000 NN F 569.50 583.91  
 PO-000412 07/01/2015 212613 1 01-8150-0-0000-8100-4300-000-000-00000 NN P 0.00 153.91  
 TOTAL PAYMENT AMOUNT 737.82 \*

000801/00 HUNT & SONS INC 942209320  
 PO-000400 07/07/2015 JULY 495657 1 01-0000-0-0000-3600-4392-000-000-00000 NN P 0.00 1,557.98  
 TOTAL PAYMENT AMOUNT 1,557.98

000445/00 IT SAVVY  
 PO-016109 07/01/2015 CISCO SMARTNET-00804785 1 01-9150-0-0000-2420-5890-000-000-00000 NN F 1426.60 1,426.60  
 PO-016110 07/01/2015 15-16 BARRACUDA UPDATES 1 01-9150-0-0000-2420-5890-000-000-00000 NN F 940.26 940.26  
 TOTAL PAYMENT AMOUNT 2,366.86 \*

001028/00 JC NELSON SUPPLY CO  
 CL-000025 06/29/2015 666951 01-8150-0-0000-8100-4300-000-000-00000 NN F 30.06 30.06  
 TOTAL PAYMENT AMOUNT 30.06 \*

000723/00 JIMMY'S CUSTOM TROPHIES  
 PO-016130 07/03/2015 25378 1 01-0000-0-1110-1000-4300-000-000-00000 NN P 9.67 9.67  
 TOTAL PAYMENT AMOUNT 9.67 \*

000973/00 JIVE COMMUNICATIONS INC 020783048  
 CM-000001 07/01/2015 CM-125519;RETURNS APRIL 2015 01-0000-0-0000-2700-5990-000-000-00000 NN 0.00 -150.10  
 PO-000442 07/01/2015 JULY 2015; INV-000346370 1 01-0000-0-0000-2700-5990-000-000-00000 NN P 0.00 446.78  
 TOTAL PAYMENT AMOUNT 296.68 \*

Vendor/Addr Remit name Description Tax ID num Deposit type ABA num Account num  
 Reg Reference Date Fd Res Y Goal Func Obj Sit Bdr DD T9MPS Trq Amt Net Amount  
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 001283/00 JOHN'S TIRE & MUFFLER SERVICE 943171305 01-8150-0-0000-8100-5630-000-000-00000 NY F 10.00 10.00  
 CL-000024 06/29/2015 FLAT REPAIR 133260 TOTAL PAYMENT AMOUNT 10.00 \*

000640/00 KRISTEN HAMMAN 01-0000-0-0000-7300-5200-000-000-00000 NN F 10.35 10.35  
 CL-000022 07/01/2015 MILEAGE JUNE 30 TOTAL PAYMENT AMOUNT 10.35 \*

000983/00 MICHAEL BRANINGHAM 01-0000-0-1110-1000-5200-000-000-00000 NN 160.00 160.00  
 PV-000004 07/07/2015 STEM CONF MEALS TOTAL PAYMENT AMOUNT 160.00 \*

001269/00 MIDDLETOWN UNIFIED SCHOOL DIST 01-9151-0-0000-8500-6200-000-000-00000 NN F 10003.23 10,003.23  
 PO-016104 07/02/2015 ARL6-00029 TOTAL PAYMENT AMOUNT 10,003.23 \*

000027/00 ORLAND HARDWARE 01-8150-0-0000-8100-4300-000-000-00000 NN P 69.19 69.19  
 CL-000027 06/09/2015 256667 01-8150-0-0000-8100-4300-000-000-00000 NN P 15.46 15.46  
 CL-000027 06/11/2015 256898 01-8150-0-0000-8100-4300-000-000-00000 NN P 20.75 20.75  
 CL-000028 06/03/2015 255859 01-7010-0-3800-1000-4300-000-000-00000 NN F 24.16 24.16  
 TOTAL PAYMENT AMOUNT 129.56 \*

000418/00 PITNEY BOWES GLOBAL FINCL INC 201344287 01-0000-0-1110-1000-5620-800-000-00000 NN P 0.00 0.00  
 PO-000443 07/01/2015 JULY-OCT 1083576 TOTAL PAYMENT AMOUNT 154.80 \*

000134/00 QUILL CORPORATION 01-0000-0-0000-2700-4300-000-000-00000 NN P 85.13 85.13  
 CL-000014 07/01/2015 5255108 storage boxes 01-0001-0-1110-1000-4300-000-000-00000 NN F 387.27 387.27  
 CL-000017 07/01/2015 5296270 01-0000-0-1110-1000-4300-000-000-00000 NN P 0.00 0.00  
 PO-016135 07/01/2015 5489646 1 01-0000-0-1110-1000-4300-000-000-00000 NN P 22.59 22.59  
 PO-016135 07/01/2015 5488335 1 01-0000-0-1110-1000-4300-000-000-00000 NN P 0.00 0.00  
 TOTAL PAYMENT AMOUNT 550.01 \*

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  
 Reg Reference Date

000268/00 RAQUEL BOCAS  
 PV-000001 06/03/2015 AP SUMMER INSTITUTE MEALS 01-0000-0-1110-1000-5200-100-000-00000 NN  
 PV-000001 06/03/2015 STEM CONF MEALS 01-0000-0-1110-1000-5200-100-000-00000 NN  
 TOTAL PAYMENT AMOUNT 260.00 \*

001510/00 RAY MORGAN COMPANY  
 PO-000413 07/01/2015 JULY 2015-948294 1 01-0000-0-0000-2700-5620-000-000-00000 NN P 0.00 539.38  
 PO-000413 07/01/2015 JULY 2015-948294 2 01-0000-0-1110-1000-5620-100-000-00000 NN P 0.00 809.06  
 PO-000413 07/01/2015 JULY 2015-948294 3 01-0000-0-1110-1000-5620-800-000-00000 NN P 0.00 1,842.51  
 PO-000413 07/01/2015 JULY 2015-948294 4 01-0000-0-3200-1000-5620-000-000-00000 NN P 0.00 129.17  
 PO-000413 07/01/2015 JULY 2015-948294 5 01-0000-0-3550-1000-5620-000-000-00000 NN P 0.00 149.55  
 TOTAL PAYMENT AMOUNT 3,469.67 \*

000683/00 RENAISSANCE LEARNING INC  
 PO-016102 07/02/2015 INV4172456 1 01-3010-0-1110-1000-4300-000-000-00000 NN F 4459.00 4,459.00  
 TOTAL PAYMENT AMOUNT 4,459.00 \*

000697/00 RINA GONZALEZ  
 PV-000005 07/07/2015 AP SUMMER INSTITUTE MEALS 01-0000-0-1110-1000-5200-100-000-00000 NN  
 TOTAL PAYMENT AMOUNT 100.00 \*

000137/00 SCHOOL SERVICES OF CALIF INC  
 CL-000029 07/01/2015 JUNE SERVICE PO#426 01-0000-0-1110-1000-5890-000-000-00000 NN F 215.00 215.00  
 TOTAL PAYMENT AMOUNT 215.00 \*

000191/00 SMALL SCHOOL DISTRICTS ASSN  
 PO-016121 07/01/2015 15-16 ANNUAL MEMBERSHIP 1 01-0000-0-0000-2700-5300-000-000-00000 NN F 1220.00 1,220.00  
 TOTAL PAYMENT AMOUNT 1,220.00 \*

002014/00 SPECIALIZED FIBERS  
 PO-000433 07/01/2015 JULY HS SLL101490 1 01-0000-0-0000-8100-5590-000-000-00000 NN P 0.00 55.00  
 PO-000433 07/01/2015 JULY ELEM SLL101489 1 01-0000-0-0000-8100-5590-000-000-00000 NN P 0.00 55.00  
 TOTAL PAYMENT AMOUNT 110.00 \*

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

000766/00 TRACEY LEVERONI  
 PY-000003 07/07/2015 STEM CONF MEALS 01-0000-0-1110-1000-5200-000-000-000000 NN 160.00  
 TOTAL PAYMENT AMOUNT 160.00 \*

000715/00 US BANK EQUIPMENT FINANCE 310841368  
 PO-000437 07/01/2015 JULY 281888347 1 01-0000-0-1110-1000-5620-100-000-000000 NN P 0.00  
 TOTAL PAYMENT AMOUNT 666.18 \*

000734/00 VIRCO FURNITURE INC  
 CL-000019 07/01/2015 WINE CHAIR-BUSINESS CLASS 01-0801-0-1110-1000-4300-000-517-000000 NN P 3067.30  
 TOTAL PAYMENT AMOUNT 3,067.30 \*

000377/00 WASTE MANAGEMENT  
 PO-000402 07/01/2015 JULY HS CAFE 1 01-0000-0-0000-8100-5590-000-000-000000 NN P 0.00  
 PO-000402 07/01/2015 JULY ELEM MAINT 1 01-0000-0-0000-8100-5590-000-000-000000 NN P 245.43  
 PO-000402 07/01/2015 JULY ELEM CAFE 1 01-0000-0-0000-8100-5590-000-000-000000 NN P 189.52  
 PO-000402 07/01/2015 JULY HS MAINT 1 01-0000-0-0000-8100-5590-000-000-000000 NN P 758.09  
 TOTAL PAYMENT AMOUNT 1,382.56 \*

001078/00 WILGUS FIRE CONTROL INC 942412079  
 PO-016132 07/06/2015 108215 1 01-8150-0-0000-8100-5630-000-000-000000 NN F 873.39  
 TOTAL PAYMENT AMOUNT 873.39 \*

TOTAL Fund PAYMENT 264,154.70 \*\* 264,154.70

012 HAMILTON UNIFIED SCHOOL DIST. J8450  
 BATCH 1: JULY 20 2015

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0001 BATCH 1: JULY 20 2015  
 Fund : 11 ADULT EDUCATION

APY500 L.00.10 07/10/15 15:08 PAGE 7  
 << Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			Pd Res	Y Goal	Func Obj	Sit Bdr DD	
001510/00	RAY MORGAN COMPANY							

PO-000413 07/01/2015 JULY 2015-948294  
 TOTAL PAYMENT AMOUNT 6 11-0000-0-4110-1000-5620-000-00000 NN P 0.00 129.17

TOTAL Fund PAYMENT 129.17 \*\* 129.17

012 HAMILTON UNIFIED SCHOOL DIST. J8450  
 BATCH 1: JULY 20 2015

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0001 BATCH 1: JULY 20 2015  
 Fund : 12 CHILD DEVELOPMENT

APY500 I.00.10 07/10/15 15:08 PAGE 8  
 << Open >>

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

000113/00	HAMILTON CITY COMMUNITY SVC								
PO-000414	07/01/2015	JULY-AUG PRESCHOOL	3	12-6105-0-1110-1000-5890-000-000-00000	NN	P	0.00	68.28	
TOTAL PAYMENT AMOUNT								68.28	68.28

001510/00	RAY MORGAN COMPANY								
PO-000413	07/01/2015	JULY 2015-948294	7	12-6105-0-1110-1000-5620-000-000-00000	NN	P	0.00	129.17	
TOTAL PAYMENT AMOUNT								129.17	129.17

TOTAL Fund	PAYMENT	197.45	**					197.45	
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012 HAMILTON UNIFIED SCHOOL DIST. J8450  
 BATCH 1: JULY 20 2015

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0001 BATCH 1: JULY 20 2015  
 Fund : 13 CAPTERIA

APY500 I.00.10 07/10/15 15:08 PAGE 9  
 << Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date			Fd Res	Y Goal	Func Obj	Sit Bdr DD	TRMPS
001059/00	NORCAL FOOD EQUIPMENT INC							

PO-016105 07/01/2015 NEW MILK COOLER

TOTAL PAYMENT AMOUNT 1 13-5310-0-0000-3700-4400-000-00000 NN F 2920.36 2,920.36

TOTAL FUND PAYMENT 2,920.36 \*\* 2,920.36

012 HAMILTON UNIFIED SCHOOL DIST. J8450  
 BATCH 1: JULY 20 2015

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0001 BATCH 1: JULY 20 2015  
 Fund : 14 DEFERRED MAINTENANCE

APY500 L.00.10 07/10/15 15:08 PAGE 10  
 << Open >>

Vendor/Addr Remit name Description Tax ID num Deposit type ABA num Account num  
 Reg Reference Date Fund : 14 DEFERRED MAINTENANCE  
 000717/00 ARK DESIGN CONSTRUCTION & ROOF 680310708

PO-015631 07/01/2015 7949  
 1 14-0000-0-0000-8100-5630-000-000-00000 NY P 103373.90 103,373.90  
 TOTAL PAYMENT AMOUNT 103,373.90 \* 103,373.90

TOTAL Fund PAYMENT 103,373.90 \*\* 103,373.90

TOTAL BATCH PAYMENT 370,775.58 \*\*\* 370,775.58

TOTAL DISTRICT PAYMENT 370,775.58 \*\*\*\* 370,775.58

TOTAL FOR ALL DISTRICTS: 370,775.58 \*\*\*\*\* 370,775.58

Number of checks to be printed: 44, not counting voids due to stub overflows.

Prepared by Christina Rios Date 7/10/15  
 Authorized by \_\_\_\_\_ Date \_\_\_\_\_

HAMILTON UNIFIED SCHOOL DISTRICT

SPECIAL BOARD MEETING

MINUTES

Hamilton High School Library

Monday, June 29, 2015

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5:00 p.m.	Public session for purposes of opening the meeting only.
5:00 p.m.	Closed session to discuss closed session items listed below.
6:00 p.m.	Reconvene to open session no earlier than 6:00 p.m.

---

- 1.0 **OPENING BUSINESS:** Call to order and roll call.
- |  |   |  |
|--|---|--|
| <input checked="" type="checkbox"/> Tomas Loera, Board President | <input type="checkbox"/> Rosalinda Sanchez      | <input checked="" type="checkbox"/> Gabriel Leal |
| <input checked="" type="checkbox"/> Judy Twede, Clerk            | <input type="checkbox"/> Hubert "Wendall" Lower |  |

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.

- Tomas Loera, President reported that direction was given to the Superintendent and the District counsel regarding personnel matters.

6.0 **ADOPT AGENDA**

- Motion to approve by GL and seconded by JT.

7.0 **PRESENTATIONS:**

1. Adult Education Graduate – Gabe Knecht (Mr. Tracy)
  - Charles Tracy, Superintendent and Tomas Loera, Board President presented Gabe Knecht with a high school diploma.

8.0 **DISCUSSION ITEMS:**

1. 2015-16 Budget. (Mrs. Lyon) (Pages 1 - 36)
  - a. Mrs. Lyon reviewed remaining budget for approval. She confirmed nothing has changed other than forms that were not fully completed during the June 15<sup>th</sup> regular board meeting.
2. Portable building contracts and Hamilton City Fire Department Agreement. (Mr. Tracy)
  - A walk through with the Hamilton City Fire Department is required before portable buildings can be installed. Fire hydrants will need to be added as we continue to add additional buildings to our schools. A second source needs to be within requirements for the fire suppression system to be up to code. The Hamilton City Fire Department said they will get us a quote in terms of costs and drawings.

9.0 **PUBLIC COMMENT ON PUBLIC SESSION ITEMS:** 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.

- Community Member, Barbara Bass asked how often Mr. Tracy is evaluated and when his last evaluation was. She requested Mr. Tracy's contract be in the July 20<sup>th</sup> board agenda.

10.0 **ACTION ITEMS:**

1. Approve 2015-16 Hamilton Unified School District Budget.

- Motioned/Seconded: GL/JT
  - Motion carries 3 - 0
2. Approve REU: Reserve for Economic Uncertainties in excess of the minimum recommended reserve. (Page 37)
    - Motioned/Seconded: JT/GL
    - Motion carries 3 - 0
  3. Approve 2015-16 Local Control and Accountability Plan (LCAP). (Pages 38 - 117)
    - Motioned/Seconded: GL/JT
    - Motion carries 3 - 0
  4. Approve Hamilton City Fire Department Agreement. (Pages 118 - 119)
    - Motioned/Seconded: JT/GL
    - Motion carries 3 - 0

11.0 **CONSENT AGENDA:** (M) 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. (Pages 120 - 121)
2. Approve minutes from the Regular Board Meeting on June 15, 2015. (Pages 122 - 125)
3. Approve Hamilton High School Master Calendar. (Pages 126)
4. Approve Hamilton Unified School District Master Calendar updated 6/19/2015 - Handout.
  - Motioned/Seconded: JT/GL
  - Motion carries 3 - 0

12.0 **ADJOURNMENT: 6:43pm**

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Judy Twede, Clerk

---

Charles Tracy, Superintendent

## Quarterly Report on Williams Uniform Complaints

(Education Code § 35186)

Person completing this form: Charles Tracy

Title: Superintendent

Quarterly Report Submission Date:

*(check one)*

- January 2015
- April 2015
- July 2015
- October 2015

Date for information to be reported publicly at governing board meeting: July 20, 2015

Please check the box that applies:

- No complaints were filed with any school in the district during the quarter indicated above.
- Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

	Total No. of Complaints	No. Resolved	No. Unresolved
Textbooks and Instructional Materials			
Teacher Vacancy or Misassignment			
Facilities Conditions			
<b>TOTALS</b>			

\_\_\_\_\_  
Charles Tracy, Superintendent

\_\_\_\_\_  
Date Signed

**2015-16 Application for Funding**

**CDE Program Contact:**

Education Data Office, [ConApp@cde.ca.gov](mailto:ConApp@cde.ca.gov), 916-319-0297

**Local Governing Board Approval**

*C. Tracy 6/30/15*

The LEA is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	07/20/2015
---	------------

**District English Learner Advisory Committee (DELAC) Review**

Per Title 5 of the California Code of Regulations Section 11308, if your district has more than 50 English learners the district must establish a District English Learner Advisory Committee (DELAC) and involve them in the application for funding for programs that serve English learners.

DELAC representative's full name	Charles M. Tracy
DELAC review date	04/27/2015
Meeting minutes web address Please enter the Web address of DELAC review meeting minutes (format <a href="http://SomeWebsiteName.xxx">http://SomeWebsiteName.xxx</a> ). If a Web address is not available, the LEA must keep the minutes on file which indicates that the application is approved by the committee.	<a href="http://www.husdschools.org/">http://www.husdschools.org/</a>
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	

**Application for Categorical Programs**

To receive specific categorical funds for a school year the LEA must apply for the fund by selecting Yes. Only the categorical funds the LEA is eligible to receive are displayed.

<b>Title I Part A (Basic Grant)</b> ESEA Sec. 1111 et seq. SACS 3010	Yes
<b>Title I Part D (Delinquent)</b> ESEA Sec. 1401 SACS 3025	No
<b>Title II Part A (Teacher Quality)</b> ESEA Sec. 2101 SACS 4035	Yes
<b>Title III Part A Immigrant</b> ESEA Sec. 3102 SACS 4201	No
<b>Title III Part A LEP</b>	Yes

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2015-16 Application for Funding

CDE Program Contact:

Education Data Office, [ConApp@cde.ca.gov](mailto:ConApp@cde.ca.gov), 916-319-0297

ESEA Sec. 3102 SACS 4203	
Title VI, Part B Subpart 2 Rural and Low-Income Grant ESEA Sec. 6221 SACS 4126	No

\*\*\*Warning\*\*\*

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

**2015-16 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <http://www.cde.ca.gov/fg/aa/co/ca15asstoc.asp>

**CDE Program Contact:**

Joy Paull, [jpaull@cde.ca.gov](mailto:jpaull@cde.ca.gov), 916-319-0297


**LEA Plan**

An LEA that receives Title III funds, or any LEA that receives Title I funds and is in Program Improvement corrective action must certify that its LEA Plan, including any Addenda to the Plan, is current and provide the local online web address for their LEA Plan. An LEA that receives Title III funds and is in Title III Improvement status must post their Improvement Plan in the California Accountability and Improvement System (CAIS) at <http://www.cde.ca.gov/ta/ac/ca/>.

State Board of Education approval date	9/27/2010
LEA Plan Web page (format <a href="http://SomeWebsiteName.xxx">http://SomeWebsiteName.xxx</a> )	<a href="http://www.husdschools.org/">http://www.husdschools.org/</a>

**Consolidated Application Certification Statement**

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to have the use of these funds reviewed and/or audited according to the standards and criteria set forth in the California Department of Education's Categorical Program Monitoring (CPM) Manual. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this page are on file.

Authorized Representative's Full Name	Charles M. Tracy
Authorized Representative's Signature	
Authorized Representative's Title	Superintendent
Authorized Representative Signature Date	07/20/2015

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.



**2015-16 Protected Prayer Certification**

ESEA Section 9524(b) specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**

Franco Rozic, Title I Monitoring & Support, [frozic@cde.ca.gov](mailto:frozic@cde.ca.gov), 916-319-0269

**Protected Prayer Certification Statement**

The LEA hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Charles M. Tracy
Authorized Representative Title	Superintendent
Authorized Representative Signature Date	07/20/2015
Comment If the LEA is not able to certify at this time an explanation must be provided in the Comment field. (Maximum 500 characters)	

*C. Tracy*  
 6/30/15

**\*\*\*Warning\*\*\***

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

CONSOLIDATED APPLICATION AND REPORTING SYSTEM (CARS)

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## 2013-14 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2013 through June 30, 2015.

*Required fields are denoted with an asterisk (\*).*

**NOTE: Your LEA has previously certified this data collection as official. One or more other data collection(s) may be dependent on this data collection. Please be aware if a change is saved and certified, it may cause a dependent data collection to become obsolete and your LEA may have to revise and resubmit those data collection(s).**

2013-14 Title II, Part A entitlement: \$33,223

**Professional Development Expenditures**

Professional development for teachers: 31276

Professional development for administrators:

Subject matter project:

Other professional development expenditures:

**Exams and Test Preparation Expenditures**

Exam fees, reimbursement:

Test preparation training and or materials: 495

Other exam and test preparation expenditures:

**Recruitment, Training, and Retaining Expenditures**

Recruitment activities:

Hiring incentive and or relocation allotment:

National Board Certification and or stipend:

Verification process for special settings (VPSS):

University course work:

Other recruitment training and retaining expenditures:

**Miscellaneous Expenditures**

Class size reduction:

Administrative and indirect costs: 1452

Total funds transferred to Title I, Part A:

Other allowable expenditures or encumbrances:

Total expenditures and encumbrances: \$33,223

General Comment:  
(Maximum 500 characters)

*Last Saved: Cris Oseguera (coseguera2), 6/25/2015 4:42 PM, Certified*

Jackie Rose, Title II Leadership | [jrose@cde.ca.gov](mailto:jrose@cde.ca.gov) | 916-322-9503  
General CARS Questions: Consolidated Application Support Desk | [conappsupport@cde.ca.gov](mailto:conappsupport@cde.ca.gov) | 916-319-0297

California Department of Education  
1430 N Street  
Sacramento, CA 95814

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Data Entry Forms

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Reports

Users

Contacts

FAQs

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## 2013-14 Title III, Part A LEP YTD Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2013 through June 30, 2015.

Required fields are denoted with an asterisk (\*).

NOTE: Your LEA has previously certified this data collection as official. One or more other data collection(s) may be dependent on this data collection. Please be aware if a change is saved and certified, it may cause a dependent data collection to become obsolete and your LEA may have to revise and resubmit those data collection(s).

### Required and Authorized LEP Sub-grantee Activities

#### Required

Section 3115 (c)(1) To increase the English Proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.

Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

#### Authorized

(1) Upgrading program objectives and effective instruction strategies. (2) Improving the instruction program for limited English proficient children by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures. (3) Providing tutorials and academic or vocational education for limited English proficient children and intensified instruction. (4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services. (5) Improving the English proficiency and academic achievement of limited English proficient children. (6) Providing community participation programs, family literacy services and parent outreach and training activities to limited English proficient children and their families.

2013-14 Title III, Part A LEP entitlement: \$25,146

#### Object Code - Activity

\* 1000-1999 Certificated personnel salaries: 15693

\* 2000-2999 Classified personnel salaries: 0

\* 3000-3999 Employee benefits: 2686

\* 4000-4999 Books and supplies: 1984

\* 5000-5999 Services and other operating expenditures: 4783

\* Administrative and indirect costs: 0

Total year-to-date expenditures: \$25,146

2013-14 Unspent funds: \$0

General comment:  
(Maximum 500 characters)

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Hamilton Unified (11 76562 0000000)

- Home
- Data Entry Forms
- Certification Preview
- Certify Data
- Reports
- Users
- Contacts
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## 2014-15 Title I, Part A School Funded Staff Report

To collect school level data, as required by ESEA, about teachers and instructional paraprofessionals in Title I, Part A programs.

Required fields are denoted with an asterisk (\*).

**NOTE: Your LEA has previously certified this data collection as official. One or more other data collection(s) may be dependent on this data collection. Please be aware if a change is saved and certified, it may cause a dependent data collection to become obsolete and your LEA may have to revise and resubmit those data collection(s).**

School Name	School Code	Public	Authorized SWP	New Title I, Part A Funded Teachers Hired Count	Non-ESEA Qualified Hired Count	Title I, Part A Funded Teachers Count (0.00)	Title I, Part A Funded FTE Paraprofessionals Count (0.00)	ESEA Qualified FTE Paraprofessionals Count (0.00)	ESEA Qualified FTE Paraprofessionals %	Title I, Part A Funded Administrators Count (0.00)	Title I, Part A Funded Support Staff Count (0.00)	Other Title I, Part A Funded Staff Count (0.00)
Hamilton Elementary	6007447	Y	Y				0.50	0.50	100.00%			0

[Download Schools Template](#) [Choose File](#) No file chosen

[Upload Schools File](#)

Last Saved: Cris Oseguera (coseguera2), 6/25/2015 4:42 PM, Certified

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Jane Liang, District Innovation and Improvement Office | [jliang@cde.ca.gov](mailto:jliang@cde.ca.gov) | 916-319-0259  
 Jacqueline Matranga, District Innovation and Improvement Office | [jmatranga@cde.ca.gov](mailto:jmatranga@cde.ca.gov) | 916-445-4905  
 General CARS Questions: Consolidated Application Support Desk | [conappsupport@cde.ca.gov](mailto:conappsupport@cde.ca.gov) | 916-319-0297

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## 2014-15 Title I, Part A Parental Involvement Policies

To meet federal requirements specified in ESEA Title I, Part A Section 1118(h) to review the LEAs parental involvement policies and practices to determine if the policies and practices meet the requirements of Section 1118.

Required fields are denoted with an asterisk (\*).

NOTE: Your LEA has previously certified this data collection as official. One or more other data collection(s) may be dependent on this data collection. Please be aware if a change is saved and certified, it may cause a dependent data collection to become obsolete and your LEA may have to revise and resubmit those data collection(s).

### District Parental Involvement Certification

Each LEA shall develop jointly with, agree on with, and distribute to parents of Title I children, a written Title I parental involvement policy (ESEA Section 1118(a)). The policy describes how the LEA will:

- a) Involve parents in the joint development of the LEA Plan and the processes of school review and improvement for program improvement schools under ESEA Section 1116;
- b) Help schools to plan and implement effective parental involvement activities to improve student academic achievement and school performance;
- c) Build the schools' and parents' capacity for strong parental involvement;
- d) Coordinate and integrate parental involvement strategies under Part A and under other programs as specified;
- e) Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy and use the findings of the evaluation to design more effective parental involvement; and
- f) Involve parents in the activities of the Title I schools.

\* Does the district have a written parental involvement policy:  No  Yes

LEA policy compliance:  No  Yes  
Does your current Title I district level parental involvement policy meet the above criteria

Annual evaluation date: 05/14/2014 (ex. 04/30/2012)

Annual Evaluation: Describe the involvement of parents during the policy evaluation process. If no evaluation occurred or if the evaluation date is not within the allowable range, provide an explanation why. (Maximum 500 characters)

The school leadership team, the DAC committee, and School Site Council met regularly to ensure meaningful and productive parent involvement activities were being offered: morning coffees, parent luncheons, pto participation, academic parent teacher teams. parent

Parent Involvement Allocation: Describe parent involvement in decisions on the use of parental involvement set-aside. (Maximum 500 characters)

#### District Parental Involvement Contact Information

Parental Involvement contact name: Charles M. Tracy

Contact title: Superintendent

Contact email address: ctracy@hudsdschools.org  
(format abc@xyz.zyx)

Contact telephone number: 530-826-3261  
(format 999-999-9999)

**Parental Involvement Policy Compliance Requirements**

The Title I, Part A school-level parental involvement policy describes the means to carry out:

- a) Involvement of parents in the development of the policy
- b) School-parent compacts
- c) Building of capacity for involvement of parents
- d) Accessibility and opportunities for participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students

School Name	School Code	Parental Involvement Policy Exists	No Policy Comment (Max 250 char)	Meets Policy Requirements?	Not Compliant Comment (Max 250 char)	Parental Involvement Contact Name	Parental Involvement Contact Title	Parental Involvement Contact Email Address (format abc@xyz.zyx)	Parental Involvement Contact Telephone Number (format 999-999-9999)
Hamilton Elementary	8007447	<input type="radio"/> No <input checked="" type="radio"/> Yes		<input type="radio"/> No <input checked="" type="radio"/> Yes		Darcy Pollak	Principal	dpollak@hudsonschools.org	530-826-3474

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Nancy Bodenhausen, Title I Policy & Program Guidance | [NBodenhausen@cde.ca.gov](mailto:NBodenhausen@cde.ca.gov) | 916-445-4904  
 Lana Zhou, Title I Policy & Program Guidance | [lzhou@cde.ca.gov](mailto:lzhou@cde.ca.gov) | 916-319-0956  
 General CARS Questions: Consolidated Application Support Desk | [conappsupport@cde.ca.gov](mailto:conappsupport@cde.ca.gov) | 916-319-0297

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 Sacramento, CA 95814

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Home

Data Entry Forms

Certification Preview

Certify Data

Reports

Users

Contacts

FAQs

[Program Information](#) [Data Entry Instructions](#)

## 2014-15 Title I, Part A School Program Improvement Activities

Per ESEA Section 1116, LEAs must report school level Program Improvement (PI) activities related to Title I, Part A. This includes, but is not limited to, student participation and PI compliance activities based on the number of years a school is in PI status.

Required fields are denoted with an asterisk (\*).

NOTE: Your LEA has previously certified this data collection as official. One or more other data collection(s) may be dependent on this data collection. Please be aware if a change is saved and certified, it may cause a dependent data collection to become obsolete and your LEA may have to revise and resubmit those data collection(s).

### Hamilton Elementary (11765626007447)

Program Improvement Year:	5
Number of students in PI school who applied for public school choice provisions of ESEA Section 1116:	0
Number of new and continuing students who transferred under ESEA :	0
Number of new and continuing students who transferred under state or local choice programs:	0
Number of students who applied for SES:	27
Number of students who received SES:	10

PI Activities Exception Comment: An explanation must be provided if zero students are reported in apply for or received Choice under ESEA and or apply for or received SES. (Maximum 500 characters)	There were no students who applied for choice under the provisions of ESEA or who transferred under state or local programs during 2014-2015.
---	---

Additional Comments (Maximum 500 characters):



**For Title I schools in Year 3, the LEA implemented at least one of the following alternative governance approaches (check all that apply)**

Reopened the school as a charter:

Replaced all or most of the staff:

Contracted with an outside entity to operate the school:

Major restructuring activities instituted :

Provide a description of major restructuring activities instituted:  
(Maximum 500 characters)

For 2014-15, the following strategies and procedures were implemented:  
Common Core grade level expectations identified and monitored; K-3 Common Core Standard Report Cards were created; School/grade level SMART goals aligned with SPSA/LCAP:

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Jacqueline Matranga, District Innovation and Improvement Office | [jmatranga@cde.ca.gov](mailto:jmatranga@cde.ca.gov) | 916-445-4905  
Mindi Yates, Title I Policy & Program Guidance | [myates@cde.ca.gov](mailto:myates@cde.ca.gov) | 916-319-0789  
General CARS Questions: Consolidated Application Support Desk | [conappsupport@cde.ca.gov](mailto:conappsupport@cde.ca.gov) | 916-319-0297

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[Home](#) | 
 [Data Entry Forms](#) | 
 [Certification Preview](#) | 
 [Certify Data](#) | 
 [Reports](#) | 
 [Users](#) | 
 [Contacts](#) | 
 [FAQs](#) | 
 [Data Entry Instructions](#)

## 2014-15 Title II, Part A School Class Size Reduction Report

The ESEA Act of 2001, Title II, Part A, Section 2123(a)(2)(B) allows LEAs to use ESEA Title II, Part A funds to recruit and hire highly qualified teachers to reduce class size.

Required fields are denoted with an asterisk (\*).

NOTE: Your LEA has previously certified this data collection as official. One or more other data collection(s) may be dependent on this data collection. Please be aware if a change is saved and certified, it may cause a dependent data collection to become obsolete and your LEA may have to revise and resubmit those data collection(s).

School Name	School Code	* Total Class Size Reduction Teacher Count	* ESEA Title II Part A Funded Class Size Reduction Teacher Count	ESEA/Highly Qualified Teacher Count
Hamilton Elementary	6007447	0	0	0
Ella Barkley High	1130053	0	0	0
Hamilton High	1133701	0	0	0
Hamilton Community Day	1130111	0	0	0

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Jackie Rose, Title II Leadership | [jrose@cde.ca.gov](mailto:jrose@cde.ca.gov) | 916-322-9503  
 General CARS Questions: Consolidated Application Support Desk | [conappsupport@cde.ca.gov](mailto:conappsupport@cde.ca.gov) | 916-319-0297



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|------|------------------|-----------------------|--------------|---------|-------|----------|------|
| Home | Data Entry Forms | Certification Preview | Certify Data | Reports | Users | Contacts | FAQs |
|------|------------------|-----------------------|--------------|---------|-------|----------|------|

[Data Entry Instructions](#)

### 2014-15 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2014 through June 30, 2015.

*Required fields are denoted with an asterisk (\*).*

**NOTE: Your LEA has previously certified this data collection as official. One or more other data collection(s) may be dependent on this data collection. Please be aware if a change is saved and certified, it may cause a dependent data collection to become obsolete and your LEA may have to revise and resubmit those data collection(s).**

2014-15 Title II, Part A entitlement: \$32,772

**Professional Development Expenditures**

Professional development for teachers: 31200

Professional development for administrators:

Subject matter project:

Other professional development expenditures:

**Exams and Test Preparation Expenditures**

Exam fees, reimbursement:

Test preparation training and or materials: 160

Other exam and test preparation expenditures:

**Recruitment, Training, and Retaining Expenditures**

Recruitment activities:

Hiring incentive and or relocation allotment:

National Board Certification and or stipend:

Verification process for special settings (VPSS):

University course work:

Other recruitment training and retaining expenditures:

**miscellaneous expenditures**

Class size reduction:

Administrative and indirect costs: 1412

Total funds transferred to Title I, Part A:

Other allowable expenditures or encumbrances:

Total expenditures and encumbrances: \$32,772

General Comment:  
(Maximum 500 characters)

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Jackie Rose, Title II Leadership | [jrose@cde.ca.gov](mailto:jrose@cde.ca.gov) | 916-322-9503  
General CARS Questions: Consolidated Application Support Desk | [conappsupport@cde.ca.gov](mailto:conappsupport@cde.ca.gov) | 916-319-0297

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Home	Data Entry Forms	Certification Preview	Certify Data	Reports	Users	Contacts	FAQs
------	------------------	-----------------------	--------------	---------	-------	----------	------

[Program Information](#) [Data Entry Instructions](#)

## 2014-15 Title III, Part A LEP YTD Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2014 through June 30, 2015.

Required fields are denoted with an asterisk (\*).

**NOTE:** Your LEA has previously certified this data collection as official. One or more other data collection(s) may be dependant on this data collection. Please be aware if a change is saved and certified, it may cause a dependent data collection to become obsolete and your LEA may have to revise and resubmit those data collection(s).

### Required and Authorized LEP Sub-grantee Activities

#### Required

Section 3115 (c)(1) To increase the English Proficiency by providing high-quality language instruction educational programs that are based on scientifically based research demonstrating the effectiveness of the programs.

Section 3115 (c)(2) To provide high quality professional development to classroom teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), principals, administrators, and other school or community-based organizational personnel.

#### Authorized

(1) Upgrading program objectives and effective instruction strategies. (2) Improving the instruction program for limited English proficient children by identifying acquiring and upgrading curricula, instruction materials, educational software, and assessment procedures. (3) Providing tutorials and academic or vocational education for limited English proficient children and intensified instruction. (4) Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services. (5) Improving the English proficiency and academic achievement of limited English proficient children. (6) Providing community participation programs, family literacy services and parent outreach and training activities to limited English proficient children and their families.

2014-15 Title III, Part A LEP entitlement: \$22,294

#### Object Code - Activity

* 1000-1999 Certificated personnel salaries:	2700
* 2000-2999 Classified personnel salaries:	0
* 3000-3999 Employee benefits:	123
* 4000-4999 Books and supplies:	59
* 5000-5999 Services and other operating expenditures:	19048
* Administrative and indirect costs: (Amount cannot exceed 2% of the entitlement.)	364
<b>Total year-to-date expenditures:</b>	<b>\$22,294</b>
<b>2014-15 Unspent funds:</b>	<b>\$0</b>

General comment:  
(Maximum 500 characters)



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Hamilton Unified (11 76562 0000000)

Home

Data Entry Forms

Certification Preview

Certify Data

Reports

Users

Contacts

FAQs

[Program Information](#) [Data Entry Instructions](#)

## 2014-15 Homeless Education Policy, Requirements and Implementation

The purpose of this data collection is to meet federal requirements specified in ESEA Section 722. This collection includes  
1) monitoring LEAs and their compliance with key provisions of the Education for Homeless Children and Youths Act and  
2) collecting contact information for each required designated LEA's homeless liaison.

Required fields are denoted with an asterisk (\*).

NOTE: Your LEA has previously certified this data collection as official. One or more other data collection(s) may be dependent on this data collection. Please be aware if a change is saved and certified, it may cause a dependent data collection to become obsolete and your LEA may have to revise and resubmit those data collection(s).

### Homeless Education Certification

The LEA hereby assures and certifies to the California State Board of Education that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths
  
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
  - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless
  - b) Includes a dispute resolution process
  - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison
  
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

#### Homeless Liaison Contact Information

\* Contact first name: Cris

\* Contact last name: Oseguera

Contact title: High School Principal

\* Contact email address: coseguera@husdschools.org  
(format: abc@xyz.zyx)

\* Contact telephone number: 530-826-3261  
(format: 999-999-9999)

#### Homeless Education Policy and Requirements

\* Does the LEA have a written homeless education policy:  No  Yes

No policy comment:  
Provide an explanation why the LEA does not have a homeless education policy.  
(Maximum 500 characters)

Date LEA's board approved the homeless education policy: 09/21/2009 (ex. 04/30/2012)

\* Does the LEA meet the above federal requirements:  No  Yes

Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)

## Title I, Part A Homeless Expenditures

2014-15 Title I, Part A Entitlement: \$244,969

2014-15 Title I, Part A direct or indirect services to homeless children reservation: \$100

Amount of 2014-15 Title I, Part A funds expended or encumbered for direct or indirect services to homeless children: 0

No expenditures or encumbrances comment: No expenditures occurred related to homeless services for 2014-2015.

Provide an explanation why there is no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)

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Leanne Wheeler, Improvement & Accountability Division | [lwheeler@cde.ca.gov](mailto:lwheeler@cde.ca.gov) | 916-319-0383  
Mary Donnelly-Ortega, Improvement & Accountability Division | [MDonnallyortega@cde.ca.gov](mailto:MDonnallyortega@cde.ca.gov) | 916-323-5113  
General CARS Questions: Consolidated Application Support Desk | [conappsupport@cde.ca.gov](mailto:conappsupport@cde.ca.gov) | 916-319-0297

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Hamilton Unified (11 76562 0000000)

Home

Data Entry Forms

Certification Preview

Certify Data

Reports

Users

Contacts

FAQs

[Data Entry Instructions](#)

## 2015-16 School Student Counts, Projected

The purpose of this data collection is to allow the LEA to select allowable ranking and funding options and to enter school level student data. The information entered will be used to calculate eligibility and ranking for Economic Impact Aid and or Title I Part A school allocations.

Required fields are denoted with an asterisk (\*).

**NOTE:** Your LEA has previously certified this data collection as official. One or more other data collection(s) may be dependent on this data collection. Please be aware if a change is saved and certified, it may cause a dependent data collection to become obsolete and your LEA may have to revise and resubmit those data collection(s).

\* Group By Grade Span:  No  Yes

\* Select a Low Income Measure:

Note: The columns and student count options displayed below are based on the selections made above. They are also displayed based on the school type and whether or not the school qualifies for Economic Impact Aid funding via the ConApp.

School Name	School Code	Low Grade Offered	High Grade Offered	Grade Span Group	* Projected Student Enrollment	Projected Low Income
Hamilton Elementary	6007447	K	8	1	400	375
Ella Barkley High	1130053	10	12	3	11	11
Hamilton High	1133701	9	12	3	315	170
Hamilton Community Day	1130111	7	12	3	0	0

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Mark Klinesteker , Title I Monitoring & Support | [MKlinesteker@cde.ca.gov](mailto:MKlinesteker@cde.ca.gov) | 916-319-0256

Deborah Busch, EIA / LEP | [DBusch@cde.ca.gov](mailto:DBusch@cde.ca.gov) | 916-319-0320

General CARS Questions: Consolidated Application Support Desk | [conappsupport@cde.ca.gov](mailto:conappsupport@cde.ca.gov) | 916-319-0297





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Home	Data Entry Forms	Certification Preview	Certify Data	Reports	Users	Contacts	FAQs
------	------------------	-----------------------	--------------	---------	-------	----------	------

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## 2015-16 Title I, Part A Planned School Allocations

Based on information provided in the School Student Counts data collection, the table below provides eligibility and ranking information. For school allocation planning, the LEA should indicate which schools it intends to allocate Title I Part A funds to by entering a check in the Fund column.

Required fields are denoted with an asterisk (\*).

LEA meets small district criteria, submission of this data collection is optional.

An LEA is defined as a small district criteria if, based on the school list and the data entered in School Student Counts Projected, the LEA meets one or more of the following:  
 Is a single school district  
 Has a single school per grade span  
 Has enrollment total for all schools less than 1,000

If an exception to funding is needed, enter an Exception Reason. Use lower case only.

- Allowable Exception Reasons**  
 a - Meets 35% Low Income Requirement  
 c - Funded by Other Allowable Sources  
 d - Desegregation Waiver on File  
 e - Grandfather Provision  
 f - Feeder Pattern  
 g - Local Funded Charter Opted Out  
 h - Local Funded Charter Opt In

Low income measure: FRPM  
 Group Schools by Grade Span: Y  
 District-wide Low Income %: 76.58%  
 Grade Span 1 Low Income %: 93.75%  
 Grade Span 2 Low Income %: 0.00%  
 Grade Span 3 Low Income %: 55.52%

School Name	School Code	Grade Span Group	Projected Enrollment	Projected Low Income Students	Low Income %	Eligible	Funding Required	Ranking	Fund Flag	Exception Reason	Comment (Max 500 char)
Hamilton Elementary	6007447	1	400	375	93.75	Y	Y	1	<input type="checkbox"/>		
Ella Barkley High	1130053	3	11	11	100.00	Y	Y	1	<input type="checkbox"/>		
Hamilton High	1133701	3	315	170	53.97	N	N	2	<input type="checkbox"/>		
Hamilton Community Day	1130111	3	0	0	0.00	N	N	3	<input type="checkbox"/>		

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## 2015-16 Substitute System for Time Accounting

This certification may be used by auditors and by CDE oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the LEA submits and certifies this data collection.

Required fields are denoted with an asterisk (\*).

**NOTE:** Your LEA has previously certified this data collection as official. One or more other data collection(s) may be dependent on this data collection. Please be aware if a change is saved and certified, it may cause a dependent data collection to become obsolete and your LEA may have to revise and resubmit those data collection(s).

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Additional information on the predetermined schedule substitute system of time accounting can be found at <http://www.cde.ca.gov/fg/ac/co/timeaccounting2013.asp>. Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the Web at <http://www.cde.ca.gov/fg/ac/sa/>.

\* 2015-16 Request for authorization:  No  Yes

LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system:  
(Maximum 500 characters)

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Julie Brucklacher, Financial Accountability & Info Srv | [jbruckla@cde.ca.gov](mailto:jbruckla@cde.ca.gov) | 916-327-0858  
General CARS Questions: Consolidated Application Support Desk | [conappsupport@cde.ca.gov](mailto:conappsupport@cde.ca.gov) | 916-319-0297

MEMORANDUM OF UNDERSTANDING

Between  
Hamilton Unified School District  
And  
Glenn County Office of Education

Purpose:

This Memorandum of Understanding (MOU) establishes a formal working relationship between Hamilton Unified School District (HUSD) and Glenn County Office of Education (GCOE) acting as partners in the delivery Special Education and School Wide Reading Intervention Services. The purpose of this MOU is to clearly identify the roles and responsibilities of each party as they relate to the implementation of these services. Both parties will ensure that the programs are conducted in compliance with all laws, rules and regulations.

Description of Services:

Students at Hamilton Elementary School will receive Special Education and Reading Intervention services as needed. The primary delivery model K - 8 will be through school-wide intervention. Additional direct Special Education Services will be provided as needed. The services will be delivered through a Blended Services "Learning Center Approach" model using student data to drive instruction, intervention and cycles. The intervention team includes, General Education, Special Education, Title I and English Language Learner Teachers and staff.

Glenn County Office of Education will agree to:

- Provide 2 full-time Special Education Teachers
- Provide 12 hours per day Instructional Assistant time
- Co-Coordination of the School Wide Intervention Program


Hamilton Unified School District will agree to:

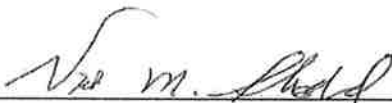
- Provide funding to GCOE for 20 percent of the cost of one identified full-time teacher for 2015-16 and 2016-17  
(Cost includes: Salary, Health & Welfare and Statutory Deductions)
- Provide Instructional Supplies  
Required Textbooks and intervention materials

Both parties shall share in the development, implementation, monitoring and evaluation of the model while providing mentoring, guidance and professional development of those involved.

Terms

The terms of this MOU shall be for the 2015-16 and 2016-17 school year. The model and MOU will be reviewed during the first semester of the 2016-17 school year. At that time a decision will be made whether to continue the services as-is, revise or discontinue the model and MOU. After the two-year period if the MOU is not reinstated, the District will revert to the existing level of Special Education Services as of 2009-10.

  
\_\_\_\_\_  
Charles Tracy, Superintendent  
Hamilton Unified School District


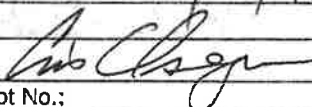
  
\_\_\_\_\_  
Vicki M. Shadd, SELPA Director/Assistant  
Superintendent of Student Services

Date 6/26/15

Date 6/17/15

HHS  
Fax

**APPLICATION FOR USE OF FACILITIES**

Name of Organization: <u>Chico Scorchers</u>	
Contact Person: <u>Roger Cruz, President</u> <small>(Must be present during the entire period of use)</small>	
Telephone: <u>530.961.2990</u>	
Fax:	
<b>FACILITY REQUESTED:</b> (Rates listed are per hour)	
<input checked="" type="checkbox"/> HAMILTON HIGH SCHOOL <input type="checkbox"/> ELLA BARKLEY HIGH SCHOOL <input type="checkbox"/> HAMILTON ELEMENTARY SCHOOL	
<input type="checkbox"/> Library (\$50) <input type="checkbox"/> Lab Class – Computer, Home Ec., etc. (\$50) <input checked="" type="checkbox"/> <b>Multipurpose Room*</b> (\$28 and custodial fee of \$26 in addition to hourly rate for normal cleaning) <input type="checkbox"/> <b>Multipurpose w/Kitchen*</b> (\$40) *Also requires HUSD Cook or Cook's Salary for supervision (\$15/hr.) <input type="checkbox"/> Room No. _____ (\$20) <input type="checkbox"/> Shop Class - Ag, Wood, Floral, etc. (\$25) <input type="checkbox"/> <b>High School Gym*</b> (\$45 and custodial fee of \$26 in addition to hourly rate for normal cleaning)	<input checked="" type="checkbox"/> Football field (\$50) <input type="checkbox"/> Football field with lights (\$70) <input checked="" type="checkbox"/> Public restrooms (\$35 per day) <input checked="" type="checkbox"/> Athletic fields/Playgrounds-for practice only during non-school hours (\$20) <input type="checkbox"/> Other Rooms/Facilities not listed (see site admin)  <b>*3 HOUR MINIMUM AND \$100 DEPOSIT ARE REQUIRED</b> Custodial Fee Cost: \$25.32/hr.    Overtime Fee Cost: \$37.98/hr. <small>Fees board approved 8.19.13</small>
Purpose of facility usage: <u>Youth Football &amp; Cheer</u>	Date(s)/Time of Activity: <u>Saturdays, as noted:</u>
Note — <u>\$825 each full day event; if needed, playoff dates pro-rated based on number of games.</u>	August 15, 2015    September 26, 2015 August 29, 2015    October 17, 2015 September 5, 2015    October 31, 2015 Total number of hours: <u>7am - 7pm each occasion</u>
Facility Setup Needs: <small>Note: Please supply your own materials, e.g. paper, pens, coffee, etc.</small> <u>Use of: Score board; Crows Nest (PA system); Cafeteria (for weigh ins only);</u> <u>Snack bar; golf cart for emergency use;</u> * <sup>HUSD</sup> Custodian required on Duty	
The following adult(s) will be present and in charge of activity: <u>Roger Cruz, Annie Quintana, sandella chambers, teacher goaldor</u> <u>Jessi Alford, Vanessa Conley, Donald Jordan, Ernesto Gonzalez</u>	
<b>SIGNING THIS FORM INDICATES ACCEPTANCE OF THE GENERAL TERMS AND CONDITIONS OF USE LISTED ON THE BACK:</b> The Principal at each site has discretion to allow a community, youth, or educational group to use their specific site facility.	
Signature of Responsible Person: 	Date: <u>7/8/15</u>
<b>FOR DISTRICT USE ONLY:</b>	
Facility Request Authorized by Principal <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Signature: 
Key Authorized <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	Deposit paid: <input type="checkbox"/> Yes <input type="checkbox"/> No    Receipt No.:
Total Payment: \$	Date paid:    Receipt No.:    Key returned: <input type="checkbox"/> Yes <input type="checkbox"/> No
Posted to calendar <input type="checkbox"/> Copies/emails to: <input type="checkbox"/> Maintenance <input type="checkbox"/> Library <input type="checkbox"/> Cafeteria staff <input type="checkbox"/> Other	

\$825 per event date  
— pymt requested Sept. 15, 2015 —

**CERTIFICATE OF LIABILITY INSURANCE**

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

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

<b>PRODUCER</b> SADLER & COMPANY, INC. P.O. BOX 5866 COLUMBIA, SOUTH CAROLINA 29250-5866	<b>CONTACT NAME:</b> Sports Dept <b>PHONE (A/C, No. Ext):</b> 800-622-7370   <b>FAX (A/C, No):</b> 803-256-4017 <b>E-MAIL ADDRESS:</b> ayf@sadlersports.com <b>PRODUCER CUSTOMER ID#:</b>
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<b>INSURED</b> AMERICAN YOUTH FOOTBALL, INC. AND AMERICAN YOUTH CHEER AS MEMBERS OF Northern California Federation Junior Youth Football c/o Sean Moore 3588 Auburn Dr Redding, CA 96001	<b>INSURER(S) AFFORDING COVERAGE</b>	<b>NAIC #</b>
Application ID: 138132	INSURER A: SCOTTSDALE INSURANCE COMPANY	
	INSURER B: NATIONWIDE LIFE INSURANCE	
	INSURER C: NATIONAL CASUALTY COMPANY	
	INSURER D:	

**COVERAGES** **CERTIFICATE NUMBER** **REVISION NUMBER**

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

INSR LTR	TYPE OF INSURANCE	ADDL INSR	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	<b>GENERAL LIABILITY</b> <input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS MADE <input checked="" type="checkbox"/> OCCUR <input type="checkbox"/> <input type="checkbox"/> GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PROJECT <input type="checkbox"/> LOC	X		KRS 53891-00	12:01AM ET 06/30/2015	12:01AM ET 06/30/2016	EACH OCCURRENCE	\$2,000,000
							DAMAGE TO PREMISES RENTED TO YOU (Ea occurrence)	\$1,000,000
							PREMISES MEDICAL PAYMENTS	\$5,000
							PERSONAL & ADV INJURY	\$2,000,000
							GENERAL AGGREGATE	none
							PRODUCTS-COMP/OP AGG	\$2,000,000
							LEGAL LIAB TO PARTICIPANTS	\$2,000,000
C	<b>AUTOMOBILE LIABILITY</b> <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> HIRED AUTOS <input checked="" type="checkbox"/> NON- OWNED AUTOS			KKO 53892-00	12:01AM ET 06/30/2015	12:01AM ET 06/30/2016	COMBINED SINGLE LIMIT (Ea Accident)	\$1,000,000
							BODILY INJURY (Per person)	
							BODILY INJURY (Per accident)	
							PROPERTY DAMAGE (Per accident)	
A	<input checked="" type="checkbox"/> SEXUAL ABUSE / MOLESTATION			KRS 53891-00	12:01AM ET 06/30/2015	12:01AM ET 06/30/2016	EACH OCCURRENCE	\$1,000,000
							AGGREGATE	\$2,000,000
	<input type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> OCCUR <input checked="" type="checkbox"/> EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DEDUCTIBLE <input type="checkbox"/> RETENTION			XKS 53893-00	12:01AM ET 06/30/2015	12:01AM ET 06/30/2016	EACH OCCURRENCE	\$3,000,000
							AGGREGATE	\$3,000,000
	<b>WORKERS COMPENSATION AND EMPLOYERS' LIABILITY</b> ANY PROPRIETOR / PARTNER / EXECUTIVE OFFICER / MEMBER Y/ N EXCLUDED? <input type="checkbox"/> (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below			N/A			<input type="checkbox"/> WC STATUTORY LIMITS <input type="checkbox"/> OTHER E.L. EACH ACCIDENT E.L. DISEASE - EA EMPLOYEE E.L. DISEASE - POLICY LIMIT	
B	<b>PARTICIPANT ACCIDENT</b>			SPX 268712-00	12:01AM ET 06/30/2015	12:01AM ET 06/30/2016	EXCESS MEDICAL	\$100,000
							DEATH + SPECIFIC LOSS	\$10,000
							DEDUCTIBLE	\$100

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (Attach ACORD 101, Additional Remarks Schedule, if more space is required)  
**RE: COVERED SPORTS** NOTE: The maximum number of players cannot exceed 38 players per team. Tackle Football - Ages 9 & Under (72 teams), Tackle Football - Ages 12 & Under (24 teams), Tackle Football - Ages 15 & Under (24 teams), Cheer / Dance / Step / Majorette Squads / Contender - Class 1 (no charge) (120 teams)  
MEMBER LEAGUES: See Attached  
The certificate holder is added as an additional insured, but only with respect to the liability arising out of the operations of the insured above.

<b>CERTIFICATE HOLDER</b> RELATIONSHIP: Property Owner/ Lessor  Hamilton High School 620 Canal Street Colusa, CA 95951	<b>CANCELLATION</b> SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS. AUTHORIZED REPRESENTATIVE (company A) <i>Scott Michael</i> AUTHORIZED REPRESENTATIVE (company B) <i>John Smiley</i>
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Coverage is only extended to U.S. events and activities  
\*\*NOTICE TO TEXAS INSUREDS: The insurer for the purchasing group may not be subject to all the insurance laws and regulations of the State of Texas.  
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