

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

6:00 p.m.	Public session for purposes of opening the meeting only.
6:00 p.m.	Closed session to discuss closed session items listed below.
6:30 p.m.	Reconvene to open session no earlier than 6:30 p.m.

1.0 OPENING BUSINESS:

1.1 Call to order and roll call

_____ Tomas Loera, President
_____ Judy Twede, Clerk

_____ Rosalinda Sanchez
_____ Hubert "Wendall" Lower

_____ Gabriel Leal

2.0 IDENTIFY CLOSED SESSION ITEMS:

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

4.0 ADJOURN TO CLOSED SESSION: To consider qualified matters.

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

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

6.0 ADOPT THE AGENDA: (M)

7.0 COMMUNICATIONS/REPORTS:

1. Board Member Comments/Reports
2. ASB President and Student Council President Reports.
 - a. Hamilton High, Fernando Mendez-Ruiz.
 - b. Hamilton Elementary, Giovanni Martinez-Barron.
3. District Reports
 - a. Food Service Report by LeAnn Radtke. (Page 1)
 - b. Operations Report by Marc Eddy. (Page 2)
 - c. Technology Report by Frank James. (Page 3)
4. Principal and Dean of Student Reports and New Employee Introductions
 - a. Cris Oseguera, Hamilton High School Principal.
 - b. Darcy Pollak, Hamilton Elementary School Principal.
 - c. Maria Reyes, District Dean of Students.
5. Superintendent Report by Charles Tracy
 - a. Form 700

8.0 CORRESPONDENCE: None

9.0 DISCUSSION ITEMS:

1. Emergency Hamilton High School roof repairs to go out for bid.
2. Waiver Request – Carl D. Perkins Voc and Tech Education. (Page 4 -7)
3. The Thursday, February 18th board meeting conflicts with HHS parent conferences – move meeting Thursday, February 11th or Monday, February 25nd.
4. TOSA proposal letter for the 2016-2017 school year. (Page 8)
5. Proposal to name Hamilton High School softball fields (presented by Ray Odom).
6. Third reading of Board Policy 6164.5 – Student Study Team. (Page 9 – 34)

7. Hamilton Unified School District Audit Report – June 30, 2015. (Page 35 – 62)
8. Technology
 - a. Moving email to the cloud
 - b. Email retention
9. District Security – Temp, ½ Time hire.
10. Governor’s Budget Workshop 2016.

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

11.0 **ACTION ITEMS:**

1. Approve emergency Hamilton High School roof repairs to go out for bid.
2. Waiver Request – Carl D. Perkins Voc and Tech Education. (Page 4 -7)
3. Approve the Thursday, February 18th board meeting to be moved to Thursday, February 11th or Monday, February 25nd due to conflict with HHS parent conferences.
4. Approve TOSA proposal letter for the 2016-2017 school year. (Page 8)
5. Approve proposal to name the Hamilton High School softball fields.
6. Approve Board Policy 6164.5 – Student Study Team. (Page 9 – 34)
7. Accept Hamilton Unified School District Audit Report – June 30, 2015.
8. Approve Certificated and Classified seniority lists. (Page 63 – 64)
9. Approve Part Time Temp Technology/Maintenance position.

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

1. Approve Warrants and Expenditures. (Page 65 – 83)
2. Approve Minutes for the:
 - a. Regular Board Meeting on December 14, 2015 (Page 84 – 87)
3. Williams Quarterly Report. (Page 88)
4. Approve 2014-15 School Accountability Report Cards (SARC) for Hamilton Elementary School, Ella Barkley High School, and Hamilton High School. (Page 89 – 137)
5. Approve Hamilton High School Varsity Cross Country trip to Klamath Falls, OR for the Lithia Track and Field Invitational on April 23rd, 2016. (Page 138)
6. Approve Interdistrict Transfers (new or continuing students – elementary students reapply annually).
 - a. None
7. Approve Personnel Actions as Presented:
 - a. New Hires:
 - i. None
 - b. Resignations/Retirement:
 - i. Resignation - Esther Cruz-Zaragoza – Paraeducator (Page 139)

13.0 **ADJOURNMENT:**

December 2015 Cafeteria Report
Hamilton Unified School District
Director of Nutrition and Student Welfare

LeAnn Radtke



Combined District totals

Lunches 6780

Breakfasts 5470 After school snacks 905

Monthly Report December

Transportation

Total miles driven 1599

12 extra trips 679 Miles

Service Buses

Annual Smoke Tests all Buses

Bi-Annual Smog test Vans 2, 3, 5

Maintenance

HHS

Install White Boards Rm. 20, Ella Barkley

Replaced Ceiling tiles

Sprayed roundup

HES

Change Lights Cafeteria, Classrooms

Gas to 100 Building

Install TV in room 405

Sprayed Roundup

Repaired water line

Cleaned Gutters

Scrubbed and waxed Cafeteria floor

Technology Report

Frank James, Information Systems Manager

Completed Tasks – January

- 1) Email Archiver – Installed and configured a secondary storage device to mirror the data on the archiver. This is to ensure that even if the archiver suffers a hardware failure, we will not lose any archived emails.
- 2) HES Apps Server – Created a new apps server to replace the old bell server. Migrated the bell software and schedules to the new server. Configured the audio software and tested. Also installed the inventory scanning software.
- 3) New PCs – Continued installing new computers at HHS and HES. Also documented all of the old PCs that will be disposed of.
- 4) Securing PCs – I wrote a logon script that applies to all Dell PCs in our network. The script sets a password on the computer's BIOS. This prevents unauthorized access to the BIOS. The BIOS is where all of the PCs hardware settings are stored.

Hamilton Unified School District
Office of the Superintendent

DATE: January 21, 2016

Request for placement on Board Agenda:

AGENDA TOPIC:
Action and Discussion

Waiver Request – Carl D. Perkins Voc and Tech Education

PRESENTER: Diane Lyon, Chief Business Officer

With the dissolution of the ROP Countywide Consortium, Hamilton Unified School District must apply for a Waiver of the requirements outlined in Education Code Section PL 109-270 Section 131 © (1) that requires school districts who are eligible for less than \$15,000 in Carl Perkins apportionments to be part of a consortium.

Our rural designation and the current local school district decisions apply for the Career Technical Education funding outside of the GCOE consortium, allows us to apply for a waiver based upon the fact that there is no longer an opportunity within our county to participate in a consortium.

RECOMMENDATION:

The administration requests that the Board of Trustees approve the Carl D. Perkins Voc and Tech Ed Act Wavier Request for the school years beginning on July 1, 2016 through June 30, 2020 (4 years).


[Logoff](#)

Waiver Request System

Submission

Instructions:

- Fields marked with an asterisk (*) are required.
- The format for all dates is mm/dd/yyyy.
- Use the 'Attachments' section below to attach all supporting documents if required.
- Make sure all information is accurate before selecting submit. You will not be able to edit this waiver once you have submitted the form.
- DO NOT at any time hit the back button. You will lose all your information.
- Use brackets [] for putting Education Code section to be waived. See FAQ for details.
- Do not use abbreviations for bargaining units.
- Refer to the FAQ for general questions.
- The waiver request page is time sensitive. You must be able to complete the waiver request within two hours. Failure to complete and submit the waiver request in the two hours will result in the loss of all previously entered information.

District Information

*County:

*District:

*Address: 620 Canal St.

*City: Hamilton City

*State: CA

*Zip code: 95951

Fax:

Waiver Information

*Period of request start date: 07/01/2016

*Period of request end date: 06/30/2020

*Is this waiver a renewal? No Yes

*Waiver topic:

*Ed Code title:

*Ed Code section: PL 109-270 Section 131(c)(1)

*Ed Code authority: PL 109-270 Section 131(c)(2)

*Education Code or California Code of Regulations (CCR) section to be Waived. If the request is to waive a portion of a section, type the text of the pertinent sentence of the law, or those exact phrases requested to be waived (use [] to strike out).

Section 131(c)(1) of the Carl D. Perkins and Technical Education Improvement Act of 2006.
(Public Law 109-270)

*Student population 772

*Located in a(n) city

*What is the NCES locale code for your school?

*Describe briefly the circumstances that brought about the request and why the waiver is necessary to achieve improved student performance and/or streamline or facilitate local agency operations. If more space is needed, please attach additional documents using the 'Attachments' section below.

The elimination of the Regional Occupational Funding system resulted in the dissolution of our countywide consortium. School districts in Glenn County range in enrollments of 95 to 2,208 with Hamilton Unified School District having at total enrollment of 772. Area schools have opted out of the consortium with the Glenn County Office of Education for Career Education and are seeking waivers to function independently in order to meet the specific needs of students in their respective districts.

Approvals/Review

*Local board approval date: 1/21/2016 *

Attachments

If needed, upload additional file(s) here (must be Word, Excel, or PDF format)

No file chosen

Contact Information

*Title:

*First name: Diane

*Last name: Lyon

*Position: Chief Business Officer

*E-mail: dlyon@hudschools.org

*Area code: 530

*Telephone: 826-3261

Extension: 6011

I hereby certify that I have gone through my authorizing school district and or Special Education Local Plan Area (SELPA), that I am the superintendent or the superintendent's designee and that the information provided on this application is true and correct.

[Menu](#)

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy

January 4, 2016

Dear Hamilton Unified School Board Members,

Thank you for an incredible 2015-2016 school year. This year has brought a new awareness and joy to my teaching experience. Working with Butte College – Health Workforce Initiative (HWI) has opened up a world of knowledge that I never knew existed. I would like to share some of the highlights from this year:

- Piloted the first Health Careers Exploration Summer Institute – HESI. Students were given hands on experience at Enloe Hospital. Students job shadowed in various areas of the hospital for three weeks. Fifteen students were selected from six local high schools. Five of the students were from Hamilton High!
- BGCPC grant involvement. This has opened doors to collaboration with science teachers outside of Hamilton High school. I have also coordinated the Northern California Science Teacher Collaborative that meets at least two times per year. We were awarded two grants worth \$10,000 each to help fund these workshops.
- Constructed over 100 HASPI Medical Biology, Medical Chemistry and Medical Anatomy and Physiology Curriculum and Lab kits to be used by teachers in the far north region to enrich their courses with medical themed curriculum.
- Currently involved in five CCPT Grants from the Bay Area to the California-Oregon Border helping around 100 teachers integrate medical themes into their curriculum.

These are just a few of the highlights from the first half of the 2015-2016 school year. We have some exciting plans for the rest of the school year as well as Summer 2016. We have written a grant that would fund a second HESI this summer and Enloe has agreed to host. We are also planning to implement a HESI summer program in Shasta County as well. If we receive this funding, we hope to expand the number of students to 20 or 25. This experience is once in a lifetime for our students and it was amazing to watch them grow this past summer.

As you can see, I have been very busy in the first half of the 2015-2016 school year. We still have many more exciting events planned for the future. I hope you will consider allowing me to continue to be part of this wonderful experience. I would greatly appreciate you considering either of the following proposals.

1. A third year of TOSA to continue my work to advocate for my students. I understand that I am asking a lot and a third year has never been granted. I truly believe the work that I am part of is changing the lives of our students and is worth the involvement. In addition, I plan to pursue my CTE credential with the hopes of adding future science electives to our master schedule.
2. If a full time TOSA position is not awarded, I would greatly appreciate a half time TOSA position. This would allow me to continue collaboration with HWI, Butte College, and San Diego HASPI to sustain the science pathways statewide. It would also help me continue the amazing programs that I have helped to establish for our students.

Thank you again for the amazing opportunities you have granted me these past two years. You have been incredibly generous with allowing me to be on this special assignment. I hope you will consider allowing me to continue to be part of this amazing experience in whatever capacity you see fit. Thank you again!

Sincerely,

Ellese Mello
Science Teacher, Hamilton High School

Instruction**Student Study Team**

The Governing Board encourages the collaboration of parents/guardians, teachers, resource personnel, administrators and students in evaluating the strengths and needs of students having academic, attendance or behavioral difficulties and in identifying strategies and programs that may assist the students. The Superintendent or designee shall establish a student study team as needed to address individual students' needs.

(cf. 5113.1 - Truancy)
 (cf. 5147 - Dropout Prevention)
 (cf. 5149 - At-Risk Students)

The Superintendent or designee shall establish a process for initiating referrals of students to the student study team.

Each student study team shall develop intervention strategies to assist the student. Such strategies may include changes in program placement or instructional methods, recommendation of supplemental educational services, parent involvement strategies, behavioral interventions, discipline, referrals to other agencies or resources, and/or other appropriate interventions.

(cf. 1020 - Youth Services)
 (cf. 5123 - Promotion/Acceleration/Retention)
 (cf. 5141.3 - Health Examinations)
 (cf. 5141.6 - Student Health and Social Services)
 (cf. 5144 - Discipline)
 (cf. 5146 - Married/Pregnant/Parenting Students)
 (cf. 6020 - Parent Involvement)
 (cf. 6158 - Independent Study)
 (cf. 6159 - Individualized Education Program)
 (cf. 6159.4 - Behavioral Interventions for Special Education Students)
 (cf. 6164.2 - Guidance/Counseling Services)
 (cf. 6171 - Title I Programs)
 (cf. 6172 - Gifted and Talented Student Program)
 (cf. 6174 - Education for English Language Learners)
 (cf. 6175 - Migrant Education Program)
 (cf. 6176 - Weekend/Saturday Classes)
 (cf. 6177 - Summer School)
 (cf. 6178 - Vocational Education)
 (cf. 6178.1 - Work Experience Education)
 (cf. 6179 - Supplemental Instruction)
 (cf. 6181 - Alternative Schools)
 (cf. 6183 - Home and Hospital Instruction)
 (cf. 6184 - Continuation Education)
 (cf. 6185 - Community Day School)

The student study team shall monitor the student's progress, evaluate the extent to which the recommended strategies have been implemented, and develop additional interventions as needed.

Student Study Team (Cont.)

Legal Reference:

EDUCATION CODE

8800-8807 Healthy Start support services for children

41505-41508 Pupil Retention Block Grant

48260-48273 Truancy

48400-48454 Continuation education

49600-49604 Educational counseling

51745-51749.3 Independent study programs

52200-52212 Gifted and talented student programs

54400-54425 Programs for disadvantaged children

54440-54445 Migrant children

WELFARE AND INSTITUTIONS CODE

4343-4352.5 Primary interventions program, mental health

18986.40-18986.46 Interagency children's services

Management Resources:

CDE PUBLICATIONS

SB 65 School-Based Pupil Motivation and Maintenance Program Guidelines (2000-01 Edition), 2000

Student Success Teams: Supporting Teachers in General Education, 1997

CALIFORNIA DROPOUT PREVENTION NETWORK PUBLICATIONS

SST: Student Success Teams, 2000

WEB SITES

California Department of Education: <http://www.cde.ca.gov/spbranch/ssp>

California Dropout Prevention Network: <http://www.edualliance.org/cdpn>

National Dropout Prevention Center: <http://www.dropoutprevention.org>

Adopted: 10/17/07

Approved: 8/6/14

Instruction

Student Study Team

Team Membership

Members of individual student success teams may include:

1. The principal or designee
2. One or more of the student's classroom teachers or former teachers
3. The student's parents/guardians
4. The student if appropriate
5. Resource personnel or specialists, such as a school counselor, psychologist, nurse, outreach consultant, special education resource person, categorically funded staff person, department chairperson, speech and language specialist, reading specialist, social worker, probation officer, community resource representative, mental health worker or other person relevant to the student's situation

Team Responsibilities

The principal or designee shall:

1. Schedule meetings and establish meeting procedures
2. Contact parents/guardians and other team members regarding team meetings
3. Consult with appropriate school or district resource personnel
4. Arrange for observation of the student in the problem situation as needed
5. Collect any additional background information necessary to inform team members about the student's strengths and needs
6. Help the student and parents/guardians prepare for the meeting
7. Facilitate the team meetings
8. Ensure that the student's progress is monitored and that follow-up meetings are regularly scheduled

Adopted: 10/17/07

Approved: 8/6/14

SST Referral Packet

When should a student be referred for an SST meeting?

A student should be considered for referral to the SST after School-wide (Tier One) and Targeted (Tier Two) supports have been exhausted and he/she continues to demonstrate inadequate progress in the areas of academics, behavior, physical/mental health, or attendance. Students can be referred directly by their parent/caregivers, or by a staff member through the on-site case manager.

In the past, many have perceived the SST process as a vehicle for expediting students to Special Education. In reality, the SST is intended to assist students in becoming more successful so as to avoid Special Education whenever possible.

Why should I refer a student to the SST?

The purpose of an SST is to bring a group of people together who all possess different talents, knowledge and expertise. The function of the team is to support the referring teacher, caregiver and student by looking at the strengths and concerns from each team member's unique viewpoint. The expectation is that teachers and other referring staff have attempted a variety of evidence-based interventions prior to an SST referral.

The goal is to provide the referring parties with new interventions that address the concerns and tap into student strengths. Therefore, each SST team member accepts some responsibility in assisting the student through their ideas, strategies, or hands-on support. It is critical that schools explore new prevention and intervention strategies.

Teacher Preparation Checklist for SST Meeting

Be prepared to present specific background information about the student, including:

- Strengths (to develop interventions)
 - Academics – good with math problem-solving, likes to read, enjoys art and music, works well on computer, writes creatively, exceptional science project
 - Social/emotional – wants to please adults, chosen by classmates as a friend and/or leader
 - Multiple intelligences – linguistics, logical-mathematical, bodily-kinesthetic, spatial, musical, interpersonal, intrapersonal
- Interests including student preferences for reading and writing topics, science and math themes, projects, etc.
- Academic functioning in: reading fluency/recognition/comprehension, oral language, written language and math – bring curriculum-based data to show levels, such as Running records, benchmark assessments, etc.
- Amount/quality of class work and homework (bring recent work samples)

Be prepared to:

- Discuss efforts to work with the family to resolve your concerns (Referral Checklist)
- Identify/discuss the area of greatest concern – academic, behavior, social-emotional, health (Problem Identification/Clarification Form)
- Discuss strategies and modifications you have already tried (Classroom Interventions & Modifications Form)
- State your desired outcome in measurable/observable terms
- Collaborate with the team to generate valid interventions (1-2) which target the identified area of greatest concern
- Implement, with support of the case manager, agreed upon classroom interventions
- Regularly monitor student (daily, weekly, as specified)

Bring to the SST Meeting:

- Recent work samples that reflect both strengths and areas of concern
- In-class assessments which show academic levels
- Other: _____

Student Support Team

Confidential – Teacher Worksheet

Student Data

Name of Student _____

Date _____ Date of Birth _____ Age _____

Gender _____ Ethnicity _____ Present grade in school _____

Campus _____ Homeroom _____

Name of person(s) initiating intervention:

Reason for referral to SST:

School Data

Days absent this year _____. Is absenteeism a problem this year? Yes / No

Has absenteeism been a problem in previous years? Yes / No

Has student been retained? Yes / No If yes, which grade(s)? _____

Number of discipline referrals:

Attach copies of discipline referrals.

Have you contacted the parent about concerns before this meeting? Yes / No

Language

Student has Limited Proficiency in English Yes / No

Language constitutes a barrier to learning (limited English spoken at home). Yes / No

Expressive Language Skills: Poor / Average / Superior

Receptive Language Skills: Poor / Average / Superior

E 6164.5 (4)

Behavioral Observations

Rate this student's behavior in relation to his/her peers. For each behavior, mark:

1 = Poor 2 = Below Average 3 = Average 4 = Above Average 5 = Superior N = Not observed

Generally cooperates or complies with teacher requests 1 2 3 4 5 N

Adapts to new situations without getting upset 1 2 3 4 5 N

Accepts responsibility for his/her own actions 1 2 3 4 5 N

Makes and keeps friends at school 1 2 3 4 5 N

Works cooperatively with others 1 2 3 4 5 N

Has an even, usually happy, disposition: Never / Sometimes / Usually / Always

Appropriate attention and concentration 1 2 3 4 5 N

Complies with teacher directives 1 2 3 4 5 N

Brings necessary materials to class 1 2 3 4 5 N

Fidgets, squirms, or seems restless: Never / Sometimes / Usually / Always

Completes tasks on time 1 2 3 4 5 N

Stays on task 1 2 3 4 5 N

Student is easily redirected 1 2 3 4 5 N

Remains seated 1 2 3 4 5 N

Takes turns, waits for turn (for younger students) 1 2 3 4 5 N

Behaves in a manner appropriate for the situation 1 2 3 4 5 N

Student exhibits extreme mood changes: Never / Sometimes / Usually / Always

Student responds appropriately to praise and correction 1 2 3 4 5 N

Other information:

Academics

- Has difficulty understanding abstract concepts
 - Needs oral questions and directions frequently repeated
 - Has difficulty retrieving and recalling information
 - Requires slow, sequential, substantially broken down presentation of concept
 - Fails to remember sequences
 - Distorts or mispronounces words or sounds when speaking (not attributed to dialect or accent)
 - Has difficulty comprehending what he/she reads
 - Uses inappropriate spacing between words or sentences when writing
 - Does not compose complete sentences or express complete thought when writing
 - Fails to change from one math operation to another
 - Fails to follow necessary steps in math problems
 - Is unable to perform assignments independently
 - Does not perform or complete classroom assignments
 - Requires repeated drill and practice to learn what other students master easily
 - Other (list)
-
- Other (list)
-

Instructional Rating

Rate the concerns you have about this student. For each skill, circle the appropriate rating.

1 = Poor 2 = Below Average 3 = Average 4 = Above Average 5 = Superior N = Not observed

Basic Reading	1 2 3 4 5 N	Math Calculation	1 2 3 4 5 N
Reading Comp.	1 2 3 4 5 N	Math Problem Solving	1 2 3 4 5 N
Written Expression	1 2 3 4 5 N	Follows Written Directions	1 2 3 4 5 N
Spelling	1 2 3 4 5 N	Follows Oral Directions	1 2 3 4 5 N
Homework	1 2 3 4 5 N	Organizational Skills	1 2 3 4 5 N

Attempted Interventions

- Bilingual/ESL
 - Tutorials
 - Counseling
 - Parent Contact/Assistance
 - Office Referrals
 - Classroom Accommodations Implemented
 - Modified Assignments
 - Redirection
 - Other (list)
-
- Other (list)
-

Modifications/Interventions

Please check modifications that you have tried to help this student. Also, please circle "Tried" or "Effective" if the modification/intervention you tried was reasonably effective in helping this student.

Tried?	ENVIRONMENT	Effective?
Tried	Change Setting	Effective
Tried	Reduce distraction where possible	Effective
Tried	Change class	Effective
Tried	Change group	Effective
Tried	Create more physical space	Effective
Tried	Consider physical health problems	Effective
Tried	Special study area	Effective
Tried	Other: _____	Effective
Tried?	ASSIGNMENT	Effective?
Tried	Reading: adjusted difficulty of task	Effective
Tried	Writing: adjusted difficulty of task	Effective
Tried	Math: adjusted difficulty of task	Effective
Tried	Shortened reading assignments	Effective
Tried	Shortened writing assignments	Effective
Tried	Shortened math assignments	Effective
Tried	Extended time allowed for tasks	Effective
Tried	Use of notebooks for assign./tests	Effective
Tried	Other: _____	Effective
Tried?	MISCELLANEOUS	Effective?
Tried	Daily school/home communication	Effective.
Tried	Weekly sch./home communication	Effective
Tried	Confer with other school personnel	Effective

Tried	Review cumulative records folder	Effective.
Tried	Parent contacts	Effective.
Tried	Use of consultation	Effective
Tried	Peer tutoring	Effective
Tried	Mentoring	Effective
Tried	Other: _____	Effective
Tried?	TEACHING TECHNIQUES	Effective?
Tried	Vary voice volume	Effective
Tried	Use eye contact	Effective
Tried	Use hands on shoulder contact	Effective
Tried	Repeat instructions same way	Effective
Tried	List assign./instructions on board	Effective
Tried	Use visual aids in giving directions	Effective
Tried	Teach study skills	Effective
Tried	Provide individual instruction	Effective
Tried	Other: _____	Effective
Tried?	MATERIALS	Effective?
Tried	Use different materials	Effective
Tried	Manipulatives	Effective
Tried	Computer/tablet	Effective
Tried	Other: _____	Effective

Referral Process for Student Study Team Meeting

Activity	Person Responsible	Timeline
<p>Teacher, Admin or Parent refers to counselor for SST meeting. Meeting is scheduled, invitation is sent to parent. Included in invitation to parent is information handout about SST process. Those who may be invited are: referring person, admin, psychologist, sped teacher, teachers, coaches, mental health counselors or other community agency members.</p> <p>Counselor sends SST packet to teacher(s) for input.</p>	<p>Counselor of record for student.</p>	<p>Upon notification of referral</p>
<p>Study Team meeting is held. All information is shared and recommendations are made. Follow procedure for SST meetings. Information is documented.</p> <p>If parent does not attend SST meeting, recommendations of the SST are sent to the parent by mail. No actions that require parent consent can be taken without their written approval.</p>	<p>Counselor of Record</p>	<p>During SST</p>
<p>If the SST team recommends assessment for special education, the school psychologist must be immediately notified and provided a copy of the SST documentation. The psychologist or speech therapist will follow-up with parents in the timeline listed below regarding that assessment.</p> <p>If the team is concerned about medical issues for the student, the counselor will contact the school nurse to follow up with the family and establish a plan or referral for outside services.</p>	<p>Counselor of Record will notify appropriate staff</p>	<p>Immediately following SST meeting</p>
<p>Upon completion of the meeting, the counselor will make a copy of the SST notes to all members who are part of the action plan. All attending members will sign the participant signature page. The original SST document will be filed in the students cum file. A log of</p>	<p>Counselor of Record</p>	<p>Immediately following SST meeting.</p>

the SST will be made in the SST log book maintained at each site. Annual follow-up meetings will be scheduled until exit or further assistance is recommended.		
If an evaluation is recommended, the following actions will occur: Psychologist will contact parent within 15 days to get consent signed. Documents provided to parent at time of signature include: Prior Written Notice for Initial, Assessment Plan, Developmental History, Copy of Procedural Safeguards.	Psychologist/SLP	Within 15 days of SST meeting date.
Once forms are signed and received by psychologist, the psychologist will send all originals (SST notes, PWN Form, Assessment Plan, Dev History) to Director of Education.	Psychologist	Within 5 days of receipt
Comprehensive multi-disciplinary evaluation is conducted and IEP meeting is held to determine eligibility.	Psychologist	Within 60 calendar days of receipt of parent consent.

How do SSTs Problem-Solve?

Define the Problem (Problem Identification)

- Prioritize problems and choose the one of greatest concern
- Create a specific and observable description of the behavior (academic/social)

Analyze the Problem

- Gain a clear understanding of the causes (functions) of the problem
- Identify relevant obstacles
- Develop a goal to address the problem (observable and measurable)

Generate Solutions

- Brainstorm and evaluate possible solutions
- Make sure solutions directly address the identified problem

Implement the Plan

- Select a research-based intervention
- Assign roles
- Model intervention

Progress Monitor

- Select a method/tool to systematically monitor the student's progress toward written goal(s) - daily observation/log, weekly assessment of a specific skill, etc.

Evaluate the Intervention

- Review progress monitoring data
- Determine appropriate next steps

Helpful Suggestions for Effective SST Meetings

- Speak with the parents/caregivers in advance to let them know what to expect at an SST meeting
- Have appropriate translation when needed
- Have a separate facilitator and note taker
- Begin with a positive remark and welcome all participants to the meeting
- Explain the purpose of the meeting
- Follow the structure of the SST Meeting Summary Form to facilitate a successful meeting
- Set a positive tone for the SST meeting by recognizing the student's strengths before listing concerns
- Use specific samples of the student's work when explaining any strengths, weaknesses, or means of improvement
- Specific examples of student's behavior should also be used to explain his/her level of development, socialization, and personal adjustment
- Explain any evaluation process including formal and informal
- Do not use "education" or "mental health" jargon
- Suggest, using concrete examples, to parents/caregivers of how they may help/support their child at home
- Brainstorm strategies and interventions together
- Prioritize concerns and action items; it is better to focus on one problem in depth than to give superficial treatment to many
- Let parents/caregivers ask questions; they will likely have something specific to discuss with the SST team
- Have consent for services forms, release of information forms, and community referrals available at the meeting
- Set a date for a follow-up SST, if appropriate
- Make parents/caregivers aware of availability of team members
- End the meeting with a summary of the action plan and a positive comment
- Thank parents/caregivers for participating in the SST meeting
- Give copies of completed SST meeting summary form to parents/caregivers
- Have all participants sign the participants signature page

Student Study Team (SST)

Parent Information

Just what is the Student Study Team?

The Student Study Team is a positive school-wide early identification and early intervention process. As a team, the student, parents, teachers, school administrator and other related staff, work to identify the student's learning strengths and needs, upon which an improvement plan can be designed.

As a regular school process, the SST develops recommendations based on teacher/school concerns that will facilitate the student's success within his or her current program. Concerns are seen as obstacles to student success and not descriptors of the student or his or her character. The Team creates a plan with measurable, targeted interventions assigned to the student, the teacher(s), and the parents intended to support and encourage academic growth and a positive learning experience. Follow-up meetings are planned as needed to provide a continuous casework management strategy to maximize the student's success.

Is the SST process mandated?

California Education Code 56303 states, "A pupil shall be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized." The SST develops recommendations that facilitate the student's success within his/her regular education program. It is only after those interventions have not been successful that the SST would refer for evaluation to determine if the student requires special educational instruction and services.

Why go through the SST process?

The SST process supports regular education teachers as they work with struggling students to identify their needs prior to the referral for evaluation of more specialized instructional supports. The 2004 authorization of the Individuals with Disabilities Education Act (IDEA) emphasized that students with disabilities should receive the maximum time appropriate in the regular classroom.

The SST also serves as the 1st step to determine the need for evaluation to assess eligibility for Section 504 Accommodation Plans and Special Education services. The SST process helps teachers to develop interventions to assist the student. Specific areas of concern are identified; information is gathered through observation, interview, review of school records and informal assessment.

The SST develops new strategies to help address the concerns. For example, a teacher may implement a behavior contract for a child who has difficulty maintaining appropriate classroom behavior and completing classroom assignments. Classroom teachers and parents implement these strategies for several weeks. The SST then reconvenes to assess the student's progress.

If the interventions are not successful, however, the SST may refer the student to the school Guidance Team who would determine if evaluation for Section 504 Accommodation Plan or Special Education eligibility is appropriate.

The SST is usually run by your student's Counselor as an administrative designee. In addition to you, as the student's parent/guardian, the student's teachers may be invited as well as any other support staff that is appropriate to that meeting (such as other teachers, special education teachers, and the school nurse or school psychologist). Community service providers may also be invited to attend.

E 6164.5 (11)

Who may request an SST?

The expertise of the SST is for the benefit of the entire school. Any unresolved problem that impedes learning may lead to a request to the SST by a teacher, administrator, parent or student. Typically, the student's teacher will initiate a meeting with the parent/guardian to discuss his/her concerns about the student's progress. Other times, the parent/guardian might request a parent/teacher conference in response to a school concern. Together, you will come up with strategies to address those concerns. If, after a sufficient period of time to implement the strategies, the concerns persist, the student's teacher initiates the referral to the SST for more support.

What happens at an SST meeting?

The SST works hard to maintain a positive, student-focused environment. The meeting usually begins with a statement from the parent/guardian (as well as other members present who know the student) about the student's strengths in any area. Identifying these strengths are extremely important in brainstorming possible intervention strategies; building off of what the student is already good at to increase the chances for his/her success.

Following the conversation about the student's strengths, relevant background information is discussed. At this time any important education information (like retention or previous school attendance), family information (such as changes in the family structure, primary caregiver, etc.) and health information (any medical conditions that may impact the student's academic success) is discussed. The parent/guardian is asked to complete a Background Information form prior to the SST meeting so that this information is readily available to the team. Following the SST, all documents including the Background Information form would be placed in the student's confidential educational record.

At this point, the team members discuss the main concerns that brought the student to the SST. The team brainstorms different strategies to address these concerns and creates a timeline for implementing and monitoring the strategies. The SST will discuss if a follow up meeting is necessary to review the student's progress and determine the need for future intervention.

What is my role in the SST as a parent/guardian?

You know your student best. Therefore, your insight into his/her background and behaviors at home is a critical part of viewing the whole child. Prior to the first SST meeting, you may be asked to complete a Background Information form about your student. Please complete this information and either return it to the school before the meeting or have it ready to share at the first SST. Next, be prepared to share your thoughts of your student's strengths, as well as any concerns you have. The SST will ask for your input about what you have successfully tried to help your student. Historically, the SST is most successful when the teacher(s) and parents work together to set similar expectations for behavior and learning for the student. The school will send home a pamphlet for parents/guardians about the SST process prior to the first SST meeting which you can review for additional information.

6164.5 (12)

Must a parent/guardian be present at an SST for their child?

Parents/guardians are invited to all SST meetings regarding their student and strongly encouraged to attend. However, if a parent/guardian cannot attend, the SST meeting can take place without parent consent and the SST plan can be implemented (except where parent consent is required, such as in the case of screenings or evaluation or change to the general education program). When the parent/guardian is absent, SST notes will be sent home and placed in the student's confidential educational record.

What kinds of recommendations come out of an SST?

The SST is a brainstorming process used to generate recommendations for addressing the specific teacher and parent concerns about the student. Therefore, recommendations are unique to the individual student and vary case by case. However, the SST might recommend different instructional strategies not yet tried by the teacher, or homework strategies not yet tried by the parent. Sometimes, the SST will refer the teacher and/or parent to other support systems where available, such as school-based counselling, academic intervention programs or after-school tutoring. On occasion, the SST may recommend that a specialist conduct a screening in the area of concern, such as attention or speech, at no cost to the parent. If there are health-related concerns, the SST may recommend that the parent/guardian look into further supports available through community resources. As a last resort, the SST can refer the student for consideration of a special education assessment.

Is parental consent required for screenings and evaluations?

The parent/guardian must give their consent for any screening, evaluation or participation in a program that will remove their student from their regular education program. However, the SST may request additional hearing and vision screenings; because these are given to every student in a particular grade, they would not require parental consent.

On occasion, the SST may request a screening of the student's abilities/skills in a particular area (such as attention or speech). With parental consent, these screenings are conducted by a specialist working for the school district who has expertise in that area. The results are shared with the parent/guardian, the SST, and become a part of the student's cumulative educational record. The screening is not an assessment for special education and does not result in a change of the student's academic placement.

Can the SST refer students for evaluation for special education consideration?

Yes, but only after several important decision criteria are met: 1) that reasonable classroom interventions of sufficient duration have been carefully attempted, without success; and 2) that the cause of the problem is suspected to be a disability that cannot be resolved without special education services.

E 6164.5 (13)

Do all referrals for special education need to go through the SST?

Generally speaking, all referrals should go through the SST referral process. The SST interventions can be bypassed for students for whom it would be detrimental or for students whose difficulty is so severe or so unusual as to render the SST of no help. This is a decision to be made by the school with parent input. The referral from the SST goes to the school's psychologist who reviews the student's records and interventions to date. The psychologist informs the parent/guardian of the decision to evaluate for special education (and obtains parental consent for the evaluation) or explains why the referral is not appropriate at that time.

How do you know that the SST is effective and not just delaying the special education evaluation process?

Many factors can show success of the SST process, from teacher/parent satisfaction to pre/post student performance. As a problem-solving process, the SST is a crucial step prior to special education referral to make sure all that can be tried within the general education environment has been tried. Only those students who have not shown a positive response to the SST intervention strategies should be referred for special education assessment. These students are likely to require special education support as all else has been unsuccessful.

STUDENT STUDY TEAM

PARENT REQUEST FOR SPECIAL EDUCATION TESTING

Student Name _____ SS # _____

DOB _____ Grade _____ School _____

Father's Name _____

Phone (home) _____ (work) _____

Address _____

Mother's Name _____

Phone (home) _____ (work) _____

Address _____

I am requesting that _____ be referred to the Student Study Team for review of his/her educational program. The review is requested because: [include behaviors observed at home, academic strengths/weaknesses noted during homework completion, strategies attempted to correct the problem at home and with the classroom teacher(s)].

Has the classroom teacher indicated concerns about your child's academic performance? Yes / No. If yes, please list concerns

What classroom instructional strategies do you think would help your child?

Has your child had any previous evaluations through any school system or private provider? Can you provide a copy of who conducted the evaluation and when?

I would like for my child to begin the Student Study Team process immediately.

Parent(s) Signature

Date

-OR-

The counselor has explained the Student Study Team process to me in detail. I understand the process but wish to skip all interventions and have my child tested for Special Education. I understand that the process is in place to help prevent my child from being labeled as a child with a disability (GIVE COPY OF PROCEDURAL SAFEGUARDS). Begin the referral process.

Parent(s) Signature

Date

SST Meeting Agenda

- Introductions (2 minutes)
- Problem Identification (2 minutes)
 - Review Problem Identification/Clarification Form
 - Review Environmental/Functional Factors Form (if behavior is primary concern)
- Problem Analysis (10 minutes)
 - Complete SST Goal(s) Form
- Generate Solutions (10 minutes)
 - Complete SST Intervention Plan Form
- Determine Intervention Specifics (5 minutes)
 - Who:
 - What:
 - Where:
 - When:
 - How:
- Set up Progress Monitoring (1 minute)
- Schedule SST Follow-Up Meeting (10 weeks later)
 - Date:
 - Time:
 - Location:

Remember: Information shared during an SST Meeting is confidential

**Glenn County Special Education Local Plan Area
Authorization for Exchange of Confidential Information**

The purpose of this authorization is to allow the gathering and sharing of academic, psychological, and health information to develop an educational plan of comprehensive services for the student below.

Name(s): _____ Birthdate: _____

Parent or Guardian:
Name: _____ Phone: _____

Mailing Address: _____

Street Address: _____

Information to be released from: (Initial appropriate agencies/providers)

___ Glenn County Dept. of Employment and Social Services:

___ CSD ___ ASD ___ Eligibility

___ Glenn County Health Department

___ California Children's Services CHDP: _____

___ Immunization Clinic Other: _____

___ Glenn County Behavioral Health

___ Glenn County Office of Education

___ Glenn County SELPA

___ Glenn County Probation Department

___ Family Services Association

___ Far Northern Regional Center

___ Home Health Care Agency _____

___ Hospital/Medical Centers _____

___ Medical Clinics _____

___ Parent Education Network

___ Physicians/Health Care Providers _____

___ Audiologist _____

____ Ophthalmologist/Optomtrist _____

____ School District _____

____ Other (initial each entry) _____

____ Other _____

____ Other _____

Type or description of information requested: (Initial appropriate information.)

____ Educational records, including psycho-educational reports

____ Immunization records

____ Consultation or examination reports

____ Discharge summary

____ Psychological evaluation reports

____ Psychiatric summary including history, diagnosis, treatment, progress

____ Court records

____ Other (initial each entry) _____

____ Other _____

DURATION: This authorization shall become effective immediately and shall remain in effect until

_____ (enter date) or for one year from the date of signature, if no date entered.

E 6164.5 (17)

RESTRICTIONS: California law prohibits the Requestor from making further disclosure of my health information unless the Requestor obtains another authorization form from me or unless such disclosure is specifically required or permitted by law (FERPA).

YOUR RIGHTS: I understand that I have the following rights with respect to this Authorization:

1. I understand that signing this authorization is voluntary.
2. I (the student/child or, if a minor, his or her parent, guardian, parent surrogate or conservator) may receive a copy of this Authorization (Civil Code Section 56.10).
3. I may revoke this Authorization at any time. My revocation must be in writing, signed by me or on my behalf, and delivered to the agencies/persons listed above. My revocation will be effective upon receipt, but will not be effective to the extent that the Requestor or others have acted in reliance to this Authorization.

RE-DISCLOSURE: I understand that the Requestor (School District) will protect this information as prescribed by the Family Equal Rights Protection Act (FERPA) and that the information becomes part of the student's permanent educational record. The information will be shared with individuals working at or with the School District for the purpose of providing safe, appropriate, and least restrictive educational settings and school health services and programs.

SIGNATURE AUTHORIZING THIS RELEASE OF INFORMATION:

Date: _____

(Signature of Student)

(Printed name of student)

(Signature of parent or guardian)

(Printed name of parent or guardian)

(*Signature of Surrogate Parent)

(Signature of Witness)

*This signature releases only educational information.
Additional information release will require the signature of guardian.

Confidentiality of client maintained according to Education Code Section 49069; California Welfare Institution Code, Section 4514, 42 CFR Part 2.

This information has been disclosed to you from records protected by Federal confidentiality rules (42 CFR Part 2). The Federal rules prohibit you from making any further disclosure of this information unless further disclosure is expressly permitted by the written consent of the person to whom it pertains or as otherwise permitted by 42 CFR Part 2. A general authorization for the release of medical or other information is not sufficient for this purpose. The Federal rules restrict any use of the information to criminally investigate or prosecute any alcohol or drug abuse patient.

Any information released will meet requirements of HIPPA regarding disclosure and re-disclosure. Recipients are obligated to maintain HIPPA protections for any and all materials released under these conditions.

Student Study Team Summary

<i>Student:</i>		<i>School:</i>					
<i>Date:</i>	<i>Teacher:</i>	<i>Primary Lang.:</i>					
<i>Grade:</i>	<i>D.OB.</i>	<i>Parents:</i>					
<i>Known</i>		<i>Areas of Concern</i>	<i>Questions</i>	<i>Strategies Brainstorm</i>	<i>Actions Prioritize</i>	<i>Persons Responsible</i>	
						<i>Strengths</i>	<i>Information</i>

Follow-Up Date: _____

Student Study Team Participant Signature Page

Date: _____

Student Name

Student Signature

Parent Name

Parent Signature

Administrator Name

Administrator Signature

Special Ed. Teacher Name

Special Ed. Teacher Signature

Counselor Name

Counselor Signature

Team Member Name

Team Member Signature

Team Member Name

Team Member Signature

Team Member Name

Team Member Signature

Team Member Name

Team Member Signature

Teacher Name

Teacher Signature

Teacher Name

Teacher Signature

Teacher Name

Teacher Signature

Teacher Name

Teacher Signature

Participant Name

Participant Signature

Participant Name

Participant Signature

HAMILTON UNIFIED SCHOOL DISTRICT

AUDIT REPORT

JUNE 30, 2015

San Diego

Los Angeles

San Francisco
Bay Area

christy  white
A PROFESSIONAL
ACCOUNTANCY CORPORATION *associates*

**HAMILTON UNIFIED SCHOOL DISTRICT
OF GLENN COUNTY**

HAMILTON CITY, CALIFORNIA

JUNE 30, 2015

The Hamilton Unified School District was established on July 1, 2009 upon the unification of Hamilton High School District and Hamilton Elementary School District. The boundaries of the former districts changed in accordance with the approved plan of unification. The District is located in Glenn County and is currently operating one high school, one elementary school, two community day schools, one continuation high school, one preschool, and an adult education program.

GOVERNING BOARD

Member	Office	Term Expires
Tomas Loera	President	December 2018
Judy Twede	Clerk	December 2016
Gabriel Leal	Member	December 2016
Rosalinda Sanchez	Member	December 2018
Hubert "Wendall" Lower	Member	December 2016

DISTRICT ADMINISTRATORS

Charles Tracy
Superintendent

Diane Lyon
Chief Business Official

**HAMILTON UNIFIED SCHOOL DISTRICT
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 FOR THE YEAR ENDED JUNE 30, 2015**

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FINANCIAL SECTION

INDEPENDENT AUDITORS' REPORT

Governing Board
Hamilton Unified School District
Hamilton City, California

Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, the major fund, and the aggregate remaining fund information of the Hamilton Unified School District, as of and for the year ended June 30, 2015, and the related notes to the financial statements, which collectively comprise the Hamilton Unified School District's basic financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with accounting principles generally accepted in the United States of America; this includes the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

Christy White, CPA

Michael Ash, CPA

Heather Rubio

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*Licensed by the California
State Board of Accountancy*

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Opinions

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, the major fund, and the aggregate remaining fund information of Hamilton Unified School District, as of June 30, 2015, and the respective changes in financial position thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Emphasis of a Matter

As described in Note 1 to the financial statements, in 2015 Hamilton Unified School District adopted new accounting guidance, Governmental Accounting Standards Board Statement No. 68, *Accounting and Financial Reporting for Pensions*. Our opinion is not modified with respect to this matter.

Other Matters

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that the required supplementary information, such as management's discussion and analysis, budgetary comparison information, schedule of funding progress for OPEB benefits, schedules of proportionate share of net pension liability, and schedules of District contributions for pensions be presented to supplement the basic financial statements. Such information, although not part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the Hamilton Unified School District's basic financial statements. The supplementary information listed in the table of contents, including the schedule of expenditures of Federal awards, which is required by the U.S. Office of Management and Budget Circular A-133, *Audits of State, Local Governments, and Non-Profit Organizations*, is presented for purposes of additional analysis and is not a required part of the basic financial statements.

The supplementary information listed in the table of contents is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 14, 2015 on our consideration of Hamilton Unified School District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Hamilton Unified School District's internal control over financial reporting and compliance.

Christy White Associates

San Diego, California
December 14, 2015

HAMILTON UNIFIED SCHOOL DISTRICT MANAGEMENT'S DISCUSSION AND ANALYSIS

INTRODUCTION

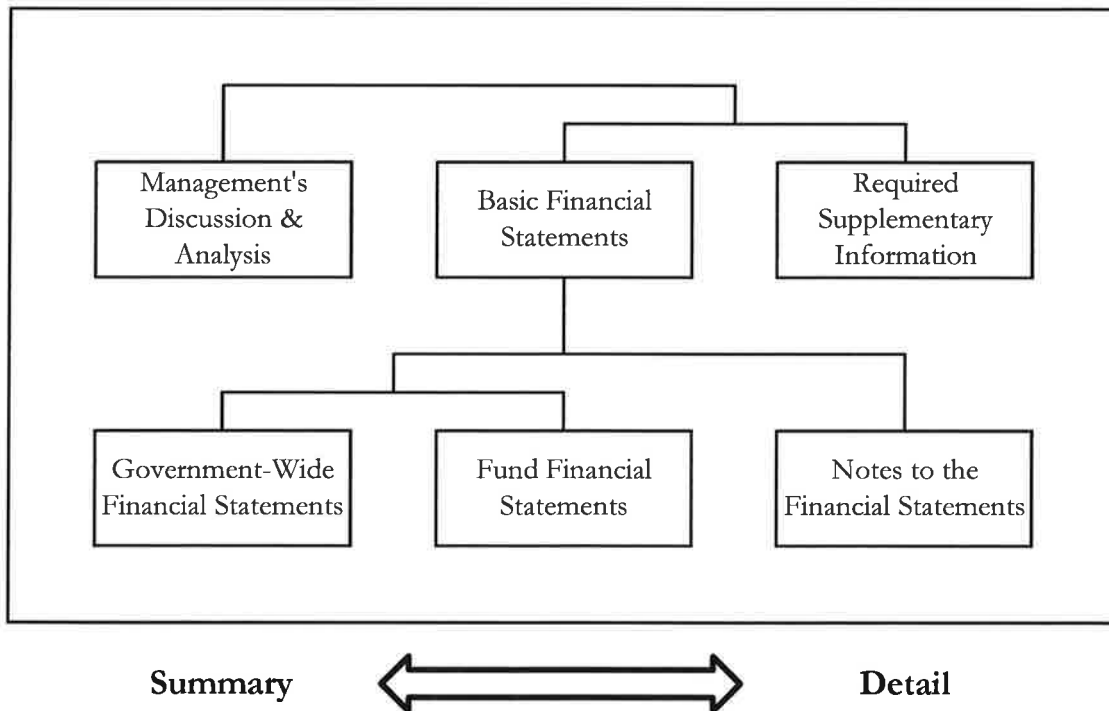
Our discussion and analysis of Hamilton Unified School District's (District) financial performance provides an overview of the District's financial activities for the fiscal year ended June 30, 2015. It should be read in conjunction with the District's financial statements, which follow this section.

FINANCIAL HIGHLIGHTS

- ▶ Total net position was \$3,070,852 at June 30, 2015. This was a decrease of \$5,393,637 from the prior year's net position before restatement.
- ▶ Overall revenues were \$8,254,290 which were less than expenses of \$8,377,952.

OVERVIEW OF FINANCIAL STATEMENTS

Components of the Financials Section



**HAMILTON UNIFIED SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2015**

This annual report consists of three parts – Management's Discussion and Analysis (this section), the basic financial statements, and required supplementary information. The three sections together provide a comprehensive overview of the District. The basic financial statements are comprised of two kinds of statements that present financial information from different perspectives:

- ▶ **Government-wide financial statements**, which comprise the first two statements, provide both short-term and long-term information about the entity's overall financial position.
- ▶ **Fund financial statements** focus on reporting the individual parts of District operations in more detail. The fund financial statements comprise the remaining statements.
 - ▶ **Governmental Funds** provide a detailed *short-term* view that helps you determine whether there are more or fewer financial resources that can be spent in the near future to finance the District's programs.
 - ▶ **Fiduciary Funds** report balances for which the District is a custodian or *trustee* of the funds, such as Associated Student Bodies and pension funds.

The financial statements also include notes that explain some of the information in the statements and provide more detailed data. The basic financial statements are followed by a section of required and other supplementary information that further explain and support the financial statements.

Government-Wide Statements

The government-wide statements report information about the District as a whole using accounting methods similar to those used by private-sector companies. The statement of net position includes all of the government's assets and liabilities. All of the current year's revenues and expenses are accounted for in the statement of activities, regardless of when cash is received or paid.

The two government-wide statements report the District's net position and how it has changed. Net position is one way to measure the District's financial health or position. Over time, increases or decreases in the District's net position are an indicator of whether its financial health is improving or deteriorating, respectively.

The government-wide financial statements of the District include governmental activities. All of the District's basic services are included here, such as regular education, food service, maintenance and general administration. LCFF funding and federal and state grants finance most of these activities.

**HAMILTON UNIFIED SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2015**

FINANCIAL ANALYSIS OF THE ENTITY AS A WHOLE

Net Position

The District's combined net position was \$3,070,852 at June 30, 2015, as reflected in the table below. Of this amount, (\$3,177,438) was unrestricted. Restricted net position is reported separately to show legal constraints from debt covenants and enabling legislation that limit the Governing Board's ability to use that net position for day-to-day operations.

	Governmental Activities		
	2015	2014	Net Change
ASSETS			
Current and other assets	\$ 4,011,147	\$ 3,713,778	\$ 297,369
Capital assets	5,914,780	6,129,417	(214,637)
Total Assets	9,925,927	9,843,195	82,732
DEFERRED OUTFLOWS OF RESOURCES	442,013	-	442,013
LIABILITIES			
Current liabilities	406,643	333,861	72,782
Long-term liabilities	5,673,979	1,044,845	4,629,134
Total Liabilities	6,080,622	1,378,706	4,701,916
DEFERRED INFLOWS OF RESOURCES	1,216,466	-	1,216,466
NET POSITION			
Net investment in capital assets	5,201,094	5,346,349	(145,255)
Restricted	1,047,196	641,049	406,147
Unrestricted	(3,177,438)	2,477,091	(5,654,529)
Total Net Position	\$ 3,070,852	\$ 8,464,489	\$ (5,393,637)

**HAMILTON UNIFIED SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2015**

FINANCIAL ANALYSIS OF THE ENTITY AS A WHOLE (continued)

Changes in Net Position

The results of this year's operations for the District as a whole are reported in the Statement of Activities. The table below takes the information from the Statement, rounds off the numbers, and rearranges them slightly, so you can see our total revenues, expenses, and special items for the year.

	Governmental Activities		
	2015	2014	Net Change
REVENUES			
Program revenues			
Charges for services	\$ 34,959	\$ 28,859	\$ 6,100
Operating grants and contributions	1,316,625	1,225,163	91,462
General revenues			
Property taxes	1,376,687	1,208,784	167,903
Unrestricted federal and state aid	5,046,065	4,698,783	347,282
Other	479,954	347,160	132,794
Total Revenues	8,254,290	7,508,749	745,541
EXPENSES			
Instruction	4,740,100	4,245,933	494,167
Instruction-related services	1,084,496	952,083	132,413
Pupil services	731,205	782,526	(51,321)
General administration	679,174	558,656	120,518
Plant services	725,082	659,378	65,704
Debt service	31,552	34,617	(3,065)
Other Outgo	386,343	503,729	(117,386)
Total Expenses	8,377,952	7,736,922	641,030
Change in net position	(123,662)	(228,173)	104,511
Net Position - Beginning, as Restated	3,194,514	8,692,662	(5,498,148)
Net Position - Ending	\$ 3,070,852	\$ 8,464,489	\$ (5,393,637)

* Restatement to Beginning Net Position relates to both the 2015 year and the 2014 year

**HAMILTON UNIFIED SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2015**

FINANCIAL ANALYSIS OF THE ENTITY AS A WHOLE (continued)

Changes in Net Position (continued)

The total cost of all our governmental activities this year was \$8,377,952, while net cost of services was only \$7,026,368 (refer to the table below). The amount that our taxpayers ultimately financed for these activities through taxes was only \$1,376,687 because the cost was paid by other governments and organizations who subsidized certain programs with grants and contributions.

	Net Cost of Services	
	2015	2014
Instruction	\$ 4,236,843	\$ 3,550,692
Instruction-related services	1,039,906	909,333
Pupil services	277,301	357,687
General administration	618,748	482,637
Plant services	580,170	644,398
Debt service	31,552	34,617
Transfers to other agencies	241,848	503,536
Total Expenses	\$ 7,026,368	\$ 6,482,900

FINANCIAL ANALYSIS OF THE DISTRICT'S MAJOR FUNDS

The financial performance of the District as a whole is reflected in its governmental funds as well. As the District completed this year, its governmental funds reported a combined fund balance of \$3,730,725, which is more than last year's ending fund balance of \$3,480,419. The District's General Fund had \$9,714 less in operating revenues than expenditures for the year ended June 30, 2015.

CURRENT YEAR BUDGET 2014-15

During the fiscal year, budget revisions and appropriation transfers are presented to the Board for their approval on a monthly basis to reflect changes to both revenues and expenditures that become known during the year. In addition, the Board of Education approves financial projections included with the Adopted Budget, First Interim, and Second Interim financial reports. The Unaudited Actuals reflect the District's financial projections and current budget based on State and local financial information.

**HAMILTON UNIFIED SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2015**

CAPITAL ASSET AND DEBT ADMINISTRATION

Capital Assets

By the end of 2014-15 the District had invested \$5,914,780 in capital assets, net of accumulated depreciation.

	Governmental Activities		
	2015	2014	Net Change
CAPITAL ASSETS			
Land	\$ 293,887	\$ 293,887	\$ -
Land improvements	604,362	571,482	32,880
Buildings & improvements	9,069,289	9,069,289	-
Furniture & equipment	1,252,758	1,168,232	84,526
Accumulated depreciation	(5,305,516)	(4,973,473)	(332,043)
Total Capital Assets	\$ 5,914,780	\$ 6,129,417	\$ (214,637)

Long-Term Liabilities

At year-end, the District had \$5,673,979 in long-term liabilities, a 443% increase from last year – as shown in the table below. (More detailed information about the District's long-term liabilities is presented in footnotes to the financial statements.)

	Governmental Activities		
	2015	2014	Net Change
LONG-TERM LIABILITIES			
Total general obligation bonds	\$ 701,200	\$ 764,900	\$ (63,700)
Capital leases	12,486	18,168	(5,682)
Early retirement incentive	270,228	95,038	175,190
Compensated absences	18,533	23,325	(4,792)
Net OPEB obligation	266,230	230,212	36,018
Net pension liability	4,518,960	-	4,518,960
Less: current portion of long-term debt	(113,658)	(86,798)	(26,860)
Total Long-term Liabilities	\$ 5,673,979	\$ 1,044,845	\$ 4,629,134

**HAMILTON UNIFIED SCHOOL DISTRICT
MANAGEMENT'S DISCUSSION AND ANALYSIS, continued
FOR THE YEAR ENDED JUNE 30, 2015**

ECONOMIC FACTORS AND NEXT YEAR'S BUDGET

At the time these financial statements were prepared and audited, the District was aware of several circumstances that could affect its future financial health.

Landmark legislation passed in Year 2013 reformed California school district finance by creating the Local Control Funding Formula (LCFF). The District continues to analyze the impact of the LCFF on funding for our program offerings and services. The LCFF is designed to provide a flexible funding mechanism that links student achievement to state funding levels. The LCFF provides a per pupil base grant amount, by grade span, that is augmented by supplemental funding for targeted student groups in low income brackets, those that are English language learners and foster youth. The State anticipates all school districts to reach the statewide targeted base funding levels by 2020-21 but the annual amount funded to meet the target is uncertain.

Factors related to LCFF that the District is monitoring include: (1) estimates of funding in the next budget year and beyond; (2) the Local Control and Accountability Plan (LCAP) that aims to link student accountability measurements to funding allocations; (3) ensuring the integrity of reporting student data through the California Longitudinal Pupil Achievement Data System (CALPADs); and, (4) meeting annual compliance and audit requirements.

The State's economy is expected to grow at a modest rate of about 2%-3% annually over the next two years with little chance of recession, according to the UCLA Anderson Economic Forecast for September 2015. The ability of the State to fund the LCFF and other programs is largely dependent on the strength of the State's economy and remains uncertain.

GASB 68, *Accounting and Financial Reporting for Pensions*, is effective in the 2014-15 fiscal year. The new standard requires the reporting of annual pension cost using an actuarially determined method and a net pension liability is expected to result. The District participates in state employee pension plans, PERS and STRS, and both are underfunded. The District's proportionate share of the liability is reported in the Statement of Net Position as of June 30, 2015. The amount of the liability is material to the financial position of the District. To address the underfunding issues, the pension plans intend to raise employer rates in future years, and the increased costs could be significant.

Enrollment can fluctuate due to factors such as population growth, competition from private, parochial, inter-district transfers in or out, economic conditions and housing values. Losses in enrollment will cause a school district to lose operating revenues without necessarily permitting the district to make adjustments in fixed operating costs.

All of these factors were considered in preparing the District's budget for the 2015-16 fiscal year.

CONTACTING THE DISTRICT'S FINANCIAL MANAGEMENT

This financial report is designed to provide our citizens, taxpayers, students, and investors and creditors with a general overview of the District's finances and to show the District's accountability for the money it receives. If you have questions about this report or need any additional financial information, contact the District's Business Office, Hamilton Unified School District, 620 Canal Street, PO Box 488; Hamilton City, CA 95951.

**HAMILTON UNIFIED SCHOOL DISTRICT
STATEMENT OF NET POSITION
JUNE 30, 2015**

	Governmental Activities
ASSETS	
Cash and cash equivalents	\$ 3,638,453
Accounts receivable	322,151
Inventory	11,353
Prepaid expenses	39,190
Capital assets, not depreciated	293,887
Capital assets, net of accumulated depreciation	5,620,893
Total Assets	9,925,927
DEFERRED OUTFLOWS OF RESOURCES	
Deferred outflows related to pensions	442,013
Total Deferred Outflows of Resources	442,013
LIABILITIES	
Accrued liabilities	292,985
Long-term liabilities, current portion	113,658
Long-term liabilities, non-current portion	5,673,979
Total Liabilities	6,080,622
DEFERRED INFLOWS OF RESOURCES	
Deferred inflows related to pensions	1,216,466
Total Deferred Inflows of Resources	1,216,466
NET POSITION	
Net investment in capital assets	5,201,094
Restricted:	
Capital projects	284,669
Debt service	153,353
Educational programs	376,554
All others	232,620
Unrestricted	(3,177,438)
Total Net Position	\$ 3,070,852

The accompanying notes are an integral part of these financial statements.

**HAMILTON UNIFIED SCHOOL DISTRICT
STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2015**

Function/Programs	Expenses	Program Revenues		Net (Expenses) Revenues and Changes in Net Position
		Charges for Services	Operating Grants and Contributions	Governmental Activities
GOVERNMENTAL ACTIVITIES				
Instruction	\$ 4,740,100	\$ 66	\$ 503,191	\$ (4,236,843)
Instruction-related services				
Instructional supervision and administration	2,359	-	-	(2,359)
Instructional library, media, and technology	217,581	514	24,153	(192,914)
School site administration	864,556	21	19,902	(844,633)
Pupil services				
Home-to-school transportation	139,651	-	-	(139,651)
Food services	442,550	34,119	419,785	11,354
All other pupil services	149,004	-	-	(149,004)
General administration				
All other general administration	679,174	-	60,426	(618,748)
Plant services	725,082	191	144,721	(580,170)
Interest on long-term debt	31,552	-	-	(31,552)
Other Outgo	386,343	48	144,447	(241,848)
Total Governmental Activities	\$ 8,377,952	\$ 34,959	\$ 1,316,625	(7,026,368)
General revenues				
Taxes and subventions				
Property taxes, levied for general purposes				
				1,279,931
Property taxes, levied for debt service				
				96,756
Federal and state aid not restricted for specific purposes				
				5,046,065
Interest and investment earnings				
				8,778
Interagency revenues				
				212,328
Miscellaneous				
				258,848
Subtotal, General Revenue				6,902,706
CHANGE IN NET POSITION				
				(123,662)
Net Position - Beginning, as Restated				
				3,194,514
Net Position - Ending				
				\$ 3,070,852

The accompanying notes are an integral part of these financial statements.

**HAMILTON UNIFIED SCHOOL DISTRICT
GOVERNMENTAL FUNDS
BALANCE SHEET
JUNE 30, 2015**

	General Fund	Non-Major Governmental Funds	Total Governmental Funds
ASSETS			
Cash and cash equivalents	\$ 2,571,612	\$ 1,066,841	\$ 3,638,453
Accounts receivable	287,269	34,882	322,151
Due from other funds	14,364	-	14,364
Stores inventory	-	11,353	11,353
Prepaid expenditures	39,190	-	39,190
Total Assets	\$ 2,912,435	\$ 1,113,076	\$ 4,025,511
LIABILITIES			
Accrued liabilities	\$ 272,806	\$ 7,616	\$ 280,422
Due to other funds	-	14,364	14,364
Total Liabilities	272,806	21,980	294,786
FUND BALANCES			
Nonspendable	49,190	11,353	60,543
Restricted	373,035	686,724	1,059,759
Committed	-	393,019	393,019
Assigned	546,601	-	546,601
Unassigned	1,670,803	-	1,670,803
Total Fund Balances	2,639,629	1,091,096	3,730,725
Total Liabilities and Fund Balances	\$ 2,912,435	\$ 1,113,076	\$ 4,025,511

The accompanying notes are an integral part of these financial statements.

**HAMILTON UNIFIED SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS BALANCE SHEET TO THE STATEMENT
OF NET POSITION
JUNE 30, 2015**

Total Fund Balance - Governmental Funds \$ 3,730,725

Amounts reported for assets and liabilities for governmental activities in the statement of net position are different from amounts reported in governmental funds because:

Capital assets:

In governmental funds, only current assets are reported. In the statement of net position, all assets are reported, including capital assets and accumulated depreciation:

Capital assets	\$ 11,220,296	
Accumulated depreciation	(5,305,516)	5,914,780

Unmatured interest on long-term debt:

In governmental funds, interest on long-term debt is not recognized until the period in which it matures and is paid. In the government-wide statement of activities, it is recognized in the period that it is incurred. The additional liability for unmaturing interest owing at the end of the period was:

(12,563)

Long-term liabilities:

In governmental funds, only current liabilities are reported. In the statement of net position, all liabilities, including long-term liabilities, are reported. Long-term liabilities relating to governmental activities consist of:

Total general obligation bonds	\$ 701,200	
Capital leases	12,486	
Early retirement incentive	270,228	
Compensated absences	18,533	
Net OPEB obligation	266,230	
Net pension liability	4,518,960	(5,787,637)

Deferred outflows and inflows of resources relating to pensions:

In governmental funds, deferred outflows and inflows of resources relating to pensions are not reported because they are applicable to future periods.

In the statement of net position, deferred outflows and inflows of resources relating to pensions are reported.

Deferred outflows of resources related to pensions	\$ 442,013	
Deferred inflows of resources related to pensions	(1,216,466)	(774,453)

Total Net Position - Governmental Activities \$ 3,070,852

The accompanying notes are an integral part of these financial statements.

**HAMILTON UNIFIED SCHOOL DISTRICT
GOVERNMENTAL FUNDS
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES
FOR THE YEAR ENDED JUNE 30, 2015**

	General Fund	Non-Major Governmental Funds	Total Governmental Funds
REVENUES			
LCFF sources	\$ 5,822,752	\$ 87,120	\$ 5,909,872
Federal sources	424,900	414,804	839,704
Other state sources	467,790	415,768	883,558
Other local sources	415,217	163,358	578,575
Total Revenues	7,130,659	1,081,050	8,211,709
EXPENDITURES			
Current			
Instruction	4,173,884	143,473	4,317,357
Instruction-related services			
Instructional supervision and administration	2,359	-	2,359
Instructional library, media, and technology	218,659	-	218,659
School site administration	803,679	54,587	858,266
Pupil services			
Home-to-school transportation	79,313	-	79,313
Food services	3,747	429,546	433,293
All other pupil services	139,860	-	139,860
General administration			
All other general administration	668,552	-	668,552
Plant services	656,928	98,203	755,131
Facilities acquisition and maintenance	195	-	195
Transfers to other agencies	386,343	-	386,343
Debt service			
Principal	5,682	63,700	69,382
Interest and other	1,172	31,521	32,693
Total Expenditures	7,140,373	821,030	7,961,403
Excess (Deficiency) of Revenues			
Over Expenditures	(9,714)	260,020	250,306
Other Financing Sources (Uses)			
Transfers in	-	98,520	98,520
Transfers out	(74,000)	(24,520)	(98,520)
Net Financing Sources (Uses)	(74,000)	74,000	-
NET CHANGE IN FUND BALANCE	(83,714)	334,020	250,306
Fund Balance - Beginning	2,723,343	757,076	3,480,419
Fund Balance - Ending	\$ 2,639,629	\$ 1,091,096	\$ 3,730,725

The accompanying notes are an integral part of these financial statements.

**HAMILTON UNIFIED SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF REVENUES,
EXPENDITURES, AND CHANGES IN FUND BALANCES TO THE STATEMENT OF ACTIVITIES
FOR THE YEAR ENDED JUNE 30, 2015**

Net Change in Fund Balances - Governmental Funds \$ 250,306

Amounts reported for governmental activities in the statement of activities are different from amounts reported in governmental funds because:

Capital outlay:

In governmental funds, the costs of capital assets are reported as expenditures in the period when the assets are acquired. In the statement of activities, costs of capital assets are allocated over their estimated useful lives as depreciation expense. The difference between capital outlay expenditures and depreciation expense for the period is:

Expenditures for capital outlay:	\$	117,406	
Depreciation expense:		(332,043)	(214,637)

Debt service:

In governmental funds, repayments of long-term debt are reported as expenditures. In the government-wide statements, repayments of long-term debt are reported as reductions of liabilities. Expenditures for repayment of the principal portion of long-term debt were:

69,382

Unmatured interest on long-term debt:

In governmental funds, interest on long-term debt is recognized in the period that it becomes due. In the government-wide statement of activities, it is recognized in the period it is incurred. Unmatured interest owing at the end of the period, less matured interest paid during the period but owing from the prior period, was:

1,141

Compensated absences:

In governmental funds, compensated absences are measured by the amounts paid during the period. In the statement of activities, compensated absences are measured by the amount earned. The difference between compensated absences paid and compensated absences earned, was:

4,792

Postemployment benefits other than pensions (OPEB):

In governmental funds, OPEB costs are recognized when employer contributions are made. In the statement of activities, OPEB costs are recognized on the accrual basis. This year, the difference between OPEB costs and actual employer contributions was:

(36,018)

The accompanying notes are an integral part of these financial statements.

**HAMILTON UNIFIED SCHOOL DISTRICT
RECONCILIATION OF THE GOVERNMENTAL FUNDS STATEMENT OF REVENUES,
EXPENDITURES, AND CHANGES IN FUND BALANCE TO THE STATEMENT OF
ACTIVITIES, continued
FOR THE YEAR ENDED JUNE 30, 2015**

Pensions:

In governmental funds, pension costs are recognized when employer contributions are made, in the government-wide statement of activities, pension costs are recognized on the accrual basis. This year, the difference between accrual-basis pension costs and employer contributions was:

\$ (23,438)

Other liabilities not normally liquidated with current financial resources:

In the government-wide statements, expenses must be accrued in connection with any liabilities incurred during the period that are not expected to be liquidated with current financial resources. Examples include special termination benefits such as retirement incentives financed over time, and structured legal settlements. This year, expenses incurred for such obligations were:

(175,190)

Change in Net Position of Governmental Activities

\$ (123,662)

The accompanying notes are an integral part of these financial statements.

**HAMILTON UNIFIED SCHOOL DISTRICT
 FIDUCIARY FUNDS
 STATEMENT OF NET POSITION
 JUNE 30, 2015**

	<u>Trust Funds</u>	<u>Agency Funds</u>
	<u>Private-Purpose</u>	<u>Student Body</u>
	<u>Trust Fund</u>	<u>Fund</u>
ASSETS		
Cash and cash equivalents	\$ 36,242	\$ 131,281
Total Assets	<u>36,242</u>	<u>\$ 131,281</u>
LIABILITIES		
Due to student groups	-	\$ 131,281
Total Liabilities	<u>-</u>	<u>\$ 131,281</u>
NET POSITION		
Unrestricted	36,242	
Total Net Position	<u>\$ 36,242</u>	

The accompanying notes are an integral part of these financial statements.

**HAMILTON UNIFIED SCHOOL DISTRICT
 FIDUCIARY FUNDS
 STATEMENT OF CHANGES IN NET POSITION
 FOR THE YEAR ENDED JUNE 30, 2015**

	<u>Trust Funds</u> <u>Private-Purpose</u> <u>Trust Fund</u>
ADDITIONS	
Investment earnings	\$ 1,896
Total Additions	<u>1,896</u>
DEDUCTIONS	
Scholarships	1,000
Total Deductions	<u>1,000</u>
CHANGE IN NET POSITION	896
Net Position - Beginning	<u>35,346</u>
Net Position - Ending	<u>\$ 36,242</u>

HAMILTON UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2015

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Financial Reporting Entity

The Hamilton Unified School District (the "District") accounts for its financial transactions in accordance with the policies and procedures of the Department of Education's *California School Accounting Manual*. The accounting policies of the District conform to generally accepted accounting principles as prescribed by the Governmental Accounting Standards Board (GASB) and the American Institute of Certified Public Accountants (AICPA).

The District operates under a locally elected Board form of government and provides educational services to grades K-12 as mandated by the state. A reporting entity is comprised of the primary government, component units, and other organizations that are included to ensure the financial statements are not misleading. The primary government of the District consists of all funds, departments and agencies that are not legally separate from the District. For the District, this includes general operations, food service, and student-related activities.

B. Component Units

Component units are legally separate organizations for which the District is financially accountable. Component units may also include organizations that are fiscally dependent on the District in that the District approves their budget, the issuance of their debt or the levying of their taxes. In addition, component units are other legally separate organizations for which the District is not financially accountable but the nature and significance of the organization's relationship with the District is such that exclusion would cause the District's financial statements to be misleading or incomplete. The District has no such component units.

C. Basis of Presentation

Government-Wide Statements. The statement of net position and the statement of activities display information about the primary government (the District). These statements include the financial activities of the overall government, except for fiduciary activities. Eliminations have been made to minimize the double-counting of internal activities. Governmental activities generally are financed through taxes, intergovernmental revenue, and other non-exchange transactions.

The statement of activities presents a comparison between direct expenses and program revenue for each function of the District's governmental activities. Direct expenses are those that are specifically associated with a program or function and, therefore, are clearly identifiable to a particular function. Indirect expense allocations that have been made in the funds have been reserved for the statement of activities. Program revenues include charges paid by the recipients of the goods or services offered by the programs and grants and contributions that are restricted to meeting of operational or capital requirements of a particular program. Revenues that are not classified as program revenues are presented as general revenues. The comparison of program revenues and expenses identifies the extent to which each program or business segment is self-financing or draws from the general revenues of the District.

HAMILTON UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, *continued*
JUNE 30, 2015

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (*continued*)

C. Basis of Presentation (*continued*)

Fund Financial Statements. The fund financial statements provide information about the District's funds, including its fiduciary funds. Separate statements for each fund category – governmental and fiduciary – are presented. The emphasis of fund financial statements is on major governmental funds, each displayed in a separate column. All remaining governmental funds are aggregated and reported as non-major funds.

Governmental funds are used to account for activities that are governmental in nature. Governmental activities are typically tax-supported and include education of pupils, operation of food service and child development programs, construction and maintenance of school facilities, and repayment of long-term debt.

Fiduciary funds are used to account for assets held by the District in a trustee or agency capacity for others that cannot be used to support the District's own programs.

Major Governmental Funds

General Fund: The General Fund is the main operating fund of the District. It is used to account for all activities except those that are required to be accounted for in another fund. In keeping with the minimum number of funds principle, all of the District's activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. A District may have only one General Fund.

Non-Major Governmental Funds

Special Revenue Funds: Special revenue funds are used to account for and report the proceeds of specific revenue sources that are restricted or committed to expenditures for specified purposes other than debt service or capital projects. The District maintains the following special revenue funds:

Adult Education Fund: This fund is used to account separately for federal, state, and local revenues for adult education programs. Money in this fund shall be expended for adult education purposes only. Moneys received for programs other than adult education shall not be expended for adult education (Education Code Sections 52616[b] and 52501.5[a]).

Child Development Fund: This fund is used to account separately for federal, state, and local revenues to operate child development programs. All moneys received by the District for, or from the operation of, child development services covered under the Child Care and Development Services Act (*Education Code Section 8200 et seq.*) shall be deposited into this fund. The moneys may be used only for expenditures for the operation of child development programs. The costs incurred in the maintenance and operation of child development services shall be paid from this fund, with accounting to reflect specific funding sources (*Education Code Section 8328*).

HAMILTON UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, *continued*
JUNE 30, 2015

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (*continued*)

C. Basis of Presentation (*continued*)

Non-Major Governmental Funds (*continued*)

Special Revenue Funds (*continued*):

Cafeteria Special Revenue Fund: This fund is used to account separately for federal, state, and local resources to operate the food service program (*Education Code Sections 38090–38093*). The Cafeteria Special Revenue Fund shall be used only for those expenditures authorized by the governing board as necessary for the operation of the District's food service program (*Education Code Sections 38091 and 38100*).

Deferred Maintenance Fund: This fund is used to account separately for state apportionments and the District's contributions for deferred maintenance purposes (*Education Code Sections 17582–17587*). In addition, whenever the state funds provided pursuant to *Education Code Sections 17584 and 17585* (apportionments from the State Allocation Board) are insufficient to fully match the local funds deposited in this fund, the governing board of a school district may transfer the excess local funds deposited in this fund to any other expenditure classifications in other funds of the District (*Education Code Sections 17582 and 17583*).

Capital Project Funds: Capital project funds are established to account for financial resources to be used for the acquisition or construction of major capital facilities (other than those financed by proprietary funds and trust funds).

Capital Facilities Fund: This fund is used primarily to account separately for moneys received from fees levied on developers or other agencies as a condition of approving a development (*Education Code Sections 17620–17626*). The authority for these levies may be county/city ordinances (*Government Code Sections 65970–65981*) or private agreements between the District and the developer. Interest earned in the Capital Facilities Fund is restricted to that fund (*Government Code Section 66006*).

Special Reserve Fund for Capital Outlay Projects: This fund exists primarily to provide for the accumulation of General Fund moneys for capital outlay purposes (*Education Code Section 42840*).

Debt Service Funds: Debt service funds are established to account for the accumulation of resources for and the payment of principal and interest on general long-term debt.

Bond Interest and Redemption Fund: This fund is used for the repayment of bonds issued for the District (*Education Code Sections 15125–15262*). The board of supervisors of the county issues the bonds. The proceeds from the sale of the bonds are deposited in the county treasury to the Building Fund of the District. Any premiums or accrued interest received from the sale of the bonds must be deposited in the Bond Interest and Redemption Fund of the District. The county auditor maintains control over the District's Bond Interest and Redemption Fund. The principal and interest on the bonds must be paid by the county treasurer from taxes levied by the county auditor-controller.

HAMILTON UNIFIED SCHOOL DISTRICT
NOTES TO FINANCIAL STATEMENTS, continued
JUNE 30, 2015

NOTE 1 – SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (continued)

C. Basis of Presentation (continued)

Non-Major Governmental Funds (continued)

Fiduciary Funds

Trust and Agency Funds: Trust and agency funds are used to account for assets held in a trustee or agent capacity for others that cannot be used to support the District's own programs. The key distinction between trust and agency funds is that trust funds are subject to a trust agreement that affects the degree of management involvement and the length of time that the resources are held.

Private-Purpose Trust Fund: The Private-Purpose Trust Fund is a scholarship trust fund, and consists only of accounts such as cash and balancing net position accounts.

Student Body Fund: The Student Body Fund is an agency fund and, therefore, consists only of accounts such as cash and balancing liability accounts, such as due to student groups. The student body itself maintains its own general fund, which accounts for the transactions of that entity in raising and expending money to promote the general welfare, morale, and educational experiences of the student body (*Education Code Sections 48930–48938*).

D. Basis of Accounting – Measurement Focus

Government-Wide and Fiduciary Financial Statements

The government-wide and fiduciary fund financial statements are reported using the economic resources measurement focus. The government-wide and fiduciary fund financial statements are reported using the accrual basis of accounting. Revenues are recorded when earned and expenses are recorded at the time liabilities are incurred, regardless of when the related cash flows take place.

Net Position equals assets and deferred outflows of resources minus liabilities and deferred inflows of resources. Net investment in capital assets consists of capital assets, net of accumulated depreciation, reduced by the outstanding balances of any borrowings used for the acquisition, construction or improvement of those assets. The net position should be reported as restricted when constraints placed on its use are either externally imposed by creditors (such as through debt covenants), grantors, contributors, or laws or regulations of other governments or imposed by law through constitutional provisions or enabling legislation. The net position restricted for other activities results from special revenue funds and the restrictions on their use.

Governmental Funds

Basis of accounting refers to when revenues and expenditures are recognized in the accounts and reported in the financial statements. Governmental funds use the modified accrual basis of accounting.

HUSD Certificated Seniority List

First Name	Last Name	Hire Date*	Temporary Teachers	Provisional Teachers
Trudy	Bryan	26-Aug-88	J Bretney (2014-15; 2015-16)	
Lynn	Larson	24-Aug-89	P Hernandez (2014-15; 2015-16)	
Leslie	Anderson-Mills	21-Aug-92	V Ortiz (2015-16)	
Betty	Mercado	27-Aug-93	N Reale (2015-16)	
Liz (Adriana)	Cox (El Allie)	25-Aug-95	S Whittaker (2015-16)	
Maribel	Hernandez (Medina)	25-Aug-97	N Heffley (9/14/15)	
Margarita	Sawyer	25-Aug-97	K Eden (long term sub) (2015-16)	
Maria	Gonzalez-Alvarez	25-Aug-97		
Kelly	Langan	19-Aug-98		
Bertha	Carter	19-Aug-99		
Rina	Gonzalez	23-Aug-00		
Leroy	Zambrano	23-Aug-00		
Alexandra	Charlon	16-Aug-01		
Ryan	Bentz	15-Aug-02		
Guadalupe	Funderburk	15-Aug-02		
Ellese	Mello Buttitta	29-Aug-03		
Margrit	Vogeesang	12-Aug-04		
Maria	Llamas	13-Aug-04		
Maria	Esquivel	13-Aug-04		
Blanca	Godinez	13-Aug-04		
Erin	Moore	18-Aug-05		
Hogan	Brown	8-Jan-07		
Janice	Lohse	15-Aug-07		
Matthew	Steele	15-Aug-07		
Maria	Reyes	27-Aug-07		
Matthew	Jarvis	15-Aug-12		
Tracey	Leveroni	9-Aug-13		
Michael	Brantingham	9-Aug-13		
Raquel	Bocast	9-Aug-13		
Suzanne	Titchenal	11-Aug-14	Prob II	
Firth	Jennifer	11-Aug-14	Prob II	
Carras	Patrick	7-Aug-15	Prob I	
Garcia	Paula	7-Aug-15	Prob I	
Hansen	Mary	7-Aug-15	Prob I	
Hironimus	John	7-Aug-15	Prob I	
Taylor	Michael	7-Aug-15	Prob I	
* represents the beginning date of service		Developed: 3.4.2010 Revised: 2.18.2011 / Adopted: 2.22.2011 Revised: 2.25.2011 / Adopted: 3.9.2011 Revised: 1.04.2012 / Adopted: 1.17.2012 Revised: 3.5.2012 / Adopted: 3.19.2012 Revised: 12.5.2012/ For Certificated Staff review Revised: 1.11.2013/ Adopted: 1.22.2013 Revised: 2.08.2013/ Adopted: 2.12.2013 Revised: 12.18.2013/For Certificated Staff review/Adopted: 1.21.2014 Revised: 10.17.2014/For Certificated review/Adopted: 1.20.2015 Revised: 12.15.2015/For Certificated review/Proposed: 1.21.2016		

HUSD
Classified
Seniority List

Name	Position	Service Date
Vaquera-Hernandez, Naomi	Library Media Technician	8/11/2014
	Library Technician	8/21/2013
	Paraeducator II	8/9/2010
	Instructional Aide	8/28/1989
	Teacher Aide	9/1/1984
DelaCruz, Yolanda (Bernice)	Paraeducator	8/11/2014
	Paraeducator II	8/9/2010
	Cook Helper	8/24/2009
	Instructional Aide	8/28/1989
	Teacher Aide	2/5/1985
Leal, Teresa	Preschool Teacher	8/19/1999
	Preschool Teacher Aide	8/26/1991
Crosby, Clyde (Austin)	District Universal - Maintenance & Transportation	7/1/2013
	Custodian/Sub Bus Driver	7/1/2005
	Custodian	10/1/1996
Robertson, Anthony (Tony)	District Universal - Maintenance & Transportation	7/1/2013
	Maintenance/Bus Driver	7/1/2011
	Maintenance/Custodian/Bus Driver	10/1/1996
Mercado, Guadalupe (Lupe)	Administrative Technician	1/1/2014
	Adult Ed & Continuation Office Assistant I	7/1/2010
	Adult Ed & Continuation Office Assistant I/Business Asst	7/1/2009
	Adult Ed Office Assistant I	7/1/2000
	Adult Ed Secretary	11/3/1997
	Adult Ed Teacher Aide I	5/12/1997
Brand Jr., Ralph	District Crossing Guard	10/01/1997
Garcia, Irma	Preschool Assistant	11/7/2013
	Preschool Paraeducator II (Paraeducator)	8/9/2013
	Preschool Paraeducator I	8/11/2011
	Preschool Teacher Aide	8/27/2001
	Preschool Teacher	8/20/1998
Moreno, Erendida	Child Nutrition Lead	8/9/2013
	Head Cook	8/13/2009
	Cook	8/18/2006
	Assistant Cook	3/6/2006
	Cook Helper/Dish	8/19/2002
Lopez-Reyes, Bertha (Maria)	District Custodian	10/08/2003
DeVries, Chris	District Account Clerk	5/10/2004
Johnson, Erin	Student Services and Library Coordinator	8/11/2014
	Office Assistant II	8/15/2007
	Paraeducator II	1/6/2005
Joksch, Alan	District Universal - Maintenance & Transportation	7/1/2013
	Maintenance/Bus Driver	7/1/2011
	Maintenance & Transportation	4/30/2005
Moon, Mona	Child Nutrition Assistant	8/9/2013
	Assistant Cook	8/11/2011
	Cook Helper	8/14/2009
	Food Service Manager	8/15/2005
Montgomery, Sean	Child Nutrition Lead	8/9/2013
	Head Cook	8/9/2010
	Assistant Cook	1/1/2007
	Cook Helper/Dish	5/19/2006
Martinez-Barron, Jazmin	Office Assistant I	11/15/2010
Engel, Christine	Office Assistant I	12/5/2011
Cruz-Zaragoza, Esther	Paraeducator	12/4/2013
Dunbar, Peter	District Universal - Maintenance & Transportation	8/4/2014
Teeter, Tara	Yard Duty Supervisor	8/7/2015
	Revision: December 11, 2015 Adopted: (See Seniority Change Log for details of revisions)	

Vendor/Addr Reg Reference	Remit name Date	Description	Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	Site	Bdr	DD	79MPS	14q Amt	Net Amount
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000010/00	ALHAMBRA & SIERRA SPRINGS														
PO-000406	11/27/2015	NOV HS 9858589 112715		1	01-0000-0-0000-2700-4300-100-000-00000	NN	P							0.00	51.12
PO-000406	11/27/2015	NOV MAINT 9858589 112715		2	01-8150-0-0000-8100-4300-000-000-00000	NN	P							0.00	27.15
PO-000406	11/27/2015	NOV ELIA B 9858589 112715		3	01-0000-0-3200-1000-4300-000-000-00000	NN	P							0.00	37.33
PO-000406	11/27/2015	NOV ELEM 9858589 112715		4	01-0000-0-0000-2700-4300-800-000-00000	NN	P							0.00	47.13
TOTAL PAYMENT AMOUNT														162.73 *	

000053/00	CALIFORNIA WATER SERVICE CO														
PO-000422	11/30/2015	DEC 7314177777		1	01-0000-0-0000-8100-5590-000-000-00000	NN	P							0.00	381.31
PO-000422	11/30/2015	DEC 6314177777		1	01-0000-0-0000-8100-5590-000-000-00000	NN	P							0.00	177.36
PO-000422	11/30/2015	DEC 4328876467		1	01-0000-0-0000-8100-5590-000-000-00000	NN	P							0.00	309.59
PO-000422	11/30/2015	DEC 3624177777		1	01-0000-0-0000-8100-5590-000-000-00000	NN	P							0.00	34.08
PO-000422	11/30/2015	DEC 0669843652		1	01-0000-0-0000-8100-5590-000-000-00000	NN	P							0.00	507.17
PO-000422	12/02/2015	DEC 4141117777		1	01-0000-0-0000-8100-5590-000-000-00000	NN	P							0.00	45.65
PO-000422	12/02/2015	DEC 3141117777		1	01-0000-0-0000-8100-5590-000-000-00000	NN	P							0.00	45.65
TOTAL PAYMENT AMOUNT														1,500.81 *	

001045/00	CDW														
PO-016425	12/08/2015	YRBZ233 ANNUAL UNITRENDS		1	01-9150-0-0000-2420-5890-000-000-00000	NN	F							1300.00	1,300.00
TOTAL PAYMENT AMOUNT														1,300.00 *	

000112/00	COSTCO														
PV-000078	11/17/2015	7003-7310-0002-8342 CAPE CHG		01-0000-0-1110-1000-4300-000-000-00000	NN	F								13.98	13.98
TOTAL PAYMENT AMOUNT														13.98 *	

001534/00	CSU CHICO														
PO-016439	12/09/2015	FPA FIELD DAY-HAMILTON HIGH		1	01-7010-0-3800-1000-5200-000-000-00000	NN	F							115.00	115.00
TOTAL PAYMENT AMOUNT														115.00 *	

001107/00	DEANNA CROSBY														
PV-000080	11/27/2015	FOOTBALL GATE KEEPER		01-0000-0-1110-1000-5890-000-000-00000	NN	F								185.00	185.00
TOTAL PAYMENT AMOUNT														185.00 *	

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

001432/00 DOCUMENT TRACKING SERVICE 203469254 1 01-0000-0-1110-1000-5890-000-000-00000 NY F 1,245.00 1,245.00

PO-016441 09/30/2015 9595104 TOTAL PAYMENT AMOUNT 1,245.00 *

000770/00 GOPHER SPORT 1 01-0000-0-1110-1000-4300-800-000-00000 NY F 0.00 43.96
 PO-016326 12/07/2015 9064217 TOTAL PAYMENT AMOUNT 43.96 *

001221/00 HEIDI ERICKSON 1 01-0000-0-1110-1000-5200-000-006-00000 NY F 500.00 500.00
 PO-016432 12/07/2015 VB FINALS TRANS TOTAL PAYMENT AMOUNT 500.00 *

000820/00 HIGHWAY 20 SIGNWORKS 464534619 1 01-8150-0-0000-8100-4300-000-000-00000 NY F 1,307.75 1,307.75
 PO-016433 12/07/2015 715-VEHICLE DECALS INSTALLED TOTAL PAYMENT AMOUNT 1,307.75 *

001003/00 INFINITY COMMUNICATIONS & CONS 1 01-0000-0-1110-1000-5890-000-000-00000 NY F 3,037.50 3,037.50
 PO-016172 12/07/2015 5367- 50% OF ANNUAL COST TOTAL PAYMENT AMOUNT 3,037.50 *

000445/00 IT SAVVY 1 01-9150-0-0000-2420-4300-000-000-00000 NY F 331.10 331.10
 PO-016369 12/03/2015 00838591 CISCO SMARTNET TOTAL PAYMENT AMOUNT 331.10 *

001028/00 JC NELSON SUPPLY CO 1 01-8150-0-0000-8100-4300-000-000-00000 NY P 0.00 151.09
 PO-000430 12/01/2015 692992 TOTAL PAYMENT AMOUNT 151.09 *

001388/00 LARRY'S PEST & WEED CONTROL 141953612 1 01-0000-0-0000-8100-5590-000-000-00000 NY P 0.00 30.00
 PO-000440 11/23/2015 NOV HS SPEC ED 1 01-0000-0-0000-8100-5590-000-000-00000 NY P 0.00 30.00
 PO-000440 11/23/2015 NOV ELEM SPEC ED 1 01-0000-0-0000-8100-5590-000-000-00000 NY P 0.00 30.00
 PO-000440 11/23/2015 NOV ELEM PRESCHOOL 1 01-0000-0-0000-8100-5590-000-000-00000 NY P 0.00 30.00

Vendor/Addr Remit name Description Tax ID num Deposit type Fd Res Y Goal Func Obj ABA num Account num
 Req Reference Date Description
 001388 (CONTINUED)

PO-000440 11/23/2015 NOV ELEM & HS 1 01-00000-0-0000-8100-5590-000-00000 NY P 0.00 408.00
 TOTAL PAYMENT AMOUNT 498.00 * 498.00

000148/00 LRT GRAPHICS

PO-016422 12/08/2015 23461-SCIENCE FAIR POSTERS 1 01-0350-0-6000-1000-4300-000-030-00000 NN F 489.48 * 489.48
 TOTAL PAYMENT AMOUNT 489.48

001450/00 MARIA REYES

PV-000079 11/27/2015 GDE CONF PARKING 01-0000-0-1110-1000-5200-000-00000 NN 40.00
 TOTAL PAYMENT AMOUNT 40.00 *

000524/00 MJB WELDING SUPPLY

PO-016144 12/01/2015 01103905 2 01-0350-0-6000-1000-4300-000-000-00000 NN P 0.00 44.01
 PO-016144 12/01/2015 01103904 2 01-0350-0-6000-1000-4300-000-000-00000 NN P 0.00 106.67
 TOTAL PAYMENT AMOUNT 150.68 *

000185/00 SAVE MART SUPERMARKETS

PO-016412 11/19/2015 TRD-4237 1 01-0801-0-1110-1000-4300-000-521-00000 NN F 33.07
 TOTAL PAYMENT AMOUNT 33.07 *

002014/00 SPECIALIZED FIBERS

PO-000433 12/01/2015 DEC SL102635 1 01-0000-0-0000-8100-5590-000-000-00000 NN P 0.00 55.00
 PO-000433 12/01/2015 DEC SL102636 1 01-0000-0-0000-8100-5590-000-000-00000 NN P 0.00 55.00
 TOTAL PAYMENT AMOUNT 110.00 *

002036/00 TOYOTA MATERIAL HANDLING

PO-016431 12/09/2015 TMH TRAIN THE TRAINER REBENTZ 1 01-6382-0-3800-1000-5200-000-000-00000 NN F 975.00
 TOTAL PAYMENT AMOUNT 1,075.00 *

Vendor/Addr Remit name Description Tax ID num Deposit type Fd Res Y Goal Func Obj ABA num Account num
 Reg Reference Date

000315/00 UC REGENTS
 PO-016438 12/09/2015 AG & ENV FIELD DAY-HAMILTON 1 01-7010-0-3800-1000-5200-000-000-00000 NM F 239.00 239.00
 TOTAL PAYMENT AMOUNT 239.00 * 239.00

TOTAL Fund PAYMENT 12,529.15 ** 12,529.15

012 HAMILTON UNIFIED SCHOOL DIST. J18789
 BATCH 35: DECEMBER 14 2015

ACCOUNTS PAYABLE PRELIST
 BATCH: 0035 BATCH 35:DECEMBER 14 2015
 Fund : 12 CHILD DEVELOPMENT

APY500 L.00.10 12/11/15 13:55 PAGE 5
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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y Goal	Func Obj	ABA num	Account num	Trqmps	Liq Amt	Net Amount
000506/00	CVS PHARMACY INC											

PO-016235 11/05/2015 PHOTO DEVELOP
 PO-016235 11/05/2015 PHOTO DEVELOP

1	12-6105-0-1110-1000-4300-000-000-00000	NN P									11.44	11.44
1	12-6105-0-1110-1000-4300-000-000-00000	NN P									9.45	9.45
TOTAL PAYMENT AMOUNT											20.89 *	20.89

TOTAL Fund	PAYMENT	20.89 **	20.89
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Vendor/Addr Remit name Description Tax ID num Deposit type Pd Res Y Goal Func Obj Slt Bdr DD Account num TRMPS Liq Amt Net Amount
 Reg Reference Date

000762/00 CRYSTAL CREAMERY

PO-000445	11/02/2015	144499229	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	117.97
PO-000445	11/03/2015	14449942	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	216.12
PO-000445	11/09/2015	14466814	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	117.97
PO-000445	11/05/2015	14449989	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	128.40
PO-000445	11/12/2015	14466821	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	161.83
PO-000445	11/16/2015	14487206	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	73.58
PO-000445	11/16/2015	14487203	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	128.40
PO-000445	11/09/2015	14487211	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	63.15
TOTAL PAYMENT AMOUNT								1,007.42

000764/00 DANIELSON CO

PO-000425	12/07/2015	90050	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P	0.00	126.43
PO-000425	12/07/2015	90049	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P	0.00	101.79
PO-000425	12/07/2015	90050	3	13-5310-0-0000-3700-5890-000-000-00000	NN	P	0.00	5.00
PO-000425	12/07/2015	90050	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	438.42
PO-000425	12/07/2015	90049	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	966.07
TOTAL PAYMENT AMOUNT								1,637.71

000276/00 GAGER'S INC.

PO-000404	12/09/2015	10732222	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P	0.00	132.58
TOTAL PAYMENT AMOUNT								132.58

000592/00 MISSION UNIFORM & LINEN

PO-000405	12/03/2015	501429740	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P	0.00	32.69
TOTAL PAYMENT AMOUNT								32.69

000763/00 PROPACIFIC FRESH

CM-000028	12/04/2015	RA6226288	13-5310-0-0000-3700-4700-000-000-00000	NN	N			-664.30
PO-000407	11/23/2015	6225193	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	664.30
PO-000407	12/07/2015	6230742	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	490.19
PO-000407	12/07/2015	6230947	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	898.89
TOTAL PAYMENT AMOUNT								1,389.08

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
 002012/00 UNITED GROCERS

EO-000438 11/17/2015 40144627 1 13-5310-0-0000-3700-4300-000-000-00000 NN P 0.00 21.29
 PO-000438 11/17/2015 40144627 2 13-5310-0-0000-3700-4700-000-000-00000 NN P 0.00 93.75
 TOTAL PAYMENT AMOUNT 115.04 * 115.04

TOTAL Fund PAYMENT 4,314.52 ** 4,314.52
 TOTAL BATCH PAYMENT 16,864.56 *** 16,864.56
 TOTAL DISTRICT PAYMENT 16,864.56 **** 16,864.56
 TOTAL FOR ALL DISTRICTS: 16,864.56 ***** 0.00 16,864.56

Number of checks to be printed: 28, not counting voids due to stub overflows.

Prepared by Christa VerBrien 12/11/15 Date
 Authenticated by _____ Date _____

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

000008/00 CALIFORNIA'S VALUED TRUSR H/W
 PO-000444 12/18/2015 JANUARY 2016 1 01-0000-0-0000-0000-9571-000-000-00000 NN P 0.00 22,412.62
 PO-000444 12/18/2015 JANUARY 2016 2 01-0000-0-0000-0000-9572-000-000-00000 NN P 0.00 58,135.51
 PO-000444 12/18/2015 JANUARY 2016 3 01-0000-0-0000-0000-9573-000-000-00000 NN P 0.00 12,586.31
 TOTAL PAYMENT AMOUNT 93,134.44 * 93,134.44

002047/00 DANNIS WOLIVER KELLEY
 PO-016145 11/25/2015 NOVEMBER LEGAL FEES 1 01-0000-0-0000-7110-5815-000-000-00000 NY P 4574.00 4,574.00
 TOTAL PAYMENT AMOUNT 4,574.00 * 4,574.00

000308/00 KEITH DIETLE
 PO-016344 12/29/2015 CASH IN LIEU OF HEALTH BENEF 1 01-0000-0-1110-1000-3701-000-000-00000 NY P 791.67 791.67
 TOTAL PAYMENT AMOUNT 791.67 * 791.67

000584/00 STANDARD
 PO-000408 12/21/2015 JAN CT503202 DIV3000 1 01-0000-0-0000-0000-9573-000-000-00000 NN P 309.56 309.56
 TOTAL PAYMENT AMOUNT 309.56 * 309.56

TOTAL Fund PAYMENT 98,809.67 ** 98,809.67
 TOTAL BATCH PAYMENT 98,809.67 *** 98,809.67
 TOTAL DISTRICT PAYMENT 98,809.67 **** 98,809.67
 TOTAL FOR ALL DISTRICTS: 98,809.67 ***** 98,809.67

Number of checks to be printed: 4, not counting voids due to stub overflows.

Prepared by Walter Hamman 12/30/15 Date
 Authorized by _____ Date

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

000010/00 ALHAMBRA & SIERRA SPRINGS
 PO-000406 12/27/2015 DEC HS 9858589 122715 1 01-0000-0-0000-2700-4300-100-000-00000 NN P 0.00 36.33
 PO-000406 12/27/2015 DEC MAINT 9858589 122715 2 01-8150-0-0000-8100-4300-000-000-00000 NN P 0.00 1.17
 PO-000406 12/27/2015 DEC ELIAB 9858589 122715 3 01-0000-0-3200-1000-4300-000-000-00000 NN P 0.00 19.75
 PO-000406 12/27/2015 DEC ELEM 9858589 122715 4 01-0000-0-0000-2700-4300-800-000-00000 NN P 0.00 37.14
 TOTAL PAYMENT AMOUNT 94.39 *

000629/00 CALIFONE OUTLET
 PO-016392 11/09/2015 39348-30 HEADPHONES W/CASE 1 01-0001-0-1110-1000-4300-000-000-00000 YN F 171.73 171.73
 TOTAL PAYMENT AMOUNT 171.73 *
 TOTAL USE TAX AMOUNT 12.88

000053/00 CALIFORNIA WATER SERVICE CO
 PO-000422 12/29/2015 JAN 4328876467 1 01-0000-0-0000-8100-5590-000-000-00000 NN P 0.00 250.48
 PO-000422 12/29/2015 JAN 6314177777 1 01-0000-0-0000-8100-5590-000-000-00000 NN P 0.00 133.79
 PO-000422 12/29/2015 JAN 7314177777 1 01-0000-0-0000-8100-5590-000-000-00000 NN P 0.00 305.07
 PO-000422 12/29/2015 JAN 0669843652 1 01-0000-0-0000-8100-5590-000-000-00000 NN P 0.00 161.80
 PO-000422 12/29/2015 JAN 3624177777 1 01-0000-0-0000-8100-5590-000-000-00000 NN P 0.00 78.38
 PO-000422 12/31/2015 JAN 4141117777 1 01-0000-0-0000-8100-5590-000-000-00000 NN P 0.00 45.65
 PO-000422 12/31/2015 JAN 3141117777 1 01-0000-0-0000-8100-5590-000-000-00000 NN P 0.00 45.65
 TOTAL PAYMENT AMOUNT 1,020.82 *

001498/00 CHRISTY WHITE ASSOCIATES 272956138
 PO-000446 12/08/2015 12621 DIGITAL SIG AUDIT 1 01-0000-0-0000-7191-5810-000-000-00000 NN P 0.00 2,500.00
 TOTAL PAYMENT AMOUNT 2,500.00 *

001072/00 CORNING FORD
 PV-000089 12/16/2015 FORD EXPEDITION MAINT 01-0000-0-0000-3600-5630-000-000-00000 NN 65.31
 TOTAL PAYMENT AMOUNT 65.31 *

000495/00 CREATIVE APPLE
 PO-016427 12/09/2015 483645 16-427 1 01-0000-0-1110-1000-4300-800-000-00000 NN F 91.33 91.33
 TOTAL PAYMENT AMOUNT 91.33 *

012 HAMILTON UNIFIED SCHOOL DIST. J19913
 BATCH 37: JANUARY 22 2016

ACCOUNTS PAYABLE PRELIST
 BATCH: 0037 BATCH 37: JANUARY 21 2016
 Fund : 01 GENERAL FUND

APY500 L.00.10 01/08/16 12:48 PAGE 2
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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type Fd Res	Y Goal	Func Obj	ABA num Sit BQR DD	Account num TRWPS	Liq Amt	Net Amount
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001470/00	CRIS OSEGUERA									
PV-000081	12/16/2015	C OSEGUERA MILEAGE TO DEC 2015		01-0000-0-0000-2700-5200-000-006-00000	NN				873.33	
PV-000081	12/16/2015	C OSEGUERA MILEAGE TO DEC 2015		01-0000-0-0000-2700-5200-000-000-00000	NN				18.30	
PV-000081	12/16/2015	C OSEGUERA MILEAGE TO DEC 2015		01-0000-0-0000-2700-5200-100-000-00000	NN				30.19	
TOTAL PAYMENT AMOUNT										921.82 *

000541/00	DARCY POLLAK									
PV-000084	12/16/2015	D POLLAK MILEAGE THRU DEC 2015		01-0000-0-0000-2700-5200-000-000-00000	NN				1,156.55	
TOTAL PAYMENT AMOUNT										1,156.55 *

000036/00	GREATAMERICA LEASING CORP									
PO-000424	12/22/2015	FEB 2016-18038789		1 01-0000-0-1110-1000-5620-100-000-00000	NN P				0.00	117.18
TOTAL PAYMENT AMOUNT										117.18 *

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

001364/00	HEATHER SUFENTES									
PV-000088	12/16/2015	LCAP TRAINING MEALS-H. SUFENT		01-0000-0-0000-2700-5200-000-000-00000	NN				77.00	77.00
TOTAL PAYMENT AMOUNT										77.00 *

000072/00	HILLYARD									
PO-000412	12/23/2015	601903034		1 01-8150-0-0000-8100-4300-000-000-00000	NN P				0.00	148.31
PO-000412	12/09/2015	601885205		1 01-8150-0-0000-8100-4300-000-000-00000	NN P				0.00	198.00
TOTAL PAYMENT AMOUNT										346.31 *

000801/00	HUNT & SONS INC									
PO-000400	12/22/2015	332664		1 01-0000-0-0000-3600-4392-000-000-00000	NN P				0.00	329.71
PO-000400	12/22/2015	334687		1 01-0000-0-0000-3600-4392-000-000-00000	NN P				0.00	926.80
TOTAL PAYMENT AMOUNT										1,256.51 *

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

000445/00 IT SAVVY
 PO-016448 12/20/2015 00842032 1 01-1400-0-1110-1000-4400-000-0000-000000 NN F 1198.38 1,198.38
 TOTAL PAYMENT AMOUNT 1,198.38 *

000973/00 JIVE COMMUNICATIONS INC 0207833048
 PO-000442 01/01/2016 JAN 2016 INV-000418244 1 01-0000-0-0000-2700-5990-000-0000-000000 NN P 0.00
 TOTAL PAYMENT AMOUNT 467.41 *

001283/00 JOHN'S TIRE & MUFFLER SERVICE 943171305
 PO-000410 12/23/2015 136556-SMOG/06 FORD 1 01-8150-0-0000-8100-5630-000-000-000000 NY P 0.00
 PO-000410 12/23/2015 136550-SMOG/05 FORD 1 01-8150-0-0000-8100-5630-000-000-000000 NY P 0.00
 PO-000410 12/23/2015 136527-SMOG/CHEVY UPLANDER 1 01-8150-0-0000-8100-5630-000-000-000000 NY P 40.75
 TOTAL PAYMENT AMOUNT 122.25 *

000120/00 JOHNNY'S LOCK & SAFE 593833267
 PO-016458 11/24/2015 36109 1 01-8150-0-0000-8100-5630-000-000-000000 NY F 3,232.80
 PO-016459 12/16/2015 36191 1 01-8150-0-0000-8100-5630-000-000-000000 NY P 203.00
 PO-016459 12/23/2015 36230 1 01-8150-0-0000-8100-5630-000-000-000000 NY F 129.00
 TOTAL PAYMENT AMOUNT 3,564.80 *

000217/00 KELLY LANGAN
 PV-000083 12/16/2015 ENGLISH ENRIT TRIP ADULT MEALS 01-0000-0-1110-1000-5200-000-000-000000 NN 180.00
 TOTAL PAYMENT AMOUNT 180.00 *

000079/00 LAKESHORE LEARNING
 PO-016452 12/17/2015 3855901215 1 01-0001-0-1110-1000-4300-000-000-000000 NN F 138.68
 TOTAL PAYMENT AMOUNT 138.68 *

001388/00 LARRY'S BEST & WEED CONTROL 141953612
 PO-000440 12/22/2015 DEC HS SPEC ED 1 01-0000-0-0000-8100-5590-000-000-000000 NY P 0.00
 PO-000440 12/22/2015 DEC ELEM SPEC ED 1 01-0000-0-0000-8100-5590-000-000-000000 NY P 30.00
 PO-000440 12/22/2015 DEC ELEM & HS 1 01-0000-0-0000-8100-5590-000-000-000000 NY P 30.00
 PO-000440 12/22/2015 DEC ELEM PRESCH 1 01-0000-0-0000-8100-5590-000-000-000000 NY P 408.00
 TOTAL PAYMENT AMOUNT 498.00 *

012 HAMILTON UNIFIED SCHOOL DIST. J19913
BATCH 37: JANUARY 22 2016

ACCOUNTS PAYABLE PRELIST
BATCH: 0037 BATCH 37: JANUARY 21 2016
Fund : 01 GENERAL FUND

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

000522/00	LESLIE ANDERSON-MILLS							
PV-000087	12/16/2015	ICAP TRAINING MEALS-L. ANDERSON		01-4203-0-1110-1000-5200-000-0000	NN			77.00
TOTAL PAYMENT AMOUNT 77.00 *								

000701/00	MAGGIE SAWYER							
PV-000086	12/16/2015	ICAP TRAINING MEALS-M SAWYER		01-4203-0-1110-1000-5200-000-0000	NN			77.00
TOTAL PAYMENT AMOUNT 77.00 *								

001082/00	MARSHALL MEMO LLC							
PO-016454	12/16/2015	ANNUAL SUBSCRIPTION		1 01-0000-0-0000-2700-4300-000-0000	NN F		50.00	50.00
TOTAL PAYMENT AMOUNT 50.00 *								

000096/00	MILLER GLASS INC							
PO-000434	12/30/2015	3-250997 OFFICE/AG REPAIRS		1 01-8150-0-0000-8100-5630-000-000-0000	NN P		0.00	341.99
PO-000434	12/30/2015	3-250753 OFFICE/AG REPAIRS		1 01-8150-0-0000-8100-5630-000-000-0000	NN P		0.00	515.32
TOTAL PAYMENT AMOUNT 857.31 *								

000524/00	MJB WELDING SUPPLY							
PO-016144	12/31/2015	01106939		3 01-7010-0-3800-1000-5890-000-000-0000	NN P		0.00	18.00
TOTAL PAYMENT AMOUNT 18.00 *								

000309/00	OFFICE DEPOT							
PO-016100	12/04/2015	810447787001		1 01-0000-0-1110-1000-4300-000-000-0000	NN P		5.32	5.32
PO-016100	12/04/2015	810448086001		1 01-0000-0-1110-1000-4300-000-000-0000	NN P		13.78	13.78
PO-016100	10/07/2015	798540596001 (CM#23)		2 01-0000-0-1110-1000-4300-100-000-0000	NN P		52.66	52.66
PO-016100	10/07/2015	797693520001 (CM#19)		2 01-0000-0-1110-1000-4300-100-000-0000	NN P		52.66	52.66
PO-016434	12/09/2015	811378991001		1 01-0000-0-1110-1000-4300-100-000-0000	NN P		38.77	38.77
PO-016434	12/09/2015	811378890001		1 01-0000-0-1110-1000-4300-100-000-0000	NN F		125.54	125.54
PO-016444	12/16/2015	812577379001		1 01-0801-0-0000-2700-4300-000-531-00000	NN F		364.11	364.11
TOTAL PAYMENT AMOUNT 652.84 *								

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

000027/00 ORLAND HARDWARE
 CM-000029 12/08/2015 274330 01-7010-0-3800-1000-4300-000-000-00000 N
 PO-000417 12/02/2015 273737 1 01-8150-0-0000-8100-4300-000-000-00000 NN P 0.00
 PO-016300 12/02/2015 268459 1 01-7010-0-3800-1000-4300-000-000-00000 NN P 19.31
 PO-016300 12/08/2015 274297 1 01-7010-0-3800-1000-4300-000-000-00000 NN P 76.88
 PO-016300 12/08/2015 274333 1 01-7010-0-3800-1000-4300-000-000-00000 NN P 2.49
 TOTAL PAYMENT AMOUNT 113.81 *

000084/00 PG&E
 PO-000416 12/11/2015 DEC ELEM 3699672995-4 1 01-0000-0-0000-8100-5590-000-000-00000 NN P 0.00
 PO-000416 12/11/2015 DEC HS 9921774729-6 1 01-0000-0-0000-8100-5590-000-000-00000 NN P 5,433.37
 TOTAL PAYMENT AMOUNT 9,560.64 *

000436/00 PIERCE HIGH SCHOOL
 PO-016445 12/11/2015 2016 FPA FIELD DAY REGIST 1 01-7010-0-3800-1000-5200-000-000-00000 NN F 210.00
 TOTAL PAYMENT AMOUNT 210.00 *

000418/00 PITNEY BOWES GLOBAL FINCL INC 201344287
 CM-000031 12/20/2015 5600090001 CREDIT FOR OLD SUPP 01-0000-0-1110-1000-4300-800-000-00000 N
 PO-000443 12/20/2015 1083576-DC15 OCT-JAN 2016 1 01-0000-0-1110-1000-5620-800-000-00000 NN P 0.00
 TOTAL PAYMENT AMOUNT 95.28 *

000512/00 PLATT ELECTRIC SUPPLY INC
 PO-000432 12/23/2015 I416092 1 01-8150-0-0000-8100-4300-000-000-00000 NN P 0.00
 PO-000432 12/15/2015 I360536 1 01-8150-0-0000-8100-4300-000-000-00000 NN P 362.75
 PO-000432 12/23/2015 I425489 1 01-8150-0-0000-8100-4300-000-000-00000 NN P 15.37
 TOTAL PAYMENT AMOUNT 479.43 *

000137/00 SCHOOL SERVICES OF CALIF INC
 PO-000426 11/30/2015 NOV 2015 0103894-IN 1 01-0000-0-1110-1000-5890-000-000-00000 NN P 0.00
 TOTAL PAYMENT AMOUNT 230.00 *

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y Goal	Punc Obj	ABA num	Sit Bdr	DD	TRMPS	Liq Amt	Net Amount
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000573/00	STUPPY GREENHOUSE MFG INC.												
PO-016449	12/17/2015	21548		1	01-7010-0-	3800-	1000-	4300-	000-	0000	NN	F	79.74
TOTAL PAYMENT AMOUNT												79.74	

002036/00	TOYOTA MATERIAL HANDLING												
PV-000082	12/16/2015	I91126 AG VEHICLE MAINT		01-8150-0-	0000-	8100-	5630-	000-	0000	NN	P	152.89	
TOTAL PAYMENT AMOUNT												152.89	

001382/00	U S BANK CORPORATE												
PO-016137	12/22/2015	MEETING SUPPLIES		1	01-0000-0-	1110-	1000-	4300-	000-	0000	NN	P	0.00
PO-016312	12/22/2015	TRACK MEET HOTEL		1	01-0000-0-	1110-	1000-	5200-	000-	0000	NN	F	31.25
PO-016424	12/22/2015	JL LAPTOP MEMORY		1	01-9150-0-	0000-	2420-	4300-	000-	0000	NN	F	201.26
PO-016426	12/22/2015	ZAMBRANO TONER		1	01-0000-0-	0000-	2420-	4300-	000-	0000	NN	F	24.94
PO-016429	12/22/2015	STAFF LUNCH		1	01-0000-0-	3200-	1000-	4300-	000-	0000	NN	F	52.98
PO-016435	12/22/2015	ELEM LIBRARY BOOKS		1	01-0000-0-	1110-	1000-	4300-	800-	0000	NN	F	56.17
PO-016443	12/22/2015	US GOV TEXT-ELIA B		1	01-1400-0-	1110-	1000-	4200-	000-	0000	NN	F	386.78
PV-000090	12/22/2015	4246044555628555		1	01-1100-0-	3200-	1000-	4300-	000-	0000	NN	F	244.52
PV-000090	12/22/2015	4246044555628555		01-0000-0-	0000-	8100-	4392-	000-	0000	NN		431.11	
PV-000090	12/22/2015	4246044555628555		01-0000-0-	1110-	1000-	5890-	000-	0000	NN		24.00	
PV-000090	12/22/2015	4246044555628555		01-0000-0-	0000-	2700-	4300-	000-	0000	NN		53.74	
PV-000090	12/22/2015	4246044555628555		01-7010-0-	3800-	1000-	5200-	000-	0000	NN		415.20	
PV-000090	12/22/2015	4246044555628555		01-0000-0-	0000-	2700-	5200-	000-	0000	NN		722.07	
PV-000090	12/22/2015	4246044555628555		01-0000-0-	0000-	2700-	5200-	000-	0000	NN		50.05	
PV-000090	12/22/2015	4246044555628555		01-3010-0-	1110-	1000-	5890-	000-	0000	NN		60.00	
PV-000090	12/22/2015	4246044555628555		01-0000-0-	1110-	1000-	5200-	000-	0000	NN		64.86	
TOTAL PAYMENT AMOUNT												2,801.87	
TOTAL USE TAX AMOUNT												51.91	

000172/00	U S POSTMASTER												
PV-000085	12/16/2015	ANNUAL PO BOX FEE JAN 2016-DEC		01-0000-0-	0000-	2700-	5990-	000-	0000	NN	P	114.00	
TOTAL PAYMENT AMOUNT												114.00	

000715/00	US BANK EQUIPMENT FINANCE												
PO-000437	01/28/2016	JAN 2016-294955000 W/CREDITS		1	01-0000-0-	1110-	1000-	5620-	100-	0000	NN	P	0.00
TOTAL PAYMENT AMOUNT												451.18	

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

000654/00 WALMART
 PO-016399 11/17/2015 BRETNEY CLASS SUPPLIES 1 01-0000-0-1110-1000-4300-100-000-00000 NN F 103.15 103.15
 TOTAL PAYMENT AMOUNT 103.15 * 103.15

000377/00 WASTE MANAGEMENT
 PO-000402 01/01/2016 JAN 2016 HS CAFE 1 01-0000-0-0000-8100-5590-000-000-00000 NN P 0.00 190.70
 PO-000402 01/01/2016 JAN 2016 HS MAINT 1 01-0000-0-0000-8100-5590-000-000-00000 NN P 0.00 762.80
 PO-000402 01/01/2016 JAN 2016 ELEM MAINT 1 01-0000-0-0000-8100-5590-000-000-00000 NN P 0.00 246.96
 PO-000402 01/01/2016 JAN 2016 ELEM CAFE 1 01-0000-0-0000-8100-5590-000-000-00000 NN P 0.00 190.70
 TOTAL PAYMENT AMOUNT 1,391.16 *

000174/00 WILLOWS HIGH SCHOOL
 PO-016456 01/07/2016 0003 PO# 16-456 1 01-6382-0-3800-1000-5200-000-000-00000 NN F 1200.00 1,200.00
 TOTAL PAYMENT AMOUNT 1,200.00 *

000141/00 ZOHO CORP
 PO-016430 12/14/2015 2118357 ANNUAL SUBSCRIP 1 01-9150-0-0000-2420-5890-000-000-00000 NN F 175.00 175.00
 TOTAL PAYMENT AMOUNT 175.00 *
 TOTAL Fund PAYMENT 36,497.39 **
 TOTAL USE TAX AMOUNT 64.79

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

001382/00 U S BANK CORPORATE
 PO-016418 12/22/2015 AIRFARE FOR CONF 1 11-00000-0-4110-1000-5200-000-000000 NN F 156.95 156.95
 PO-016420 12/22/2015 ADULT ED BOOKS 1 11-00000-0-4110-1000-4300-000-000000 YN F 12.29 11.43

TOTAL PAYMENT AMOUNT 168.38 * 168.38
 TOTAL USE TAX AMOUNT 0.86 168.38

TOTAL Fund PAYMENT 168.38 ** 168.38
 TOTAL USE TAX AMOUNT 0.86

012 HAMILTON UNIFIED SCHOOL DIST. J19913
 BATCH 37:JANUARY 22 2016

ACCOUNTS PAYABLE PRELIST
 BATCH: 0037 BATCH 37:JANUARY 21 2016
 Fund : 12 CHILD DEVELOPMENT

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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	T9MPS	Liq Amt	Net Amount
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000506/00	CVS PHARMACY INC								
PO-016235	12/15/2015	PRESCH SUPPLIES		1	12-6105-0-1110-1000-4300-000-000-00000	NN P		3.81	-3.81
PO-016235	12/16/2015	PHOTO DEV		1	12-6105-0-1110-1000-4300-000-000-00000	NN P		23.36	23.36
TOTAL PAYMENT AMOUNT								27.17	27.17

000113/00	HAMILTON CITY COMMUNITY SVC								
PO-000414	01/01/2016	JAN-FEB 2016 PRESCH		3	12-6105-0-1110-1000-5890-000-000-00000	NN P		0.00	68.28
TOTAL PAYMENT AMOUNT								68.28	68.28

001382/00	U S BANK CORPORATE								
PO-016415	12/22/2015	PRESCH CHRISTMAS CRAPT		1	12-6105-0-1110-1000-4300-000-000-00000	YN F		13.98	19.99
TOTAL PAYMENT AMOUNT								19.99	19.99
TOTAL USE TAX AMOUNT								1.50	1.50

000654/00	WALMART								
PO-016405	11/19/2015	PRESCHOOL SUPPLIES		1	12-6105-0-1110-1000-4300-000-000-00000	NN P		48.54	48.54
TOTAL PAYMENT AMOUNT								48.54	48.54
TOTAL USE TAX AMOUNT								1.50	1.50
TOTAL Fund PAYMENT								163.98	163.98
TOTAL USE TAX AMOUNT								1.50	1.50

Vendor/Addr Remit name Description Tax ID num Deposit type ABA num Account num
 Reg Reference Date
 000764/00 DANIELSON CO

PO-000425 12/14/2015 90618 1 13-5310-0-0000-3700-4300-000-0000 NN P 0.00 155.00
 PO-000425 12/14/2015 90617 2 13-5310-0-0000-3700-4300-000-0000 NN P 0.00 82.04
 PO-000425 12/14/2015 90617 2 13-5310-0-0000-3700-4700-000-0000 NN P 0.00 996.07
 PO-000425 12/14/2015 90618 2 13-5310-0-0000-3700-4700-000-0000 NN P 0.00 529.56
 TOTAL PAYMENT AMOUNT 1,762.67 * 1,762.67

000209/00 GOLD STAR FOODS

CM-000030 12/29/2015 1070501 APPLESAUCE DAMAGED 13-5310-0-0000-3700-4700-000-0000 N -1.70
 PO-000415 12/29/2015 1552564-NOV STATE FEE 3 13-5310-0-0000-3700-5890-000-0000 NN P 0.00 16.80
 PO-000415 12/14/2015 1537792 2 13-5310-0-0000-3700-4700-000-0000 NN P 0.00 1,105.29
 TOTAL PAYMENT AMOUNT 1,120.39 * 1,120.39

000592/00 MISSION UNIFORM & LINEN

PO-000405 12/10/2015 501477334 1 13-5310-0-0000-3700-4300-000-0000 NN P 0.00 24.70
 PO-000405 12/10/2015 501477335 1 13-5310-0-0000-3700-4300-000-0000 NN P 0.00 32.69
 PO-000405 12/17/2015 501522110 1 13-5310-0-0000-3700-4300-000-0000 NN P 0.00 32.69
 TOTAL PAYMENT AMOUNT 90.08 * 90.08

000763/00 PROPACIFIC FRESH

PO-000407 12/14/2015 62333989 1 13-5310-0-0000-3700-4700-000-0000 NN P 0.00 326.58
 PO-000407 12/14/2015 6234028 1 13-5310-0-0000-3700-4700-000-0000 NN P 0.00 455.71
 PO-000407 12/14/2015 62333989 3 13-5310-0-0000-3700-4300-000-0000 NN P 0.00 29.68
 TOTAL PAYMENT AMOUNT 811.97 * 811.97

TOTAL Fund PAYMENT 3,785.11 ** 3,785.11

012 HAMILTON UNIFIED SCHOOL DIST. J19913
 BATCH 37: JANUARY 22 2016

ACCOUNTS PAYABLE PRELIST APY500 L.00.10 01/08/16 12:48 PAGE 11
 BATCH: 0037 BATCH 37: JANUARY 21 2016 << Open >>
 Fund : 14 DEFERRED MAINTENANCE

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type Fd Res	ABA num Func Obj	Account num Slt Bdr DD	T9MPS	Liq Amt	Net Amount
001135/00	FLETCHER'S PLUMBING &		680449234						
PO-016453	12/19/2015	126648		1 14-0000-0-0000-8100-5630-000-00000 NN F			2907.44	2,907.44	
TOTAL PAYMENT AMOUNT									2,907.44
TOTAL Fund									PAYMENT 2,907.44 **
TOTAL BATCH PAYMENT									43,522.30 ***
TOTAL USE TAX AMOUNT									67.15
TOTAL DISTRICT PAYMENT									43,522.30 *****
TOTAL USE TAX AMOUNT									67.15
TOTAL FOR ALL DISTRICTS:									43,522.30 *****
TOTAL USE TAX AMOUNT									67.15
									0.00
									43,522.30

Number of checks to be printed: 51, not counting voids due to stub overflows.

Prepared by	<i>Chris Barber</i>	Date	1/8/16
Authorized by		Date	

**HAMILTON UNIFIED SCHOOL DISTRICT
BOARD MEETING
MINUTES
Hamilton High School Library
Monday, December 14, 2015**

6:00 p.m. Public session for purposes of opening the meeting only.
6:00 p.m. Closed session to discuss closed session items listed below.
6:30 p.m. Reconvene to open session no earlier than 6:30 p.m.

1.0 OPENING BUSINESS:

1.1 Call to order and roll call: 6:37pm

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.

1. Education Code Section 48918, Student Discipline. To consider disciplinary action including expulsion relative to student No. 9073.
2. *Government Code Section 54957.6*, Labor Negotiations. To confer with the District's Labor Negotiator, Superintendent Charles Tracy, regarding HTA and CSEA negotiations.
3. *Government Code Section 54957 (b)*, Personnel Issue. To consider the employment, evaluation, reassignment, resignation, dismissal, or discipline of a classified and certificated employees.
4. *Government Code Section 54956.9*, Subdivision (a), Conference with Legal Counsel – existing litigation. Name of case: Crews v. Hamilton Unified School District, Glenn County Superior Court, Case No. 15CV01394.

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

1. Tomas Loera, Board President reported that all members of the board accept the stipulated expulsion student# 2500/418060440 dated November 16, 2015.
2. No other action was taken in closed session.

6.0 ADOPT THE AGENDA: (M)

1. Motioned/Seconded: JT/GL
2. Motion carries: 4 - 0

7.0 ADJOURN TO ORGANIZATIONAL MEETING.

1. BOARD PRESIDENT: Elect Board President for the 2016 year.
 - a. Tomas Loera was nominated for Board President.
 - i. Motioned/Seconded: JT/GL
 - ii. Motion carries: 4 - 0
2. BOARD CLERK: Elect Board Clerk for the 2016 year.
 - a. Wendall Lower was nominated for Board Clerk.
 - i. Motioned/Seconded: GL/JT
 - ii. Motion carries: 4 - 0
3. MEETING DATES: Set day, time, and location of regular monthly meetings for the 2016 year. (page 1-3)
 - a. Option 3 for Board dates, times, and location was suggested for approval by Judy Twede.
 - b. Option 3 for Board dates, times, and location was approved.
 - i. Motioned/Seconded: JT/GL
 - ii. Motion carries: 4 - 0

8.0 **COMMUNICATIONS/REPORTS:**

1. Board Member Comments/Reports.
 - a. Nothing to report.
2. ASB President and Student Council President Reports.
 - a. Hamilton High, Fernando Mendez-Ruiz.
 - i. December 14th thru December 18th is finals week.
 - ii. Wednesday, December 9th was Hamilton High School's Winter Concert
 - iii. Sports are continuing with Basketball, Soccer, and Wrestling.
 - iv. Winter Break for students is December 21st thru January 8th. Students return on January 11th.
 - b. Hamilton Elementary, Giovanni Martinez-Barron.
 - i. Not in attendance, no report available.
3. District Reports (in person).
 - a. Food Service Report by LeAnn Radtke. (page 4)
 - b. Operations Report by Marc Eddy. (page 5)
 - c. Technology Report by Frank James. (page 6)
4. Principal and Dean of Student Reports and New Employee Introductions.
 - a. Cris Oseguera, Hamilton High School Principal.
 - i. Saturday, November 21st was the Section Championships for Volleyball. Volleyball won.
 - ii. This week, December 14th thru December 18th are final exams for the Fall semester.
 - iii. Teachers are excited to see students' progress as the semester comes to an end.
 - iv. An Awards Assembly took place on Friday, December 4th to Awards assembly on observe students with notable GPA's and perfect attendance.
 - v. Hamilton High School is currently collecting canned goods for their canned food drive.
 - vi. Wished everyone a Happy Holiday.
 - b. Darcy Pollak, Hamilton Elementary School Principal.
 - i. Heather Sufuentes, Assistant Principal at Hamilton Elementary reported in Ms. Pollak's absence.
 - ii. Current enrollment is 418 students. Seven students recently enrolled.
 - iii. The Hamilton Elementary Christmas Program took place on Thursday, December 10th in the Hamilton High School Gymnasium. It went very well and was a positive experience for the students. The Kindergarteners did very well.
 - iv. Student of the Month assemblies will take place Wednesday, December 16 and Thursday, December 17.
 - v. Several staff members from Hamilton Elementary School attended the Title III conference in Los Angeles. The major focus was the Internal Accountability System in order to build capacity for deeper learning; Integrated and Designated ELD, Migrant Education, Superintendent Panel Discussion, Implementation of LED/ELD Framework, Implementation of ELD Standards, Dual Immersion Programs, Equity For English Learners.
 - c. Maria Reyes, District Dean of Students.
 - i. Starting Reg to Go process.
 - ii. Beginning the Cash for College.
 - iii. Students are doing well earning credits in attendance.
 - iv. Advisor for MECHA – Presents still need to be purchased for the "Giving Tree" drive.
 - v. Attended the Los Angeles conference – Supports that we are on the right track with ELD and PLC.
5. Superintendent Report by Charles Tracy.
 - a. SSDA 33rd Annual Spring Conference – McClellan, CA.
 - i. Board member able to attend.
 - ii. March 9th – 11th
 1. Two full days and one half day.
 - a. Please let Jolene if you would like to attend as soon as possible.
 - b. Informative and good opportunity.
 - c. Jolene will send follow up email.
 - b. Mr. Tracy will be out of town for the holidays.
 - c. He will be attending WASC meeting for a school in Sacramento on Tuesday, December 15th.
 - d. School will resume on Monday, January 11th.
 - e. Wished everyone a Happy Holiday.

9.0 **CORRESPONDENCE: None**

10.0 DISCUSSION ITEMS:

1. Acceptance of:
 - a. Butte-Glenn Adult Education Consortium (BGAEC) Childcare Grant. (page 7-12)
 - i. Butte-Glenn stay-at-home parents would benefit from acquiring marketable skills in learning the English language and how to start their own in-home child care.
 - ii. Not only is it a great opportunity for adults in the community but it has the potential to increase enrollment at our schools. Those who would attend day care in the area may be more likely to attend school here in Hamilton City.
 - b. BGAEC Adult Education Forklift Grant. (page 13-19)
 - iii. Forklift certification for high school students and adults.
 - iv. 4 weekends that will be in class and hands on.
 - v. Friday night/Saturday.
 - vi. After the first year we can opt to do it on an income base, i.e. charge for certification.
 - c. Forklift bid. (page 20-28)
 - i. Contains information on the forklift HUSD will be purchasing with the money from the grant for the certification course.
2. CTE Incentive Grant. (page 29-40)
 - a. Janice Lohse, Agriculture Teacher at HHS
 - i. The CTE Incentive Grant is a matching grant for schools that apply.
 - ii. It is based on ADA.
 - iii. HUSD has submitted what we believe we can match; \$480,000 for the first year.
 - iv. The money, if we receive it, could be spent on facilities, salaries, etc. but not consumables.
 - v. The application is due by December 21st but the application has not yet been released by the state as of today.
 - vi. It can only be used for technical education.
 - vii. We will be tracking students – where they end up, example: where they go to school.
 - viii. Ideas for the grant money are: redo our hog barn, new welding class, update cattle shoot.
 1. Will form an advisory committee to discuss what the money would be used for.
 - ix. The money has to be spent 2 years from receiving it.
 1. Prioritized facilities as a more important.
 - x. Only three years of funding at this time
 1. The amount of money given to us will drop each year a percentage until no longer funded.
3. First Interim Report 2015-16, presented by Diane Lyon. (page 41-69)
 - a. Reviewed with board members.
4. Second reading of Board Policy 6164.5 – Student Study Team. (page 70-119)
 - a. Additional updates before it going on Action.
 - i. Forms that each school uses.
5. Second reading of Board Policy 6159 – Individualized Education Program (IEP). (page 120-151)
6. Hamilton City FFA Livestock Handbook. (page 152-214)
 - a. Rules that may have changed from previous years experiences.
 - i. Level of expectations
 - b. The manual has the input of FFA Officers
 - i. It is reviewed page by page.
 - c. It is posted on the Hamilton High School website
 - d. Rina Gonzalez, Teacher at HHS and mother of HHS student
 - i. It was made very clear what was expected of students.

11.0 **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.

12.0 ACTION ITEMS:

1. Approve Hamilton City FFA Livestock Handbook.
 - i. Motioned/Seconded: WL/GI
 - ii. Motion carries: 4 - 0
2. Approve Hamilton Unified School District Educator Effectiveness Spending Plan for the 2015-16, 2016-17 and 2017-18 Fiscal Years. (page 215-216)

- i. Motioned/Seconded: GL/JT
- ii. Motion carries: 4 - 0

3. Acceptance of:

- a. Butte-Glenn Adult Education Consortium (BGAEC) Childcare Grant.
- b. BGAEC Adult Education Forklift Grant.
- c. Forklift bid.
 - i. Motioned/Seconded: JT/WL
 - ii. Motion carries: 4 - 0

4. Approve First Interim Report 2015-16.

- i. Motioned/Seconded: GI/JT
- ii. Motion carries: 4 - 0

5. Memorandum from Hamilton Teachers Association to Hamilton Unified School District, 2015-16 Contract Negotiations. (page 217)

- i. Motioned/Seconded: WL/GL
- ii. Motion carries: 4 - 0

6. Approve Board Policy 6159 – Individualized Education Program (IEP).

- i. Motioned/Seconded: JT/GL
- ii. Motion carries: 4 - 0

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

- 1. Approve Warrants and Expenditures. (page 218-248)
- 2. Approve Minutes for the:
 - a. Regular Board Meeting on November 16, 2015 (page 249-253)
 - b. Special Board Meeting on December 7, 2015. (page 254)
- 3. Approve Hamilton High School Science Club Application. (page 255-258)
- 4. Approve Hamilton High School Site Council Meeting Agenda/Minutes for Tuesday, August 18, 2015. (page 259)
- 5. Approve Hamilton Elementary School Site Council Meeting Minutes for Monday, November 9, 2015. (page 260-261)
- 6. Approve Hamilton Elementary School Site Council Meeting Agenda for Monday, December 14, 2015. (page 262-263)
- 7. Approve Interdistrict Transfers (new or continuing students – elementary students reapply annually).
 - a. Outgoing
 - i. Hamilton High School – 9th Grade x 1
- 8. Approve Personnel Actions as Presented:
 - a. New Hires:
 - i. Joshua Allard-Howells – 7th/8th Grade Boys Basketball Coach at Hamilton Elementary School
 - b. Resignations/Retirement:
 - i. None
 - 1. Motioned/Seconded: JT/WL
 - 2. Motion carries: 4 - 0

14.0 **ADJOURNMENT: 7:37pm**

Judy Twede, Clerk

Charles Tracy, Superintendent

Hamilton Unified School District

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: January 21, 2016

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			
TOTALS			

Charles Tracy, Superintendent

Date Signed

Hamilton Elementary School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Hamilton Elementary School
Street	277 Capay Avenue
City, State, Zip	Hamilton City, CA 95951
Phone Number	(530) 826-3474
Principal	Darcy Pollak
E-mail Address	dpollak@hudschools.org
Web Site	www.hudschools.org
Grades Served	K-8
CDS Code	11765626007447

District Contact Information	
District Name	Hamilton Unified School Distirct
Phone Number	(530) 826-3261
Superintendent	Charles Tracy
E-mail Address	ctracy@husdschools.org
Web Site	www.husdschools.org

School Description and Mission Statement (Most Recent Year)

Hamilton Elementary School, with a current enrollment of 418 students, is located in Hamilton City, which is approximately 10 miles from both Chico and Orland. We are the only K-8 school that serves community of Hamilton. Our 6th-8th grade middle structure offers junior high students the opportunity to work with highly qualified content specialist instructors to help maximize their learning as they prepare for high school. We are pleased to offer middle school athletics: flag football, volleyball, boys and girls basketball, and county track meet which is held in the Spring. School and student safety are paramount for our students and staff at Hamilton Elementary School. The administrator consistently supervises campus throughout the day. A crossing guard is available before and after school, as well as, we have yard duty supervisors that assist with campus safety. Periodic drills and training for fire, lockdowns, , and other emergency situations are conducted monthly to enhance the preparedness of our staff and students if such an event occurred. Our vision is to create a K-8 school that is highly regarded for its academic excellence and for its contribution in actively serving and improving the community in which it operates. The mission of the faculty, staff, and administration of Hamilton Elementary School is to provide a well-rounded and comprehensive academic program to ensure that all students learn at high levels.

Hamilton Elementary School committed to making a positive difference in the lives of your children. We will accomplish this by setting high academic expectations for all children and providing supportive systems to assure they are met. By addressing school culture, setting high standards for teacher performance, increased academic expectations for all students and engaging the community, it is our goal at Hamilton Elementary School to help foster independent life-long learners with goals for future success. We welcome parents to work in the classroom, get involved with PTO, and participate in all school activities. We embrace the challenges of the future while we continue to cherish and celebrate the traditions of the past. Our remarkable staff, involved parents and committed students come together to make Hamilton Elementary School a wonderful and unique place.

Mission Statement: "All students at Hamilton Elementary School will achieve at high levels."

Visit our website (www.husdschools.org) and it will give you a quick snapshot of life at our school. Explore our links to find out more about curriculum, programs, and daily events at Hamilton Elementary School.

In accordance with State and federal requirements, the School Accountability Report Card (SARC) is put forth annually by all public schools as a tool for parents and interested parties to stay informed of the school's progress, test scores and achievements.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Kindergarten	51
Grade 1	55
Grade 2	33
Grade 3	53
Grade 4	38
Grade 5	47
Grade 6	44
Grade 7	35
Grade 8	60
Total Enrollment	416

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.5
Asian	1
Hispanic or Latino	95.9
White	2.4
Two or More Races	0.2
Socioeconomically Disadvantaged	92.3
English Learners	44
Students with Disabilities	9.6
Foster Youth	0.7

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	15	20	19	
Without Full Credential	0	0	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments *	0	0	1
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes in Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	95.4	4.6
High-Poverty Schools in District	95.4	4.6
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: 9/2015

At Hamilton Elementary each student has access to his or her own copy of the Standards-aligned textbooks and instructional materials that were approved by the State Board of Education in the core curriculum areas. Hamilton Elementary School adheres to the State-adoption cycle for purchasing textbooks and all materials considered for District adoption are available to the public for review prior to any purchase. A public sufficiency and adequacy hearing is held each year in October by the Glenn County Office of Education. Because we are a small K-8 elementary school, we involve the entire staff in the selection of textbooks and instructional materials. Whenever feasible, we have piloted the curriculum under consideration for a semester (from the state-approved list), conducted an evaluation of the material based on predetermined guidelines, presented evaluation summaries to the entire staff, and made staff recommendations to the school board.

Hamilton Elementary School has transitioned to Common Core Standards and teachers use instructional materials and practices to best serve our students. We adopted Everyday Math (K-5) and CPM (6-8) and are currently piloting English Language Arts curriculum. Hamilton Elementary School is in compliance with the curriculum adoption cycle established by the California Department of Education. The District has aligned the curriculum with the State Frameworks and the Content Standards.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	CA Treasures- McGraw-Hill (K-3) 2010-11 CA Treasures- McGraw-Hill (4-6) 2011-12 Prentice Hall Literature (7-8) 2002-03	Yes	0%
Mathematics	Everyday Math - Common Core Edition College Preparatory Math (CPM) - Common Core Edition	Yes	0%
Science	K-5 Pearson Education 2005-06 6-8 Holt, Rinehart, Winston 2005-06	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	K-5 Pearson, Scott Foresman 2006-07 6-8 Pearson, Prentice Hall 2006-07	Yes	0%
Science Laboratory Equipment (grades 9-12)			0

School Facility Conditions and Planned Improvements (Most Recent Year)

Hamilton Elementary has a closed campus from 8:00 A.M. until 6:00 P.M. while school and the SPARK program are in session. Prior to the start of the school day, one of two Maintenance personnel inspects the campus for safety. The facility is clean and in good repair. There are ample classrooms, restrooms, playground space and equipment.

A staff of two provides janitorial services. Schedules are arranged so that no classrooms are interrupted during instructional time. Custodial services are available from 5:00 A.M. until 8:30 P.M. The cafeteria is cleaned after both breakfast and lunch and restrooms are cleaned and sanitized daily. The school grounds are clean and well ordered. Trash cans are available throughout the campus.

The playgrounds and lawns are mowed weekly. The District contracts with an arborist to annually perform necessary routine trimming of trees.

The school facilities, grounds, and vehicles are in good condition. The District participates in the State's Deferred Maintenance Program to replace major components of the school's facilities (such as HVAC, roofs, floor surfaces, and so on). All toilets and other fixtures work and are in good repair. We have installed automatic flush valves on every toilet and hand dryers in each restroom to maintain a clean environment for students.

Hamilton City has maintained an elementary school on this location since the early 1900s. All of the original buildings have, long ago, been replaced by modern facilities. All buildings meet current fire and earthquake codes. An OPSC modernization project was completed within the past ten years that completely renovated the primary wing containing four classrooms, two reading labs, and an adult restroom. Within the last seven years, a new kindergarten complex with three classrooms, each containing restrooms, was added to our campus. The cafeteria underwent a \$750,000 remodeling project in 2004- 2005. It is now a designated emergency shelter. The roof and HVAC on our 300 building and sections from the roof on the cafeteria were repaired in the summer of 2008. The fire alarm was also rewired and updated to State Fire Marshal specifications for the entire school during the summer of 2008.

We are waiting for emergency repair program funding for pavement of the Hamilton Elementary school campus. Hamilton Elementary occupies 4.8 acres with separate athletic fields and blacktop space for both primary and middle school students. There are separate playground facilities with rubber drop zones for both primary and middle school children. The cafeteria complex can also serve as a gymnasium. All buildings have handicap access. The library has holdings in both English and Spanish. All students have Internet access through the computer lab. The lab has 30 Dell multimedia computers. We are also considering a solar energy project at the Hamilton Elementary.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2011-12 school year, the District budgeted \$78,800 for the Deferred Maintenance Program. This represents .012% of the District's general fund budget.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/14/2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces			X	100 Restrooms: Paint Peeling 101: Stained Ceiling tile 102: Stained Ceiling tile 202: Stained Ceiling tile 203: Stained Ceiling tile 206: Stained Ceiling tile 305: Stained Ceiling tile 500 Restrooms: Rusty Partition 501: Torn carpet
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Grounds: Gophers
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/Fountains	X			303: Drinking fountain not working
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 10/14/2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	22	25	44
Mathematics	8	8	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	51	51	100.0	73	18	8	2
	4	36	36	100.0	83	8	8	0
	5	48	47	97.9	40	30	23	6
	6	44	44	100.0	57	30	14	0
	7	36	33	91.7	30	33	30	6
	8	64	63	98.4	35	32	30	3
Male	3		25	49.0	76	20	0	4
	4		18	50.0	89	11	0	0
	5		26	54.2	46	35	15	4
	6		25	56.8	64	28	8	0
	7		18	50.0	44	44	11	0
	8		29	45.3	52	28	21	0
Female	3		26	51.0	69	15	15	0
	4		18	50.0	78	6	17	0
	5		21	43.8	33	24	33	10
	6		19	43.2	47	32	21	0
	7		15	41.7	13	20	53	13
	8		34	53.1	21	35	38	6
Black or African American	5		1	2.1	--	--	--	--
	7		1	2.8	--	--	--	--
Asian	3		1	2.0	--	--	--	--
	5		1	2.1	--	--	--	--
	7		1	2.8	--	--	--	--
Hispanic or Latino	3		49	96.1	71	18	8	2
	4		36	100.0	83	8	8	0
	5		44	91.7	43	30	23	5
	6		44	100.0	57	30	14	0
	7		31	86.1	29	35	29	6
	8		59	92.2	34	32	31	3

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
White	3		1	2.0	--	--	--	--
	5		1	2.1	--	--	--	--
	7		0	0.0	--	--	--	--
	8		3	4.7	--	--	--	--
Two or More Races	8		1	1.6	--	--	--	--
Socioeconomically Disadvantaged	3		47	92.2	77	15	6	2
	4		34	94.4	85	9	6	0
	5		44	91.7	41	32	20	7
	6		42	95.5	57	31	12	0
	7		31	86.1	32	32	29	6
	8		59	92.2	34	32	31	3
English Learners	3		33	64.7	76	12	9	3
	4		17	47.2	100	0	0	0
	5		23	47.9	61	30	4	4
	6		16	36.4	94	6	0	0
	7		3	8.3	--	--	--	--
	8		15	23.4	80	20	0	0
Students with Disabilities	3		5	9.8	--	--	--	--
	4		3	8.3	--	--	--	--
	5		3	6.3	--	--	--	--
	6		8	18.2	--	--	--	--
	7		5	13.9	--	--	--	--
	8		6	9.4	--	--	--	--
Students Receiving Migrant Education Services	3		4	7.8	--	--	--	--
	4		2	5.6	--	--	--	--
	5		6	12.5	--	--	--	--
	6		5	11.4	--	--	--	--
	7		1	2.8	--	--	--	--
	8		4	6.3	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	3	51	51	100.0	63	24	14	0
	4	36	36	100.0	67	31	3	0
	5	48	46	95.8	54	35	11	0
	6	44	42	95.5	60	38	2	0
	7	36	35	97.2	37	54	6	3
	8	64	64	100.0	48	44	8	0
Male	3		25	49.0	64	32	4	0
	4		18	50.0	72	28	0	0
	5		25	52.1	64	20	16	0
	6		24	54.5	58	38	4	0
	7		20	55.6	45	55	0	0
	8		30	46.9	60	40	0	0
Female	3		26	51.0	62	15	23	0
	4		18	50.0	61	33	6	0
	5		21	43.8	43	52	5	0
	6		18	40.9	61	39	0	0
	7		15	41.7	27	53	13	7
	8		34	53.1	38	47	15	0
Black or African American	5		1	2.1	--	--	--	--
	7		1	2.8	--	--	--	--
Asian	3		1	2.0	--	--	--	--
	5		1	2.1	--	--	--	--
	7		1	2.8	--	--	--	--
Hispanic or Latino	3		49	96.1	61	24	14	0
	4		36	100.0	67	31	3	0
	5		43	89.6	56	35	9	0
	6		42	95.5	60	38	2	0
	7		33	91.7	36	55	6	3
	8		60	93.8	47	47	7	0
White	3		1	2.0	--	--	--	--
	5		1	2.1	--	--	--	--
	7		0	0.0	--	--	--	--
	8		3	4.7	--	--	--	--
Two or More Races	8		1	1.6	--	--	--	--
Socioeconomically Disadvantaged	3		47	92.2	66	21	13	0
	4		34	94.4	68	32	0	0

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
	5		44	91.7	57	32	11	0
	6		40	90.9	58	40	3	0
	7		32	88.9	38	56	3	3
	8		60	93.8	48	45	7	0
English Learners	3		33	64.7	67	15	18	0
	4		17	47.2	82	18	0	0
	5		22	45.8	73	18	9	0
	6		14	31.8	93	7	0	0
	7		3	8.3	--	--	--	--
	8		15	23.4	87	13	0	0
Students with Disabilities	3		5	9.8	--	--	--	--
	4		3	8.3	--	--	--	--
	5		3	6.3	--	--	--	--
	6		7	15.9	--	--	--	--
	7		6	16.7	--	--	--	--
	8		6	9.4	--	--	--	--
Students Receiving Migrant Education Services	3		4	7.8	--	--	--	--
	4		2	5.6	--	--	--	--
	5		6	12.5	--	--	--	--
	6		5	11.4	--	--	--	--
	7		1	2.8	--	--	--	--
	8		4	6.3	--	--	--	--
Foster Youth	3		--	--	--	--	--	--
	4		--	--	--	--	--	--
	5		--	--	--	--	--	--
	6		--	--	--	--	--	--
	7		--	--	--	--	--	--
	8		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	46	35	48	44	38	42	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	42
All Students at the School	48
Male	47
Female	48
Black or African American	--
Asian	--
Hispanic or Latino	47
White	--
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	21
Students with Disabilities	46
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	19.60	28.30	26.10
7	17.10	37.10	22.90

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

At Hamilton Elementary School, parents are encouraged to actively participate in their child’s educational experience. Parents can become involved in our school in various ways. They have an active advisory role to the Superintendent through the District Advisory Committee (DAC), District Site Leadership Team (DSLTL), School Site Council, ELA and the Parent Teacher Organization. These committees meet regularly. We encourage parents to volunteer in their child’s classrooms and around the school. We offer monthly parent luncheons and monthly morning coffee to help welcome parent involvement. We have frequent LCAP meetings to ensure all stakeholders are offered a vested interest and voice in the decision making on how our district funds should be spent based on priorities set forth by the funding formula and all the stakeholders.

For further information on how parents may become involved in our school, please contact Darcy Pollak, Principal, at (530) 826-3474 or dpollak@husdschools.org.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	6.44	6.71	6.21	5.01	5.83	3.75	5.07	4.36	3.80
Expulsions	0.22	0.00	0.00	0.13	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Maintaining a safe, orderly environment is essential to learning. This begins with periodic inspections of all facilities as well as a written plan.

A comprehensive safety plan that outlines all emergency procedures and processes is maintained in the school office. The School Safety Plan was last updated in February 2014 with the School Safety Coordinator and it was reviewed with staff and School Site Council in Spring of 2014. A Crisis Response Plan was developed in conjunction with the Glenn County Sheriff and the Hamilton Fire Department.

Hamilton Elementary has a closed campus from 8:00 A.M. until 6:00 P.M. while school is in session. Prior to the start of the school day, one of two maintenance personnel inspects the campus for safety. Teachers, classified staff, and administration are assigned supervision duties during all recesses and lunch periods in the cafeteria. Fire drills are conducted monthly, and lockdown/intruder drills twice a year. Five cameras are installed to provide 24 hours surveillance of two thirds of our campus. All visitors to the campus must check in with the office. Access is limited through two pedestrian gates in front of the school during the beginning and end of the school day. During the school day, access is limited to a single pedestrian gate in the front of the school. Student absences are confirmed by a phone call to the parent or guardian and no child is released from school during the day without previous approval by parents or guardians. Any removal of students during the school day is documented in the office and parents are required to report to the office for all inquiries. All classrooms and other student areas are equipped with phones capable of reaching 911.

Grounds for suspension or expulsion include threatening to cause physical injury to another person; possession, selling, or furnishing dangerous objects (e.g. firearms, knives, explosives, etc.); brandishing a knife at another person; controlled substances; alcoholic beverages or intoxicants of any kind; drug paraphernalia, committing robbery or extortion; causing damage to or stealing school or private property; possession or use of tobacco; disruption of school activities or willfully defying school personnel. California State law (Education Code 48915) requires mandatory expulsion recommendation from the principal.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	Yes	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2009-2010	2012-2013
Year in Program Improvement*	Year 5	Year 2
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	18	2			23		3		20	1	2	
1	26		2		24		1		24		2	
2	26		1		25		2		25		1	
3	29		2		24		2		23	1	4	
4	22	3	11		33			6	20	5	8	
5	31		8		28	2		1	26	1	6	
6	26	5	17		33		3	2	29	1	6	4
Other	15	1	1						21	1	1	

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English									13	5		1
Mathematics									11	3		
Science									32		2	1
Social Science									32		2	1

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	0	0
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	0	N/A
Psychologist	0	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	.2	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	\$4,071	\$484	\$3,586	\$67,161
District	N/A	N/A	\$6,196	\$61,964
Percent Difference: School Site and District	N/A	N/A	-42.1	8.1
State	N/A	N/A	\$5,348	\$59,460
Percent Difference: School Site and State	N/A	N/A	-23.5	16.0

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

Hamilton Unified, in partnership with Glenn COE, offers a complete list of educational services for our community. Categorical programs provided by the Response to Instruction in Reading, Class Size Reduction K-3, extended day for at-risk students, high school tutorial, summer school, athletics (football, volleyball, basketball, baseball, softball, soccer, and track), and California High School Exit Examination (CAHSEE) prep.

Glenn County programs include a complete range of Special Education programs that include speech and language services, resource specialist, and a special day class. Additionally through Glenn COE, Hamilton Elementary was chosen as a site for an after-school program through the 21st Century Grant. Migrant Education and First Five funding also contribute to our school resources and programs.

On the Hamilton High campus, the district operates a State Preschool and an Adult School.

Glenn County Office of Education and Human Resource Agency also have two other programs on our campus. Through their Department of Child and Family Services, they have a Statelicensed Preschool and a Family Resource Center.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,678	\$38,953
Mid-Range Teacher Salary	\$57,900	\$57,103
Highest Teacher Salary	\$75,548	\$74,127
Average Principal Salary (Elementary)	\$87,828	\$90,225
Average Principal Salary (Middle)		\$98,146
Average Principal Salary (High)	\$96,252	\$97,758
Superintendent Salary	\$111,135	\$117,803
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	10%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

The Hamilton Unified School District has two staff development days and calendared seventeen minimum day Fridays to allow for additional hours of staff development. The focus of the staff development has been Professional Learning Communities, Language Star (ELD Program), Data Analysis and Assessment Implementation, refining pacing guides, getting familiar with the Common CORE Standards, intervention, and best teaching practices. A District Leadership Team was established to develop an action plan to increase student achievement and meet federal guidelines for program improvement schools. This team meets monthly.

The past three years HES staff development has focused on English Language Development (designated and integrated), math coaching through the Chico State Math Project, the STEM Academy, Northern California Writing Project, and a variety of high leverage teaching strategy trainings.

Hamilton High School

School Accountability Report Card

Reported Using Data from the 2014-15 School Year

Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Hamilton High School
Street	620 Canal Street
City, State, Zip	Hamilton City, CA 95951
Phone Number	530.826.3261
Principal	Cris Oseguera
E-mail Address	coseguera@hudschools.org
Web Site	www.edlinesites.net/pages/Hamilton_High_School
Grades Served	9-12
CDS Code	11765621133701

District Contact Information	
District Name	Hamilton Unified School District
Phone Number	530.826.3261
Superintendent	Charles Tracy
E-mail Address	jtowne@husdschools.org
Web Site	www.husdschools.org

School Description and Mission Statement (Most Recent Year)

Hamilton High School, with a 2015-2016 current enrollment of 310 students, is located in Hamilton City, along Highway 32 approximately 10 miles from both Chico and Orland. Our school is a 23-acre campus with five main buildings, including a gymnasium, cafeteria, a 15,000 book capacity modern library, and an agricultural farm and facility with maturing olive and mandarin trees.

As a comprehensive 9-12 high school, we offer a challenging curriculum for our students and enjoy a strong academic record and reputation. Students at Hamilton High School can choose Advanced Placement courses, Career Tech education courses, fine arts and Spanish language courses, Agricultural-based courses in addition to our core curriculum offerings in Math, English, Science, and the Social Sciences.

We are fortunate to offer a varied amount of co-curricular and extra-curricular activities at Hamilton High. Many of our students participate in our Future Farmers of America (FFA) program, which is recognized as one of the finest in the North state area. Additionally, we annually have a theatrical play, a band program, and offer the following sports- volleyball, football, cross country, cheer, basketball, soccer, track, baseball, softball, and wrestling. We are pleased to state that our sports teams and student-athletes are recognized as competitive with sportmanship and quality behavior and play as the main themes for our teams and players.

School and student safety are paramount for our students and staff at Hamilton High. The site administrator consistently supervises campus throughout the day and, along with the athletic director, can be found at most extracurricular events. Periodic drills and training for fire, lockdown, and other emergency situations are conducted to enhance the preparedness and safety of our staff and students.

The Hamilton High School campus is attractive and welcoming with an abundance of trees, shrubs, and grassy areas and a courtyard that often serves as a main focal point for student interaction.

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

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 9	76
Grade 10	69
Grade 11	87
Grade 12	61
Total Enrollment	293

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	0.3
American Indian or Alaska Native	0.7
Asian	0.7
Hispanic or Latino	74.7
White	21.8
Two or More Races	1.7
Socioeconomically Disadvantaged	69.6
English Learners	11.3
Students with Disabilities	9.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	15	15	15	
Without Full Credential	0	0	1	
Teaching Outside Subject Area of Competence (with full credential)	3	3	4	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	1	1
Total Teacher Misassignments *	5	3	3
Vacant Teacher Positions	0	0	0

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	95.4	4.6
High-Poverty Schools in District	95.4	4.6
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: November 2015

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	High Point, 2002 Writer's Inc., 2003 The American Reader, 2007	No	0%
Mathematics	CPM-Core Connections, Integrated 1, 2014 CPM-Core Connections, Integrated 2, 2nd Edition, 2015 The Practice of Statistics, 5th Edition, 2015 Single Variable Calculus-AP Edition, 2012 Precalculus w/Trigonometry Concepts & Applications, 2003 Discovering Geometry, 2004 Algebra II: Applications, Equations, Graphs, 2007	Yes	0%
Science	Earth Science, Geology, and the Universe, 2007 Physics: Principles & Problems, 2000 Biology: The Dynamics of Life, 2007 Intro to Plant Science, 2002 Chemistry: Concepts & Applications, 1999 Holt's Essentials of Human Anatomy & Physiology, 2005	No	0%
History-Social Science	U.S. Government: Democracy in Action 2006 America, Pathways to the Present 2003 Economics: Principles in Action 2004 World History: Connections to Today 2004 By The People, A History of the United States, AP Edition- Pearson, 2015	No	0%
Foreign Language	Realidades 1, Pearson 2008 Realidades 2, Pearson 2008, 2014 Temas, AP Spanish Language & Culture- Vista, 2014		0%
Health			0%
Visual and Performing Arts			0%
Science Laboratory Equipment (grades 9-12)	Meets State Standards		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Hamilton High School, with a current enrollment of 310 students, is located in Hamilton City on a 23- acre campus. The school library has a 30-station computer lab, two conference rooms, faculty work/copy room, a 30-station computer work area, and a reference area with a capacity of 15,000 books. Additionally, an upgraded server and technologically updated system were purchased and put into service in 2013-2014. In Spring 2015, the district backup devices were increased from 3TB to 6TB to assist in capacity.

In September 2005, a \$2.2 million modernization program was completed on Buildings 100, 200, and 300. The gym has newer locker rooms and public restrooms as well as new bleachers and a refinished floor (the gym floor is refinished each summer). In Buildings 100 and 200, the office was expanded and all classrooms were modernized. Over \$150,000 in new furniture and equipment was purchased. Finally, new state-of-the art fire and communications systems were installed. The Home Economics and Science rooms were modernized in the summer of 2008. In Spring Semester of 2014, a portable classroom building was added adjacent to the school cafeteria to accommodate additional math course sections.

School and student safety are very important at Hamilton High School. Administrators are out supervising the campus throughout the school day and are present at all extracurricular activities. Emergency drills are conducted regularly with the following drills held during the year: fire, and intruder/ terrorist.

Our campus is recognized as one of the most attractive in the area with an abundance of trees, shrubs, and flowers among the courtyards, playing fields, and grassy areas. A 1000-seat football stadium was finished in 2004, funded by a joint venture with the Friends of Athletics. In March 2005, the softball complex was completed. Other outdoor areas include two soccer fields, two baseball fields, an agriculture farm with both olive and mandarin trees, two tennis courts, and two basketball courts.

Two maintenance/custodial workers and one grounds person keep the school clean and well maintained. Custodians are on duty from 7 A.M. until 8:00 P.M. on school days. Restrooms are cleaned daily and kept in good working order.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2014-2015 school year, the District budgeted \$64, 200 for the Deferred Maintenance Program.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: October 12, 2015				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		Stained ceiling tiles to be replaced; doors to be repaired
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: October 12, 2015				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	38	25	44
Mathematics	10	8	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	83	80	96.4	35	28	28	10
Male	11		39	47.0	46	23	23	8
Female	11		41	49.4	24	32	32	12
Hispanic or Latino	11		58	69.9	38	28	24	10
White	11		21	25.3	29	29	33	10
Two or More Races	11		1	1.2	--	--	--	--
Socioeconomically Disadvantaged	11		56	67.5	41	27	23	9
English Learners	11		5	6.0	--	--	--	--
Students with Disabilities	11		1	1.2	--	--	--	--
Students Receiving Migrant Education Services	11		4	4.8	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	83	80	96.4	53	38	8	3
Male	11		39	47.0	56	36	3	5
Female	11		41	49.4	49	39	12	0
Hispanic or Latino	11		58	69.9	55	36	5	3
White	11		21	25.3	48	43	10	0
Two or More Races	11		1	1.2	--	--	--	--
Socioeconomically Disadvantaged	11		56	67.5	54	39	4	4
English Learners	11		5	6.0	--	--	--	--
Students with Disabilities	11		1	1.2	--	--	--	--
Students Receiving Migrant Education Services	11		4	4.8	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	44	42	33	44	38	42	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	42
All Students at the School	33
Male	25
Female	38
Asian	--
Hispanic or Latino	23
White	64
Two or More Races	--
Socioeconomically Disadvantaged	--
English Learners	--
Students with Disabilities	23
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Career Technical Education Programs (School Year 2014-15)

Each year at Hamilton High School, students complete a battery of assessments aimed at assisting the student in choosing possible career paths. Students research a number of careers and the education required for those careers in Career Life Planning (CLP), a required course for all students at Hamilton High School. Approximately 50% of our students are enrolled in Regional Occupation Program classes and these programs provide students with valuable job skills. Similarly, many of the skills taught in CLP are utilized throughout the student’s academic career at HHS. Hamilton High has always required 10 credits of CTE as a graduation requirement for each student. Each of our special populations receives needed support in all courses, not just CTE.

Because we are a small school and district, our staff works closely to ensure student success. Valuable discussion occurs regularly to assist all student populations and class completion and course effectiveness is measurable. PowerPoint presentations, oral reports, and research skills are examples of some of the skills students are measured upon, in addition to gauging the effectiveness of the our programs. An end-of-course exam is also required and students must achieve a 70% or above to receive college credit. CTE instructors also administer quarterly benchmark assessments.

Most of these courses are articulated with Butte College in 2+2 agreements where students can earn college credit for high school courses. Faculty and staff from HHS also meet with Butte College instructors to ensure course curriculum and standards are aligned. Both Hamilton High and participate in the Youth Employment Skills program where students learn job skills and then are placed in paid work experience positions.

Career preparation courses and programs include the following: Life Skills, Environmental Horticulture, and World Foods and Fiber. Courses conducted by ROP include: Forensics, Environmental Horticulture, Ag Careers, Ag Mechanics, Floral Design, Careers with Children, Digital Photography, and Web Design.

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	208
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	73%

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	98.98
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	43.14

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts	53	48	61	53	48	60	57	56	58
Mathematics	60	56	53	59	56	52	60	62	59

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	40	34	25	48	32	20
All Students at the School	39	35	26	47	32	20
Male	48	31	21	39	39	22
Female	32	38	30	53	28	19
Hispanic or Latino	47	37	16	52	36	11
White	21	29	50	25	25	50
Socioeconomically Disadvantaged	49	38	13	53	38	10
Students Receiving Migrant Education Services	36	64				

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	20.50	25.60	23.10

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Hamilton High staff believes that parent involvement is critical to our student's success. Our school offers Back-to- School Night in the fall and Open House in the spring for parents to see what new, exciting, and challenging curriculum students have completed. Parent/Teacher conferences are held in September and February each year as well, one of the few high schools to offer these conferences.

Parents are welcome to visit their student's classes, take school tours, or visit with the Principal. A visitor's pass and a class schedule can be obtained in the school office.

Parents participate in a wide variety of programs including Hamilton High Athletics, Boosters, FFA, and School Site Council, just to name a few. Parents are always welcome at our school and may contact Principal Cris Oseguera at (530) 826-3261 ext. 1008 or coseguera@hudschools.org for more information about getting involved in the school's programs.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	4.80	0.00	0.00	7.10	5.50	1.70	13.10	11.40	11.50
Graduation Rate	95.24	98.77	100.00	92.86	93.41	98.28	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	100	98.28	84.6
Black or African American	100	100	76
American Indian or Alaska Native			78.07
Asian			92.62
Filipino			96.49
Hispanic or Latino	100	97.62	81.28
Native Hawaiian/Pacific Islander			83.58
White	100	100	89.93
Two or More Races			82.8
Socioeconomically Disadvantaged	100	100	61.28
English Learners	100	100	50.76
Students with Disabilities	103.03	100	81.36
Foster Youth	--	--	--

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	2.23	3.99	0.00	5.01	5.83	3.75	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.13	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

Hamilton High School continues to provide a safe and secure campus for students, employees, and visitors. All take pride in ensuring Hamilton High School remains a positive educational environment for all students. Our crime rate remains well below that of other schools in the area and significantly below high schools throughout the State. The District's School Safety Plan details Hamilton High School's policies regarding transportation, student discipline, emergencies and disaster preparedness, dress codes, and child abuse reporting. This plan is available in the office for public inspection.

The HUSD and HHS School Safety Plan of Emergency Operations was adopted by the HUSD School Board on April 14, 2014. HHS Faculty participated in the development of the plan and items are regularly reviewed in HHS Faculty meetings.

Our district Safety Coordinator regularly provides timely and necessary in-service training for the purpose of prevention, compliance, and, importantly, awareness of issues that may affect our students, staff, and school culture.

Our District, in the past, has employed a part-time school resource officer who worked closely with local law enforcement, although budget concerns have caused the SRO program to be temporarily discontinued. Our district and school safety coordinator keeps us well informed of new safety policies and procedures. Our school staff is provided with regular safety training on a variety of topics germane to Hamilton High School.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	Yes	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement	Not in PI	2012-2013
Year in Program Improvement*	Not in PI	Year 2
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13				2013-14				2014-15			
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	19	10	5		17	11	5		18	11	5	1
Mathematics	22	7	6		16	13	4		14	18	2	
Science	23	6	4		19	7	4		17	8	4	
Social Science	21	5	4	1	20	5	5		22	5	5	

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.5	206.7
Counselor (Social/Behavioral or Career Development)	0	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.8	N/A
Psychologist	.2	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	.2	N/A
Resource Specialist	0	N/A
Other	.3	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	12,689	3,438	9,252	67,151
District	N/A	N/A	6196	\$61,964
Percent Difference: School Site and District	N/A	N/A	49.3	8.4
State	N/A	N/A	\$5,348	\$59,460
Percent Difference: School Site and State	N/A	N/A	73.0	12.9

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

The following programs and services represent the sources from which funding is secured to assist students at Hamilton High School-these monetary sources are generally either state or federal programs: Title II (Teacher Quality); Title III (LEP); ROP; Carl Perkins Vocational Education; Economic Impact Aid (EIA); CAHSEE Prep; Migrant Education; Agricultural Incentive Grant; and Career Tech education.

Funding from these sources allows Hamilton High School to offer CAHSEE support classes, assist new immigrant students, assist our migrant students and families, allow for us to have an increased number of agricultural class offerings, and offer nearly a dozen ROP courses.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,678	\$38,953
Mid-Range Teacher Salary	\$57,900	\$57,103
Highest Teacher Salary	\$75,548	\$74,127
Average Principal Salary (Elementary)	\$87,828	\$90,225
Average Principal Salary (Middle)		\$98,146
Average Principal Salary (High)	\$96,252	\$97,758
Superintendent Salary	\$111,135	\$117,803
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	10%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English	1	N/A
Fine and Performing Arts		N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science		N/A
Social Science	1	N/A
All courses	4	16

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

Hamilton High School provides four full days and 13 minimum days of professional development, in addition to Professional Learning Community time each Monday. Focus areas for staff development for 2014-15 are WASC Accreditation, Safety, Aeries Analytics, Common Core State Standards- specifically Integrated Math implementation, and Structured English immersion. These areas of professional development were selected based on the needs of our students, particularly the structured English immersion trainings which are aimed at improving access to our educational programs for all students. EDI (Explicit Direct Instruction)- now the Common Core Cadre- are ongoing trainings for all teachers in our district for the purpose of ensuring a common educational practice in the HUSD classrooms kindergarten through 12th grade. The high school has teacher-coaches to assist in this process through individual meetings and trainings, but also with in-class observation and coaching.

The Math Department teachers have been involved in ongoing training aimed at the implementation of Common Core Math Standards and the varied delivery of curriculum involved in CCSS Math Standards.

Continued training is provided for the implementation of data analysis and data analysis programs with the intent of improving the teachers use of data to inform and improve instruction to help our students achieve academically. Weekly Monday collaboration time is utilized for the structured department collaboration time, work on pacing guides and essential standards and information on CAASPP, CAHSEE and other mandated testing. It is also utilized as a PLC time during which our teachers fully collaborate, discuss, and seek out solutions to better assist instruction, curriculum, and student achievement.

**Ella Barkley High School
School Accountability Report Card
Reported Using Data from the 2014-15 School Year
Published During 2015-16**

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Ella Barkley High School
Street	Hwy. 32 And Los Robles St.
City, State, Zip	Hamilton City, CA 95951-0488
Phone Number	(530) 826-3331
Principal	Charles Tracy
E-mail Address	ctracy@husdschools.org
Web Site	
Grades Served	10-12
CDS Code	11765621130053

District Contact Information	
District Name	Hamilton Unified School District
Phone Number	(530) 826-3261
Superintendent	Charles Tracy
E-mail Address	ctracy@hamiltonusd.org
Web Site	www.husdschools.org

School Description and Mission Statement (Most Recent Year)

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

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 10	1
Grade 11	6
Grade 12	5
Total Enrollment	12

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Hispanic or Latino	77.8
White	22.2
Socioeconomically Disadvantaged	77.8
English Learners	11.1
Students with Disabilities	22.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	2	2		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	0	0	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	56.3	43.8
All Schools in District	95.4	4.6
High-Poverty Schools in District	95.4	4.6
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: 8/2014

Textbooks and instructional materials are reviewed and selected according to California State Standards, as well as research-based for alternative education. Textbooks are Board approved.

Other non-approved books are used in instruction. Sections of material from certain books are used to supplement the material being covered. The teacher checks all assignments against the State Standards.

All students have access to textbooks and supplemental materials that are needed to complete their credits. The district has affirmed that each student has their own textbook to use in class and to take home.

An art class is offered in the visual and performing arts.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Basic English Grammar 2003 Basic English Composition 2003 English for the World of Work 2003 Exploring Literature 1999 Word Literature 1999	Yes	0%
Mathematics	Life Skills Math 2003 Consumer Mathematics 2003 Pre Algebra 2004 Algebra 2004 Geometry 2005	Yes	0%

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Biology: Cycles of Life 2006 Biology 2004 Physical Science 2004 Earth Science 2004	Yes	0%
History-Social Science	Economics 2005 United States History 2008 United States Government 2005	Yes	0%
Health	Life Skill Heath 2005	Yes	
Science Laboratory Equipment (grades 9-12)			0

School Facility Conditions and Planned Improvements (Most Recent Year)

School is open before and after school for students that arrive early or have to leave late. The school is located adjacent to the Hamilton High School campus. The design of the classrooms is open and appropriate for either individual or group instruction. The buildings and landscaping are maintained by District personnel and are in good order, and 100% of the toilets operate correctly.

The teachers ensure that the instruction for students is safe, and that the classroom is kept in good order. One District janitor maintains the facility in the afternoons. The school has had the benefit of using the traditional school gymnasium for its physical education requirements when it was needed.

The District library serves the school, with over 7,500 books and the capacity for 15,000. The school has 17 Internet accessible computers, which are used for desktop publishing, and a greenhouse that is used by the ROP Ornamental Horticulture class. All parts of the school are handicap accessible. There are two classrooms and an administration/ office building, all built in 1986. All items on the School Facilities survey were inspected in October 2015.

The District participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2014-2015 school year, the District budgeted \$64, 200 for the Deferred Maintenance Program.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 07/18/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			East class room needs sink faucet repaired, leak: Submitted a maintenance request.

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 07/18/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 07/18/2014				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy	--	25	44
Mathematics	--	8	33

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	6	5	83.3	--	--	--	--
Male	11		5	83.3	--	--	--	--
Hispanic or Latino	11		4	66.7	--	--	--	--
White	11		1	16.7	--	--	--	--
Socioeconomically Disadvantaged	11		5	83.3	--	--	--	--
English Learners	11		3	50.0	--	--	--	--
Students with Disabilities	11		1	16.7	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded
All Students	11	6	6	100.0	--	--	--	--
Male	11		6	100.0	--	--	--	--
Hispanic or Latino	11		4	66.7	--	--	--	--
White	11		2	33.3	--	--	--	--
Socioeconomically Disadvantaged	11		6	100.0	--	--	--	--
English Learners	11		3	50.0	--	--	--	--
Students with Disabilities	11		2	33.3	--	--	--	--
Foster Youth	11		--	--	--	--	--	--

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	--	--	--	44	38	42	59	60	56

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	42
All Students at the School	--
Female	--
Hispanic or Latino	--
Students with Disabilities	--
Foster Youth	--

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Career Technical Education Programs (School Year 2014-15)

Career Technical Education Participation (School Year 2014-15)

Measure	CTE Program Participation
Number of pupils participating in CTE	2
% of pupils completing a CTE program and earning a high school diploma	0
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	2

Courses for University of California and/or California State University Admission

UC/CSU Course Measure	Percent
2014-15 Students Enrolled in Courses Required for UC/CSU Admission	100
2013-14 Graduates Who Completed All Courses Required for UC/CSU Admission	0

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the Other Pupil Outcomes State Priority (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education.

California High School Exit Examination Results for Grade Ten Students (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English-Language Arts				53	48	60	57	56	58
Mathematics				59	56	52	60	62	59

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California High School Exit Examination Grade Ten Results by Student Group (School Year 2014-15)

Group	English-Language Arts			Mathematics		
	Percent Not Proficient	Percent Proficient	Percent Advanced	Percent Not Proficient	Percent Proficient	Percent Advanced
All Students in the LEA	40	34	25	48	32	20
All Students at the School	0			0		

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Ella Barkley High School staff believes that parent involvement is critical to student success. Our school offers an open-door policy to its parents.

Parents are welcome to attend their student's classes or take school tours. A visitor's pass and a class schedule can be obtained at the Alternative Education office. Interested parents may contact Maria Reyes, Dean of Students, at (530) 826-3331 or mreyes@hudschools.org for more information about ways of getting involved in the school's programs.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the Pupil Engagement State Priority (Priority 5):

- High school dropout rates; and
- High school graduation rates.

Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	7.10	5.50	1.70	7.10	5.50	1.70	13.10	11.40	11.50
Graduation Rate	92.86	93.41	98.28	92.86	93.41	98.28	78.87	80.44	80.95

Completion of High School Graduation Requirements (Graduating Class of 2014)

Group	Graduating Class of 2014		
	School	District	State
All Students	85.71	98.28	84.6
Black or African American		100	76
American Indian or Alaska Native			78.07
Asian			92.62
Filipino			96.49
Hispanic or Latino	85.71	97.62	81.28
Native Hawaiian/Pacific Islander			83.58
White		100	89.93
Two or More Races			82.8
Socioeconomically Disadvantaged		100	61.28
English Learners	100	100	50.76
Students with Disabilities	85.71	100	81.36
Foster Youth	--	--	--

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	12.50	9.09	6.25	5.01	5.83	3.75	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.13	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The HUSD and EBH School Safety Plan of Emergency Operations was adopted by the HUSD School Board on April 14, 2014. EBH Faculty participated in the development of the plan and items are regularly reviewed. The School Safety Plan is reviewed and updated yearly. A comprehensive safety plan that outlines all emergency procedures and processes is maintained in the school office. Our district Safety Coordinator regularly provides timely and necessary in-service training for the purpose of prevention, compliance, and, importantly, awareness of issues that may affect our students, staff, and school culture.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	Yes
Met Participation Rate: English-Language Arts	Yes	Yes	Yes
Met Participation Rate: Mathematics	Yes	Yes	Yes
Met Percent Proficient: English-Language Arts	N/A	N/A	N/A
Met Percent Proficient: Mathematics	N/A	N/A	N/A
Met Attendance Rate	N/A	Yes	Yes
Met Graduation Rate	N/A	Yes	Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		In PI
First Year of Program Improvement		2012-2013
Year in Program Improvement*		Year 2
Number of Schools Currently in Program Improvement	N/A	1
Percent of Schools Currently in Program Improvement	N/A	100.0

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Secondary)

Subject	2012-13			Avg. Class Size	2013-14			Avg. Class Size	2014-15					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms				
		1-22	23-32			33+	1-22			23-32	33+	1-22	23-32	33+
English	15	2		8	3		12	1						
Mathematics	5	6		3	8		10	4						
Science	9	5		5	5		7	3						
Social Science	5	6		3	6		12	5						

Note: Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.50	15
Counselor (Social/Behavioral or Career Development)	.50	N/A
Library Media Teacher (Librarian)	.50	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.25	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/Restricted	Basic/Unrestricted	
School Site	17447		17447	67161
District	N/A	N/A	6196	\$61,964
Percent Difference: School Site and District	N/A	N/A	181.6	8.9
State	N/A	N/A	\$5,348	\$59,460
Percent Difference: School Site and State	N/A	N/A	215.1	14.6

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

Hamilton Unified, in partnership with Glenn COE, offers a complete list of educational services for our community. Categorical programs provided by the District include: Title I, Title III, GATE, Response to Instruction in Reading, Class Size Reduction K-3, extended day for at-risk students, high school tutorial, summer school, athletics (football, volleyball, basketball, baseball, softball, soccer, and track) ,and California High School Exit Examination (CAHSEE) prep.

Glenn County programs include a complete range of Special Education programs that include speech and language services, resource specialist, and a special day class. Additionally through Glenn COE, Hamilton Elementary was chosen as a site for an after-school program through the 21st Century Grant. Migrant Education and First Five funding also contribute to our school resources and programs.

On the Hamilton High campus, the district operates a State Preschool and an Adult School.

Glenn County Office of Education and Human Resource Agency also have two other programs on our campus. Through their Department of Child and Family Services, they have a Statelicensed Preschool and a Family Resource Center.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,678	\$38,953
Mid-Range Teacher Salary	\$57,900	\$57,103
Highest Teacher Salary	\$75,548	\$74,127
Average Principal Salary (Elementary)	\$87,828	\$90,225
Average Principal Salary (Middle)		\$98,146
Average Principal Salary (High)	\$96,252	\$97,758
Superintendent Salary	\$111,135	\$117,803
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	10%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Advanced Placement (AP) Courses (School Year 2014-15)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science		N/A
English		N/A
Fine and Performing Arts		N/A
Foreign Language		N/A
Mathematics		N/A
Science		N/A
Social Science		N/A
All courses		

* Cells with N/A values do not require data. Where there are student course enrollments.

Professional Development (Most Recent Three Years)

Focus areas for staff development for 2014-2015 are: Safety, Edms trainging, and continuing with the implementation of Common Core State Standards- specifically Integrated Math implementation, and ELD standards for designated and integrated instruction. These areas of professional development were selected based on the needs of our students, particularly training in the new ELD state standards which are aimed at improving access to our educational programs for all students. EDI (Explicit Direct Instruction)- now the Common Core Cadre- are ongoing trainings for all teachers in our district for the purpose of ensuring a common educational practice in the HUSD classrooms kindergarten through 12th grade. The high school has teacher-coaches to assist in this process through individual meetings and trainings, but also with in-class observation and coaching. Continued training is provided for the implementation of data analysis and data analysis programs with the intent of improving the teachers use of data to inform and improve instruction to help our students achieve academically. Professional Learning Communities were established during which our teachers fully collaborate, discuss, and seek out solutions to better assist instruction, curriculum, and student achievement.

Hamilton Community Day School School Accountability Report Card Reported Using Data from the 2014-15 School Year Published During 2015-16

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest Web page at <http://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district, the county, and the state. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

About This School

Contact Information (Most Recent Year)

School Contact Information	
School Name	Hamilton Community Day School
Street	535 Sacramento Avenue
City, State, Zip	Hamilton City, CA 95951-0488
Phone Number	(530) 826-0504
Principal	Charles Tracy
E-mail Address	ctracy@hudschools.org
Web Site	
Grades Served	7-12
CDS Code	11765621130111

District Contact Information	
District Name	Hamilton Unified School District
Phone Number	(530) 826-3261
Superintendent	Charles Tracy
E-mail Address	ctracy@husdschools.org
Web Site	www.husdschools.org

School Description and Mission Statement (Most Recent Year)

The Community Day School is designed to serve the needs of students in grades 7-12 who have been expelled for any reason. The program's purpose is to teach students to make appropriate decisions about behavior and strengthen their academics in order for them to return to their regular school and be successful. All persons will be treated with respect in a safe and orderly learning environment.

Student Enrollment by Grade Level (School Year 2014-15)

Grade Level	Number of Students
Grade 6	1
Total Enrollment	1

Student Enrollment by Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Hispanic or Latino	100
Socioeconomically Disadvantaged	100
English Learners	100

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the Basic State Priority (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

Teacher Credentials

Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	1	1		
Without Full Credential	0	0		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	0	0	

Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

* Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)

Location of Classes	Percent of Classes In Core Academic Subjects	
	Taught by Highly Qualified Teachers	Not Taught by Highly Qualified Teachers
This School	100.0	0.0
All Schools in District	95.4	4.6
High-Poverty Schools in District	95.4	4.6
Low-Poverty Schools in District	0.0	0.0

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2015-16)

Year and month in which data were collected: 8/2014

Textbooks and instructional materials are reviewed and selected according to California State Standards, as well as research-based for alternative education. Textbooks are Board approved.

Other non-approved books are used in instruction. Sections of material from certain books are used to supplement the material being covered. The teacher checks all assignments against the State Standards.

All students have access to textbooks and supplemental materials that are needed to complete their credits. The district has affirmed that each student has their own textbook to use in class and to take home.

An art class is offered in the visual and performing arts.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Basic English Grammar 2003 Basic English Composition 2003 English for the World of Work 2003 Exploring Literature 1999 Word Literature 1999	Yes	
Mathematics	Life Skills Math 2003 Consumer Mathematics 2003 Pre Algebra 2004 Algebra 2004 Geometry 2005	Yes	

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Science	Biology: Cycles of Life 2006 Biology 2004 Physical Science 2004 Earth Science 2004	Yes	
History-Social Science	Economics 2005 United States History 2008 United States Government 2005	Yes	
Foreign Language		Yes	
Health	Life Skills Math	Yes	
Science Laboratory Equipment (grades 9-12)			0

School Facility Conditions and Planned Improvements (Most Recent Year)

Hamilton Community Day School is located on the east side of town and is a single building classroom. The community day is in good condition and has all educational resources to allow full access to students under ESEA.

School Facility Good Repair Status (Most Recent Year)

School Facility Good Repair Status (Most Recent Year)				
Year and month in which data were collected: 10/20/2014				
System Inspected	Repair Status			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rating (Most Recent Year)

Year and month in which data were collected: 10/20/2014				
Overall Rating	Exemplary	Good	Fair	Poor
			X	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- Statewide assessments (i.e., California Assessment of Student Performance and Progress [CAASPP], Science California Standards Tests); and
- The percentage of pupils who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study

California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)		
	School	District	State
English Language Arts/Literacy			
Mathematics			

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

CAASPP Assessment Results - English Language Arts (ELA)

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

CAASPP Assessment Results - Mathematics

Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)

Student Group	Grade	Number of Students		Percent of Students				
		Enrolled	Tested	Tested	Standard Not Met	Standard Nearly Met	Standard Met	Standard Exceeded

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes students that did not receive a score; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using students with scores.

California Standards Tests for All Students in Science (Three-Year Comparison)

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)				45	39		59	60	

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Standards Tests Results by Student Group in Science (School Year 2014-15)

Student Group	Percent of Students Scoring at Proficient or Advanced

Note: Scores are not shown when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the Parental Involvement State Priority (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each schoolsite.

Opportunities for Parental Involvement (Most Recent Year)

Staff at Community Day believe that parent involvement is critical to student success. Our school offers an open-door policy to its parents.

Parents are welcome to attend their student’s classes or take school tours. A visitor’s pass and a class schedule can be obtained at the Alternative Education office. Interested parents may contact Maria Reyes, Dean of Students, at (530) 826-3331 or mreyes@hudschools.org for more information about ways of getting involved in the school’s programs.

State Priority: School Climate

The SARC provides the following information relevant to the School Climate State Priority (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

Suspensions and Expulsions

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.00	0.00	0.00	5.01	5.83	3.75	5.07	4.36	3.80
Expulsions	0.00	0.00	0.00	0.13	0.00	0.00	0.13	0.10	0.09

School Safety Plan (Most Recent Year)

The HUSD and HHS School Safety Plan of Emergency Operations was adopted by the HUSD School Board on April 14, 2014. CDS Faculty participated in the development of the plan and items are regularly reviewed. Our district Safety Coordinator regularly provides timely and necessary in-service training for the purpose of prevention, compliance, and, importantly, awareness of issues that may affect our students, staff, and school culture. Our District, in the past, has employed a part-time school resource officer who worked closely with local law enforcement, although budget concerns have caused the SRO program to be temporarily discontinued. Our district and school safety coordinator keeps us well informed of new safety policies and procedures. Our school staff is provided with regular safety training on a variety of topics germane to Community Day School.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall			Yes
Met Participation Rate: English-Language Arts			Yes
Met Participation Rate: Mathematics			Yes
Met Percent Proficient: English-Language Arts			N/A
Met Percent Proficient: Mathematics			N/A
Met Attendance Rate			Yes
Met Graduation Rate			Yes

Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status		
First Year of Program Improvement		
Year in Program Improvement*		
Number of Schools Currently in Program Improvement	N/A	
Percent of Schools Currently in Program Improvement	N/A	

Note: Cells with N/A values do not require data.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15			
	Avg. Class Size	Number of Classes		Avg. Class Size	Number of Classes		Avg. Class Size	Number of Classes		
		1-20	21-32		33+	1-20		21-32	33+	1-20
6							1	2		

Note: Number of classes indicates how many classes fall into each size category (a range of total students per class).

Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.25	1
Counselor (Social/Behavioral or Career Development)	.25	N/A
Library Media Teacher (Librarian)	.25	N/A
Library Media Services Staff (Paraprofessional)		N/A
Psychologist	.25	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist	0	N/A
Other	0	N/A

Note: Cells with N/A values do not require data. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	32987		32987	67161
District	N/A	N/A	6196	\$61,964
Percent Difference: School Site and District	N/A	N/A	432.4	8.9
State	N/A	N/A	\$5,348	\$59,460
Percent Difference: School Site and State	N/A	N/A	495.8	14.6

Note: Cells with N/A values do not require data.

Types of Services Funded (Fiscal Year 2014-15)

Hamilton Unified, in partnership with Glenn COE, offers a complete list of educational services for our community. Categorical programs provided by the District include: Title I, Title III, Response to Instruction in Reading, extended day for at-risk students, high school tutorial, summer school, and California High School Exit Examination (CAHSEE) prep.

Glenn County programs include a complete range of Special Education programs that include speech and language services, resource specialist, and a special day class. Additionally through Glenn COE, Hamilton Elementary was chosen as a site for an after-school program through the 21st Century Grant. Migrant Education and First Five funding also contribute to our school resources and programs.

On the Hamilton High campus, the district operates a State Preschool and an Adult School.

Glenn County Office of Education and Human Resource Agency also have two other programs on our campus. Through their Department of Child and Family Services, they have a Statelicensed Preschool and a Family Resource Center.

Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$35,678	\$38,953
Mid-Range Teacher Salary	\$57,900	\$57,103
Highest Teacher Salary	\$75,548	\$74,127
Average Principal Salary (Elementary)	\$87,828	\$90,225
Average Principal Salary (Middle)		\$98,146
Average Principal Salary (High)	\$96,252	\$97,758
Superintendent Salary	\$111,135	\$117,803
Percent of Budget for Teacher Salaries	33%	34%
Percent of Budget for Administrative Salaries	10%	7%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.

Professional Development (Most Recent Three Years)

The Hamilton Unified School District has negotiated and calendared Professional Learning Communities once a week for teacher collaboration that focuses on student achievement . Focus areas for staff development for 2013-2014 are Safety, Aeries Analytics, EDI, Common Core State Standards- specifically Integrated Math implementation, and Structured English immersion. These areas of professional development were selected based on the needs of our students, particularly the structured English immersion trainings which are aimed at improving access to our educational programs for all students. EDI (Explicit Direct Instruction)- now the Common Core Cadre- are ongoing trainings for all teachers in our district for the purpose of ensuring a common educational practice in the HUSD classrooms kindergarten through 12th grade. The high school has teacher-coaches to assist in this process through individual meetings and trainings, but also with in-class observation and coaching. Continued training is provided for the implementation of data analysis and data analysis programs with the intent of improving the teachers use of data to inform and improve instruction to help our students achieve academically.

Memo: Erin Johnson, Athletic Director

From: Dawn Dowdy, Head Cross Country/Head Track and Field Coach

Date: December 21, 2015

Subject: **Lithia Track and Field Invitational April 23rd, 2016**

The Varsity Cross Country team is scheduled to participate in the **Lithia Track and Field Invitational April 23rd, 2016** in Klamath Falls, OR. I have detailed our plans and am seeking approval for our trip plans which include an overnight stay in Klamath Falls. The invite is on a Saturday but would leave around noon on Friday, April 23rd, 2016 to beat the traffic and give the athletes a rest before the event. Hamilton Varsity team will be traveling and staying together. Coach Dowdy and Coach Jarvis will be chaperones and drivers with school issued vans. Only 14 athletes will attend as this is all that can fit in the 2 vans. If funds are raised and parents can attend and drive (parents work on Fridays) we could take more.

ITINERARY:

Friday, April 22nd-Leave at noon from Hamilton High School. Travel to Klamath Falls, OR.. Check into Hotel in Klamath Falls

Mazuma High School is providing a Pasta Dinner to all athletes travelling on this day.

Saturday, April 23rd, Attend Lithia Track & Field at Klamath Falls, OR. Events begin at 10:35 AM. Last race is at 5:40pm

Return on Saturday, April 23rd, 2016 after athletes change and eat a meal.

Athletes will Share 4 to a room with coaches to have room on the same floor as athletes. I will chaperone female athletes from Hamilton High School and Coach Jarvis will chaperone male athletes from Hamilton High School.

Cost of rooms, meals and Team fee will be paid for by the Track and Field account.

Total maximum athletes attending: 14 (unless additional funds are raised and parents volunteer to attend)

Travel to and from Klamath Falls will be in school vans.

Permission slips will be handed out and signed in February at our team parent meeting. Expectations will be reviewed with both parent and athletes attending.

January 13, 2016

Mrs. Darcy Pollak, Principal
Hamilton Elementary School

Dear Mrs. Pollak,

I've been part of the Hamilton Elementary School team since December 2013; I've really enjoyed working here and will miss being here, with that said, it is with mixed feelings that I tender my resignation letter as a Para-pro due to another job opportunity within my Engineering career. My last day of employment will be January 29, 2016.

I take this as an opportunity to thank you and all the staff at Hamilton Elementary and the District for all the support and friendship you've rendered to me throughout my stay. I am grateful to have had the opportunity to work here and wish the school and staff continuous success.

Thank you very much!

Sincerely,


Esther Cruz-Zaragoza