

**HAMILTON UNIFIED SCHOOL DISTRICT
BOARD MEETING
AGENDA
Hamilton High School Library
Thursday, May 19, 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

_____Rosalinda Sanchez

_____Hubert "Wendall" Lower, Clerk

_____Gabriel Leal

2.0 IDENTIFY CLOSED SESSION ITEMS:

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

4.0 ADJOURN TO CLOSED SESSION: To consider qualified matters.

1. *Education Code Section 35146*, Confidential Student Matter. To consider the suspension of, or disciplinary action or any other action except expulsion relative to student No. 3660.
2. *Government Code Section 54957.6*, Labor Negotiations. To confer with the District's Labor Negotiator, Superintendent Charles Tracy, regarding HTA and CSEA negotiations.
3. *Government Code Section 54957 (b)*, Personnel Issue. To consider the employment, evaluation, reassignment, resignation, dismissal, or discipline of a classified and certificated employees.
4. *Government Code Section 54956.9*, Subdivision (a), Conference with Legal Counsel – existing litigation. Name of case: Crews v. Hamilton Unified School District, Glenn County Superior Court, Case No. 15CV01394.

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

6.0 ADOPT THE AGENDA:

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 (In writing)
 - 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.
 - i. Reclassification recognition. (Page 4)
 - c. Maria Reyes, District Dean of Students.
5. Chief Business Official Report by Diane Lyon
 - a. Facilities update/report – handout.
6. Superintendent Report by Charles Tracy
 - a. "Board use of social media: Rules for sound communication apply here, too." (Page 5)

8.0 CORRESPONDENCE: None

9.0 **DISCUSSION ITEMS:**

1. Second reading of EL Master Plan for Hamilton Unified School District. (Page 6-42)
2. Second reading of Hamilton Unified School District Wellness Policy. (Page 43-53)
3. Memorandum of Understanding between Hamilton Unified School District and Boys and Girls Club of the North Valley. (Page 54-61)
4. Proposed adoption for Kindergarten mathematics: Early Learning in Mathematics published by Center on Teaching and Learning 2016 University of Oregon. (Page 62-65)
5. Proposed adoption for Integrated Math III: Core Connections Integrated III published by CPM Educational Program 2015. (Page 66-80)
6. District positions: (Page 81-83)
 - a. District Universal – Maintenance & Transportation
 - b. 2.5 District Data Clerk
 - c. Information Systems Technician
7. Board Member participation in end-of-year activities.
 - a. HES Promotion Thursday, June 2, 2016 at 7:00pm (Board members arrive at 6:30pm), Hamilton High School Stadium.
 - b. HHS Graduation Friday, June 3, 2016 at 8:00pm (Board members arrive at 7:30pm), Hamilton High School Stadium.
 - c. HUSD Staff Appreciation Friday, May 20, 2016 at 12:45pm (Board members arrive at 12:30pm), Hamilton High School Library.

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 EL Master Plan for Hamilton Unified School District. (Page 1)
2. Approve Hamilton Unified School District Wellness Policy. (Page 1)
3. Approve Memorandum of Understanding between Hamilton Unified School District and Boys and Girls Club of the North Valley. (Page 1)
4. Approve course description for Integrated Math III. (Page 1)
5. Approve Hamilton Unified School District positions: (Page 1)
 - a. District Universal – Maintenance & Transportation
 - b. 2.5 District Data Clerk
 - c. Information Systems Technician

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 84-102)
2. Approve Minutes for the:
 - a. Regular Board Meeting on April 21, 2016 (Page 103-107)
 - b. Special Board Meeting on May 5, 2016 (Page 108)
3. Approve Williams Quarterly Report. (Page 109)
4. Approve Hamilton High School Site Council Meeting Agenda and Minutes for December 8, 2015 and March 15, 2016. (Page 110-111)
5. Approve ASHA Connect Conference for Superintendent to attend. (Page 112)
6. Approve Mt. Lassen Motor Transit for Hamilton Elementary School 8th grade class on Friday, May 27, 2016. (Page 113)
7. Approve Interdistrict Transfers (new – elementary students reapply annually).
 - a. Incoming
 - i. Hamilton High School – 9th Grade x 1 (for 2016-17)
 - ii. Hamilton Elementary School – Kindergarten X 4 (for 2016-17)
8. Approve Personnel Actions as Presented:
 - a. New Hires:
 - i. Jennifer Firth, District Reading Specialist/Literacy Coach – District
 - ii. Russell Simon, Substitute Adult Ed Forklift Instructor
 - iii. Kristy Eden, Art Teacher – HHS

- iv. Cristina Hawkins, Temporary Elementary Teacher – HES
- v. Suzanne Titchenal, Camp Director – Expect Success Summer School
- vi. Vanessa Ortiz, Camp Counselor – Expect Success Summer School
- vii. Gloria Godinez, Camp Counselor – Expect Success Summer School
- viii. Sally Hedley, Teacher – Expect Success Summer School
- ix. Christine Miles, Teacher – Expect Success Summer School
- x. Michael Taylor, Teacher – Expect Success Summer School
- xi. Ralph Brand Jr., Crossing Guard – Expect Success Summer School
- xii. Tara Teeter, Campus Supervisor – Expect Success Summer School
- xiii. Kristy Eden, Teacher – High School Summer School at Ella Barkley High School

b. Resignations/Retirement:

- i. Nathan Stelzriede, JV Baseball Coach - HHS

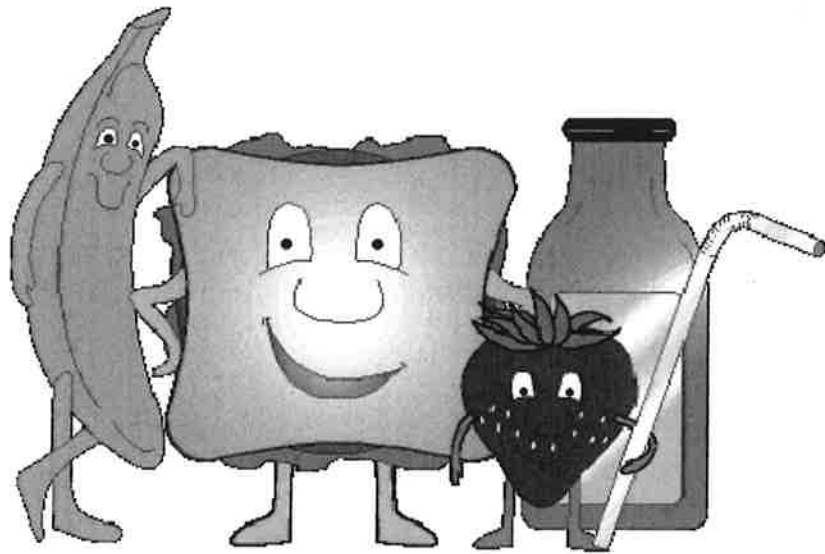
13.0 **ADJOURNMENT:**

April 2016 Cafeteria Report

Hamilton Unified School District

Director of Nutrition and Student Welfare

LeAnn Radtke



Combined District totals

Lunches 9045

Breakfasts 7592 after school snacks 1334

We are purchasing some much needed new equipment for our cafeterias this year. An Ice cube maker and new steam table for the High School and a new warming cabinet and can opener for the Elementary School.

Monthly Report April

Transportation

Total miles driven 3189

13 extra trips for 1187 Miles

Monthly inspections

New battery Bus 1

Maintenance

HHS

3 home Baseball / softball Games

Spring Concert

FFA Banquet

Repair Window Van 2

Install new cash drawers in office

HES

Prep for Dance festival

Technology Report

Frank James, Information Systems Manager

Completed Tasks – May

- 1) Monitors – Installed 30 new monitors in the high school library lab. The new monitors are 20 inch, 1080P monitors.
- 2) E-Waste – We sorted through our inventory of equipment. Identified any broken or outdated equipment and then scheduled a call to have the equipment picked up. I documented all of the equipment that we donated to keep track of disposed assets.
- 3) Windows XP – There was one PC left in our network running Windows XP. This machine has an old ScanTron device attached and was not upgraded to Windows 7 because no one was able to get the ScanTron device to work with Windows 7. After some research and testing, I was able to get the device working with Windows 7.
- 4) Aeries Immunizations – Working with Jazmin we were able to reconfigure Aeries Immunizations to match the state requirements. Now we can accurately determine any student missing immunizations per state requirements.
- 5) Aeries NSLP Interface – Aeries redesigned their import process for NSLP data. NSLP is the National School Lunch Program and Aeries requires this info for CALPADS. The info is stored in our meal program. Working with Aeries we were able to automate this process.
- 6) Nutrikids Dialer – Using the Nutrikids and Blackboard software I was able to setup an interface that generates an automated call to any parent whose student has a negative lunch balance greater than \$10.



Reclassification Recognition

- * EL students that have met the district criteria for reclassification to fluent English proficient (RFEP), will be recognized at the next Hamilton Unified School Board Meeting. We invite you to attend this special event to honor your child:

Hamilton High School Library

May 19, 2016 6:30 p.m.

Hwy 32 & Canal St, Hamilton City, CA 95951

www.husdschools.org



Board & Administrator

FOR SCHOOL BOARD MEMBERS

May 2016 Vol. 30, No. 1

Editor: Jeff Stratton

Board use of social media: Rules for sound communication apply here, too

Today's tech tools make it easier than ever for school districts and board members to engage community members and stakeholders. But trustees should think before they press "send" with their social media communications, said attorney Peter Fagen of Fagen, Friedman & Fulfroft LLP.

Fagen advises board members to avoid getting swept up in the ease of use technology offers and remember that all trustee communication should be mindful that the same rules that apply to any form of board communication should apply to social media as well.

The board does not need policies for each communication tool that becomes popular, Fagen said. "I don't like the idea of device-specific policies or media-specific regulations," he said. "The technology will always be changing, and your policies won't be able to keep up with the technology," he said.

The best way to approach the issue is through training and consistency. "Embed the principles of the way people are supposed to behave and interact, and apply them across all communication platforms," Fagen said.

The need for established principles can play out with social media just like it does in other areas of communication that can potentially create violations of open meetings law. "You want to guard against even the slightest perception that you are conducting work, deliberating, and discussing items through social media," Fagen said.

"There is nothing wrong with having a Facebook page and being friends with board colleagues," he added.

Problems can arise for board members when two or more trustee-colleagues are followers and someone attempts to influence a school board vote, he said.

"It's all about board member judgment," Fagen said. Board members should understand their potential audience, and concepts such as that when a trustee posts, she loses control of the message.

For example, when a board member posts something on social media and a follower or friend of the board member shares it, the information gets moved on to others. "This could potentially be a violation," Fagen said.

Communication about the schools should be left to the superintendent. The administrator should publicize news about education, great programs at the elementary schools, and pictures of classrooms. "Districts do that all the time, but that should be left to the staff, not board members," Fagen said. He explained that the overarching theme when posting on social media is to use good judgment. Think about what you post, he said.

"Even if I 'like' something, I am very conscious about it," he explained.

Proofread a post several times before you submit the item. "And when doing this, consider how your message will be received," he said.

This holds doubly true these days for public officials and the superintendent, too, Fagen said. Across all forms of communication, thoughtfully consider your messages and be mindful that you can build or compromise confidence in the school district, he said.

For information, visit f3law.com. ■

English Learner Master Plan

HAMILTON UNIFIED SCHOOL DISTRICT



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INTRODUCTION

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

Mission

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

Goals General & Specific to English Learner Program

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

Message from Board/Superintendent

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

Message From Board

Overview

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

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

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

Chapter 1- Identification and Assessment

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

Home Language Survey

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

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

English Language Proficiency Assessment

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

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

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

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

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

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

The classifications are:

EL – English Learner

IFEP – Initially Fluent in English

RFEP – Reclassified Fluent English Proficient

EO – English Only

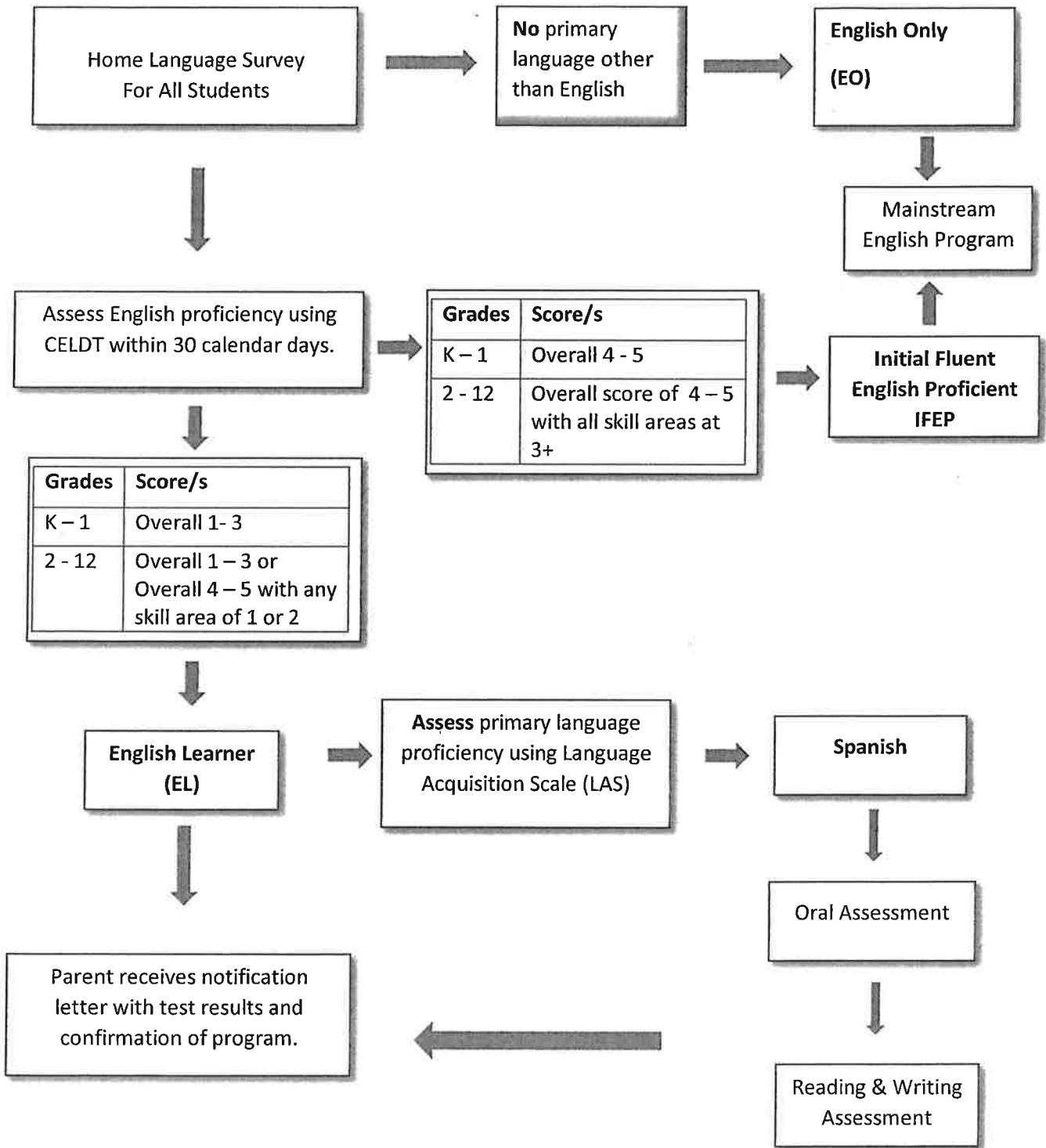
Parent Notification of Assessment Results

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

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

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

Timeline for Initial Identification



Chapter 2- Instructional Programs for English Learners

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

Language Star Overview

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

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

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

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

Guiding Key Language Acceleration Principles

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

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

Language Star Program Levels and Placement

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

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

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

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

General Design of Language Star Program

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

Chapter 3- Reclassification Procedure and Academic Progress Monitoring

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

Reclassification Procedure

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

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

(See Forms 5a and 5b)

Academic Progress Monitoring

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

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

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

ELD Progress Monitoring

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

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

Academic Progress Monitoring/Support/Intervention for Reclassified Students

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

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

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

Special Education

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

Long Term English Learners

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

(See Form 8)

Chapter 4- Staffing and Professional Development

- Teacher Certification
- District Language Coach
- Professional Development

- Teacher Certification
- District Language Coach
- Professional Development

Teacher Certification

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

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

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

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

District Language Coach

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

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

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

Professional Development

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

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

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

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

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

Chapter 5- Family and Community Involvement

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

Parent Advisory Committees

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

English Learner Advisory Committee (ELAC)

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

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

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

District English Learner Advisory Committee (DELAC)

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

Communication With Parents and community

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

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

Chapter 6- Monitoring, Evaluation, and Accountability

- Purpose of EL Program Monitoring
- Program Evaluation and Accountability

Purpose of EL Program Monitoring

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

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

Program Evaluation and Monitoring

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

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

Chapter 7- Forms

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

HAMILTON ELEMENTARY SCHOOL ENROLLMENT FORM

For Office Use Only

Teacher _____

Enrollment Date _____

Student Information (Please print clearly and legibly)

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

HOME LANGUAGE SURVEY

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

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

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

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

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

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

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

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

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

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

- American Indian or Alaskan Native Original (Person having origins in any of the people of North and South America, including Central America) (100)
 White (Persons having origins in any the original peoples of Europe, North Africa, or the Middle East) (700)
 Chinese (201) Japanese (202) Korean (203) Vietnamese (204) Asian Indian (205) Laotian (206) Cambodian (207)
 Hmong (208) Other Asian (299) Hawaiian (301) Guamanian (302) Samoan (303) Tahitian (304) Other Pacific Islander (399)
 Filipino/Filipino American (400)

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

- In a single family permanent residence--house, apartment, condo, mobile home In or waiting foster care placement
 With more than one family in a house or apartment In a motel, car or campsite
 With friends or other family members--other than parents, grandparents, or legal care giver In a group home
 In a shelter or transitional housing program

Family Information (Student Lives With)

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

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

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

Other Children in Family

Name	Birth Date	Name	Birth Date

Last School Attended

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

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

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

Check if child has special medical needs.

- Glasses Hearing Speech Medicine: List Medication Taken Regularly: _____

Bus Transportation Needed: Yes No

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

Date: _____ Signature of Parent/Guardian: _____

Printed Name of Parent/Guardian: _____

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

Grade

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

Male
Female

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

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

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

HOME LANGUAGE SURVEY

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

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

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

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

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

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

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

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

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

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

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

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

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

Not Hispanic or Latino

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

American Indian or Alaskan Native (Person having origins in any of the original people of North and South America (including Central America) White (Persons having origins in any of the original peoples of Europe, North Africa, or the Middle East) Asian Other: _____

Native Hawaiian or Other Pacific Islander Black or African American

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

Not a high school graduate Some college (includes AA degree) Graduate school/post graduate training

High school graduate College graduate

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

Ella Barkley High School New Enrollment Form

(To be completed by the parent or guardian)

Student's **LEGAL** Name: _____ Date of Birth: _____ Grade

(from birth certificate) Last Name First Name Middle Name Mo./Day/Year

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

Female

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

City/State/Country Month / Day / Year

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

Month / Day / Year Month / Day / Year

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

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

Have you requested an Interdistrict Attendance Agreement? Yes No

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

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

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

NAME OF LAST SCHOOL ATTENDED:

Address: _____

Reason for withdrawal _____

Type of School: _____ Date of withdrawal _____

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

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

Special Education: Resource (RSP) Special Day Class (SDC) Speech/Language 504 Accommodation Plan

Other: Gifted (GATE) Remedial Math Remedial Reading Counseling

English Language Development

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

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

ETHNICITY: PLEASE ANSWER BOTH PARTS OF THE QUESTION

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

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

Not Hispanic or Latino

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

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

Other: _____

HOME LANGUAGE SURVEY

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

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

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

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

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

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

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

Date: _____ Signature of Parent/Guardian: _____

Printed name of Parent/Guardian: _____



Request Form

California English Language Development Test (CELDT) Score

To: CELDT District Coordinator

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

Receiving School's Information

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

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

Student Information

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

English Language Proficiency Assessment Information

Student's primary language: _____ SSID #: _____

Has student taken the CELDT? No Yes Date of most recent CELDT _____

Date of initial CELDT, if known _____

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

Initial English Learner Acquisition Status (ELAS): IFEP EL

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

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

Comments: _____

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

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

Dear Parents or Guardians:

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

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

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

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

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

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

Sincerely,

Superintendent/Principal

Date

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

Dear Parents or Guardians:

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

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

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

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

Sincerely,

Superintendent/Principal

Date

HAMILTON UNIFIED SCHOOL DISTRICT

ANNUAL PARENT NOTIFICATION LETTER

Federal Title III and State Requirements

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

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

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

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

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

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

Check if applicable:

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

Academic Achievement Results

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

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

Program Placement Options for English Learners

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

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

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

Description of Program Placement Options and Goals for English Learners

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

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

**HAMILTON ELEMENTARY SCHOOL
ELL RECLASSIFICATION WORKSHEET**

Student Name _____ Grade _____ Date _____

CRITERIA FOR RECLASSIFICATION Date of Assessment ___/___/___

1. English Language Proficiency:

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

2. Teacher Evaluation/Curriculum Mastery

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

3. Parent Opinion/Consultation

Date Contacted: _____

Parent Opinion Yes _____ No _____ Letter mailed Date: _____

4. Student Performance

District Benchmark Score _____

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

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

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

CELDT

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

Category :

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

Meeting or Exceeding Standards

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

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

*(Only used for 11th grade students)

Standard Exceeded Score _____

Comments: _____

Parent Opinion:

Parent contacted (letter mailed)

Yes _____ No _____ Signature _____
Date: _____

Teacher Recommendation:

Yes _____ No _____ Signature _____

Appraisal Team Members: _____

Recommended for Redesignation Not recommended for Redesignation Date: _____

Comments: _____

Principal Signature _____ **Date** _____

Hamilton Unified School District

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

Date: _____

To: _____

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

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

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

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

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

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

Sincerely,

Principal

Date

Hamilton Unified School District RFEP Monitoring and Plan

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

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

Grades	(___/___) Sem. 1	(___/___) Sem. 2	(___/___) Sem. 3	(___/___) Sem. 4
ELA				
Math				

Attendance	Date

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

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

Classroom Teacher Signature

Date

ELD Coordinator

Date

Principal or designee

Date

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

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

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

CELDT	Scale Score	Listening	Speaking	Reading	Writing

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

Attendance	Date

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

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

Classroom Teacher Signature

Date

ELD Coordinator

Date

Principal or designee

Date

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

Preamble

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

Whereas, good health fosters student attendance and education;

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

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

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

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

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

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

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

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

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

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

TO ACHIEVE THESE POLICY GOALS:

I. School Health Councils

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

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

School Meals

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

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

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

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

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

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

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

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

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

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

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

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

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

Meal Times and Scheduling. Schools:

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

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

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

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

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

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

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

Beverages

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

Foods

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

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

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

of sodium for pizza, sandwiches, and main dishes.

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

Portion Sizes:

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

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

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

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

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

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

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

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

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

III. Nutrition and Physical Activity Promotion and Food Marketing

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

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

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

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

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

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

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

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

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

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

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

IV. Physical Activity Opportunities and Physical Education

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

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

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

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

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

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

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

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

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

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

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

V. Monitoring and Policy Review

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

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

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

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

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

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

DRAFT
MEMORANDUM OF UNDERSTANDING
GLENN COUNTY OFFICE OF EDUCATION AND
THE HAMILTON UNIFIED SCHOOL DISTRICT AND
THE BOYS & GIRLS CLUBS OF THE NORTH VALLEY

THIS MEMORANDUM OF UNDERSTANDING ("MOU") is entered by and between the GLENN COUNTY OFFICE OF EDUCATION ("OFFICE") HAMILTON UNIFIED SCHOOL DISTRICT ("DISTRICT") and THE BOYS & GIRLS CLUBS OF THE NORTH VALLEY ("CLUB").

WHEREAS, OFFICE, DISTRICT and CLUB are intent on creating and maintaining a partnership to provide expanded learning and enrichment programs under the guidelines of the After School Education and Safety ("ASES") Grant at designated sites; and

WHEREAS, OFFICE, DISTRICT and CLUB believe there is a need for high quality, innovative and affordable expanded learning programs ("PROGRAM") and agree to work in partnership to create and sustain such PROGRAMS each school year and during the summer; and

WHEREAS, OFFICE, as the lead educational agency, will apply and continue to reapply for ASES grant monies from the California Department of Education (CDE) for this PROGRAM, will complete and submit all grant reports, and act as Fiscal Agent once grant monies are received;

WHEREAS, DISTRICT, as the educational provider, will provide the PROGRAM space, infrastructure and technology, and general PROGRAM support to ensure the overall success of the program;

WHEREAS, CLUB, as the contracted service provider, will provide OFFICE and DISTRICT with the operation and maintenance of PROGRAM, student enrollment and attendance, and administration of staffing for PROGRAM; and

NOW, THEREFORE, OFFICE, DISTRICT and CLUB agree as follows:

- 1) PROGRAM SITES. OFFICE, DISTRICT and CLUB agree that the following be identified as PROGRAM site(s):
 - a) Hamilton Elementary School
277 Capay Avenue
Hamilton City, CA 95951
- 2) BILLING SITE. OFFICE, DISTRICT and CLUB agree that the following be identified as BILLING site:
 - a) Hamilton Unified School District
620 Canal Street

Hamilton City, CA 95951

- 3) OFFICE OBLIGATIONS. OFFICE will meet the following responsibilities and ensure that all requirements of the ASES grant will be met.
- a) OFFICE will provide a PROGRAM grant liaison.
 - b) OFFICE will meet all reporting deadlines related to the ASES grant, including submission of annual state report, submission of quarterly expenditure reports, and submission of bi-annual attendance reports.
 - c) OFFICE will maintain contact with Learning Support Region 2 as well as the California Department of Education.
 - d) OFFICE Liaison will serve as an advocate for PROGRAM within OFFICE and DISTRICT.
 - e) OFFICE will attend necessary meetings, trainings, or conferences related to ASES grant and state-mandated grant requirements.
 - f) OFFICE will provide collaboration and support in curriculum planning and site coordination in relation to the Commitment to Quality Improvement (CQI) evaluation and reporting.
 - g) OFFICE will provide each PROGRAM site with a cell phone and pay for monthly services related to site expenses.
 - h) OFFICE, in collaboration with CLUB, will provide professional development opportunities up to three days during the school year.
 - i) OFFICE will provide monthly site visits for ongoing feedback and support.
 - j) OFFICE will provide access and support to Glenn County Office of Education (GCOE) expanded learning curriculum, supplies and services.
 - k) OFFICE will provide access to (2) storage sheds on the Hamilton Elementary campus.

- 3) DISTRICT OBLIGATIONS. DISTRICT will meet the following responsibilities and ensure that all requirements of the ASES grant will be met.
- a) DISTRICT will provide space for the PROGRAM to operate every day when school is in session from the end of the school day until at least 6 pm, for a minimum of 15 hours per week for up to 130 students per school site as described in Paragraph 1, above.
 - b) DISTRICT will provide the CLUB at each PROGRAM site, daily access and priority, during expanded learning hours, to six classrooms, the cafeteria, computer lab, outdoor areas, restrooms and kitchen.
 - c) DISTRICT will provide dedicated expanded learning space, and if none is available, plan for dedicated expanded learning space in their strategic facility master plan to be reviewed annually.
 - d) DISTRICT will provide school secretary support for data collection (grades, absences, testing data) for grant administration.
 - e) DISTRICT will support the technology infrastructure necessary to meet program goals and objectives for the expanded learning program.

- f) DISTRICT will provide CLUB with a phone line, Wi-Fi access and DSL line for each PROGRAM site, as described in Paragraph 1, above.
 - g) DISTRICT will supply CLUB with a nutritious snack to provide each enrolled child in attendance daily that conforms to the nutrition standards in the California Education Code Part 27, Chapter 9, Article 2.5, commencing with Section 49430.
 - h) DISTRICT will provide monthly meal calendars to CLUB and the expanded learning participants and families.
 - i) DISTRICT will work collaboratively and diligently towards implementing a supper program by the start of the 2017-18 school year. DISTRICT will staff the program and be responsible for menus, application, billing, reimbursement, meal disbursement and monitoring of the program.
- 4) CLUB OBLIGATIONS. CLUB will meet the following responsibilities and provide parent information, registration and communication, including an orientation.
- a) CLUB will include an educational and literacy element designed to provide tutoring and/or homework assistance in one or more of the following subject areas: language arts, mathematics, history and social science, science, and computer training.
 - b) CLUB will have an educational enrichment element that may include, but is not limited to: fine arts, career technical education, character and citizenship, recreation, physical fitness, and prevention activities. Such activities might involve the arts, music, physical activity, health promotion, general recreation, technology, career awareness, and activities to support positive youth development.
 - c) CLUB will provide a safe physical and emotional environment and opportunities for relationship building to promote active student engagement.
 - d) CLUB will collaborate and integrate with the regular school day program and other extended learning opportunities.
 - e) CLUB will provide opportunities for physical activity.
 - f) CLUB will provide a well-rounded program that meets the needs and interests of its participants and will be planned through a collaborative process that includes parents, youth, and representatives of participating public school sites, governmental agencies (e.g., city and county parks and recreation departments), local law enforcement, community organizations, and the private sector.
 - g) CLUB will begin operation immediately upon the end of the regular school day. (Note: A regular school day is any day that students attend and instruction takes place.)
 - h) CLUB will track daily attendance and report actual attendance to GCOE on a monthly basis while maintaining compliance at a minimal 85% of required average daily attendance.
 - i) CLUB will operate for a minimum of 15 hours per week.
 - j) CLUB will operate until at least 6:00 p.m., on every regular school day.
 - k) CLUB will establish a reasonable early release policy for students attending the after school component.
 - l) CLUB will encourage students to participate every day in the expanded learning program.

- m) CLUB will ensure that every student attending is eligible to participate in the PROGRAM, subject to PROGRAM capacity.
- n) CLUB will provide all notices, reports, statements, and records to parents or guardians in English and the student's primary language if 15 percent of the students enrolled at the school site speak a single primary language other than English as determined by language census data from the preceding year.
- o) CLUB will be responsible for hiring, training, supervising and evaluating personnel. On-site PROGRAM staff who directly supervise youth within the approved 20 to 1 (youth to staff) ratio will have 48 college units or have successfully passed the test administered by the Cooperative Organization for the Development of Employee Selection Procedures (CODESP TEST).
- p) CLUB will be responsible for FBI & DOJ background checks of CLUB employees and volunteers.
- q) CLUB will provide staff training and development.
- r) CLUB will meet all evaluation requirements, including participation in a statewide evaluation process as determined by the CDE, and provide all required information on a timely basis.
- s) CLUB will respond to any additional surveys or other methods of data collection that may be required throughout the life of the PROGRAM.
- t) CLUB will expend at least 85 percent of overall grant funding on direct services to students.
- u) CLUB employees will participate and attend school meetings and trainings.
- v) CLUB will provide an annual report and update to the Hamilton Unified School District board.

5) SUMMER PROGRAM

- a. The CLUB will not provide any summer services during the 2016 year.
- b. In collaboration with DISTRICT's summer school schedule, DISTRICT will facilitate Expect Success program for the 2015-16 summer.
- c. OFFICE, DISTRICT and CLUB will continue to discuss the out of school needs for the students of Hamilton Elementary for the 2016-17 school year and beyond.
- d. The CLUB in coordination with DISTRICT, may in the future provide summer services to supplement the primary Expect Success program.

6) OFFICE, DISTRICT AND CLUB - MUTUAL OBLIGATIONS.

- a) OFFICE, DISTRICT and CLUB will work together on emergency procedures, risk management and crisis management.
- b) OFFICE, DISTRICT and CLUB will evaluate annually program services and costs and work collaboratively to find additional resources, partnerships and/or funding needed to support PROGRAM and to enhance services.
- c) OFFICE, DISTRICT and CLUB personnel will meet four times per year, in advance of statewide quarterly ASES reporting deadlines.

7) DISTRICT AND CLUB – MUTUAL OBLIGATIONS.

- a) DISTRICT and CLUB will work cooperatively to provide custodial services for Program facilities as described in Paragraph 1, above.
 - b) DISTRICT and CLUB will work cooperatively to provide summer programming in the PROGRAM sites identified in Paragraph 1, above, depending on the need.
 - c) DISTRICT and CLUB will work together on the integration of the PROGRAM with the regular school day program.
- 8) **COMPENSATION.** Based on ASES grant requirements, OFFICE will be compensated with twelve percent (12%) of the grant award for administrative services, and CLUB will be compensated with eighty eight percent (88%) of the grant award for all services related to the PROGRAM. OFFICE on a flat quarterly basis will reimburse CLUB for ASES expenses in conjunction with the grant award notification. OFFICE will pay the CLUB on a quarterly basis in advance of program services starting July 1, of each year. DISTRICT will provide CLUB with annual matching program funds for the term of this agreement per the agreed upon budget. (See Budget Attachment 1) DISTRICT funds will be allocated to CLUB in an annual lump sum amount prior to the beginning of the corresponding school year per the term of this agreement.
- 9) **AUTONOMY.** It is expressly agreed that CLUB shall have no authority to make any contract or binding promise of any nature on behalf of OFFICE and/or DISTRICT, whether oral or written, without the express written consent of OFFICE and/or DISTRICT. All supplies purchased with ASES funds are the sole property of OFFICE. Likewise, it is expressly agreed that CLUB shall have no authority to make any contract or binding promise of any nature on behalf of OFFICE and/or DISTRICT, whether oral or written, without the express written consent of OFFICE and/or DISTRICT. All supplies purchased with CLUB funds are the sole property of CLUB.
- 10) **TERM.** This MOU is in effect beginning in the 2016-2017 school year and continuing through 2018-2019 school year. Termination shall be in accordance with Paragraph 11, below.
- 11) **TERMINATION.** If either OFFICE, DISTRICT or CLUB fail to perform any of their respective obligations set forth in this MOU, within the time and manner set forth herein or otherwise violates any of the terms of this MOU, either party may terminate this MOU prior to the end of the school year, on the final year of this agreement, by giving a 90 day written notice. The notice must include the reason for the termination of this MOU and be sent to the addresses provided in Paragraph 12, below.
- 12) **NOTICE.** Notifications for any purposes, including but not limited to payment and termination, shall be made as follows:

Boys & Girls Club of North Valley
Attn: CEO
601 Wall Street
Chico, CA 95928

Hamilton Unified School District
Attn: Superintendent
620 Canal Street
Hamilton City, CA 95951

Glenn County Office of Education
Attn: Superintendent
311 South Villa Avenue
Willows, CA 95988

- 13) **MODIFICATIONS.** This MOU may be reviewed and/or amended on an annual basis upon request from either party. This MOU constitutes the complete understanding between OFFICE, DISTRICT and CLUB, respectively. Oral changes and modifications shall have no effect. This MOU may only be amended by a subsequent written instrument signed by both parties.
- 14) **INDEMNIFICATION.** OFFICE and DISTRICT agrees to defend, indemnify, and hold harmless CLUB, its employees and agents, from any and all liability arising in any way out of OFFICE and/or DISTRICT's negligence in the performance of this MOU, including, but not limited to, any claim due to injury and/or damage sustained by OFFICE and/or DISTRICT, OFFICE's and/or DISTRICT's employees or agents. CLUB agrees to defend, indemnify, and hold harmless OFFICE and/or DISTRICT, its employees and agents, from any and all liability arising in any way out of CLUB's negligence in the performance of this MOU, including, but not limited to, any claim due to injury and/or damage sustained by CLUB and/or CLUB's employees or agents.
- 15) **INSURANCE.** CLUB, OFFICE and DISTRICT will each provide a certificate of insurance with a minimum of \$1,000,000 combined single limits of general liability. CLUB, OFFICE and DISTRICT will, respectively, be listed on the policies as additional insureds.
- 16) **GOVERNING LAW.** This MOU shall be construed, interpreted, and enforced in accordance with the laws of the State of California.
- 17) **MEDIATION.** Any dispute that arises out of or relates to this MOU, or the breach of it, shall be resolved by mediation between the parties. A mutually agreed upon mediator shall be used. However, if agreement cannot be reached, each party shall select one mediator and those mediators shall select a third, which shall select a mediator for the parties. Costs of mediation shall be shared equally between the parties.
- 18) **SEVERABILITY.** If, for any reason, any provision of this MOU is held invalid, all other provisions of this MOU shall remain in full force and effect.
- 19) **APPROVAL.** This MOU is subject to approval of DISTRICT's and CLUB's Board of Directors.

IN WITNESS WHEREOF, OFFICE, DISTRICT and CLUB have executed this MOU on the dates set forth below.

OFFICE:

Tracy Quarne, Superintendent
Glenn County Office of Education

(Date)

DISTRICT:

Charles Tracy, Superintendent
Hamilton Unified School District

(Date)

CLUB:

Rashell Brobst, Chief Executive Officer
Boys & Girls Clubs of the North Valley

(Date)

BOYS & GIRLS CLUBS OF THE NORTH VALLEY: HAMILTON CITY CLUB

EXPENSES (130 Kids a day)	Year 1: Pre Development	Year 2: FY 16-17	Year 3: FY 17-18	Year 4: FY 18-19	Year 5: FY 19-20	TOTAL
Personnel						
Glenn County Unit Director		5,000	10,000	15,000	16,500	46,500
Site Coordinator		30,000	32,000	35,200	38,720	135,920
Senior Youth Development Staff (2)		31,500	34,000	37,400	41,140	144,040
Part Time YD Staff (5)		69,275	75,000	82,500	90,750	317,525
Front Desk Operator		16,615	18,000	19,800	21,780	76,195
Total Wages	0	152,390	169,000	189,900	208,890	720,180
Benefits @ 15%	0	22,859	25,350	28,485	31,334	108,027
Total Personnel	0	175,249	194,350	218,385	240,224	828,207
Operations						
Program Materials & Equipment		5,000	6,000	6,600	7,260	24,860
Snack/Supper						0
Transportation/Mileage	750	3,000	4,000	4,400	4,840	16,990
Background Checks/DMV		320	320	320	320	1,280
Printing	250	2,000	2,200	2,420	2,662	9,532
Office Supplies/Equipment/Postage	250	2,500	2,750	3,025	3,328	11,853
Board Development	250	1,000	1,100	1,210	1,331	4,891
Resource Development/Mtrg/Events	250	3,500	3,850	4,235	4,659	16,494
Facilities/Rent						0
Insurance	500	3,000	3,300	3,630	3,993	14,423
Technology/Communication/Kid Trax	750	4,000	4,400	4,840	5,324	19,314
Staff Development (2% of wages)		3,505	3,887	4,368	4,804	16,564
Total Operations	3,000	27,825	31,807	35,048	38,520	136,200
Total Branch Expenses	3,000	203,073	226,157	253,433	278,744	964,407
BGCNV Admin/Indirect @ 20%	7,500	40,615	45,231	50,687	55,749	199,781
Total Annual Budget	10,500	243,688	271,388	304,119	334,493	1,164,189
Start Up / Capital Improvements						
Furniture, Fixtures & Equipment		4,000	1,000	0	0	5,000
Technology		1,500	0	0	0	1,500
Facility Upgrades		2,000	0	0	0	2,000
Total Start Up	0	7,500	1,000	0	0	8,500
Annual Total	10,500	251,188	272,388	304,119	334,493	1,172,689

Hamilton Expenses: 5 Year

General description/overview

Early Learning in Mathematics (ELM) provides the foundation for every student to develop conceptual understanding and procedural fluency with critical kindergarten mathematics concepts and skills.

- Core (Tier 1) kindergarten curriculum with 120 comprehensive lessons
- Accelerates student mathematics achievement
- Instructional objectives aligned with the Common Core State Standards in Mathematics (CCSS-M) for kindergarten
- Builds proficiency in mathematical thinking and problem solving

Product information

- Early Learning in Mathematics is a kindergarten core (Tier 1) mathematics curriculum aligned to the Common Core State Standards. ELM, which has been field tested and iteratively revised based on teacher feedback, is designed to develop foundational knowledge and conceptual understanding of mathematical concepts for a full range of learners.
- Each of the 120 ELM lessons includes:
 - 30 minutes of teacher-facilitated instruction.
 - 15 minutes for students to engage in independent Math Practice worksheets.
 - Additional 15 minutes of calendar activities to teach, reinforce, and apply math concepts and skills in the context of "morning circle" time.
- Lessons are composed of 4 to 5 activities and include initial instruction, practice, and review organized into three learning strands: Number and Operations, Geometry, and Measurement.
- Students are introduced to numbers through 100, with the goal of mastery of numbers 1 – 30.
- ELM was developed and evaluated with funding from the Institute of Education Sciences (IES), U.S. Department of Education.
- Available in Spanish as Aprendizaje Temprano de las Matemáticas™

Conceptual Framework

- Development of Conceptual Understanding through engagement with mathematical models including number lines, hundreds chart, ten-frames, finger models, tally marks, and base-ten models.
- Vocabulary and Discourse: Key mathematical vocabulary is identified and explicitly taught and reviewed. Scripted lessons ensure continuity and precise definitions. Students are provided opportunities to use mathematical vocabulary to reason and provide justification.
- Procedural Fluency and Automaticity: Systematic practice and review within and across lessons, with frequent opportunities for students to respond, ensuring mastery, maintenance and generalization.

Instructional Design Components:

- A unique strand design introduces new skills gradually through explicit instruction, and continues practice across lessons.
- Problem-solving activities are the focus of every fifth lesson. Completed as a whole class or in pairs, these activities require students to make sense of problems, model various solution strategies, and justify and communicate their mathematical reasoning using math-related vocabulary and discourse.
- Home-School Connection. Every Math Practice Worksheet includes a "Note Home" in English and Spanish, summarizing math concepts addressed in the daily lesson and providing suggestions for practice at home.
- Kids Are Teachers (KAT). KAT activities allow a student to act as the teacher and lead a variety of math activities.
- Quarterly In-Program Assessments gauge student mastery of objectives. Students engage in math-focused activity centers while the teacher completes student assessments.

Materials

All materials are included in a Teacher Kit, and some materials may be purchased separately. Formats consist of downloadable PDFs for self-printing according to a Distribution License Agreement, or as pre-printed materials that will be shipped to you.

Quarterly Teacher Books

Include:

- Teacher's Guide
- 120 thirty-minute, teacher-facilitated lessons divided into four books of 30 lessons each
- List of manipulatives and list of Program Support Materials needed for program implementation
- Teacher copy of Math Practice worksheets for each lesson
- Available in the Teacher Kit, and sold separately as a downloadable PDF for self-printing

ELM Calendar Book

- Daily 15-minute lessons (in addition to the 30-minute ELM lessons)
- Monthly objectives include saying the days of the week, identifying what day is yesterday and tomorrow, saying the months and seasons of the year, counting the number of days before an event and identifying patterns on the hundreds chart.
- Available in the Teacher Kit, and sold separately as a downloadable PDF for self-printing

Math Practice worksheets

- Daily 15-minute, written worksheets reinforce objectives for each lesson and include a "Note Home" with tips to practice concepts and skills.
- Available in the Teacher Kit as a class set of 30 copies; single licenses are also sold separately for self-printing; a classroom set of 30 may be ordered pre-printed.

Big Number Book

- Read-aloud poems introduce numbers 1-12.
- Available in the Teacher Kit

Program Support Materials

Includes reproducible materials:

- Quarterly Assessments with directions, student record form, class summary, and student worksheet
- Number Cards (with and without number models of ten-frames, tallies, fingers, base ten models)
- Shape, Vocabulary, Addition and Subtraction Cards
- Place Value Mat
- Quarterly Activity Tables
- KAT (Kids are Teachers) materials
- Family letter in English and Spanish
- Available in the Teacher Kit

Manipulative List

- Manipulatives are required for implementation of ELM and are NOT included with purchase. These manipulatives are commonly available in kindergarten classrooms, or may be purchased from educational retailers.

Research

Our Research to Our Classroom

- At-risk children in ELM classrooms made significantly greater gains from pretest to posttest than their not-at-risk peers in ELM classrooms, a pattern that was not found in control classrooms.
- All effect sizes meet the What Works Clearinghouse standards (WWC, 2013) for showing a "substantively important positive effect."
- Overall, results would describe ELM as having a "statistically significant positive effect" on student outcomes.

A randomized control trial of ELM was conducted with 64 classrooms. Control classrooms used district-adopted kindergarten curricula, and mathematics instructional time was controlled. We examined intervention effects by testing differences between ELM and control classrooms on changes in primary outcomes from the beginning to the end of kindergarten. Primary outcomes included the Test of Early Mathematics Ability (TEMA), and Early Numeracy-Curriculum Based Measures (EN-CBM). The study sample was comprised of kindergarten students at-risk (66%) or not-at-risk (34%). On the math measures, TEMA ($t = 3.29$, $p = .0017$) and the EN-CBM ($t = 2.54$, $p = .0138$), children in ELM classrooms outperformed children in control classrooms. The Hedge's g effect sizes were .24 on the TEMA and .22 on EN-CBM. Furthermore, at-risk children in ELM classrooms made significantly greater gains from pretest to posttest than their not-at-risk peers in ELM classrooms, a pattern that was not found in control classrooms. All effect sizes meet the What Works Clearinghouse standards (WWC, 2013) for showing a "substantively important positive effect" and overall results would describe ELM as having a "statistically significant positive effect" on student outcomes.

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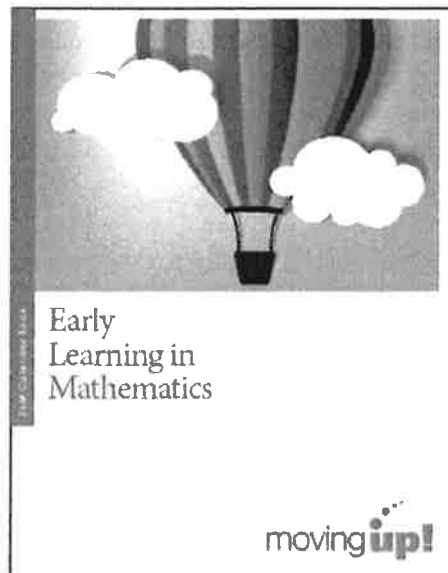
Pricing

Formats consist of downloadable PDFs for self-printing in accordance with a Distribution License Agreement along with printing guidelines, or as pre-printed materials that will be delivered to you.* See <https://dibels.uoregon.edu/market/movingup/elm> for specific ordering information.

Item	Ordering recommendations	Price for PDF license to print	Price for pre-printed materials
Teacher Kit. Includes Quarterly Teacher Books and Calendar Book; Math Practice worksheets (30 copies); Big Number Book, and Program Support Materials and manipulative list**	Order one kit for each teacher who will use the ELM curriculum.	\$400	\$1,751
Math Practice Worksheets. One worksheet per lesson	Each student should have the worksheets. The Teacher Kit includes worksheets for 30 students. Order additional worksheets for more than 30 students and for subsequent years.	\$10 (license to print 1 copy)	\$786 (classroom set of 30 copies)
Quarter 1 Teacher Book	May be ordered in addition to the Teacher Kit for a teaching assistant, or as a replacement.	\$100	na
Quarter 2 Teacher Book		\$100	na
Quarter 3 Teacher Book		\$100	na
Quarter 4 Teacher Book		\$100	na
Calendar Book		\$100	na

*Prices for PDF delivery are for a license to print one copy, unless otherwise specified, and do not include cost of printing. Prices for pre-printed materials include shipping anywhere in the contiguous United States.

**Manipulatives are not included.



Hamilton High School

COURSE OUTLINE

DEPARTMENT: Mathematics

GRADE LEVEL: 10-12

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

It is in Mathematics III that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into four critical areas, organized into units. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to include general triangles. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.¹

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

¹ http://www.corestandards.org/assets/CCSSI_Mathematics_Appendix_A.pdf

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

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

V. COURSE OUTCOMES:

Student Dispositions - Each student will be able to:

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

Major Mathematical Content – Each student will be able to:

- Apply concepts of transformations to functions.
- Solve systems of equations and inequalities algebraically and graphically.
- Understand the importance of randomness, and apply basic statistical techniques to creating and analyzing survey data.
- Use the normal distribution to answer statistical questions.
- Model geometric data.
- Extend their understanding of inverse to logarithms.
- Simulate sampling variability and extend that understanding to margin of error.
- Utilize the properties of logarithms and exponents to solve problems.
- Expand their knowledge of triangles to non-right triangles.
- Investigate polynomials and their algebraic and graphic relationships to complex numbers.
- Explore sine and cosine functions, applying knowledge of functions to this new situation.
- Apply and extend their knowledge of arithmetic and geometric series and sequence.
- Simplify rational expressions.

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

VII. TEXTBOOK/RESOURCES:

Core Connections Integrated III (CPM) by CPM Educational Program 2ed version 5 2015
Kahn Academy
Mathematics Vision Project
Geometers Sketch Pad

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

CHAPTER 1 – Investigations and Functions

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

Description	Standards Addressed
<p>Students share their current mathematical knowledge with their study team as they work together to solve problems. Students build on the investigations in this chapter later in the course and connect prior knowledge to new mathematical ideas.</p>	<p>F-IF.4, F-1F.7b, F-BF.1 A-APR.1</p>
<p>Assessment: Demonstrate their competencies in this unit by taking quizzes, tests and finishing the unit with a project problem.</p>	

This chapter starts a focus on investigation and justification that continues throughout the course as students formulate and investigate mathematical questions and create logical and convincing arguments to support their findings. Students need to talk about the mathematics in order to learn it well, and the lessons in this chapter will help them become comfortable doing so.

In Section 1.1, students use a graphing calculator to create multiple representations of a function, and review how to fully describe the graph of a function using precise mathematical language. Students are introduced to the way a parent graph and parameters define a family of functions, and they explore the results of combining linear functions.

Section 1.2 previews several of the concepts in the course through modeling problems. Students apply their current mathematical knowledge as they work with their study teams to solve problems. They will build on these ideas later in the course as they connect to new mathematical ideas. You should encourage students to ask questions, but understand that there is more to come in the remainder of this course. Do not expect students to learn the mathematics in Section 1.2 to mastery yet! All these topics will be revisited, extended, and applied to new situations in upcoming chapters.

Connection:

In Chapter 2 students will generate families of functions from parent functions starting with the parent function $f(x) = x^2$. They will stretch or compress, reflect, and translate functions vertically and horizontally until they develop a general equation $f(x) = a(x - h)^2 + k$ for the family of quadratic functions. Then students will continue to generalize about functions by applying the same kinds of transformations to several other parent functions. In Chapter 5 they will extend their thinking to inverse and logarithmic functions and in Chapter 7 to trigonometric functions.

CHAPTER 2 – Transformations and Parent Graphs

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

Description	Standards Addressed
Transformations of parent graphs can be easily recognized when their equations are written in graphing form. Understanding this form will connect to graphic and algebraic representations to equations so that they are easier to graph.	A-CED.2, F-BF.1, F-IF.5 A-SSE.1b, F-BF.3, F-IF.7b, F-IF.7e F-IF.4, F-IF.6, F-IF.7b G-GPE.3.1
Assessment: Demonstrate their competencies in this unit by taking quizzes, tests and finishing the unit with a project problem.	

Section 2.1. Students develop a general equation of form $f(x) = a(x - h)^2 + k$ for the family of quadratic functions and learn to graph a parabola quickly by identifying its orientation, vertical stretch (or compression), and vertex.

In Section 2.2, students continue to generalize families of functions by applying the same kinds of transformations they learned about in the first section to several other parent functions. Students then spend two days creating a Function Family Graphic Organizer and describing the role of the locator point (h, k) for each family of functions. In the last lesson of the section, students create functions to model relationships between quantities, and they explore different ways to compare the growth of their models over time.

Section 2.3 reviews completing the square for parabolas and circles. This topic was taught in *CPM Core Connections Integrated II*, so you may skip this lesson or just use parts of it depending on your students' proficiency with this skill.

Connection:

The idea of families of functions will be revisited several times in this course. Each time students are introduced to a new parent function (inverse and logarithmic functions in Chapter 5 and trigonometric functions in Chapter 8), they will be asked to graph members of its family and write an equation in graphing form for the family. The members of a family of functions (as the idea is used here) are all related to a parent function and to each other by a sequence of transformations. As students gain familiarity with the properties of new functions, they will build their ability to choose the appropriate function to model a particular relationship.

CHAPTER 3 – Solving Inequalities

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

Description	Standards Addressed
<p>This chapter begins with a focus on two ways to solve equations and systems of equations: algebraically and graphically. Building on understanding of solving and solutions from previous courses to gain a broader and stronger understanding of the meaning of solutions.</p>	<p>A-APR.4, A-REI.2, A-SSE.1b, A-SSE.2 A-REI.11 A-CED.2, A-CED.3, F-BF.1, F-IF.4 F-BF.1</p>
<p>Assessment: Demonstrate their competencies in this unit by taking quizzes, tests and finishing the unit with a project problem.</p>	

An important focus of this chapter is the meaning of solutions. Throughout the chapter, students are asked to think about or visualize the kinds and number of solutions that an equation, inequality, or system of equations or inequalities might have. Another main focus is the application of equations, inequalities, and systems to solve problems. For example, at the end of Section 3.2, students use linear programming to maximize profit.

This chapter begins with a review of strategies for solving equations with a single variable, namely, the Looking Inside, Undoing, and Rewriting methods. Students also use graphing as a powerful method for solving equations and systems as well as for visualizing the solutions. In Section 3.2, students use graphs to represent the solutions to systems of inequalities and they are also asked to reverse the process: given the graph of a solution, write an equation, inequality, or system for the solution. Students also encounter equations that cannot be solved algebraically and equations with extraneous solutions.

Connection:

Students will return to the focus on solving and solutions in the first section of Chapter 11, when they will extend their ideas to solving systems of equations with three variables. At the end of that section, they will return to the idea of applications of systems as they solve a system of three equations with three variables to determine the equation of a parabola, $y = ax^2 + bx + c$, that passes through three known points.

One benefit of solving equations by graphing is that students soon face equations that they cannot solve using algebraic methods, so they need to use graphing to determine a solution. Graphing becomes a very powerful mathematical tool that students can use to solve polynomial equations in Chapter 8 and trigonometric equations in Chapter 9.

CHAPTER 4 – Normal Distributions and Geometric Modeling

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

Description	Standards Addressed
<p>In this chapter you will learn some basic techniques of performing opinion surveys along with their limitations and pitfalls. You will learn why randomness is a cornerstone of statistical studies.</p> <p>You will also create histograms with percentages, called relative frequency histograms. You will learn a new way to describe the shape of a distribution, and use it to model certain distributions.</p>	<p>S-IC.1 through S-IC.6 S-ID.4 G-MG.1 G-MG.3</p>
<p>Assessment: Demonstrate their competencies in this unit by taking quizzes, tests and finishing the unit with a project problem.</p>	

Section 4.1 begins with a look at surveys, a common type of observational study with which students will likely have some familiarity. Students will gain experience with two common sources of bias in surveys. First, they will learn how the wording of survey questions can strongly influence results. Second, students will investigate how the method that is used to choose the sample of people can significantly affect the outcome of the survey.

In Section 4.2, students will perform an experiment to help them compare and contrast experiments with observational studies (such as opinion surveys). This section stresses two important distinctions between experiments and observational studies. Experiments impose a new variable or treatment upon a portion of the subjects and look for differences between the groups. Observational studies simply try to record the current condition(s) of the subjects. Experiments also have the ability to show cause and effect, while observational studies often cannot do this, due to lurking variables.

In Section 4.3, students will construct relative frequency histograms and will model them with normal distributions. Students will use the normal distribution model on their calculators to compute proportions and percentiles.

Connection

Designing studies and experiments and using normal density curves as models to calculate probabilities is important for Chapter 6. In Chapter 6, students begin to explore inferential statistics, using samples to make predictions about populations

CHAPTER 5 –Inverse and Logarithms ESLR’s 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.3, 4.1

Description	Standards Addressed
Students will explore inverse both algebraically and graphically. This includes inverse relationships that are not functions.	F-BF.4a F-LE.4, F-LE.4.2 F-BF.3, I-IF.7e
Assessment: Demonstrate their competencies in this unit by taking quizzes, tests and finishing the unit with a project problem.	

Reversing is an important theme in the early part of this chapter. The first section introduces the concept of inverse relations. Students learn that reversing, or working backward to undo the action of a function, can create a new function. They explore multiple representations of functions and their inverses, and recognize that many functions have inverses that are not functions.

In Section 5.2, students determine inverses of parent functions. They learn that the inverse of an exponential function is a logarithm. Reversing is emphasized once again as they learn how to convert exponential equations into logarithmic form, and vice versa. Students investigate the new family of logarithmic functions $f(x) = \log_b(x)$ for different values of b , test values on their calculators to determine the base the calculators work in, and learn to graph transformations of $f(x) = \log(x)$.

Connection

This chapter adds to students' lists of parent functions, which will continue to expand with the addition of polynomial functions in Chapter 8 and trigonometric functions in Chapter 9.

CHAPTER 6 – Simulating Sampling Variability

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

Description	Standards Addressed
Chapter 6 introduces students to techniques for computing complex probabilities through simulations. Students also begin working with inferential statistics and statistical hypothesis testing. Students will develop an understanding of counterintuitive probability problems by using area models or tree diagrams.	S-IC.2 S-IC-.1, S-IC.4, S-IC.5 S-IC.6, S-MD.6+, S-MD.7+
Assessment: Demonstrate their competencies in this unit by taking quizzes, tests and finishing the unit with a project problem.	

Section 6.1 begins by teaching students how to use simulations to estimate complex probabilities. Students then investigate the concept of natural variation in samples and how that variation can be modeled and controlled through sample size.

Students will use the concept of sample-to-sample variation from Section 6.1 to perform informal hypothesis testing using margin of error in Section 6.2. The section concludes with an introduction to statistical process control.

Any system designed to detect rare events may be highly accurate but still have problems with false positives. In Section 6.3, students will look at several such systems, such as HIV and drug tests, and decide whether the social cost of false positives is greater than the benefits of true positive results.

Connection:

This chapter provides an introduction to inferential statistics. Students will make statements about populations based on information obtained from a sample. They will study this topic more extensively if they take a formal course in statistics.

CHAPTER 7 – Logarithms and Triangles

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

Description	Standards Addressed
Students return to their work with logarithms to develop tools they can use when solving application problems involving exponential equations.	F-LE.4, F-LE.4.3 A-SSE.2, F-LE.4, F-LE.4.1, F-LE.4.3 F-BF.2, F-LE.4 F-BF.1, F-IF.7e, F-LE.4 F-BF.3, G-SRT.9+, G-SRT.10+ G-SRT.11+
Assessment: Demonstrate their competencies in this unit by taking quizzes, tests and finishing the unit with a project problem.	

In Section 7.1, students investigate the family $y = \log(m^n)$ and discover the Power Property of Logarithms, which allows them to solve exponential equations by using logs to undo or rewrite the equation. Students generalize from number patterns to make conjectures about other properties of logarithms and then prove these properties. Students develop and share strategies to write the equation of the exponential function with a given asymptote that passes through two given points. Then they use that equation to make predictions. In the final lesson of the chapter, they tackle “The Case of the Cooling Corpse,” a problem in which students model the falling temperature of a corpse to establish time of death and solve a murder mystery.

Section 7.2 focuses on completing a tool kit for calculating missing parts of non-right triangles. This section begins by asking students to identify the types of information needed to determine all of the missing sides and angles of a triangle. Through this exercise, students also identify triangles for which they do not yet have the tools to determine missing parts. Students notice that they *do* have enough tools to calculate the measures and side lengths of right triangles. This leads to the question, “*What if the triangle is not a right triangle?*”

Students then develop the Law of Sines and Law of Cosines so that they have a complete set of tools to determine the other missing parts of any triangle (when sufficient information is provided). The chapter concludes with students looking at different application problems using triangles and identifying which tools are most useful in each situation.

In addition, Lesson 7.2.4 investigates the ambiguous case of triangles: SSA. This lesson is offered for accelerated classes or those that could benefit from a complete view of the relationships between the sides and angles of a triangle. Working through the problems of this lesson before you decide to use the lesson with your students is highly recommended

Connection:

The work with logarithms in this chapter prepares students for future work in a pre-calculus or math analysis course. Working with Law of Sines and Cosines and reviewing the use of right triangle trigonometry and special right triangles prepares students for working with the trigonometric family of functions in Chapter 9.

CHAPTER 8 – Polynomials

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

Description	Standards Addressed
<p>Students apply knowledge of families of functions to include polynomial functions. Investigating the equation \leftrightarrow graph connection for polynomials, students learn how to search for factors (to determine x-intercepts) and how to use division to find additional factors. Students investigate these systems further, and will review work from the previous course with imaginary and complex numbers.</p>	<p>A-APR.3, F-IF.4, F-IF.7c, N-CN.9+ N-CN.8+, A-SSE.2, A-APR.1, A-APR.2, A-APR.6 A-CED.2, F-BF.1 A-APR.4, A-SSE.2, N-CN.8+</p>
<p>Assessment: Demonstrate their competencies in this unit by taking quizzes, tests and finishing the unit with a project problem.</p>	

In Section 8.1, students will investigate the equation \leftrightarrow graph connections for polynomial functions. They will recognize that equations in factored form are much easier to sketch, and they will understand the relationship between the factors and the x -intercepts of the graph. Then, in Section 8.2, they will develop an understanding of imaginary and complex numbers and recognize that polynomial functions can have complex roots. In Section 8.3, they will learn to divide polynomials by a known factor to find other factors. This will allow them to determine complex and irrational roots of some cubic and quartic functions.

Connection:

Students will build on their understanding of function families in Chapter 9, where they study trigonometric functions and transform the graphs of sine and cosine functions. Students will use their algebra skills when they study rational expressions in Chapter 11. Students will also use their algebra skills when they prove formulas for sums of series in Chapter 10 and solve trigonometric identities in Chapter 12.

CHAPTER 9 – Trigonometric Functions

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

Description	Standards Addressed
<p>This chapter begins with an investigation that will generate a new curve that is a periodic function. Students will then explore the relationship between right-triangle trigonometry and this new curve. Students will learn of a new tool that is useful for the study of periodic functions: a unit circle, using radians instead of degrees to describe angle measures.</p> <p>In the second section of this chapter, students will transform trigonometric functions and write general equations for them. Students will also learn about a property called a period that is an attribute of periodic functions. Then, students will write equations for the curves that you generated in the investigation at the beginning of the chapter.</p>	<p>F-BF.1, F-IF.4, F-IF.7e, F-TF.2.1, F-TF.5 F-IF.7e, F-TF.2 F-TF.1 F-BF.2.1</p>
<p>Assessment: Demonstrate their competencies in this unit by taking quizzes, tests and finishing the unit with a project problem.</p>	

In this chapter, students will extend their understanding of trigonometric ratios in right triangles to trigonometric functions. The unit circle is introduced as a representation of trigonometric relationships, and students explore the connections between the unit circle and graphs of trigonometric functions. They look at sine as the height, cosine as the base, and tangent as the slope of the hypotenuse of a right triangle within the unit circle.

Students are often confused by the use of variables in trigonometric relationships. When they think of x as the horizontal coordinate in the unit circle, seeing the function $y = \sin(x)$ is confusing. For this reason, the notation $y = \sin(\theta)$ appears through most of Section 9.1. When investigating trigonometric functions whose periods are not 2π the transition is made to $y = \sin(x)$.

In Section 9.2, students investigate $y = \sin(x)$ and $y = \cos(x)$ as parent functions and explore their transformations. They develop understanding of the idea of period and its role in the general equation. By the end of the chapter, teams will be able to generate graphs from sinusoidal equations and vice versa.

Connection:

In Chapter 12, students will return to the study of trigonometry. They will solve trigonometric equations, learn reciprocal trigonometric functions, develop trigonometric identities, and further explore the connections between sine, cosine, and tangent.

CHAPTER 10 – Series

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

Description	Standards Addressed
<p>Students will revisit and add to what you already know about arithmetic and geometric sequences. In Sections 10.1 and 10.2 students will use what you know about sequences and multiple representations to write series and determine their sums.</p> <p>In Section 10.3 students will use what they learned about combinations to develop the Binomial Theorem, which is useful for simplifying some algebraic expressions as well as solving some probability problems.</p>	<p>A-SSE.4 A-SSE.1b A-APR.4, A-APR.5+</p>
<p>Assessment: Demonstrate their competencies in this unit by taking quizzes, tests and finishing the unit with a project problem.</p>	

This chapter provides an opportunity for students to use what they have learned during earlier chapters, and then extend their knowledge to new contexts. The development of formulas for sums of geometric and arithmetic series depends on the work with sequences students started in previous courses and further develops their skills with algebraic procedures. The development of the Binomial Theorem involves working with combinations, a topic from previous courses. The lesson on mathematical induction provides an introduction to this form of proof as well as practice with algebraic manipulation.

Connection:

Using a graphical approach to develop a formula for the sum of an arithmetic series previews the use of the area of rectangles to calculate the area under curves in a later course. Summation notation and series will be developed further in pre-calculus and calculus.

CHAPTER 11 – Rational Expression and Three Variables Systems

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

Description	Standards Addressed
<p>In the first section of this chapter, the focus is learning how to combine algebraic fractions (called rational expressions) and expressions with exponents. By using the special properties of the number 1 and the meaning of exponent, students will be able rewrite long, complicated expressions in simpler forms. Students will then use their understanding of fractions to multiply, divide, add, and subtract rational expressions.</p> <p>In the second section, students will expand their understanding of graphing equations and systems of equations to three variables and they will broaden their understanding of solutions to include solutions to systems in three variables.</p>	<p>A-APR.6, A-SSE.2</p>
<p>Assessment: Demonstrate their competencies in this unit by taking quizzes, tests and finishing the unit with a project problem.</p>	

In the first section of this chapter, students will focus on operations with rational expressions. Students did a function investigation in [Lesson 1.1.4](#) that previewed the investigation of rational expressions. Students learn a powerful method of simplifying rational expressions that uses properties of the number 1 and the properties of exponents. The last lessons in this chapter build upon and reinforce students' understanding of operations with rational numbers while developing procedures for operations with rational expressions.

In Section 11.2, students are introduced to the three-dimensional Cartesian coordinate system and are challenged with the task of graphing an equation with three variables. Students use hands-on graphing techniques and technology to help them visualize graphs of planes. In a previous course, students learned to solve a system of two linear equations in two variables, and they reviewed this topic in Chapter 3 of this text. At the end of Section 11.2, students extend these methods to develop a procedure for solving a system of three linear equations in three variables.

Connection:

The remaining chapter requires students to use their algebra skills to solve trigonometric identities. The three-dimensional visualization in this chapter prepares students for visualizing intersections of planes with cones to form conic sections in future courses. In future courses, students may use matrices to solve systems of equations.

CHAPTER 12 – Analytic Trigonometry
 ESLR's 1.1, 1.2, 1.3, 2.1, 2.2, 3.1, 3.3, 4.1

Description	Standards Addressed
<p>In Chapter 9 students began the study of trigonometric functions and learned about radians and how to transform the graphs of $y = \sin(x)$, $y = \cos(x)$, and $y = \tan(x)$. In this chapter, they will continue their study of trigonometry by investigating solutions to trigonometric equations. Students will learn about three new trigonometric ratios (secant, cosecant, and cotangent) and their corresponding functions.</p> <p>By the end of this chapter, students will be able to solve a wide variety of trigonometric equations. Students will make statements, based on the unit circle and the graph, about how many solutions there are and why. Students will identify trigonometric identities and use them to solve equations.</p>	<p>A-APR.7. (+), A-REI.11, F-IF.7e, F-BF.1 F-LE.4 A-SSE.1b, A-SSE.2, A-SSE.4, A-APR.7. (+), A-CED.2, F-IF.4, F-BF.3, G-SRT.11. (+) A-APR.5. (+), A-APR.6, F-IF.7e, A-APR.7. (+), A-REI.2, F-BF.3, G-SRT.10. (+), G-MG.2, G-MG.3. A-SSE.4, A-APR.7. (+), A-CED.2, A-REI.2. F-IF.7b, F-LE.4.3</p>
<p>Assessment: Demonstrate their competencies in this unit by taking quizzes, tests and finishing the unit with a project problem.</p>	

Instructional Methods and/or Strategies

The course is organized around rich, meaningful daily problems and investigations that lead to deep conceptual understanding of the underlying mathematics. The course supports the principals of mathematical practices as stated in the CCSS. The daily work consists of inquiry. The emphasis of this course is on reasoning, critical thinking, mathematical modeling, and gathering evidence; students are active participants in their learning. The problems are non-routine, team-worthy, and allows for a variety of outcomes. Students are expected to provide written justification of their work.

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

Assessments Including Methods and/or Tools

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

HAMILTON UNIFIED SCHOOL DISTRICT

Job Description

JOB TITLE: Information Systems Technician

SALARY RANGE:	Range 10 on Classified Salary Schedule	DIVISION: Classified
DEPARTMENT:	District Administration	LOCATION: District School Sites
REPORTS TO:	CBO & Director of Technology	WORK YEAR: 12 months
APPROVED BY:	Governing Board	DATE: July 1, 2016

SUMMARY: Under the direction of the Chief Business Official and Director of Technology, will maintain all hardware and software used within the district as described below. The primary job duties will involve installing and administering surveillance and security systems. Additional responsibilities include IT help desk tasks such as assisting employees with technical questions, hardware & software installations, computer deployments, peripheral maintenance, and general IT troubleshooting & support.

ESSENTIAL DUTIES AND RESPONSIBILITIES: Other duties may be assigned.

1. Installation and maintenance of Milestone XProtect software and Hikvision IP Cameras including:
 - a. Analyzing and determining physical camera locations and ideal configurations.
 - b. Configuring Milestone XProtect software using best practices.
 - c. Adding and maintaining cameras using Milestone XProtect software.
 - d. Configuring optimal resolution and frames per second to achieve the best quality while maintaining the desired retention period.
 - e. Installing cameras and cabling including running conduit, pulling cable and penetrating interior and exterior walls consistent with district procedures/requirements.
2. Installation and configuration of Ruckus access points including:
 - a. Configuring AP settings including assigning IP address, subnet mask and gateway address as well as setting up SSIDs and passwords.
 - b. Identifying and disabling rogue access points.
 - c. Installing access points and cabling including running conduit, pulling cable and penetrating interior and exterior walls consistent with district procedures/requirements.
3. Planning, installation and maintenance of alarm systems including motion detection, remote monitoring and mobile notifications.
4. Installation and configuration of basic hardware including PCs, projectors, printers and Voice over IP phones.
5. Perform basic electrical tasks as required.
6. Basic troubleshooting of district software and hardware issues as required.
7. Respond to help desk requests, emails and general questions when needed. Accurately document troubleshooting and include a detailed description of the method used to resolve the issue.
8. Provide communication and training to staff to ensure the appropriate use of district technology.
9. Maintain an accurate inventory of technology equipment and materials.
10. Communicate effectively with the Director of Technology, Chief Business Official and Superintendent.
11. Instruct students on use of technology under direction of teacher.
12. Attend trainings as required and/or recommended.

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

Knowledge of:

1. Milestone software & Hikvision camera settings including frames per second, resolution, and retention periods.
2. Ruckus access points as well as indoor and outdoor installation best practices.
3. Alarm systems and intrusion detection devices.
4. Microsoft Windows operating systems.
5. Microsoft Office and other SMB applications.
6. Software and hardware diagnostic tools.
7. Basic PC and networking concepts and best practices.
8. Basic electrical safety and maintenance.

Ability to:

1. Install district equipment using best practices while maintaining district standards.
2. Troubleshoot and resolve district technology issues.
3. Establish and maintain effective and cooperative working relationships with district admin staff, faculty, students, and others encountered in the course of work. Use tact, discretion, and courtesy at all times.
4. Instruct and all district personnel on the use of technology.
5. Perform duties with awareness of all district requirements and Board of Education policies.
6. Learn, interpret and apply department policies, procedures, rules and regulations.
7. Communicate clearly and concisely both orally and in writing.
8. Attention to detail when performing all duties.
9. Demonstrate strong documentation skills including proper use of English, grammar, syntax, spelling, and punctuation.

EDUCATION AND/OR EXPERIENCE: Any combination of experience and training that would likely provide the required knowledge and skill is qualifying. A typical way to obtain the required knowledge and skill would be:

Education/Experience: Associate's degree (A. A.) or equivalent from two-year College or technical school; or one year related experience and/or training; or equivalent combination of education and experience. Prior experience working in education is required.

LANGUAGE SKILLS: Ability to read and comprehend instructions, short correspondence, and memos. Ability to write correspondence. Ability to effectively present information in one-on-one and small group situations.

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

REASONING ABILITY: Ability to apply common sense to carry out instructions furnished in written, oral, or diagram form. Ability to deal with problems involving a variety of variables.

CERTIFICATES AND LICENSES: Valid California Driver's License (required by the first day of service).

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

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

Vendor/Addr Remit name Description Tax ID num Deposit type ABA num Account num Liq Amt Net Amount
 Reg Reference Date

000053/00 CALIFORNIA WATER SERVICE CO
 PO-000422 03/31/2016 APR 31411177777 1 01-0000-0-0000-8100-5590-000-000-00000 NN P 0.00 45.51
 PO-000422 03/31/2016 APR 41411177777 1 01-0000-0-0000-8100-5590-000-000-00000 NN P 0.00 45.51
 TOTAL PAYMENT AMOUNT 91.02 * 91.02

000334/00 CALSTRS-JEM
 PV-000134 04/07/2016 JAN-MAR 2016 ADMIN FEES 01-0000-0-0000-2700-5890-000-000-00000 NN
 TOTAL PAYMENT AMOUNT 126.00 * 126.00

001045/00 CDW
 PO-016603 04/07/2016 CQS2236 HS LIB MONITORS 1 01-1400-0-1110-1000-4300-000-000-00000 NN P 1829.50 1,829.50
 PO-016603 04/14/2016 CQX8867 1 01-1400-0-1110-1000-4300-000-000-00000 NN P 784.07 784.07
 TOTAL PAYMENT AMOUNT 2,613.57 * 2,613.57

000751/00 DOVETAIL LEARNING INC
 PO-016602 04/05/2016 1655 TOOLBOX & K-3 LESSONS 1 01-0001-0-1110-1000-4300-000-000-00000 NN P 293.75 293.75
 TOTAL PAYMENT AMOUNT 293.75 * 293.75

000884/00 EAGLE SOFTWARE
 PO-016512 04/04/2016 TR-1187 1 01-6264-0-1110-2700-5200-000-000-00000 NN P 1,500.00 1,500.00
 TOTAL PAYMENT AMOUNT 1,500.00 * 1,500.00

001388/00 LARRY'S PEST & WEED CONTROL 141953612
 PO-000440 03/22/2016 MAR HS & ELEM SITES 1 01-0000-0-0000-8100-5590-000-000-00000 NY P 0.00 408.00
 PO-000440 03/22/2016 MAR ELEM PRESCH 1 01-0000-0-0000-8100-5590-000-000-00000 NY P 0.00 30.00
 PO-000440 03/22/2016 MAR ELEM SPEC ED 1 01-0000-0-0000-8100-5590-000-000-00000 NY P 0.00 30.00
 PO-000440 03/22/2016 MAR HS SPEC ED 1 01-0000-0-0000-8100-5590-000-000-00000 NY P 0.00 30.00
 TOTAL PAYMENT AMOUNT 498.00 * 498.00

000524/00 MJB WELDING SUPPLY
 PO-016144 04/05/2016 01119449 2 01-0350-0-6000-1000-4300-000-000-00000 NN P 0.00 26.62
 PO-016144 04/05/2016 01119450 2 01-0350-0-6000-1000-4300-000-000-00000 NN P 0.00 44.05
 PO-016144 04/06/2016 01119425 3 01-7010-0-3800-1000-5890-000-000-00000 NN P 0.00 63.43
 TOTAL PAYMENT AMOUNT 134.10 * 134.10

012 HAMILTON UNIFIED SCHOOL DIST. J257228
 BATCH 54; MAY 19 2016

ACCOUNTS PAYABLE PRELIST
 BATCH: 0054 BATCH 54: MAY 19 2016
 Fund : 01 GENERAL FUND

APY500 L.00.10 04/14/16 13:24 PAGE 2
 << Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y Goal	Func Obj	ABA num	Account num	Liq Amt	Net Amount
000185/00	SAVE MART SUPERMARKETS										
PO-016572	03/15/2016	ACCT#TRD-4237		1 01-0801-0-1110-1000-4300-000-521-00000	NN	F				100.00	70.37
TOTAL PAYMENT AMOUNT											70.37

000137/00 SCHOOL SERVICES OF CALIF INC

PO-000426 03/31/2016 0105417-IN
 TOTAL PAYMENT AMOUNT 230.00 * 0.00 230.00

002014/00 SPECIALIZED FIBERS

PO-000433 04/01/2016 APRIL ELEM SMI00787
 PO-000433 04/01/2016 APRIL HS SMI00788
 TOTAL PAYMENT AMOUNT 110.00 * 0.00 55.00
 TOTAL PAYMENT AMOUNT 110.00 * 0.00 110.00

TOTAL Fund PAYMENT 5,666.81 ** 5,666.81

012 HAMILTON UNIFIED SCHOOL DIST. J25728
 BATCH 54: MAY 19 2016

ACCOUNTS PAYABLE PRELIST
 BATCH: 0054 BATCH 54: MAY 19 2016
 Fund : 13 CAFETERIA

APY500 L. 00.10 04/14/16 13:24 PAGE 3
 << Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y Goal	Func Obj	ABA num	Account num	TRMPS	Idq Amt	Net Amount
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000764/00	DANIELSON CO											
PO-000425	04/04/2016	98523		3	13-5310-0-0000-3700-5890-000-000-00000	NN	P				0.00	8.00
PO-000425	04/04/2016	98523		1	13-5310-0-0000-3700-4300-000-000-00000	NN	P				0.00	189.81
PO-000425	04/04/2016	98521		1	13-5310-0-0000-3700-4300-000-000-00000	NN	P				0.00	64.15
PO-000425	04/04/2016	98521		2	13-5310-0-0000-3700-4700-000-000-00000	NN	P				0.00	1,220.67
PO-000425	04/04/2016	98523		2	13-5310-0-0000-3700-4700-000-000-00000	NN	P				0.00	1,033.26
PO-000425	04/11/2016	99685		2	13-5310-0-0000-3700-4300-000-000-00000	NN	P				0.00	111.63
PO-000425	04/11/2016	99685		2	13-5310-0-0000-3700-4700-000-000-00000	NN	P				0.00	1,140.30
PO-000425	04/11/2016	99687		1	13-5310-0-0000-3700-4300-000-000-00000	NN	P				0.00	56.00
PO-000425	04/11/2016	99687		2	13-5310-0-0000-3700-4700-000-000-00000	NN	P				0.00	1,044.11
PO-000425	04/11/2016	99687		3	13-5310-0-0000-3700-5890-000-000-00000	NN	P				0.00	5.00
TOTAL PAYMENT AMOUNT											4,872.93	*

000209/00	GOLD STAR FOODS											
PO-000415	04/01/2016	1654077	STORAGE FEES	3	13-5310-0-0000-3700-5890-000-000-00000	NN	P				0.00	120.00
PO-000415	04/11/2016	1660821		2	13-5310-0-0000-3700-4700-000-000-00000	NN	P				0.00	2,330.94
TOTAL PAYMENT AMOUNT											2,440.94	*

000592/00	MISSION UNIFORM & LINEN											
PO-000405	03/24/2016	502153902		1	13-5310-0-0000-3700-4300-000-000-00000	NN	P				0.00	32.69
PO-000405	04/14/2016	502292815		1	13-5310-0-0000-3700-4300-000-000-00000	NN	P				0.00	27.63
PO-000405	04/14/2016	502292816		1	13-5310-0-0000-3700-4300-000-000-00000	NN	P				0.00	36.14
TOTAL PAYMENT AMOUNT											96.46	*

000763/00	PROPACIFIC FRESH											
PO-000407	04/04/2016	6277003		1	13-5310-0-0000-3700-4700-000-000-00000	NN	P				0.00	101.44
PO-000407	04/04/2016	6276958		1	13-5310-0-0000-3700-4700-000-000-00000	NN	P				0.00	770.86
PO-000407	04/11/2016	6283053		1	13-5310-0-0000-3700-4700-000-000-00000	NN	P				0.00	466.54
PO-000407	04/07/2016	6281626		1	13-5310-0-0000-3700-4700-000-000-00000	NN	P				0.00	532.22
TOTAL PAYMENT AMOUNT											1,871.06	*

TOTAL Fund	PAYMENT	9,281.39	**
TOTAL BATCH PAYMENT		14,948.20	***
TOTAL DISTRICT PAYMENT		14,948.20	****
TOTAL FOR ALL DISTRICTS:		14,948.20	****

Number of checks to be printed: 14, not counting voids due to stub overflows.
 Printed: 04/14/2016 13:40:24

Requested by *Christa Dufresne 4/15/16*
 Approved by _____
 Date _____

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

000008/00 CALIFORNIA'S VALUED TRUST H/W
 PO-000444 04/18/2016 MAY 2016 1 01-00000-0-00000-0000-9571-000-000-00000 NN P 0.00 22,412.62
 PO-000444 04/18/2016 MAY 2016 2 01-00000-0-00000-0000-9572-000-000-00000 NN P 0.00 58,135.51
 PO-000444 04/18/2016 MAY 2016 3 01-00000-0-00000-0000-9573-000-000-00000 NN P 0.00 12,586.31
 TOTAL PAYMENT AMOUNT 93,134.44 *

002047/00 DANNIS WOLIVER KELLEY
 PO-016145 02/25/2016 MARCH LEGAL FEES 1 01-00000-0-00000-7110-5815-000-000-00000 NE P 18693.50 18,693.50
 TOTAL PAYMENT AMOUNT 18,693.50 *

000308/00 KEITH DIETLE
 PO-016344 04/19/2016 CASH IN LIEU OF HEALTH BENEFIT 1 01-00000-0-1110-1000-3701-000-000-00000 NY P 791.67 791.67
 TOTAL PAYMENT AMOUNT 791.67 *

000584/00 STANDARD
 PO-000408 03/21/2016 APR CT503202 DIV3000 1 01-00000-0-00000-0000-9573-000-000-00000 NN P 0.00 305.20
 TOTAL PAYMENT AMOUNT 305.20 *

TOTAL Fund PAYMENT 112,924.81 ** 112,924.81
 TOTAL BATCH PAYMENT 112,924.81 *** 0.00 112,924.81
 TOTAL DISTRICT PAYMENT 112,924.81 **** 0.00 112,924.81
 TOTAL FOR ALL DISTRICTS: 112,924.81 ***** 0.00 112,924.81

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

Prepared by Walter Hamman 4/19/16 Date
 Authorized by _____ Date

012 HAMILTON UNIFIED SCHOOL DIST. J26159 ACCOUNTS PAYABLE PRELIST APY500 L.00.10 04/22/16 09:43 PAGE 1
 BATCH 56: MAY 19 2016 BATCH: 0056 BATCH 56: MAY 19 2016 << Open >>
 Fund : 01 GENERAL FUND

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	Site	Bdr	DD	TRMPS	Liq Amt	Net Amount
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000541/00	DARCY POLLAK														
PV-000139	04/08/2016	MILEAGE/MEALS JAN-APR 2016	01-6264-0-1110-1000-2700-5200-000-000-00000 NN											998.16	998.16
TOTAL PAYMENT AMOUNT														998.16	998.16

000424/00	DELL MARKETING														
PO-016600	04/13/2016	XJX523PK3		1	01-0000-0-1110-1000-4300-800-000-00000 NN	F								21.39	21.39
TOTAL PAYMENT AMOUNT														21.39	21.39

000563/00	DIANE IXON		561259712												
PV-000135	04/18/2016	MILEAGE/MEALS CASBO CONF	01-0000-0-0000-7300-5200-000-000-00000 NN											498.04	498.04
PV-000135	04/18/2016	MILEAGE/MEALS CASBO CONF	01-0000-0-0000-7300-5200-000-000-00000 NN											52.70	52.70
TOTAL PAYMENT AMOUNT														550.74	550.74

000457/00	DRIVERS ED 4 CALIFORNIA														
PO-016576	04/12/2016	PO#16-576		1	01-0801-0-1110-1000-4300-000-521-00000 NN	F								161.50	161.50
TOTAL PAYMENT AMOUNT														161.50	161.50

001042/00	EDUCATIONAL FACILITIES PROGRAM		050597395												
PO-016623	04/08/2016	HAMILTON USD-P-001		1	01-9151-0-0000-8500-5890-000-000-00000 NY	P								1400.00	1,400.00
TOTAL PAYMENT AMOUNT														1,400.00	1,400.00

000320/00	GERLINGER STEEL & SUPPLY CO														
PO-016254	04/12/2016	0198605		1	01-0350-0-6000-1000-4300-000-053-00000 NN	P								147.06	147.06
TOTAL PAYMENT AMOUNT														147.06	147.06

000114/00	HAMILTON UNIFIED REVOLVING FND														
PV-000137	04/18/2016	REIMB FOR TCG-FBO 403(B) FUNDS	01-0000-0-0000-2700-5890-000-000-00000 NN											200.00	200.00
TOTAL PAYMENT AMOUNT														200.00	200.00

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

002006/00 HAMILTON UNIFIED SCHOOL DIST
 PV-000136 04/18/2016 THEFT CASH FOR BOX & DRAWERS 01-0000-0-0000-8699-000-000-00000 NN
 TOTAL PAYMENT AMOUNT 1,100.00 * 1,100.00

000801/00 HUNT & SONS INC 942209320
 PO-000400 04/08/2016 167350
 TOTAL PAYMENT AMOUNT 1 01-0000-0-0000-3600-4392-000-000-00000 NN P 0.00 1,399.22
 1,399.22

000445/00 IT SAVVY
 PO-016618 04/14/2016 00867986
 TOTAL PAYMENT AMOUNT 1 01-1400-0-1110-1000-4300-000-000-00000 NN F 152.04 * 152.04
 152.04

001028/00 JC NELSON SUPPLY CO
 PO-000430 04/12/2016 698235
 TOTAL PAYMENT AMOUNT 1 01-8150-0-0000-8100-4300-000-000-00000 NN P 30.64 * 30.64
 30.64

001450/00 MARIA REYES
 PV-000138 04/18/2016 PARKING M REYES FOR CONP 01-0000-0-0000-2700-5200-000-000-00000 NN
 TOTAL PAYMENT AMOUNT 20.00 * 20.00

000524/00 MJB WELDING SUPPLY
 PO-016144 04/12/2016 01120240
 PO-016144 04/12/2016 01120241
 PO-016144 04/18/2016 01120795
 TOTAL PAYMENT AMOUNT 607.71 * 607.71
 449.78
 87.75
 70.18
 607.71

000084/00 PG&E
 PO-000416 04/12/2016 APRIL HS 9921774729-6 1 01-0000-0-0000-8100-5590-000-000-00000 NN P 0.00 5,109.07
 TOTAL PAYMENT AMOUNT 5,109.07 *

012 HAMILTON UNIFIED SCHOOL DIST J26159
 BATCH 56: MAY 19 2016

ACCOUNTS PAYABLE PRELIST
 BATCH: 0056 BATCH 56: MAY 19 2016
 Fund : 01 GENERAL FUND

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y Goal	Func	Obj	ABA num	Sit	BDR	DD	T9MPS	Liq Amt	Net Amount
000134/00	QUILL CORPORATION														

PO-016135 04/09/2016 4876002
 TOTAL PAYMENT AMOUNT 1 01-0000-0-1110-1000-4300-000-00000 NN P 0.00 96.00

000040/00 WARREN LAND SURVEYING INC

PO-016624 04/12/2016 35763 PROJ#16-073S
 TOTAL PAYMENT AMOUNT 1 01-9151-0-0000-8500-5890-000-00000 NN F 5000.00 5,000.00

TOTAL Fund PAYMENT 16,993.53 ** 16,993.53

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

000764/00 DANIELSON CO
 PO-000425 04/18/2016 100272 1 13-5310-0-0000-3700-4300-000-000-00000 NN P 0.00 120.82
 PO-000425 04/18/2016 100275 1 13-5310-0-0000-3700-4300-000-000-00000 NN P 0.00 56.00
 PO-000425 04/18/2016 100275 2 13-5310-0-0000-3700-4700-000-000-00000 NN P 0.00 784.35
 PO-000425 04/18/2016 100272 2 13-5310-0-0000-3700-4700-000-000-00000 NN P 0.00 1,490.35
 TOTAL PAYMENT AMOUNT 2,451.52 *

000763/00 PROPACIFIC FRESH
 PO-000407 04/18/2016 6286072 1 13-5310-0-0000-3700-4700-000-000-00000 NN P 0.00 543.12
 PO-000407 04/18/2016 6286054 1 13-5310-0-0000-3700-4700-000-000-00000 NN P 0.00 451.28
 PO-000407 04/11/2016 6283385 1 13-5310-0-0000-3700-4700-000-000-00000 NN P 0.00 754.87
 TOTAL PAYMENT AMOUNT 1,749.27 *

TOTAL Fund PAYMENT 4,200.79 **
 TOTAL BATCH PAYMENT 21,194.32 ***
 TOTAL DISTRICT PAYMENT 21,194.32 ****
 TOTAL FOR ALL DISTRICTS: 21,194.32 ***** 0.00 21,194.32

Number of checks to be printed: 18, not counting voids due to stub overflows.
 Printed: 04/22/2016 09:44:17

Prepared by: *Christina* 4/22/16
 Authored by: _____ Date: _____

012 HAMILTON UNIFIED SCHOOL DIST. J26918
 BATCH 57; MAY 19 2016

ACCOUNTS PAYABLE PRELIST
 BATCH: 0057 BATCH 57: MAY 19 2016
 Fund : 01 GENERAL FUND

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	Sit	Bdr	DD	TRMPS	Liq Amt	Net Amount
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002025/00	A-1 RUBBER STAMP														
PO-016574	04/21/2016	SIGNATURE STAMP-DP		1 01-0000-0-0000-2700-4300-800-000-000000	NN	F								26.88	22.56
TOTAL PAYMENT AMOUNT														22.56	22.56

000010/00	ALHAMBRA & SIERRA SPRINGS														
PO-000406	04/27/2016	APRIL HS 9858589 042716		1 01-0000-0-0000-2700-4300-100-000-000000	NN	P								0.00	59.85
PO-000406	04/27/2016	APRIL MAINT 9858589 042716		2 01-8150-0-0000-8100-4300-000-000-000000	NN	P								0.00	10.79
PO-000406	04/27/2016	APRIL ELEM 9858589 042716		4 01-0000-0-0000-2700-4300-800-000-000000	NN	P								0.00	51.07
TOTAL PAYMENT AMOUNT														121.71	121.71

001323/00	BERNICE DE LA CRUZ														
PV-000147	04/29/2016	APRIL MILEAGE		01-0000-0-1110-1000-5200-000-000-000000	NN									10.26	10.26
TOTAL PAYMENT AMOUNT														10.26	10.26

000104/00	CALIFORNIA SCHOOL BOARDS ASSN														
PO-016336	04/14/2016	INV-23315-KOM2G3		1 01-0000-0-1110-1000-5890-000-000-000000	NN	P								4337.00	4,337.00
TOTAL PAYMENT AMOUNT														4,337.00	4,337.00

000053/00	CALIFORNIA WATER SERVICE CO														
PO-000422	04/26/2016	MAY 3624177777		1 01-0000-0-0000-8100-5590-000-000-000000	NN	P								0.00	14.94
PO-000422	04/26/2016	MAY 4328876467		1 01-0000-0-0000-8100-5590-000-000-000000	NN	P								0.00	283.25
PO-000422	04/26/2016	MAY 6314177777		1 01-0000-0-0000-8100-5590-000-000-000000	NN	P								0.00	184.87
PO-000422	04/26/2016	MAY 0669843652		1 01-0000-0-0000-8100-5590-000-000-000000	NN	P								0.00	151.50
PO-000422	04/26/2016	MAY 7314177777		1 01-0000-0-0000-8100-5590-000-000-000000	NN	P								0.00	546.30
TOTAL PAYMENT AMOUNT														1,180.86	1,180.86

001365/00	COMER COMMUNICATIONS INC														
PO-016615	04/13/2016	6001-SURVEILLANCE CAMERA PROJ		1 01-1400-0-1110-1000-4300-000-000-000000	NN	F								11961.19	11,961.19
TOTAL PAYMENT AMOUNT														11,961.19	11,961.19

000112/00	COSTCO														
PO-016593	04/01/2016	DIST MFG SUPPLIES		1 01-0000-0-1110-1000-4300-000-000-000000	NN	F								205.72	205.72
PO-016595	04/01/2016	DIST MFG SUPPLIES		1 01-0000-0-1110-1000-4300-000-000-000000	NN	F								222.48	222.48
PO-016607	04/12/2016	STUDENT PROJ PHOTOS		1 01-6382-0-3800-1000-4300-000-000-000000	NN	F								32.08	32.08

012 HAMILTON UNIFIED SCHOOL DIST. J26918
 BATCH 57, MAY 19 2016

ACCOUNTS PAYABLE PRELIST
 BATCH: 0057 BATCH 57: MAY 19 2016
 Fund : 01 GENERAL FUND

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	Sit	Bdr	DD	TRMPS	Liq Amt	Net Amount
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000495/00	CREATIVE APPLE													460.28 *	460.28
<i>See Also: Fund 13</i>															
PO-016627	04/23/2016	486203-VANESSA ORTIZ		1	01-0000-0-1110-1000-4300-800-000-00000	NN	F							139.11	139.11
														TOTAL PAYMENT AMOUNT	139.11

000541/00	DARCY POLIAK													212.11 *	212.11
PV-000143	04/29/2016	MILEAGE/MEALS ELD VISIT												212.11 *	212.11
														TOTAL PAYMENT AMOUNT	212.11

000424/00	DELLI MARKETING													17,855.20 *	17,855.20
PO-016617	04/21/2016	KJX6NCTX6		1	01-1400-0-1110-1000-4300-000-000-00000	NN	P							656.60	656.60
PO-016617	04/21/2016	KJX7999F4		1	01-1400-0-1110-1000-4300-000-000-00000	NN	P							2740.53	2,740.53
PO-016617	04/14/2016	KJXSFTTW3		1	01-1400-0-1110-1000-4300-000-000-00000	NN	P							7247.31	7,247.31
PO-016617	04/15/2016	KJXSFT985		1	01-1400-0-1110-1000-4300-000-000-00000	NN	P							7210.76	7,210.76
														TOTAL PAYMENT AMOUNT	17,855.20

000211/00	DEMCO SUPPLY CO													619.93 *	619.93
PO-016632	04/25/2016	5859888		1	01-0000-0-1110-2420-4300-000-026-00000	NN	F							619.93 *	619.93
														TOTAL PAYMENT AMOUNT	619.93

000415/00	EMPLOYMENT DEVELOPMENT DEPT													98.85 *	98.85
PV-000141	04/25/2016	L1943313344 JAN-MAR16	EX CHGS	01-0000-0-1110-1000-3501-000-000-00000	NN									98.85 *	98.85
														TOTAL PAYMENT AMOUNT	98.85

000162/00	GRAINGER													281.11 *	281.11
PO-000409	04/26/2016	860698554		1	01-8150-0-0000-8100-4300-000-000-00000	NN	P							0.00	200.79
PO-000409	04/19/2016	860698554		1	01-8150-0-0000-8100-4300-000-000-00000	NN	P							0.00	80.32
														TOTAL PAYMENT AMOUNT	281.11

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

000036/00 GREATAMERICA LEASING CORP
 PO-000424 04/20/2016 JUNE 2016 18642779
 TOTAL PAYMENT AMOUNT 117.17 * 0.00 117.17

000113/00 HAMILTON CITY COMMUNITY SVC
 PO-000414 05/01/2016 MAY-JUNE 2016 ELIA B 2 01-0000-0-3200-8100-5590-000-000-00000 NN P 0.00 68.28
 PO-000414 05/01/2016 MAY-JUNE 2016 HS 1 01-0000-0-0000-8100-5590-000-000-00000 NN P 0.00 1,433.79
 PO-000414 05/01/2016 MAY-JUNE 2016 COM DAY 1 01-0000-0-0000-8100-5590-000-000-00000 NN P 0.00 68.28
 PO-000414 05/01/2016 MAY-JUNE 2016 ELEM 1 01-0000-0-0000-8100-5590-000-000-00000 NN P 0.00 2,048.27
 TOTAL PAYMENT AMOUNT 3,618.62 * 0.00 3,618.62

001364/00 HEATHER SUPPLENTES
 PV-000144 04/29/2016 TRAVEL MEALS- ELD VISIT
 TOTAL PAYMENT AMOUNT 52.00 * 0.00 52.00

000414/00 HERFF JONES
 PO-016601 04/21/2016 438071-MEDALS & RIBBONS 1 01-0000-0-1110-1000-4300-100-000-00000 YN F 58.41 56.47
 TOTAL PAYMENT AMOUNT 56.47 * 0.00 56.47
 TOTAL USE TAX AMOUNT 4.24

000072/00 HILLIARD
 PO-000412 04/20/2016 602045221
 TOTAL PAYMENT AMOUNT 722.68 * 0.00 722.68

001431/00 JANICE LOHSE
 PO-016577 05/03/2016 CHICO LAUNDRY 1 01-0000-0-1110-1000-5890-100-000-00000 NN F 80.50 80.50
 TOTAL PAYMENT AMOUNT 80.50 * 0.00 80.50

000068/00 JENNIFER FIRTH
 PV-000146 04/29/2016 TRAVEL: ELD VISITS
 TOTAL PAYMENT AMOUNT 52.00 * 0.00 52.00

See also: Fund 12

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

 000973/00 JIVE COMMUNICATIONS INC 020783048
 PO-000442 05/01/2016 MAY 2016 INV-000491159 1 01-0000-0-0000-2700-5990-000-000-00000 NN P 513.90
 TOTAL PAYMENT AMOUNT 513.90 *

001283/00 JOHN'S TIRE & MUFFLER SERVICE 943171305 2 01-0000-0-0000-3600-5630-000-000-00000 NY P 0.00
 TOTAL PAYMENT AMOUNT 49.46 *

000349/00 LARKIN AUTO ELECTRIC 564958031 2 01-8150-0-0000-8100-4300-000-000-00000 NY P 118.14
 PO-000401 04/22/2016 9220 BATTERY 2 01-8150-0-0000-8100-4300-000-000-00000 NY P 65.00
 PO-000401 04/27/2016 589-05 FORD E150#3 3 01-0000-0-0000-3600-5630-000-000-00000 NY P 231.12
 PO-000401 04/25/2016 594-IRR PUMP 3 01-0000-0-0000-3600-5630-000-000-00000 NY P 177.62
 PO-000401 04/21/2016 582-08 UPLANDER 3 01-0000-0-0000-3600-5630-000-000-00000 NY P 270.56
 TOTAL PAYMENT AMOUNT 862.44 *

000701/00 MAGGIE SAWYER 01-4203-0-1110-1000-5200-000-000-00000 NN 48.00
 PV-000145 04/29/2016 EL W/ DISAB SYMPOSIUM 01-4203-0-1110-1000-5200-000-000-00000 NN 52.00
 TOTAL PAYMENT AMOUNT 100.00 *

000125/00 MCGRAW-HILL SCHOOL EDUCATION 1 01-0000-0-1110-1000-4300-100-000-00000 NN F 25.00
 PO-016625 04/21/2016 91891277001 TEST PREP TE TOTAL PAYMENT AMOUNT 24.18 *
 TOTAL PAYMENT AMOUNT 24.18

000096/00 MILLER GLASS INC 1 01-8150-0-0000-8100-5630-000-000-00000 NN P 0.00
 PO-000434 04/25/2016 ROOM #603 ELEM TOTAL PAYMENT AMOUNT 252.51 *
 TOTAL PAYMENT AMOUNT 252.51

000524/00 MJB WELDING SUPPLY 2 01-0350-0-6000-1000-4300-000-000-00000 NN P 0.00
 PO-016144 04/25/2016 01121571 2 01-0350-0-6000-1000-4300-000-000-00000 NN P 185.87
 PO-016144 04/30/2016 1132516 3 01-7010-0-3800-1000-5890-000-000-00000 NN P 18.00
 TOTAL PAYMENT AMOUNT 259.26 *

Vendor/Addr Remit name Description Tax ID num Deposit type ABA num Account num
 Req Reference Date
 000864/00 MONOPRICE 567987705
 PO-016549 02/29/2016 13931645
 1 01-9150-0-0000-2420-4300-000-000-000000 NN F
 TOTAL PAYMENT AMOUNT 41.05 *

000309/00 OFFICE DEPOT
 PO-016613 04/14/2016 835355365001
 PO-016614 04/14/2016 835357701001
 PO-016614 04/14/2016 835357579001
 PO-016634 04/25/2016 835343326001
 1 01-0000-0-1110-1000-4300-100-000-000000 NN F
 1 01-0000-0-1110-1000-4300-800-000-000000 NN P
 1 01-0000-0-1110-1000-4300-800-000-000000 NN F
 1 01-0000-0-1110-1000-4300-800-000-000000 NN P
 TOTAL PAYMENT AMOUNT 289.89 *

000027/00 ORLAND HARDWARE
 PO-000417 04/11/2016 286025
 PO-000417 04/13/2016 286257
 PO-000417 04/18/2016 286801
 PO-000417 04/18/2016 286914
 PO-000417 04/21/2016 287204
 2 01-7010-0-3800-1000-4300-000-000-000000 NN P
 2 01-7010-0-3800-1000-4300-000-000-000000 NN P
 2 01-7010-0-3800-1000-4300-000-000-000000 NN P
 2 01-7010-0-3800-1000-4300-000-000-000000 NN P
 2 01-7010-0-3800-1000-4300-000-000-000000 NN P
 TOTAL PAYMENT AMOUNT 317.37 *

000084/00 PGE
 PO-000416 04/19/2016 APRIL ELEM 3699672995-4
 1 01-0000-0-0000-8100-5590-000-000-000000 NN P
 TOTAL PAYMENT AMOUNT 3,765.50 *

000134/00 QUILL CORPORATION
 PO-016135 04/21/2016 5230755
 PO-016135 04/25/2016 5277959
 PO-016633 04/23/2016 5268913
 1 01-0000-0-1110-1000-4300-000-000-000000 NN P
 1 01-0000-0-1110-1000-4300-000-000-000000 NN P
 1 01-0000-0-1110-2420-4300-000-026-000000 NN F
 TOTAL PAYMENT AMOUNT 343.46 *

001510/00 RAY MORGAN COMPANY
 PO-000413 04/20/2016 MAY 2016 1214475 DIST
 PO-000413 04/20/2016 MAY 2016 1214475 HS
 PO-000413 04/20/2016 MAY 2016 1214475 ELEM
 PO-000413 04/20/2016 MAY 2016 1214475 ELEM B
 PO-000413 04/20/2016 MAY 2016 1214475 COMM DAY
 1 01-0000-0-0000-2700-5620-000-000-000000 NN P
 2 01-0000-0-1110-1000-5620-100-000-000000 NN P
 3 01-0000-0-1110-1000-5620-800-000-000000 NN P
 4 01-0000-0-3200-1000-5620-000-000-000000 NN P
 5 01-0000-0-3550-1000-5620-000-000-000000 NN P
 TOTAL PAYMENT AMOUNT 3,413.15 *

See also: Fund 11

See also: Funds 11 & 12

Vendor/Addr Remit name Description Tax ID num Deposit type Fd Res Y Goal Func Obj Sit Bdr DD T9MBS Liq Amt Net Amount
 Reg Reference Date
 001148/00 UPS

PV-000142 04/13/2016 8V6291176-011 TO FLORAPRESH 01-7010-0-3800-1000-5890-000-000-000000 NN
 TOTAL PAYMENT AMOUNT 16.30 * 16.30

000715/00 US BANK EQUIPMENT FINANCE 310841368
 PO-000437 05/01/2016 MAY 2016 303562326
 TOTAL PAYMENT AMOUNT 666.18 * 666.18

000377/00 WASTE MANAGEMENT
 PO-000402 05/01/2016 MAY 2016 HS MAINT 1 01-0000-0-0000-8100-5590-000-000-000000 NN P 0.00 762.80
 PO-000402 05/01/2016 MAY 2016 HS CAFE 1 01-0000-0-0000-8100-5590-000-000-000000 NN P 0.00 190.70
 PO-000402 05/01/2016 MAY 2016 ELEM CAFE 1 01-0000-0-0000-8100-5590-000-000-000000 NN P 0.00 225.70
 PO-000402 05/01/2016 MAY 2016 ELEM MAINT 1 01-0000-0-0000-8100-5590-000-000-000000 NN P 0.00 246.96
 TOTAL PAYMENT AMOUNT 1,426.16 * 1,426.16

000844/00 WORM FARM
 PO-016533 04/29/2016 10714
 TOTAL PAYMENT AMOUNT 107.50 * 107.50

001457/00 ZONES INC
 PO-016604 04/22/2016 K02890780102
 TOTAL PAYMENT AMOUNT 162.95 * 162.95

TOTAL Fund PAYMENT 54,610.87 **
 TOTAL USE TAX AMOUNT 4.24

012 HAMILTON UNIFIED SCHOOL DIST. U26918
 BATCH 57; MAY 19 2016

ACCOUNTS PAYABLE PRELIST
 BATCH: 0057 BATCH 57; MAY 19 2016
 Fund : 11 ADULT EDUCATION

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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	Account num TRMPS	Liq Amt	Net Amount	
000134/00	QUILL CORPORATION									
PO-016626	04/21/2016	5230589		1 11-6391-0-4110-1000-4300-000-022-00000	NN P			9.02	9.02	
TOTAL PAYMENT AMOUNT									9.02	
001510/00	RAY MORGAN COMPANY									
PO-000413	04/20/2016	MAY 2016 1214475 AD ED		15 11-6391-0-4110-1000-5620-000-000-00000	NN P			0.00	129.17	
PO-000413	04/20/2016	MAY 2016 1214475 AD ED CCARE		18 11-6391-0-4110-1000-5620-000-022-00000	NN P			0.00	74.78	
TOTAL PAYMENT AMOUNT									203.95	
TOTAL Fund									PAYMENT	212.97 **
									212.97	

012 HAMILTON UNIFIED SCHOOL DIST. J26918
 BATCH 57; MAY 19 2016

ACCOUNTS PAYABLE PRELIST
 BATCH: 0057 BATCH 57: MAY 19 2016
 Fund : 12 CHILD DEVELOPMENT

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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 Bdr	DD	Account num	TRMPS	Liq Amt	Net Amount
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000506/00		CVS PHARMACY INC														
PO-016235	04/13/2016	PHOTO DEV			1 12-6105-0-1110-1000-4300-000-000-00000	NN	P								0.00	1.38
PO-016235	04/14/2016	PRESCH SUPPLIES			1 12-6105-0-1110-1000-4300-000-000-00000	NN	P								0.00	18.05
TOTAL PAYMENT AMOUNT																19.43

000113/00		HAMILTON CITY COMMUNITY SVC														
PO-000414	05/01/2016	MAY-JUNE 2016	PRESCH		3 12-6105-0-1110-1000-5890-000-000-00000	NN	P								0.00	68.28
TOTAL PAYMENT AMOUNT																68.28

001510/00		RAY MORGAN COMPANY														
PO-000413	04/20/2016	MAY 2016	1214475	PRESCH	7 12-6105-0-1110-1000-5620-000-000-00000	NN	P								0.00	129.17
TOTAL PAYMENT AMOUNT																129.17

TOTAL Fund PAYMENT																216.88
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Vendor/Addr Reg Reference	Remit name Date	Description	Tax ID num	Deposit type Fd Res	ABA num Y Goal Func Obj	Account num Sit Bdr DD	TRMPS	Liq Amt	Net Amount
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000112/00	COSTCO								
FV-000140 04/12/2016 LARGE COOLERS FOR CAFE									
TOTAL PAYMENT AMOUNT 139.73									

000762/00 CRYSTAL CREAMERY

PO-000445	04/04/2016	14823044	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	73.94
PO-000445	04/04/2016	14823028	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	111.30
PO-000445	04/07/2016	14823187	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	193.98
PO-000445	04/11/2016	14840111	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	166.95
PO-000445	04/11/2016	14840198	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	207.50
PO-000445	04/14/2016	14840211	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	193.98
PO-000445	04/18/2016	14853539	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	116.87
PO-000445	04/18/2016	14853538	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	270.30
PO-000445	04/20/2016	14853550	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	162.98
TOTAL PAYMENT AMOUNT 1,497.80								

000764/00 DANIELSON CO

PO-000425	05/02/2016	101473	3	13-5310-0-0000-3700-5890-000-000-00000	NN	P	0.00	5.00
PO-000425	05/02/2016	101473	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P	0.00	75.75
PO-000425	05/02/2016	101465	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P	0.00	160.57
PO-000425	04/25/2016	100871	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P	0.00	123.02
PO-000425	04/25/2016	100873	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P	0.00	64.15
PO-000425	05/02/2016	101473	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	1,288.58
PO-000425	05/02/2016	101465	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	1,398.11
PO-000425	04/25/2016	100871	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	982.52
PO-000425	04/25/2016	100873	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	1,236.92
TOTAL PAYMENT AMOUNT 5,334.62								

000276/00 GAGER'S INC.

PO-000404	04/27/2016	1075972	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P	0.00	347.15
PO-000404	04/27/2016	1075971	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P	0.00	198.67
TOTAL PAYMENT AMOUNT 545.82								

000176/00 GLENN CO ENVIRONMENTAL HEALTH 946000691

PO-016638	04/14/2016	INV#0005863-HS CAFE LIC	1	13-5310-0-0000-3700-5890-000-000-00000	NN	P	200.00	200.00
PO-016638	04/14/2016	INV#0005864-ELEM CAFE LIC	1	13-5310-0-0000-3700-5890-000-000-00000	NN	P	200.00	200.00
TOTAL PAYMENT AMOUNT 400.00								

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

000209/00 GOLD STAR FOODS
 CM-000042 04/13/2016 1086402 13-5310-0-0000-3700-4700-000-000-00000 N
 PO-000415 04/21/2016 1676524-Q3 PROCESS FEES 3 13-5310-0-0000-3700-5890-000-000-00000 NN P 0.00 52.00
 PO-000415 04/21/2016 1676935-MAR BOX FEES 3 13-5310-0-0000-3700-5890-000-000-00000 NN P 0.00 31.20
 TOTAL PAYMENT AMOUNT 81.50 * 81.50

000592/00 MISSION UNIFORM & LINEN
 PO-000405 04/21/2016 502335214 1 13-5310-0-0000-3700-4300-000-000-00000 NN P 0.00 36.14
 PO-000405 04/28/2016 502382658 1 13-5310-0-0000-3700-4300-000-000-00000 NN P 0.00 36.14
 PO-000405 04/28/2016 502382655 1 13-5310-0-0000-3700-4300-000-000-00000 NN P 0.00 29.93
 TOTAL PAYMENT AMOUNT 102.21 * 102.21

001059/00 NORCAL FOOD EQUIPMENT INC
 PO-000419 04/25/2016 RA505990 1 13-5310-0-0000-3700-5630-000-000-00000 NN P 0.00 593.03
 TOTAL PAYMENT AMOUNT 593.03 *

000763/00 PROPACIFIC FRESH
 PO-000407 04/25/2016 6289085 1 13-5310-0-0000-3700-4700-000-000-00000 NN P 0.00 613.95
 PO-000407 04/25/2016 6289140 1 13-5310-0-0000-3700-4700-000-000-00000 NN P 0.00 861.54
 PO-000407 05/02/2016 6292185 1 13-5310-0-0000-3700-4700-000-000-00000 NN P 0.00 730.62
 PO-000407 05/02/2016 6292224 1 13-5310-0-0000-3700-4700-000-000-00000 NN P 0.00 18.12
 PO-000407 05/02/2016 6292158 1 13-5310-0-0000-3700-4700-000-000-00000 NN P 0.00 664.57
 PO-000407 05/02/2016 6291087 1 13-5310-0-0000-3700-4700-000-000-00000 NN P 0.00 130.60
 TOTAL PAYMENT AMOUNT 3,019.40 *

TOTAL Fund PAYMENT 11,714.11 ** 11,714.11

012 HAMILTON UNIFIED SCHOOL DIST. J26918
 BATCH 57 / MAY 19 2016

ACCOUNTS PAYABLE PRELIST APY500 L.00.10 05/06/16 12:26 PAGE 11
 BATCH: 0057 BATCH 57: MAY 19 2016 << Open >>
 Fund : 14 DEFERRED MAINTENANCE

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y Goal	Func Obj	ABA num	Account num	Liq Amt	Net Amount
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000717/00	ARK DESIGN CONSTRUCTION & ROOF	680310708									
PO-016597	04/19/2016	8382-ELEM ROOF		1 14-0000-0-0000-8100-5630-000-016-00000	NY	P				21397.18	21,397.18
PO-016597	04/19/2016	8382-GYM		2 14-0000-0-0000-8100-5630-000-027-00000	NY	P				21397.18	21,397.18

TOTAL PAYMENT AMOUNT 42,794.36 *
 TOTAL FUND PAYMENT 42,794.36 **

TOTAL BATCH PAYMENT 109,549.19 ***
 TOTAL USE TAX AMOUNT 4.24

TOTAL DISTRICT PAYMENT 109,549.19 *****
 TOTAL USE TAX AMOUNT 4.24

TOTAL FOR ALL DISTRICTS: 109,549.19 *****
 TOTAL USE TAX AMOUNT 4.24

Number of checks to be printed: 53, not counting voids due to stub overflows.

Printed: 05/06/2016 12:26:47

Prepared by	<i>Christina B...</i>	Date	5/6/16
Reviewed by		Date	

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

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

1.0 OPENING BUSINESS:

1.1 Call to order and roll call

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

2.0 IDENTIFY CLOSED SESSION ITEMS:

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

4.0 ADJOURN TO CLOSED SESSION: To consider qualified matters.

1. *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.). **6:31pm**
Board Member President, Tomas Loera reported that there was no action taken in closed session.

6.0 ADOPT THE AGENDA: (M)

Motion for approval by Wendall Lower, seconded by Judy Twede.

Motion Carried: 4-0

Loera: Aye	Twede: Aye
Leal: Aye	Lower: Aye
Sanchez: Absent	

7.0 COMMUNICATIONS/REPORTS:

1. Board Member Comments/Reports
 - a. Ken mason field dedication – a very nice thing
2. ASB President and Student Council President Reports.
 - a. Hamilton High, Fernando Mendez-Ruiz.
 - i. ASB President Fernando Mendez-Ruiz appointed Hernan Urena-Valdes as his successor for the 2016-17 school year.
 - b. Hamilton Elementary, Giovanni Martinez-Barron.
 - i. Giovanni reported that the final quarter going well and everyone is looking forward to the end of year activities.
 - ii. CAASP testing is coming up and students have been given information on how to do well on the exam.
 - iii. Hamilton Elementary School 8th graders will be attending a historical reenactment in Red Bluff on the Civil War.
 - iv. The annual May Festival at Hamilton Elementary School will take place on May 5th.
3. District Reports
 - a. Food Service Report by LeAnn Radtke. (Page 1)
 - b. Operations Report by Marc Eddy. (Page 2)
 - c. Technology Report by Frank James. (Page 3)
4. Principal and Dean of Student Reports and New Employee Introductions

- a. Cris Oseguera, Hamilton High School Principal.
 - i. Teaching Excellence and Achievement Spring 2016. (Page 4)
 - ii. Open House at Hamilton High School on Thursday, April 7th was a success. Approximately 250 people attended. Mr. Oseguera would like to note a special thanks to Janice Lohse and Hogan Brown for their efforts in planning.
 - iii. The Hamilton High School "Grease" production on April 14th, 15th, and 16th put on by the drama class was a success. It was the first production musical in 18 years and every night had more attendance than the last – thank you to all involved and the producers – Lupe Funderburk, Kelly Langan, and Michael Taylor.
 - iv. CAASP testing at the high school level will be with the 11th graders.
 - 1. We will begin with English then move to math.
 - v. AP Testing will take place on May 4th, 6th, and 12th.
 - vi. The Glenn County Fair is May 18th, 19th, and 20th.
 - vii. Hamilton High School FFA is attending the Fresno State Convention, April 22nd, 23rd, 24th, 25th and will be returning on the 26th.
 - viii. The Hamilton High School Softball field was dedicated to Ken Mason for his service and commitment to Hamilton on Friday, April 15th.

- b. Darcy Pollak, Hamilton Elementary School Principal.
 - i. Hamilton Elementary School enrollment is currently at 415.
 - ii. CAASP testing this week and the following. This test integrates new technology which will be positive but also a little more challenging for some students as it is a newer type of testing method.
 - iii. Students have participated in, or will be participating in many field trips as the school year comes to an end. A huge thank you to PTO and teachers for their efforts. To name a few, the Civil War Reenactment, students went to the "Grease" production put on by the high school, and the 5th graders will be traveling to Turtle Bay.
 - iv. Only one Saturday school left for the 2015-16 school year.
 - v. We have started to look for staffing for summer school.
 - vi. The first week in May is staff appreciation.
 - vii. A District Advisory Committee (DAC) is coming up on May 9th at Hamilton Elementary School.
 - viii. The May Dance Festival will take place on Thursday, May 5th in the evening.
 - 1. PTO is graciously helping with food arrangements.
 - 2. Dancing will start at 6:00pm.

- c. Maria Reyes, District Dean of Students.
 - i. Starting CAASP testing.
 - ii. Students had a presenter from Butte College speak about digital art and design as a career path.
 - iii. Students also had the opportunity to tour the Fish and Game Department.
 - iv. Friday, April 22nd at beginning at 3:00pm Ella Barkley students will be holding a Carnitas fundraiser for the end of year field trip.

- 5. Chief Business Official building/facilities report by Diane Lyon.
 - a. Diane Lyon reported on current projects for building/facility updates.
 - i. Mrs. Lyon presented the Board with a handout of the update.
 - 1. This handout shows the progress of the project.
 - b. Potentially repaint the Hamilton High School gym wall as it may be needed along with current projects. Mrs. Lyon will be looking into a quote for the costs.
 - c. Mrs. Lyon will be finalizing numbers for the portables.
 - d. There is no cost for overseeing the contractors.

- 6. Superintendent Report by Charles Tracy
 - i. Board & Administrator
 - 1. Developing board-superintendent operating principles. (Page 5 – 6)
 - a. Training bulletins for the board – reminder of what we do in governance – help support our efforts in moving forward.
 - 2. LCAP draft review at Hamilton High School Open House and Hamilton Elementary School Parent Luncheon.
 - a. Reviewed the LCAP – we did not receive any questions at this time.

- i. We did ask that people submit questions but we have not received anything as of today.
- 3. Boys and Girls Club update.
 - a. A community meeting was held on Thursday, April 12th 6:00pm at Hamilton Elementary School. It was brought before staff, and then parents at the community meeting. The turnout was successful. Parents and community members expressed their concerns and questions about the potential change in program for the students. After much discussion and a presentation by the Boys and Girls Club, an informal vote was held and parents showed their support for bringing the Boys and Girls Club to Hamilton City.
 - b. Now that we have support of parents and community members, the next step is the MOU. This MOU will be brought to the Board for approval no later than June.

8.0 CORRESPONDENCE:

- 1. Analysis: California's Minimum Wage Increase. (Page 7 – 8)
 - a. Update from SSDA – passage from CA minimum wage increasing.

9.0 DISCUSSION ITEMS:

Board member, Judy Twede would like to table discussion item number 5 until we have a full board available, all other board members agreed. Discussion item number 5 will be brought back before the board on Thursday, May 19th.

- 1. First Reading of English Learner Master Plan by Heather Sufuentes and Maggie Sawyer. (Page 9 – 45)
 - a. A committee was formed to help update the EL Master Plan. It consisted of two parents, one from each site two teachers – one from each site, one administrator and one classified staff member.
 - b. The idea was to bring it together in a package, making it easier to comprehend and for parents to read
 - c. This plan is comprehensive and it outlines where we are headed. It shows systems of the EL plan, systems for identifying students and how students are placed and exited from the program and moved throughout the program and how they are reclassified.
 - d. It includes what we see for our students while providing students with the best program.
- 2. PRISMS Project: Promoting Rural Improvement in Secondary Mathematics and Science (RiSE) partnership with California State University, Chico by Leslie Anderson. (Page 46 – 67)
 - a. It is a District partnership with Chico State, more specifically a partnership grant for a student teacher program.
 - b. Currently the plan is to have 3 teachers placed at the high school and teachers placed at the elementary in subsequent years.
- 3. First reading of Hamilton Unified School District Wellness Policy by LeAnn Radtke. (Page 68 – 78)
 - a. Will come before Board in May for approval.
- 4. Hamilton Unified School District food service meal prices by LeAnn Radtke. (Page 79)
 - a. Required by the state, i.e. state mandated prices but our goal is to try and keep it as low as possible. During our review, the state required us to propose a lunch price increase.
 - b. Final report should be available in June or July.
- 5. Board Member participation in end-of-year activities.
 - a. HES Promotion Thursday, June 2, 2016 at 7:00pm (board members arrive at 6:30pm), Hamilton High School Stadium.
 - b. HHS Graduation Friday, June 3, 2016 at 8:00pm (board members arrive at 7:30pm), Hamilton High School Stadium.
 - c. HUSD Staff Appreciation.

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

Community Member, Barbara Bass – Mrs. Bass addressed the Board with questions regarding the elementary; more specifically regarding putting more rooms at the elementary and why we are putting more there. Mrs. Bass does not believe we need any additional classroom buildings at Hamilton Elementary School. Mrs. Bass says there is declining enrollment at the elementary school.

11.0 ACTION ITEMS:

1. Approve District calendars: 2016-17, 2017-18, and 2018-19. (Page 80 – 82)

Motion for approval by Judy Twede, seconded by Gabriel Leal.

Motion Carried: 4-0

Loera: Aye	Twede: Aye
Leal: Aye	Lower: Aye
Sanchez: Absent	

2. Approve Hamilton Unified School District food service meal prices. (Page 79)

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

Motion Carried: 4-0

Loera: Aye	Twede: Aye
Leal: Aye	Lower: Aye
Sanchez: Absent	

3. Approve HUSD partnership with the PRISMS Project: Promoting Rural Improvement in Secondary Mathematics and Science (RiSE) partnership with California State University, Chico. (Page 46 – 67)

Motion for approval by Judy Twede, seconded by Gabriel Leal.

Motion Carried: 4-0

Loera: Aye	Twede: Aye
Leal: Aye	Lower: Aye
Sanchez: Absent	

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

1. Approve Warrants and Expenditures. (Page 83 – 110)
2. Approve Minutes for the:
 - a. Regular Board Meeting on March 17, 2016. (Page 111 – 116)
3. Approve District Reading Specialist/Literacy Coach job description. (Page 117 – 118)
4. Approve the HES School Site Council Single Plan for Student Achievement 2015-16. (Page 119 – 142)
5. Approve Hamilton Elementary School Site Council Meeting Agenda for Monday, April 11, 2016. (Page 143 – 144)
6. Approve ELAC/DLAC Meeting Agenda and Minutes for Friday, April 8, 2016. (Page 145 – 146)
7. Approve Ella Barkley Carnitas Fundraiser on April 22, 2016 from 4:00pm to 8:00pm.
8. Approve Ella Barkley Field Trip to Six Flags on Friday, May 13, 2016.
9. Approve Interdistrict Transfers (new – elementary students reapply annually).
 - a. Outgoing
 - i. Hamilton Elementary School – Kinder x 2 (for 2016-17)
 - ii. Hamilton Elementary School – Kinder x 1
10. Approve Personnel Actions as Presented:
 - a. New Hires:
 - i. Sara Dudenhoffer – JV Volleyball Coach
 1. Note – She was the coach during 15-16 school year. She resigned (see Feb board minutes). Her plans changed and she will continue to be in Chico so she would like to coach in 2016-17.
 - b. Resignations/Retirement: None

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

Motion Carried: 4-0

Loera: Aye	Twede: Aye
Leal: Aye	Lower: Aye
Sanchez: Absent	

13.0 **ADJOURNMENT: 7:31pm**

Close in memory:

Jon Chandler

Juana Medina

Wendall Lower, Clerk

Charles Tracy, Superintendent

**HAMILTON UNIFIED SCHOOL DISTRICT
BOARD MEETING
MINUTES
Hamilton High School Library
Thursday, May 5, 2016**

5:30 p.m. Public session.

1.0 OPENING BUSINESS:

1.1 Call to order and roll call: 5:30pm

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

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)

Motion for approval by Wendall Lower, seconded by Rosalinda Sanchez. Motion Carried: 3-0

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

7.0 DISCUSSION ITEMS:

1. Board vacancy.
 - a. Accept Judy Twede's resignation when brought as an action.
 - b. Post a Notice of Vacancy for 15 days at 3 locations – Hamilton High School, Hamilton Elementary School and Hamilton City Post Office. Application will be available at the Hamilton Unified School District Office.
 - c. Mr. Tracy notes to consider representation of all who reside in the District to the best of our abilities.

8.0 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.

9.0 ACTION ITEMS:

1. Accept board vacancy.
Motion for approval by Wendall Lower to accept resignation of Judy Twede and for Superintendent Tracy to notify the County Superintendent of Schools of the Board vacancy, seconded by Rosalinda Sanchez. Motion Carried: 3-0

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

10.0 ADJOURNMENT: 5:57pm

Wendall Lower, 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 2016
- April 2016
- July 2016
- October 2016

Date for information to be reported publicly at governing board meeting: May 19, 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 High School
School Site Council
December 8, 2015
Agenda/Minutes

Call to Order: 3:32pm
Look over agenda –
Agenda Approval- m/s/c

Non-Agenda items: Public invite of items not listed/Public Comment:

This is the time for members of the audience to present items not on the Agenda. Comments should be limited to a maximum of three (3) minutes duration. The SSC is prohibited by California state law from taking any action on any item presented if it is not listed on the Agenda.

New Business –

a. SPSA Plan/Timeline

Reviewed last year's LEA Goal – Our 3 SSC goals: team was open to continuing with these same goals for 2015-16.

Action Plan One (Area Of Improvement): Improve academic performance in math for all students. Full implementation of Integrated I occurred in the 2014-15 school year. Subsequently, implementation of Integrated Math II will occur in 2015-16 with the full implementation of Integrated Math III to follow in 2016-17.

Action Plan Two (Area Of Improvement): Improve Student Academic Reading and Writing in all subject areas, emphasis on English Language Learners, overall CAHSEE English pass rate, and improving student CELDT results.

Action Plan Three (Area Of Improvement): Continue to address the need for vertical articulation with the feeder school to improve student achievement, content mastery and performance on state testing.

b. TIME LINE: Begin looking at new needs/goals by January 20156 – Goals done by April 2016 – sent to board and Superintendent by June 2016

c. Spring 2015 Test Results

Review CAASPP test scores in Science for 10th graders; in ELA and Math for 11th graders

Review EAP Results for Math and English

Reviewed HHS results for 2014-15 Spring testing. Also discussed importance of results for college-bound students.

d. LCAP Information

General info review about LCAP/LCFF process and encouraging parents and staff to participate. **Generally discussed importance of Attending and participating in the LCAP meetings to provide input on decisions, goals, expenditures.**

e. Butte/Glenn Career Pathways Consortium Info Update

Update on program improvements for Adv. Ag Mechanics. i.e new Forklift and new Livestock trailer.

General overview of the CTE pathway through the BGPC grant. Also outlined forklift certification for HHS students and new Forklift training class through adult ed funding grant.

f. HUSD ELL Master Plan – general info on new state required plan. **Brief Discussion; ELL Master Plan had not been shared with HHS Admin yet. More info at next SSC meeting, including review of the document.**

Budget – new info to come on potential field trip monies.

Other Announcements: **Sober Grad info; Winter Break; Calendar for 16-17; Athletics**

- Winter Break (Dec. 18-Jan. 10, 2016)

- Next meeting: TBA (March 2016)

Adjourn: 4:18pm

Hamilton High School
School Site Council
March 15, 2016
Agenda/Minutes

Call to Order: 3:34pm
Look over agenda –
Agenda Approval- m/s/c

Non-Agenda items: Public invite of items not listed/Public Comment:

This is the time for members of the audience to present items not on the Agenda. Comments should be limited to a maximum of three (3) minutes duration. The SSC is prohibited by California state law from taking any action on any item presented if it is not listed on the Agenda.

New Business –

a. Review/adopt SPSA Plan/Timeline

Adopted Our 3 SSC goals; Goals for 2016-17.

Action Plan One (Area Of Improvement): Improve/increase academic performance in math for all students. Full implementation of Integrated I occurred in the 2014-15 school year. Subsequently, implementation of Integrated Math II will occur in 2015-16 with the full implementation of Integrated Math III to follow in 2016-17.

Action Plan Two (Area Of Improvement): Improve Student Academic Reading and Writing in all subject areas, emphasis on English Language Learners, and improving student CELDT results. Discussed CAHSEE Exam (English and Math) being sunsetted by California as of October 2015- no longer a state graduation requirement.

Action Plan Three (Area Of Improvement): Continue to address the need for vertical articulation with the feeder school to improve student achievement, content mastery and performance on state testing. Input into school/district calendar the Articulation dates with HES 6-8th grades with regular meeting dates in 2015-16 and 2016-17.

b. TIME LINE: Goals set by April 2016 – sent to board and Superintendent by June 2016.

c. Spring 2016 Test Information- HHS CAASPP Testing window will be April 18-May 27, 2016.

Review CAASPP test requirements- for HHS in Science for 10th graders; in ELA and Math for 11th graders (Computer tests)
Review EAP importance for Math and English

Discussed importance of results for college-bound 11th grade students.

d. LCAP Information

General info review about LCAP/LCFF process and encouraging parents and staff to participate. **Generally discussed importance of Attending and participating in the LCAP meetings to provide input on decisions, goals, expenditures. LCAP meeting date will be April 7, 2016 at HHS Open House.**

e.. HUSD ELL Master Plan – general info on new state required plan. **Brief Discussion; ELL Master Plan shared with stakeholders; primary change is more accountability for benefit of the students and follow up for two years with redesignated ELL students. Also, new state exam to replace CELDT upcoming as well as no longer utilizing CAHSEE exam as a redesignation component.**

Vote to approve/recommend new ELL Plan (m/s/c)

Other Announcements:

Spring Break; Calendar for 16-17; Athletics- Spring sports info

- Spring Break (Mar.25-April 5, 2016)
- Teacher Inservice- April 4, 2016 at HHS Library
- HHS Open House – April 7, 2016 at 6:30pm in HHS Gym
- Next meeting: TBA (**May 2016**)
- Senior Projects Presentation (May 11, 2016)
- Glenn County Fair (May 18-20 are minimum days)

Adjourn: 4:04pm

A preliminary schedule for an ASHA Conference that would also work for students on the ASD (Autism Spectrum Disorder). It is being held in Minneapolis, MN.

Friday July 8th

9:30-10:30 Collaborating for Positive Behavior, Social-Emotional Well-Being, and Academic Success. CHL1

:1:15-2:45 To Hire or Not to Hire: That is the Question. BSL2

3:00-4:00 Using Technology to Improve Language and Literacy Skills. PRO3

Saturday July 9th

9:00-10:30 Pre-Academic Language and Early Literacy Skills for Pre-Schoolers with Developmental Disabilities. SER4

10:45-12:15 Interprofessional Collaboration to Meet Oral Language and Early Literacy Goals for Pre-Schoolers with Developmental Disabilities SER5

1:45-3:45 Policies and Procedures: The Legal Impacts BSL6

or

1:45-3:45 Service Delivery Options for PK-Age 21. All Things Considered.

Sunday July 10th

8:00-9:00 Problem Solving Round Tables PLN3

9:15-11:15 The Continuum of Leadership BSL7

11:30-12:30 Inclusion, Equity, and Opportunity in Special Ed from the Prospective of the US Dept of Education PLN4

Mt. Lassen Motor Transit

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Charter Invoice

Michael Brantingham
Hamilton Elementary School
277 Capay Ave.
Hamilton City, CA 95951

Invoice Date: **03/30/16**

Charter No. : **27903**

Phone: **530-8263**

Fax:

Order Date **02/02/16**

SalesRep: **Gail Watson**

Group Name: **Hamilton Elementary - 8th Grade Class**

Group Leader: **Michael Brantingham**

Destination: **Vallejo, CA**

Leave Date: **Friday, May 27, 2016**

Spot Time: **7:15 am**

Leave Time: **7:30 am**

Arrive Date: **05/27/16**

Arrive Time: **10:00 am**

Coaches: **1**

Equipment: **1/47 Passenger SPAB**

pu Leave Date: **05/27/16**

pu Report Time: **7:45 pm**

Return Date: **Friday, May 27, 2016**

Retn\Drop Time: **10:30 pm**

Pickup Location: **Hamilton Elementary**
277 Capay Ave.
Hamilton City, CA

Destination Details: **Six Flags Vallejo**
Marineworld Parkway
Vallejo, CA

<u>Due Dates</u>	<u>Description</u>	<u>Amount</u>	<u>Date Received</u>	<u>Transport Charge:</u>	
03/09/16	Signed Contract			Amount Paid	\$1,637.64
03/09/16	Deposit	\$100.00	3/30/2016		\$100.00
04/27/16	Final Payment	\$1,537.64		Balance Due	\$1,537.64

