

Description	Object Codes	Lottery: Unrestricted (Resource 1100)	Transferred to Other Resources for Expenditure	Lottery: Instructional Materials (Resource 6300)*	Totals
A. AMOUNT AVAILABLE FOR THIS FISCAL YEAR					
1. Adjusted Beginning Fund Balance	9791-9795	309,222.97		93,795.55	403,018.52
2. State Lottery Revenue	8560	100,000.00		15,000.00	115,000.00
3. Other Local Revenue	8600-8799	0.00		0.00	0.00
4. Transfers from Funds of Lapsed/Reorganized Districts	8965	0.00		0.00	0.00
5. Contributions from Unrestricted Resources (Total must be zero)	8980	0.00			0.00
6. Total Available (Sum Lines A1 through A5)		409,222.97	0.00	108,795.55	518,018.52
B. EXPENDITURES AND OTHER FINANCING USES					
1. Certificated Salaries	1000-1999	23,000.00			23,000.00
2. Classified Salaries	2000-2999	0.00			0.00
3. Employee Benefits	3000-3999	3,513.00			3,513.00
4. Books and Supplies	4000-4999	18,561.00		15,000.00	33,561.00
5. a. Services and Other Operating Expenditures (Resource 1100)	5000-5999	1,380.00			1,380.00
b. Services and Other Operating Expenditures (Resource 6300)	5000-5999, except 5100, 5710, 5800				
c. Duplicating Costs for Instructional Materials (Resource 6300)	5100, 5710, 5800				
6. Capital Outlay	6000-6999	0.00			0.00
7. Tuition	7100-7199	0.00			0.00
8. Interagency Transfers Out					
a. To Other Districts, County Offices, and Charter Schools	7211,7212,7221, 7222,7281,7282	0.00			0.00
b. To JPAs and All Others	7213,7223, 7283,7299	0.00			0.00
9. Transfers of Indirect Costs	7300-7399				
10. Debt Service	7400-7499	0.00			0.00
11. All Other Financing Uses	7630-7699	0.00			0.00
12. Total Expenditures and Other Financing Uses (Sum Lines B1 through B11)		46,454.00	0.00	15,000.00	61,454.00
C. ENDING BALANCE (Must equal Line A6 minus Line B12)	979Z	362,768.97	0.00	93,795.55	456,564.52
D. COMMENTS:					

Data from this report will be used to prepare a report to the Legislature as required by Control Section 24.60 of the Budget Act.

*Pursuant to Government Code Section 8880.4(a)(2)(B) and the definition in Education Code Section 60010(h), Resource 6300 funds are to be used for the purchase of instructional materials only. Any amounts in the shaded cells of this column should be reviewed for appropriateness.

Description	Object Codes	2016-17 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2017-18 Projection (C)	% Change (Cols. E-C/C) (D)	2018-19 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	7,273,981.00	-2.94%	7,059,915.00	-0.11%	7,052,284.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	266,848.00	-62.53%	100,000.00	0.00%	100,000.00
4. Other Local Revenues	8600-8799	29,500.00	0.00%	29,500.00	0.00%	29,500.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(534,795.00)	0.00%	(534,795.00)	0.00%	(534,795.00)
6. Total (Sum lines A1 thru A5c)		7,035,534.00	-5.41%	6,654,620.00	-0.11%	6,646,989.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				3,050,448.11		3,111,457.07
b. Step & Column Adjustment				61,008.96		62,229.14
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	3,050,448.11	2.00%	3,111,457.07	2.00%	3,173,686.21
2. Classified Salaries						
a. Base Salaries				665,544.48		678,855.36
b. Step & Column Adjustment				13,310.88		13,577.10
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	665,544.48	2.00%	678,855.36	2.00%	692,432.46
3. Employee Benefits	3000-3999	1,346,438.41	1.50%	1,366,635.59	1.50%	1,387,135.54
4. Books and Supplies	4000-4999	265,784.00	2.50%	272,428.60	2.50%	279,239.73
5. Services and Other Operating Expenditures	5000-5999	806,305.00	0.55%	810,703.25	2.50%	830,970.58
6. Capital Outlay	6000-6999	0.00	0.00%	5,000.00	0.00%	5,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	417,654.00	2.00%	426,007.08	2.00%	434,527.14
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(12,293.00)	0.00%	(12,293.00)	0.00%	(12,293.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	495,653.00	-79.02%	104,000.00	0.00%	104,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		7,035,534.00	-3.88%	6,762,793.95	1.95%	6,894,698.66
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		0.00		(108,173.95)		(247,709.66)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		1,478,446.72		1,478,446.72		1,370,272.77
2. Ending Fund Balance (Sum lines C and D1)		1,478,446.72		1,370,272.77		1,122,563.11
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	10,000.00		10,000.00		10,000.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
2. Unassigned/Unappropriated	9790	1,468,446.72		1,360,272.77		1,112,563.11
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		1,478,446.72		1,370,272.77		1,122,563.11

Description	Object Codes	2016-17 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2017-18 Projection (C)	% Change (Cols. E-C/C) (D)	2018-19 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	1,468,446.72		1,360,272.77		1,112,563.11
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789			363,466.85		363,466.85
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
		1,468,446.72		1,723,739.62		1,476,029.96

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

This MYP reflects the recommendations/assumptions of the School Services Dartboard and the FCMAT LCFF Calculator. 2017-18 and 2018-19 reflect the reduction of One-time only revenues and the loss of ROP funding from Glenn County Office of Education. The district will continue to make contributions to Fund 17, Special Reserves, and Fund 14, Deferred Maintenance. 2% Step & Column across the board was used as common practice in the two out years.

Description	Object Codes	2016-17 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2017-18 Projection (C)	% Change (Cols. E-C/C) (D)	2018-19 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	0.00	0.00%	0.00	0.00%	0.00
2. Federal Revenues	8100-8299	295,891.00	0.00%	295,891.00	0.00%	295,891.00
3. Other State Revenues	8300-8599	371,262.00	-39.63%	224,125.00	0.00%	224,125.00
4. Other Local Revenues	8600-8799	6,854.00	0.00%	6,854.00	0.00%	6,854.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	534,795.00	0.00%	534,795.00	0.00%	534,795.00
6. Total (Sum lines A1 thru A5c)		1,208,802.00	-12.17%	1,061,665.00	0.00%	1,061,665.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				233,014.74		237,675.04
b. Step & Column Adjustment				4,660.30		4,753.50
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total-Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	233,014.74	2.00%	237,675.04	2.00%	242,428.54
2. Classified Salaries						
a. Base Salaries				296,281.89		302,207.53
b. Step & Column Adjustment				5,925.64		6,044.16
c. Cost-of-Living Adjustment						
d. Other Adjustments						
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	296,281.89	2.00%	302,207.53	2.00%	308,251.69
3. Employee Benefits	3000-3999	192,518.21	5.00%	202,143.90	5.00%	212,251.20
4. Books and Supplies	4000-4999	106,696.00	2.50%	109,363.40	2.50%	112,097.08
5. Services and Other Operating Expenditures	5000-5999	190,144.16	2.50%	194,897.60	2.50%	199,770.45
6. Capital Outlay	6000-6999	171,000.00	-52.63%	81,000.00	0.00%	81,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	6,854.00	0.00%	6,854.00	0.00%	6,854.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	12,293.00	0.00%	12,293.00	0.00%	12,293.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)						
11. Total (Sum lines B1 thru B10)		1,208,802.00	-5.16%	1,146,434.47	2.49%	1,174,945.96
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)						
		0.00		(84,769.47)		(113,280.96)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		260,079.32		260,079.32		175,309.85
2. Ending Fund Balance (Sum lines C and D1)		260,079.32		175,309.85		62,028.89
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	260,079.32		175,309.85		62,028.89
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	0.00		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		260,079.32		175,309.85		62,028.89

Description	Object Codes	2016-17 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2017-18 Projection (C)	% Change (Cols. E-C/C) (D)	2018-19 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						
F. ASSUMPTIONS						
Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.						
Same assumptions and tools used on the Restricted side of the MYP as was used on the Unrestricted. One-time funding was eliminated, 2% Step & Column was used across both years.						

Description	Object Codes	2016-17 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2017-18 Projection (C)	% Change (Cols. E-C/C) (D)	2018-19 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	7,273,981.00	-2.94%	7,059,915.00	-0.11%	7,052,284.00
2. Federal Revenues	8100-8299	295,891.00	0.00%	295,891.00	0.00%	295,891.00
3. Other State Revenues	8300-8599	638,110.00	-49.21%	324,125.00	0.00%	324,125.00
4. Other Local Revenues	8600-8799	36,354.00	0.00%	36,354.00	0.00%	36,354.00
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		8,244,336.00	-6.41%	7,716,285.00	-0.10%	7,708,654.00
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				3,283,462.85		3,349,132.11
b. Step & Column Adjustment				65,669.26		66,982.64
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	3,283,462.85	2.00%	3,349,132.11	2.00%	3,416,114.75
2. Classified Salaries						
a. Base Salaries				961,826.37		981,062.89
b. Step & Column Adjustment				19,236.52		19,621.26
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	961,826.37	2.00%	981,062.89	2.00%	1,000,684.15
3. Employee Benefits	3000-3999	1,538,956.62	1.94%	1,568,779.49	1.95%	1,599,386.74
4. Books and Supplies	4000-4999	372,480.00	2.50%	381,792.00	2.50%	391,336.81
5. Services and Other Operating Expenditures	5000-5999	996,449.16	0.92%	1,005,600.85	2.50%	1,030,741.03
6. Capital Outlay	6000-6999	171,000.00	-49.71%	86,000.00	0.00%	86,000.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	424,508.00	1.97%	432,861.08	1.97%	441,381.14
8. Other Outgo - Transfers of Indirect Costs	7300-7399	0.00	0.00%	0.00	0.00%	0.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	495,653.00	-79.02%	104,000.00	0.00%	104,000.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		8,244,336.00	-4.06%	7,909,228.42	2.03%	8,069,644.62
C. NET INCREASE (DECREASE) IN FUND BALANCE						
(Line A6 minus line B11)						
		0.00		(192,943.42)		(360,990.62)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		1,738,526.04		1,738,526.04		1,545,582.62
2. Ending Fund Balance (Sum lines C and D1)		1,738,526.04		1,545,582.62		1,184,592.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	10,000.00		10,000.00		10,000.00
b. Restricted	9740	260,079.32		175,309.85		62,028.89
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
2. Unassigned/Unappropriated	9790	1,468,446.72		1,360,272.77		1,112,563.11
f. Total Components of Ending Fund Balance						
(Line D3f must agree with line D2)		1,738,526.04		1,545,582.62		1,184,592.00

Description	Object Codes	2016-17 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2017-18 Projection (C)	% Change (Cols. E-C/C) (D)	2018-19 Projection (E)
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		0.00		0.00
c. Unassigned/Unappropriated	9790	1,468,446.72		1,360,272.77		1,112,563.11
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z			0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	0.00		363,466.85		363,466.85
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		1,468,446.72		1,723,739.62		1,476,029.96
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		17.81%		21.79%		18.29%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	Yes					
b. If you are the SELPA AU and are excluding special education pass-through funds:						
1. Enter the name(s) of the SELPA(s):						
<hr/>						
2. Special education pass-through funds						
(Column A: Fund 10, resources 3300-3499 and 6500-6540, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)						
		0.00		0.00		0.00
2. District ADA						
Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Line A4; enter projections)						
		667.00		667.00		657.00
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		8,244,336.00		7,909,228.42		8,069,644.62
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		8,244,336.00		7,909,228.42		8,069,644.62
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		4%		4%		4%
e. Reserve Standard - By Percent (Line F3c times F3d)		329,773.44		316,369.14		322,785.78
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		66,000.00		66,000.00		66,000.00
g. Reserve Standard (Greater of Line F3e or F3f)		329,773.44		316,369.14		322,785.78
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

Section I - Expenditures	Funds 01, 09, and 62			2015-16 Expenditures
	Goals	Functions	Objects	
A. Total state, federal, and local expenditures (all resources)	All	All	1000-7999	8,867,204.33
B. Less all federal expenditures not allowed for MOE (Resources 3000-5999, except 3385)	All	All	1000-7999	294,929.00
C. Less state and local expenditures not allowed for MOE: (All resources, except federal as identified in Line B)				
1. Community Services	All	5000-5999	1000-7999	0.00
2. Capital Outlay	All except 7100-7199	All except 5000-5999	6000-6999	361,000.00
3. Debt Service	All	9100	5400-5450, 5800, 7430- 7439	6,854.00
4. Other Transfers Out	All	9200	7200-7299	26,000.00
5. Interfund Transfers Out	All	9300	7600-7629	644,000.00
6. All Other Financing Uses	All	9100 9200	7699 7651	0.00
7. Nonagency	7100-7199	All except 5000-5999, 9000-9999	1000-7999	0.00
8. Tuition (Revenue, in lieu of expenditures, to approximate costs of services for which tuition is received)	All	All	8710	0.00
9. Supplemental expenditures made as a result of a Presidentially declared disaster	Manually entered. Must not include expenditures in lines B, C1-C8, D1, or D2.			
10. Total state and local expenditures not allowed for MOE calculation (Sum lines C1 through C9)				1,037,854.00
D. Plus additional MOE expenditures:				
1. Expenditures to cover deficits for food services (Funds 13 and 61) (If negative, then zero)	All	All	1000-7143, 7300-7439 minus 8000-8699	26,000.00
2. Expenditures to cover deficits for student body activities	Manually entered. Must not include expenditures in lines A or D1.			
E. Total expenditures subject to MOE (Line A minus lines B and C10, plus lines D1 and D2)				7,560,421.33

Section II - Expenditures Per ADA		2015-16 Annual ADA/ Exps. Per ADA
A. Average Daily Attendance (Form A, Annual ADA column, sum of lines A6 and C9)		715.97
B. Expenditures per ADA (Line I.E divided by Line II.A)		10,559.69
Section III - MOE Calculation (For data collection only. Final determination will be done by CDE)		
	Total	Per ADA
A. Base expenditures (Preloaded expenditures from prior year official CDE MOE calculation). (Note: If the prior year MOE was not met, CDE has adjusted the prior year base to 90 percent of the preceding prior year amount rather than the actual prior year expenditure amount.)	6,597,567.70	9,478.99
1. Adjustment to base expenditure and expenditure per ADA amounts for LEAs failing prior year MOE calculation (From Section IV)	0.00	0.00
2. Total adjusted base expenditure amounts (Line A plus Line A.1)	6,597,567.70	9,478.99
B. Required effort (Line A.2 times 90%)	5,937,810.93	8,531.09
C. Current year expenditures (Line I.E and Line II.B)	7,560,421.33	10,559.69
D. MOE deficiency amount, if any (Line B minus Line C) (If negative, then zero)	0.00	0.00
E. MOE determination (If one or both of the amounts in line D are zero, the MOE requirement is met; if both amounts are positive, the MOE requirement is not met. If either column in Line A.2 or Line C equals zero, the MOE calculation is incomplete.)	MOE Met	
F. MOE deficiency percentage, if MOE not met; otherwise, zero (Line D divided by Line B) (Funding under NCLB covered programs in FY 2017-18 may be reduced by the lower of the two percentages)	0.00%	0.00%

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	495,653.00		
Fund Reconciliation								
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					445,653.00	0.00		
Fund Reconciliation								
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					50,000.00	0.00		
Fund Reconciliation								
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation								
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation								
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation								
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation								
TOTALS	0.00	0.00	0.00	0.00	495,653.00	495,653.00		

California Department of Education
**AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT
 2016-17 APPLICATION FOR FUNDING**

(Due Date: To be received in Regional Supervisor's Office by June 30, 2016)

DATES OF PROJECT DURATION - JULY 1, 2016, TO JUNE 30, 2017

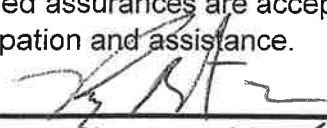
Hamilton High School

Hamilton Unified School Distric

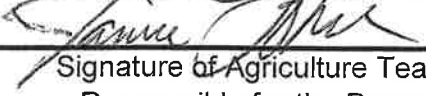
(School Site)

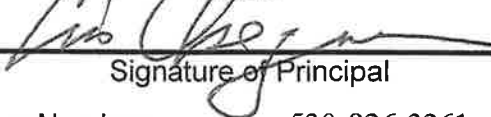
(District)

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


 Signature of Authorized Agent

Agriculture Department Chair
 Title


 Signature of Agriculture Teacher
 Responsible for the Program


 Signature of Principal

Contact Phone Number: 530-826-3261

Date of Approval of Local Agency Board:

16-Jun-16

Funds Requested - Part I

\$4,500.00

Part II

\$1,624.00

Part III

\$10,000.00

Part IV

\$7,500.00

Total

\$23,624.00

Number of Different Agriculture Teachers at Site:

2

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

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

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

PART I - CONTINUED

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

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

PART II - PROGRAM ENROLLMENT ALLOCATION

Total Number of Students	2015-16 R2 Number	Amount Requested
List Number from R2 Report (\$8/Member)	203	\$1,624.00

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

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

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

Number of FTE Agriculture Teachers at Site:

2

List the Names of the Agriculture Teachers:

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

	Number Meeting Criteria	Amount Requested
Criterion 10 - Student/Teacher Ratio	1	\$2,000.00
Criterion 11A - Year-Round Employment	2	\$4,000.00
Criterion 11B - Project Supervision Period	2	\$4,000.00

TOTAL FUNDS REQUESTED PART IV

\$10,000.00

PART IV - QUALITY CRITERION 12 (OPTIONAL) ALLOCATION

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

\$7,500.00

PART V - FINANCIAL SCHEDULE

Part A

Line	Acct. No.	Classification	A Description of Item for Which Funds Will be Expended	B Incentive Grant Funds	C Matching Funds
1	4000	Books & Supplies		8,000.00	8,000.00
2			Subtotal for 4000	\$8,000.00	\$8,000.00
3	5000	Services and Other Operating Expenses such as: Services of Consultants, Staff Travel, and Conference; Rentals, Leases, and Repairs; Bus Transportation	1. Travel	8,000.00	8,000.00
4			2. Conference	5,000.00	5,000.00
5			3.		
6			4.		
			5.		
7			6.		
8			Subtotal for 5000	\$13,000.00	\$13,000.00
9	6000	Capital Outlay: Includes Sites and Improvements of Sites; Buildings and Improvement of Buildings; Equipment	1. Repairs	2,624.00	2,624.00
10			2.		
11			3.		
			4.		
12			5.		
13			Subtotal for 6000	\$2,624.00	\$2,624.00
14			Total for 4000-6000 Lines 2, 8, 13	\$23,624.00	\$23,624.00

TOTAL 2016-17 Incentive Grant Allocation:

\$23,624.00

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

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

TOTAL Amount of Waiver Requested:

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

Agricultural programs meeting all of the required Quality Criteria (Criteria 1–9) and Criterion 12 may qualify for an additional \$7,500. This form along with the appropriate verification must be attached to the Agricultural Career Technical Education Incentive Grant Application. The Incentive Grant application is due in the Regional Supervisor's office on June 30, 2016.

Number of Students on Previous Year's R-2 Report: 203

12A Leadership and Citizenship Development

Number of activities on the approved FFA Activity list in which the local chapter participated (must participate in at least 80 percent of 23 the activities)

12B Practical Application of Occupational Skills

Number of students who received the State FFA Degree (must be 13 at least 5 percent of the R2 number)

12C Qualified and Professional Activities

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

12D Community, Business, and Industry Involvement

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

Name of Agriculture Advisory Committee Chair: Mat Schager

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

12E Retention

Number of students from the 2012 Freshman cohort who completed 3 or 4 years of Agriculture Education courses must be 25 at least 30% of the 2012 Freshman cohort

12F Graduate Follow-Up

24 Number of program completers graduating last year

Number of those who graduated who are employed in agriculture, in the military, or continuing their education (must be at least 75 percent of the program completers). Attach graduate follow-up 20 report

CALIFORNIA DEPARTMENT OF EDUCATION
Secondary, Career, and Adult Learning Division

**Carl D. Perkins Career & Technical Education Improvement Act of 2006
2008-2012 LOCAL PLAN for CAREER TECHNICAL EDUCATION**

LOCAL EDUCATIONAL AGENCY (LEA) NAME: Hamilton Unified School District	
LEA COUNTY-DISTRICT (CD) CODE: 11-765620000000	
LEA ADDRESS: P.O. Box 488 620 Canal Street Hamilton City, CA 95951	
NAME OF LEA SUPERINTENDENT OR CHIEF ADMINISTRATOR: Charles Tracy	
CHECK TYPE OF PLAN: <input checked="" type="checkbox"/> Secondary <input type="checkbox"/> Adult <input type="checkbox"/> State Institution	LOCAL BOARD APPROVAL DATE: June 9, 2016
NAME OF PERSON COORDINATING THE LOCAL PLAN DEVELOPMENT: Janice Lohse TITLE: Perkins Coordinator CTE Teacher	Telephone Number: (530) 570-3778 Ext: FAX Number: (530) 826-0440 Email Address: jlohse@husdschools.org

CERTIFICATION: I hereby certify that this Local Plan for Career Technical Education meets the requirements of Perkins IV, Section 134 and the 2008-2012 California State Plan for Career Technical Education. This plan presents the agency's commitment to provide a career technical education program that is of sufficient size, scope, and quality to effectively address the career preparation needs of our students. This LEA will use Perkins IV funds associated with this plan to supplement state and local career technical education funds and to improve, enhance, or expand our career technical education programs through 2012. To the best of my knowledge, the information contained in this plan reflects input from all stakeholders as identified in Perkins IV, Section 134(b)(5).

SIGNATURE OF SUPERINTENDENT OR CHIEF ADMINISTRATOR	DATE:
--	-------

CALIFORNIA DEPARTMENT OF EDUCATION USE ONLY	
REVIEWED AND RECOMMENDING APPROVAL:	DATE:
CDE APPROVAL:	DATE:

2008-2012 Local Plan for Career Technical Education

In fulfillment of State Plan requirements and the
requirements of the
Carl D. Perkins Career and Technical Education
Improvement Act of 2006
P.L. 109-270

Hamilton Unified School District

Agency Name

Person at, or representing, the eligible recipient responsible for answering questions on this plan:

Signature:  _____

Name: Janice Lohse _____

Title: Perkins Coordinator/CTE Teacher _____

Telephone: (530) 570-3778 _____

E-mail: jlohse@husdschools.org _____

Date: 5/25/2016 _____

CONTENTS

Introduction	3
Chapter 1: Career Technical Education in the Local Education Agency	4
Chapter 2: Building High-Quality Career Technical Education Programs	6
Chapter 3: Responses to Satisfy the Requirements of Perkins IV and the State Plan	8
Section 1: Alignment of the Career Technical Education program.....	8
Section 2: Support and Services for Special Populations	14
Section 3: Guidance and Counseling	16
Section 4: Comprehensive Professional Development Provided to Teachers, Counselors, and Administrators.....	17
Section 5: Accountability and Evaluation of Career Technical Education (CTE) Programs..	20
Section 6: Use of Funds	22
Program of Study Worksheet	23
Identification of the CTE Sequence of Courses	24

Introduction

1. **Provide a clear and specific introductory statement of the plan, what it is about, and the importance of this plan for your agency.**

Response:

The Hamilton Unified School District's Career Technical Education Plan will be used for direction and guidance of the Career Technical Education Programs at Hamilton High School. While strengthening and enhancing the CTE program, students will be exposed to academic skills, rigorous and relevant instruction, and mastery of skills in individual content areas.

This plan will encompass pathways in the following instructional areas: Agriculture Mechanics, Agriscience, Ornamental Horticulture, Agribusiness, and Animal Science. The plan will be reviewed and updated annually by the CTE instructors, the CTE Advisory Committee, and stakeholders in the community. The LEA will maintain articulation agreements with local community colleges in order for students to receive college credit.

A goal of the CTE program is to focus on providing students with the skills necessary to meet the labor market needs, career counseling, and certification in courses where it is offered.

Chapter One

Career Technical Education in the Local Education Agency

1. **Describe the current status of the career technical education (CTE) delivery system, in the local and regional area.**

Response:

Hamilton High School offers a variety of courses in the area of CTE. Each Agriculture Science class receives 1:1 science credit towards a student's graduation requirement, and meet CSU entrance requirements for Electives or Lab Science (Ag Biology). Floriculture also meets CSU entrance requirements for Fine Arts. All students are required to be a FFA member, and students receive their FFA Leadership Packet and have their dues paid through our affiliation with the California State Agriculture Incentive Grant.

The following CTE courses are offered:

Introduction to Agriculture
Introduction to Agriculture Mechanics
Agriculture Mechanics
Advanced Agriculture Mechanics
Ornamental Horticulture (alternates each year with Plant Science)
Agriculture Biology
The Art and History of Floral Design
Animal Science
Agriculture Business
Agriculture Careers

Provided that a student receives a grad of B or better and passes the community college final, the following courses are articulated with Butte College:

Ornamental Horticulture
Plant Science
Animal Science
Agricultural Business

CTE classes in the Agriculture Department are fortunate to have access to the Hamilton High School Farm. The agricultural classes receive hands on instruction with the school farm facility, and students are required to maintain its daily operation. The farm facility includes a swine unit, sheep unit, show barn, greenhouse, cattle corrals, olive orchard, mandarin orchard, and garden beds.

2. **Provide information regarding the participation of students in CTE programs as compared to total district enrollment. Information should include enrollment, demographics, and achievement data.**

Response:

Over 64% of the students enrolled in Hamilton High participate in the CTE programs included in this plan. The CTE program provides students with the opportunity to

acquire skills and career training to prepare them for success in a changing workplace or continuing education. The CTE program includes special population students, nontraditional students, English learners, individuals with disabilities, and economically disadvantaged students. All students have the opportunity to excel and earn awards or certifications. FFA degrees and proficiency awards are also available.

Chapter Two

Building High-Quality Career Technical Education Programs

- 1. Provide your agency's vision and mission for the delivery of career technical education (CTE) in the future.**

Response:

There are two main goals that drive everything we do at Hamilton Unified School District: academic success for every child we serve, and the development of good character in all. The district follows CTE Model Curriculum Standards and Frameworks, and strives to align CTE courses with math and English standards. Future plans include using the NGSS standards and approved textbooks when available, articulating Agriculture Mechanics, and providing industry certifications for students.

- 2. List the goals and expected outcomes for CTE as defined by all stakeholders.**

Response:

- Provide students with industry skills and career guidance
- Reinforce CTE skills with basic academic skills through applied learning experiences such as Supervised Agriculture Experience Projects or Placements
- Assist students in developing a work ethic and employability skills
- Communication between CTE teachers, advisory committee, and industry stakeholders
- Every program completer will have the skills necessary to obtain employment

- 3. Provide information regarding the participation of students, parents, business/ industry representatives, and community leaders in the development of this plan.**

Response:

The plan has been compiled by CTE teachers, the student leadership team, and a variety of stakeholders with valuable input from industry sectors in the community. The advisory committee members are involved in the following industry sectors:
Agriculture Mechanics
Plant Science
Agriculture Science
Animal Science
Agriculture Business

- 4. Provide a list of the CTE industry sector(s) and career pathway(s) to be assisted with the Perkins IV funds and designed to be consistent with the overall CTE vision and meet or exceed the state adjusted levels of performance. (This response could be a table.)**

Response:

See Pathway Tables

5. **Describe the process and rationale for determining the CTE program(s) to be assisted with Perkins IV funds.**

Response:

CTE funds will be split among the 5 pathways of CTE instruction. Funds will be used to improve CTE courses, professional development for teachers, and to prepare students for the workforce or further education.

6. **Describe how labor market information is used to determine the CTE programs offered by the Local Educational Agency. (State Plan)**

Response:

Hamilton City and the surrounding area is predominantly agriculture. Most jobs are involved in production agriculture or are immediately in the chain of production, distribution, and marketing of agriculture products. Labor information presented by the Department of Labor, local employment needs, regional, state, and national employment needs, retirement rates, average age of the workforce, and reports by Get Real and CTE show the necessity for training students in CTE.

Chapter Three

Responses to Satisfy the Requirements of Perkins IV and the State Plan

Section 1: Alignment of the Career Technical Education program

1. All interested individuals are informed about the State Plan and Perkins IV requirements.

- A. Describe how parents, students, academic, and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals are involved and participate in the ongoing development, implementation, and evaluation of local CTE programs. (Perkins IV Section 134[b][5], State Plan)**

Response:

The following stakeholders are involved and informed about the State Plan and Perkins IV requirements:

- Agriculture Advisory Committee
- Business Partnerships
- School Faculty
- School Administrators
- CTE Instructors
- School Counselors

The agriculture advisory committee is comprised of individuals from all sectors in the CTE pathways. At least 3 meetings of the advisory committee are held annually. The LEA is involved in evaluating the program to ensure special populations, individuals with disabilities, economical disadvantages students, English learners, and nontraditional students' needs are addressed.

Business partners, administrators, and parents are informed of course requirements, curriculum, and ongoing evaluations of the course operations.

- B. Describe how such individuals and entities are effectively informed about, and assisted in understanding the requirements of the State Plan and the Perkins Act, including the requirement for CTE programs of study. (Perkins IV Section 134[b][5], State Plan)**

Response:

Individuals and entities are informed of the requirements of the State Plan and the Perkins Act through the following methods:

- Agriculture Advisory Committee
- LEA Board
- School Site Council Presentations
- Staff Meetings

2. Describe how the appropriate courses of not less than one CTE program of study will be offered. A program of study as described in Perkins IV Section 122(1)(A) and the State Plan;

- Incorporates secondary education and postsecondary education elements
- Includes coherent and rigorous content aligned with challenging academic standards and relevant CTE content aligned with the California CTE Standards and Framework in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education
- May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits and
- Leads to an industry-recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree (California Education Code [EC] 51224, Perkins IV Section 135[b][2])

NOTE: A Program of Study Worksheet (page 17) must be completed for at least one program of study.

Response:

See Program of Study Worksheet

Ornamental Horticulture, Agribusiness, and Animal Science are articulated with Butte Community College in order for students to receive postsecondary education credits. In the future we would like to have the Advanced Ag Mechanics class complete articulation agreements.

The Advanced Ag Mechanics class currently provides a Fork Lift Training Certificate.

All classes provide a rigorous content aligned curriculum that meet academic standards.

3. Describe how students will be provided with strong experience in, and understanding of, all aspects of the industry in which they are studying. (Perkins IV Section 134[b][3][c], Section 135[b][3], State Plan)

NOTE: All aspects of the industry include; planning, management, finances, technical and production skills, underlying principles of technology, labor and

community issues, health and safety, and environmental issues related to that industry. See the *Instructions and Guidelines* document (pages 22-24) for further explanation of all aspects of industry.

Response:

Students enrolled in CTE courses will receive:

- A strong understanding of the agriculture industry
- Career research is available to all students using AgCN
- AET record keeping system is provided to all students to maintain a portfolio, create a resume, and keep accurate records of leadership opportunities, career development events, and supervised agriculture projects or internships
- Instruction to develop and refine employment competencies
- CTE instruction will provide job skills and workplace competencies through agriculture skills and technologies
- Opportunities to perform personal interviews, attend industry tours, and attend college tours
- The opportunity to enroll in Agriculture Careers and participate in an internship
- All students at Hamilton High must pass Career Life Planning, a course that explores careers, complete job research activities, and investigates job retention skills. At least one career must be researched in detail to include a study of market trends, compensation, working conditions, required education, and skills.

4. **Describe how students participating in CTE programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students. (Perkins IV Section 134[b][3][D], State Plan)**

Response:

The hands on and applied learning taking place in CTE pathways is rigorous and challenging.

In order to graduate from Hamilton High School, students must complete a senior project which consists of job shadowing a mentor.

Programs of study (course outlines), and course materials are aligned to state content standards. Benchmark assessments are conducted throughout the year, with each semester having a final.

5. **Describe how CTE students at the secondary level are encouraged to enroll in rigorous and challenging courses in core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965). Include the implementation and alignment of the CTE Content Standards and Framework. (Perkins IV Section 134[b][3][E], State Plan)**

Response:

CTE students are encouraged by the teachers, counselors, and administrators to be

enrolled in rigorous classes, as well as meet the requirements for core-academic areas. Some of the CTE classes are UC approved such as Agriculture Biology, The Art and History of Floral Design, and Agribusiness. Through classroom activities, critical thinking, and problem solving, students are challenged to find their strengths and attempt to strengthen other areas of study.

6. **Describe in detail the CTE curriculum and instructional strategies used to deliver the CTE courses that foster “essential employability skills” such as; the ability to work in a team, critical thinking, problem solving, and leadership skills, referenced in the eleven “foundation standards” in the California CTE Model Curriculum Standards. (State Plan)**

Response:

CTE classes use a sequence of classes to build upon prior knowledge. These classes are part of a project based and inquiry learning system. Students work in teams to complete projects, solve problems, develop leadership skills, and master content in each class. Students are active in FFA where they attend leadership conferences, participate in career development events, and have a supervised agriculture experience project (SAE).

7. **Summarize progress to date in achieving academic and CTE integration and describe planned activities to continuously improve progress in this area over the next five years. Response should address activities such as staff development, curriculum development, collaborative program planning and implementation, and team teaching. (Perkins IV Section 135[b][1])**

Response:

Teachers have opportunities to participate in professional learning communities, section, region and state meetings with the California Agriculture Teachers Association, participate in articulation meetings, and take part in curriculum development teams. The agriculture department has been instrumental in the development of UCCI courses in agriculture, CTE Online, and curriculum projects with Vivayic. Agriculture teachers create a partnership in the classroom each year with student teachers from Chico State to obtain their teaching experience and assist in agriculture department events.

8. **Describe how students are being encouraged through counseling and guidance to pursue the coherent sequence of courses in the CTE program areas of their interest. (Perkins IV Section 134[b][11], EC 51228, State Plan)**

Response:

Hamilton Unified exposes students to CTE and provides counseling and guidance that include the following:

- An Agriculture CTE brochure is provided to 8th graders and their parents prior to registering for classes.
- Ag Awareness Day is conducted each year for students to tour the facilities and see what activities the program has to offer.
- Each student in the Agriculture Department creates a four-year plan as a freshmen to help guide their decisions on a pathway through CTE. This plan is updated each year

and includes graduate follow-up upon graduation.

- Counselors along with CTE teachers continue to counsel/mentor individual students regarding the scope and sequence of their CTE coursework.

9. **For each CTE program that will be assisted with Perkins IV funds, complete and include a Career Technical Education (CTE) Sequence of Courses worksheet that appears as the last page of the template. (Perkins IV Section 135 [b][2])**

NOTE: The State Plan describes a coherent sequence of courses as a minimum of two or more CTE courses offered in a single CTE program area totaling at least 300 hours of instruction or a single multi-hour course consisting of a minimum of 300 hours of instruction. Program sequences must include a capstone course. Secondary CTE programs may include a Regional Occupation Center/Program (ROCP) course as the “capstone” course.

Response:

Included at the end of this plan, is a Career Technical Education (CTE) Sequence of Courses worksheet for each CTE program offered.

10. **Linkages between secondary and postsecondary educational institutions include; California Community Colleges, State Universities, UC’s, private postsecondary agencies, and apprenticeship programs.**

Summarize progress made in developing formal written articulation agreements with CTE programs in grades 11-14 and with local workforce preparation systems, i.e., (WIA Boards). Include copies of any formal articulation agreements along with a current list of articulated courses making up the program of study. (Perkins IV Section 135[b][2], State Plan)

Response:

Hamilton High School has a 2+2 Articulation Agreement with Butte College in the following areas: Agriculture Mechanics, Ornamental Horticulture and Plant Science, Animal Science, Agribusiness, and Agriscience Systems Management.

11. **Describe methods to be used to coordinate CTE services with relevant programs conducted under the WIA, ROCP, and other state or local initiatives, including cooperative arrangements established with local workforce investment boards, and community-based organizations, in order to avoid duplication and to expand the range of and accessibility to CTE services. (State Plan)**

Response:

Hamilton High School works closely with the Glenn County Office of Education Staff, Glenn County Student Services, County Agencies, the CTE Coordinator, Adult Education, and community-based organizations to avoid duplication and to expand the range and accessibility to CTE services.

12. Indicate plans to offer additional programs of study.

Response:

In the future Hamilton High School would like to include a Health Science and Medical Technology pathway, as well as Sports Medicine.

13. Describe the activities related to the use of technology. Such activities may include:

- **Training of career technical teachers, faculty, and administrators to use technology, which may include distance learning**
- **Providing CTE students with the academic and career technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields**
- **Encouraging schools to work with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students (Perkins IV Section 135 [b][4])**

Response:

In CTE classes, students are exposed to and trained with technology that incorporates their knowledge and skills in mathematics and science. Examples include: Koike (plasma cutter), online portfolios in Floriculture, The AET (FFA online record book, portfolio, and application center), digital cameras, and various software programs such as PowerPoint, Publisher, Excel, Word, and Google Docs.

Current and up to date training for the instructors receive keep the students aware of new technology and how to use it in the industry.

Summer internships are available for students wanting a summer internship.

Section 2: Support and Services for Special Populations

NOTE: The term "Special Populations" means: individuals with disabilities; individuals from economically disadvantaged families, including foster children; individuals preparing for nontraditional fields; single parents, including single pregnant women, displaced homemakers, and individuals with limited English proficiency.

- 1. Describe the extent to which CTE programs provide full and equitable participation of individuals who are members of special populations. (Perkins IV Section 135[b][9])**

Response:

All students in the CTE program receive full and equitable participation in their pathway. Instructors work closely with the Special Education Department to maintain open communication about students needing services and accommodations necessary.

- 2. Describe the strategies adopted to overcome the barriers that result in lowering rates of access to or lowering success in the assisted programs for special populations. (Perkins IV Section 134[b][8][A])**

Response:

All students have access to the Agriculture CTE program. All students on IEP's and 504's have accommodation or modification plans that are implemented. ELD students are also provided support by the ELD teacher. When needed, an instructional aide accompanies students in the agriculture classroom.

- 3. Describe in detail how CTE programs that are designed to enable special population students meet the local adjusted levels of performance will be provided. (Perkins IV Section 134[b][8][B])**

Response:

Due to the small size of the school, it is easy for the CTE program to adjust to meet the needs of special population students. Performance expectations are adjusted when necessary. All CTE courses are standards aligned, and Braves Time Intervention allows for students to spend additional time with the teacher when needed.

- 4. Describe the planned activities to prepare special populations, including single parents and displaced homemakers who are enrolled in CTE programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency. (Perkins IV Section 134[b][8][C])**

Response:

Skills learned in the Agriculture CTE Pathway are transferable to any job including high wage and high demand occupations. Skills taught and mastered may include, but are not limited to planning, organizing, calculating materials and cost, assigning duties, team work, effective communication, work ethic, and critical thinking. Activities that lead to self-

sufficiency include: career data plan sheets, Reg-to-Go with Butte College, Scholarships, Career Portfolios, Senior Project Night, Educational Talent Search, Migrant Education, Student Intervention Meetings, and college tours.

5. **Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations. (Perkins IV Section 134[b][9])**

Response:

Hamilton Unified School District will not allow discrimination at any level of the education system. Accommodations are made to ensure access to all programs.

6. **Describe strategies to identify, recruit, retain, and place male and female students who desire training for nontraditional fields. (Perkins IV Section 134[b][10])**

NOTE: Nontraditional fields are those in which one gender comprises less than 25 percent of the total number of employees. Examples: cosmetology is a nontraditional occupation for males; construction is a nontraditional occupation for females. CTE programs for these occupations are classified as nontraditional programs.

Response:

The Agriculture Pathway provides non-traditional students full access to the program. Using our California FFA Roster, we are able to identify the gender, race, and grade level of students in the program. Graduation sashes are provided for four year program completors.

Section 3: Guidance and Counseling

1. **Describe how ongoing career guidance and academic counseling will be provided to students regarding CTE, including linkages to future education and training opportunities. (Perkins IV Section 134[b][11], EC Sections 51224 and 51228, State Plan)**

Response:

Ongoing career guidance and academic counseling is provided to CTE students. The counselors work closely with the CTE instructors to guide students and answer any questions they may have.

Students have the opportunity to tour college campuses such as Chico State, Butte College, Shasta College, Lassen College, UC Davis, Modesto Junior College, Consumes River College, Fresno State, Cal Poly San Luis Obispo, and more. Colleges and vocational schools are also invited to give presentations to students during class.

Seniors at Hamilton High are also required to complete a senior project where they choose a career to research and job shadow someone in the industry.

2. **Describe how local career guidance and academic counseling efforts are aligned with other state efforts, i.e., Senate Bill 70, 10th Grade Counseling, other counseling and guidance funds. (State Plan)**

Response:

10th grade counseling funds are used at Hamilton High School. Other program such as Migrant Education, Educational Talent Search, and Chico State Mentors/Tutors provide outreach that is coordinated with the site counselors.

Section 4: Comprehensive Professional Development Provided to Teachers, Counselors, and Administrators

- 1. Describe professional development activities for CTE teachers that go beyond those activities offered to all teachers through the use of district funds. (State Plan)**

Response:

Agriculture teachers in CTE attend numerous professional development activities. The following are a list of professional development activities:

Superior Region CATA Road Show
North Valley Section CATA Meetings (3-4)
BGCP Grant Partnership with Butte College
Articulation Meetings with Butte College
California FFA Advisory Board Member
California FFA Adult Board
AET Training
Industry Tours
Power 3 Summit

- 2. Describe the professional development activities implemented or planned for the implementation that focus on the California CTE Model Curriculum Standards and Framework. (State Plan)**

Response:

CTE Model Curriculum Standards and Framework have workshops each year at the CATA Summer Conference at Cal Poly in San Luis Obispo. One of the agriculture instructors also sat on the committee to create UCCI Agriculture Courses that are standards aligned.

- 3. Describe the ongoing professional development initiative(s) made to effectively integrate and use challenging academic and CTE standards that is provided jointly with academic teachers. Include any professional development activities conducted in conjunction with secondary and postsecondary agencies. (Perkins IV Section 135[b][5][A][i])**

Response:

Butte College holds an annual teacher in-service for Agriculture Mechanics teachers. Just this year there was a Plant Science in-service as well. At the CATA summer conference additional in-service opportunities are provided depending upon the content area each specific teacher wants to attend. There is also a trade show for secondary and post-secondary instructors to find new curriculum and technology resources for the classroom.

- 4. Describe the pre-service and in-service training provided to staff in effective teaching skills based on research that includes promising practices. (Perkins IV Section 135[b][5][A][ii])**

Response:

Hamilton Unified School District provides staff development days to improve or update

teaching methods and practices in the LEA. Presenters use research based data and staff collaboration to implement practices used in the education system.

5. **Describe the in-service and pre-service training provided to staff in effective practices to improve parental and community involvement. (Perkins IV Section 135[b][5][A][iii])**

Response:

The LEA provides LCAP meetings that are open to the public, have a School Site Council, and has included parents and school board members in the PLC trainings. As a small school, parents and teachers interact throughout the year to provide activities for students.

6. **Describe the in-service and pre-service training provided to staff in the effective use of scientifically based research and data to improve instruction. (Perkins IV Section 135[b][5][A][iv])**

Response:

The LEA is continually reviewing and researching data to improve instruction for the students. All teachers have developed benchmark tests to assess student learning multiple times during the school year. The district also has a coach hired to help analyze testing data and provide assistance for the online testing system EADMS.

7. **Describe the professional development programs for teachers of CTE and other public school personnel who are involved in the direct delivery of educational services to CTE students, to ensure that such teachers and personnel stay current with all aspects of an industry. (Perkins IV Section 135[b][5][B])**

Response:

Agriculture teachers attend numerous professional development activities and industry workshops. Both Agriculture CTE instructors are active in the content area they teach, allowing the teachers to stay current with industry needs and keeping an open line of communication between the teachers and other industry professionals. The California Ag Teachers Association, Farm Bureau, and other professional organizations and personal business ventures keep the CTE teachers as industry professionals.

8. **Describe the internship programs that provide relevant business experience to teachers. (Perkins IV Section 135[b][5][C])**

Response:

Both CTE instructors in agriculture have personal business ventures. These include livestock and farming operations.

The school farm also is ran like a business with the crops such as high-density olives and the mandarin orchard. Students help with managing these crops, but the teachers take an active role in making sure they are profitable.

9. **Describe the programs designed to train teachers specifically in the effective use and application of technology to improve instruction. (Perkins IV Section 135[b][5][D])**

Response:

Any new technology purchased will include training sessions with the new equipment for the instructors and students. In-service training and demonstrations will also be attended when available.

An example of teacher trainings is the forklift certification that the instructor passed before training students.

AET provided workshops in Reno and Colusa in order for teachers to implement the new record book and application website.

Section 5: Accountability and Evaluation of Career Technical Education (CTE) Programs

- 1. Describe the process that will be used assess the academic and career technical performance of students participating in CTE programs. (Perkins IV Section 134[b][7], State Plan)**

Response:

State mandated testing is used to assess all students academics at Hamilton High School. CTE courses also have a forklift certification test for seniors, as well as hands on application testing that is used to determine and evaluate skills mastered. Other strategies include: attendance reports, chapter and unit assessments, safety tests, instructor developed assessments, and project or employer interviews.

- 2. Describe the process that will be used to evaluate and continuously improve the quality of CTE programs offered to students. What provisions are or will be in place to set priorities for local CTE program improvement and ensure alignment with the CTE Model Curriculum Standards and Framework. (Perkins IV Section 134[b][7], Section 135[b][6], State Plan)**

Response:

The Agriculture Advisory Committee annual review is conducted each year. Visitations from the Regional Supervisor for Agriculture Education are conducted on a three year rotation. Priorities for the local CTE program are set in a 5 year plan and are revisited each year at the first advisory committee meeting. Alignment of curriculum is implemented through each course of study plan on file with the LEA.

- 3. Describe plans to increase the active participation of representatives from the workforce and economic development agencies including members of business, industry, and labor in planning, implementing, and evaluating funded programs. (State Plan)**

Response:

CTE/Agriculture Advisory Committee meets 3-4 times a year. The goal of these meetings is to inform business partners and industry representatives about what is going on in our programs. Committee members also provide industry trends, updates on technology, and guides the teachers as to what they see the demand is for future employees. The networking and collaboration helps create a strong CTE program when all parties meet and contribute. Workforce and economic development agencies are not located in Hamilton City, but may be contacted if support is needed.

- 4. Describe the actions being taken and/or planned by the agency to ensure participation in California Longitudinal Pupil Achievement Data System (CALPADS) and California Partnership for Achieving Student Success (Cal-PASS) data systems process. (State Plan)**

Note: It is expected that CALPADS will be fully implemented beginning July 2009.

Response:

The LEA does participate in CALPADS. The district has a staff member responsible for the CALPADS reporting.

Section 6: Use of Funds

Section 135(a) of Perkins IV states, “Each eligible recipient (LEA) of the Section 131 and 132 funds shall use these funds to improve CTE programs.” Federal grant funds must supplement, or augment, and not supplant state or local funds. Federal funds may not result in a decrease of state or local funding that would have been available to conduct the activity had federal funds not been received. LEAs must be able to demonstrate that federal funds are added to the amount of state and local funds that would be made available for uses specified in this local plan.

While the regulations do not provide a definition of “program improvement,” it is clear that the funds may not be used to simply maintain an ongoing program. The CDE has interpreted this requirement to mean that the funds may only be used to support activities intended to enhance the effectiveness of existing programs, modify or update existing programs, and to develop and implement new programs.

- 1. Describe how the Perkins IV funds supplement general funds and funds from other resources, such as School Improvement, Title I, Senate Bill 70, Proposition 1D, tenth grade counseling, other guidance and counseling and others to improve the academic and technical skills of students participating in CTE programs. (State Plan)**

Response:

Perkins funds will be used to improve or enhance the CTE programs at Hamilton High School. Funds in this plan will be used for equipment, professional development activities, and any other item/necessity that is a benefit to the instructors or students in the CTE program. See grand budget for details.

CTE programs will also be funded through LCAP, Agriculture Incentive Grant, and other grants acquired by the CTE instructors.

The CTE/Agriculture Advisory Committee will continue to act as an oversight committee. The CTE Instructors, Perkins Coordinator, Counselor, and Principal will assist with the coordination of CTE programs, courses, and activities.

Identification of the Career Technical Education (CTE) Sequence of Courses to be assisted with Perkins IV Funds

Instructions: Based on the evaluation of the CTE programs offered, a local needs assessment, and a review of the core performance indicators identify each sequence to be assisted with Perkins IV funds for the duration of this plan. Only those sequences included in the local educational agency's (LEA) approved 2008-2012 local plan are eligible for assistance with Perkins funds.

- Identify the Industry Sector title and the Career Pathway title for each sequence.
- List all CTE courses in the sequence and check the appropriate course level, funding source, indicate if Perkins funds will be used in this course, and duration (in hours) for each course.
- Sequences culminating in a Regional Occupational Center Programs (ROCP) course should list the ROCP course name and indicate that course as the capstone class.
- Complete a separate "Course Sequence" form for each sequence to be assisted with Perkins IV funds.

Industry Sector: Agriculture Career Pathway: Agriculture Mechanics

District funded course provided in this sector if not included in this sequence: _____

Sequence of Courses Name of Course	Course Level			Primary Funding Source		Perkins Funded Yes or No	Total Duration (In hours)
	Intro.	Concentration	Capstone	District/COE	ROCP		
Introduction to Ag Mechanics	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	No	
Agriculture Mechanics	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Yes	
Advanced Ag Mechanics	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Yes	
Agriculture Careers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Identification of the Career Technical Education (CTE) Sequence of Courses to be assisted with Perkins IV Funds

Instructions: Based on the evaluation of the CTE programs offered, a local needs assessment, and a review of the core performance indicators identify each sequence to be assisted with Perkins IV funds for the duration of this plan. Only those sequences included in the local educational agency's (LEA) approved 2008-2012 local plan are eligible for assistance with Perkins funds.

- Identify the Industry Sector title and the Career Pathway title for each sequence.
- List all CTE courses in the sequence and check the appropriate course level, funding source, indicate if Perkins funds will be used in this course, and duration (in hours) for each course.
- Sequences culminating in a Regional Occupational Center Programs (ROCP) course should list the ROCP course name and indicate that course as the capstone class.
- Complete a separate "Course Sequence" form for each sequence to be assisted with Perkins IV funds.

Industry Sector: Agriculture Career Pathway: Ornamental Horticulture

District funded course provided in this sector if not included in this sequence: _____

Sequence of Courses		Course Level			Primary Funding Source		Perkins Funded Yes or No	Total Duration (In hours)
		Intro.	Concentration	Capstone	District/COE	ROCP		
Name of Course								
Introduction to Agriculture		<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	No	
Ag Biology		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Yes	
Plant Science (offered every other year)		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	
Ornamental Horticulture		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Yes	
Agriculture Business		<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Yes	
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
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		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Identification of the Career Technical Education (CTE) Sequence of Courses to be assisted with Perkins IV Funds

Instructions: Based on the evaluation of the CTE programs offered, a local needs assessment, and a review of the core performance indicators identify each sequence to be assisted with Perkins IV funds for the duration of this plan. Only those sequences included in the local educational agency's (LEA) approved 2008-2012 local plan are eligible for assistance with Perkins funds.

- Identify the Industry Sector title and the Career Pathway title for each sequence.
- List all CTE courses in the sequence and check the appropriate course level, funding source, indicate if Perkins funds will be used in this course, and duration (in hours) for each course.
- Sequences culminating in a Regional Occupational Center Programs (ROCP) course should list the ROCP course name and indicate that course as the capstone class.
- Complete a separate "Course Sequence" form for each sequence to be assisted with Perkins IV funds.

Industry Sector: Agriculture

Career Pathway: Agriscience

District funded course provided in this sector if not included in this sequence: _____

Sequence of Courses Name of Course	Course Level			Primary Funding Source		Perkins Funded Yes or No	Total Duration (In hours)
	Intro.	Concentration	Capstone	District/COE	ROCP		
Introduction to Agriculture	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	No	
Ag Biology	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Yes	
Plant Science (offered every other year)	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	No	
Ornamental Horticulture	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Yes	
Ag Careers	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Yes	
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>		

Program of Study Worksheet

This Program of Study should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

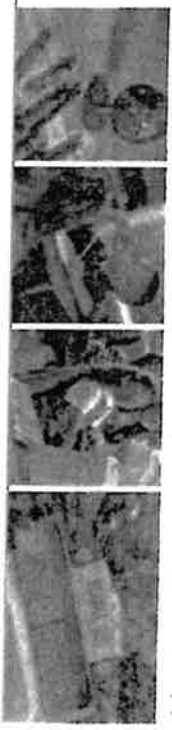
Industry Sector: Agriculture
 Career Pathway: Agriculture
 Program of Study: Agriculture Mechanics

Signature of Secondary Administrator: _____
 Signature of Postsecondary Administrator: _____

Date: 6/6/2016

This Program of Study is a formalized Tech Prep articulated pathway Yes No

LEVELS	GRADE	English/ Language Arts	Math	Science	Social Studies	Career Technical Education Courses	Other Required Courses or Recommended Electives	SAMPLE Occupations Relating to this Pathway
SECONDARY	9	English 9	Integrated Math 1 Math Support	Introduction to Ag Earth Science		Introduction to Ag Mechanics		Occupations Requiring Less Than a Baccalaureate Degree ▶ Welder ▶ Heavy Equipment Operator ▶ Mechanic ▶
	10	English 10	Integrated Math 2	Ag Biology	World History	Ag Mechanics		▶
	11	English 11 Comp and Lit	Integrated Math 3	Plant Science Chemistry	US History	Ag Mechanics Advanced Ag Mech		▶
	12	English 12 AP English Lit	Integrated Math 4 Statistics	Animal Science Anatomy Physics	AP US History Gov./Econ.	Advanced Ag Mech	Ag Careers Ag Business	Occupations Requiring a Baccalaureate Degree ▶ Mechanical Engineer ▶ Ag Mechanics Instructor ▶ Agriculture Engineer ▶ Fabrication and Design ▶
Articulated Dual Credit courses may be taken/moved to the secondary level for articulation/dual credit purposes.								
POSTSECONDARY	Year 13	Eng 2	Math 7	AGS 20	AB 20	AET36 AET 38	EH 22 AET 30	
	Year 14		Math 10	AGS 50	AB 25	AET 43 WLD 20		Industry recognized certifications, licenses, or Credentials related to this pathway ▶ Welding Certificate ▶ Forklift Certification ▶ BS Degree ▶ Masters ▶
	Year 15							
	Year 16							



Program Grant Management System (PGMS)

Hamilton Unified
Application

Section VI - Budget and Expenditure Schedule

Object Code	At Least 85% of the grant must be spent in these areas							Total
	(A) Instruction (Including Career Technical Student Organizations)	(B) Professional Development	(C) Curriculum Development	(D) Transportation and Child Care for Economically Disadvantaged Participants	(E) Special Populations Services	(F) Research Evaluation and Data Development	(G) Career and Academic Guidance and Counseling for Students Participating in CTE Programs	
1000 Certificated Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 Classified Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 Employee Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000								\$0.00

Section VI - PGMS (CA Dept of Education)

Books/Supplies	\$3,839.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,839.00
5000 Services/ Operating Expenses	\$0.00	\$2,360.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$2,360.00
6000 Capital Outlay	\$0.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$0.00
7000 Indirect Costs	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$0.00
Total	\$3,839.00	\$2,360.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$6,199.00

Export to Excel

California Department of Education
 1430 N Street
 Sacramento, CA 95814

Web Policy

	Agriculture and Natural Resources	Ornamental Horticulture	4000 Books/Supplies	Instructional Materials	(A) Instruction	industry tours, etc. These expenditures will include hands-on lab supplies such as potting media, containers, plant labels, seeds, and plugs.	\$1,239.00
						Total	\$6,199.00

Export to Excel

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 Sacramento, CA 95814

Web Policy



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General Assurances 2016-17

General assurances and certifications required for grants supported by state or federal funds in 2016-17.

1. Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code §11135; and Chapter 1, Subchapter 4 (commencing with §30) of Division I of Title 5, California Code of Regulations (5 CCR)
2. Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972. Each program or activity conducted by the local educational agency (LEA) will be conducted in compliance with the provisions of Chapter 2, (commencing with §200), Prohibition of Discrimination on the Basis of Sex, of Part 1 of Division 1 of Title I of the California Education Code (EC), as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.
3. Programs and services are and will be in compliance with the affirmative action provisions of the Education Amendments of 1972.
4. Programs and services are and will be in compliance with the Age Discrimination Act of 1975.
5. Programs and services for individuals with disabilities are in compliance with the disability laws. (Public Law (PL) 105-17; 34 Code of Federal Regulations (34 CFR) 300, 303; and Section 504 of the Rehabilitation Act of 1973)
6. When federal funds are made available, they will be used to supplement the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds. (20 United States Code (USC) §6321(b)(1); PL 107-110 §1120A(b)(1))
7. All state and federal statutes, regulations, program plans, and applications appropriate to each program under which federal or state funds are made available through this application will be met by the applicant agency in its administration of each program.
8. Schoolsite councils have developed and approved a Single Plan for Student Achievement (SPSA) for schools participating in programs funded through the consolidated application process, and any other school program they choose to include, and that school plans were developed with the review, certification, and advice of any applicable school advisory committees. (EC §64001)
9. The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement for state and federal funds paid to that agency under each program. (5 CCR, §4202)
10. The LEA will make reports to the state agency or board and to the Secretary of Education as may reasonably be necessary to enable the state agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state agency or board or the Secretary deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total

cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used. (34 CFR 76.722, 76.730, 76.731, 76.734, 76.760; 2 CFR 200.333)

11. The local governing board has adopted written procedures to ensure prompt response to complaints within 60 days, and has disseminated these procedures to students, employees, parents or guardians, district/school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR, §4600 et seq.)
12. The LEA declares that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of 34 CFR Part 82.
13. The LEA has complied with the certification requirements under 34 CFR Part 84 regarding debarment, suspension and other requirements for a drug-free workplace. (34 CFR Part 84)
14. The LEA provides reasonable opportunity for public comment on the application and considers such comment. (20 USC §7846(a)(7); 20 USC, §1118(b)(4); PL 107-110, §1118(b)(4))
15. The LEA will provide the certification on constitutionally protected prayer that is required by PL 107-110, §9524 and 20 USC §7904.
16. The LEA administers all funds and property related to programs funded through the Consolidated Application. (20 USC §6320(d)(1); PL 107-110, §1120(d)(1))
17. The LEA will adopt and use proper methods of administering each program including enforcement of any obligations imposed by law on agencies responsible for carrying out programs and correction of deficiencies in program operations identified through audits, monitoring or evaluation. (20 USC §7846 (a)(3)(B))
18. The LEA will participate in the Smarter Balanced Assessment Consortium program. (20 USC §6316(a)(1)(A-D); PL 107-110, §1116(a)(1)(A-D); EC §60640, et seq.)
19. The LEA assures that classroom teachers who are being assisted by instructional assistants retain their responsibility for the instruction and supervision of the students in their charge. (EC §45344(a))
20. The LEA governing board has adopted a policy on parent involvement that is consistent with the purposes and goals of *EC* Section 11502. These include all of the following: (a) to engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society; (b) to inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home; (c) to build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities; (d) to train teachers and administrators to communicate effectively with parents; and (e) to integrate parent involvement programs, including compliance with this chapter, into the school's master plan for academic accountability. (EC §§11502, 11504)
21. Results of an annual evaluation demonstrate that the LEA and each participating school are implementing Consolidated Programs that are not of low effectiveness, under criteria established by the local governing board. (5 CCR §3942)
22. The program using consolidated programs funds does not isolate or segregate students on the basis of race, ethnicity, religion, sex, sexual orientation or socioeconomic status. (USC, Fourteenth Amendment; Calif. Constitution, art. 1, §7; Gov.C §§11135-11138; 42 USC §2000d; 5

CCR, §3934)

23. Personnel, contracts, materials, supplies, and equipment purchased with Consolidated Program funds supplement the basic education program. (EC §§62002)
24. At least 85 percent of the funds for School Improvement Programs, Title I, Title VI and Economic Impact Aid (State Compensatory Education and programs for English learners) are spent for direct services to students. One hundred percent of Miller-Unruh apportionments are spent for the salary of specialist reading teachers. (EC §63001; 5 CCR, §3944(a)(b))
25. State and federal categorical funds will be allocated to continuation schools in the same manner as to comprehensive schools, to the maximum extent permitted by state and federal laws and regulations. (EC §48438)
26. Programs and services are and will be in compliance with Section 8355 of the California Government Code and the Drug-Free Workplace Act of 1988, and implemented at CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.105 and 84.110.
27. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership On Reducing Text Messaging While Driving," October 1, 2009.

Questions: Education Data Office | conappsupport@cde.ca.gov | 916-319-0297

Last Reviewed: Tuesday, May 17, 2016



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Drug Free Workplace

Certification regarding state and federal drug-free workplace requirements.

Note: Any entity, whether an agency or an individual, must complete, sign, and return this certification with its grant application to the California Department of Education.

Grantees Other Than Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *Code of Federal Regulations (CFR)* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
 - b. Establishing an on-going drug-free awareness program to inform employees about:
 1. The dangers of drug abuse in the workplace
 2. The grantee's policy of maintaining a drug-free workplace
 3. Any available drug counseling, rehabilitation, and employee assistance programs
 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
 - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
 - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 1. Abide by the terms of the statement
 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction
 - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
 - f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 1. Taking appropriate personnel action against such an employee, up to and including

termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency

- g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

- B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant:

Place of Performance (street address, city, county, state, zip code)

Hamilton High School
 620 Canal Street
 Hamilton City, CA 95951

Check if there are workplaces on file that are not identified here.

Grantees Who Are Individuals

As required by Section 8355 of the *California Government Code* and the Drug-Free Workplace Act of 1988, and implemented at 34 *CFR* Part 84, Subpart F, for grantees, as defined at 34 *CFR* Part 84, Sections 84.105 and 84.110

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction to every grant officer or designee, in writing, within 10 calendar days of the conviction. Notice shall include the identification number(s) of each affected grant.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant:

Name of Program:

Printed Name and Title of Authorized Representative:

Signature: _____ Date: _____

CDE-100DF (May-2007) - California Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-322-5285

Last Reviewed: Friday, January 15, 2016



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Debarment and Suspension

Certification regarding debarment, suspension, ineligibility and voluntary exclusion--lower tier covered transactions.

This certification is required by the U. S. Department of Education regulations implementing Executive Order 12549, Debarment and Suspension, 2 *Code of Federal Regulations* Parts 180 and 3485, for all lower tier transactions meeting the threshold and tier requirements stated at Section 3485.220.

Instructions for Certification

1. By signing and submitting this proposal, the prospective lower tier participant is providing the certification set out below.
2. The certification in this clause is a material representation of fact upon which reliance was placed when this transaction was entered into. If it is later determined that the prospective lower tier participant knowingly rendered an erroneous certification, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.
3. The prospective lower tier participant shall provide immediate written notice to the person to which this proposal is submitted if at any time the prospective lower tier participant learns that its certification was erroneous when submitted or has become erroneous by reason of changed circumstances.
4. The terms "covered transaction," "debarred," "suspended," "ineligible," "lower tier covered transaction," "participant," "person," "primary covered transaction," "principal," "proposal," and "voluntarily excluded," as used in this clause, have the meanings set out in the Definitions and Coverage sections of rules implementing Executive Order 12549. You may contact the person to which this proposal is submitted for assistance in obtaining a copy of those regulations.
5. The prospective lower tier participant agrees by submitting this proposal that, should the proposed covered transaction be entered into, it shall not knowingly enter into any lower tier covered transaction with a person who is debarred, suspended, declared ineligible, or voluntarily excluded from participation in this covered transaction, unless authorized by the department or agency with which this transaction originated.
6. The prospective lower tier participant further agrees by submitting this proposal that it will include the clause titled A Certification Regarding Debarment, Suspension, Ineligibility, and Voluntary Exclusion-Lower Tier Covered Transactions, without modification, in all lower tier covered transactions and in all solicitations for lower tier covered transactions.
7. A participant in a covered transaction may rely upon a certification of a prospective participant in a lower tier covered transaction that it is not debarred, suspended, ineligible, or voluntarily excluded from the covered transaction, unless it knows that the certification is erroneous. A participant may decide the method and frequency by which it determines the eligibility of its principals. Each

164

participant may but is not required to, check SAM Exclusions.

8. Nothing contained in the foregoing shall be construed to require establishment of a system of records in order to render in good faith the certification required by this clause. The knowledge and information of a participant is not required to exceed that which is normally possessed by a prudent person in the ordinary course of business dealings.
9. Except for transactions authorized under paragraph 5 of these instructions, if a participant in a covered transaction knowingly enters into a lower tier covered transaction with a person who is suspended, debarred, ineligible, or voluntarily excluded from participation in this transaction, in addition to other remedies available to the Federal Government, the department or agency with which this transaction originated may pursue available remedies, including suspension and/or debarment.

Certification

1. The prospective lower tier participant certifies, by submission of this proposal, that neither it nor its principals are presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from participation in this transaction by any Federal department or agency.
2. Where the prospective lower tier participant is unable to certify to any of the statements in this certification, such prospective participant shall attach an explanation to this proposal.

Name of Applicant: _____

Janice Lohse

Name of Program: _____

Hamilton High - Hamilton Unified

Printed Name and Title of Authorized Representative: _____

Signature: _____ Date: _____

ED 80-0014 (Revised Sep-1990) - U. S. Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-322-5285

Last Reviewed: Thursday, April 28, 2016



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Lobbying

Certification regarding lobbying for federal grants in excess of \$100,000.

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 *Code of Federal Regulations (CFR)* Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the *U.S. Code*, and implemented at 34 *CFR* Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 *CFR* Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Lobbying Activities" [☞](#) (DOC), in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

Name of Applicant:

Janice Lohse

Name of Program:

Hamilton High - Hamilton Unified

Printed Name and Title of Authorized Representative:

Signature: _____

Date: _____

ED 80-0013 (Revised Jun-2004) - U. S. Department of Education

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-322-5285

Last Reviewed: Monday, May 2, 2016

**Carl D. Perkins Career and Technical Education Improvement Act of 2006
ASSURANCES AND CERTIFICATIONS**

Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) special assurances are required for funding:

1. The eligible recipient will provide a career technical education (CTE) program that is of such size, scope, and quality to bring about improvement in the quality of CTE programs. (Perkins IV, Section 134[b][6])
2. In compliance with Office of Vocational and Adult Education (OVAE) Program Memorandum 99–11, local agencies receiving Perkins IV funds for CTE programs for adults will be represented on the local Workforce Investment Board (WIB); enter into a Memorandum of Understanding with the local WIB relating to the operation of the One-Stop system, including a description of services, how the cost of the identified services and operating costs of the system will be funded, and the methods for referral; make available the core services that are applicable to Perkins IV through the One-Stop delivery system, either in lieu of or in addition to making these services available at the site of the particular program; and use a portion of the Perkins IV funds (or provide services with such funds) to create and maintain the One-Stop delivery system and to provide applicable core services through the One-Stop delivery system.
3. The eligible recipient that uses funds under Perkins IV for in-service and preservice CTE professional development programs for CTE teachers, administrators, and other personnel will, upon written request, permit the participation in such programs of CTE teachers, administrators, and other personnel in nonprofit private schools offering CTE programs located in the geographical area served by such recipient. (Perkins IV, Section 317[a])
4. The eligible recipient may, upon written request, use funds made available under Perkins IV to provide for the meaningful participation, in CTE programs and activities receiving funding under this Act of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. (Perkins IV, Section 317[b][1])
5. The eligible recipient will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in CTE programs and activities receiving funding under Perkins IV, of secondary school students attending nonprofit private schools. (Perkins IV, Section 317[b][2])
6. Nothing in Perkins IV shall be construed to be inconsistent with applicable federal law prohibiting discrimination on the basis of race, color, sex, national origin, age, or disability in the provision of Federal programs or services. (Perkins IV, Section 316)

7. The eligible recipient will ensure that students who are economically disadvantaged, students of limited English proficiency, and students with special needs are assisted to succeed with support services such as counseling, English-language instruction, child care, and special aids. (CFR 403.190[A][2][II][b])
8. Curriculum, instruction, and assessment are designed to serve all students, including students who are members of special populations.

Use of Perkins IV funds

1. Funds made available under the Perkins IV for CTE activities will supplement, and will not supplant, non-federal funds expended to carry out CTE activities and technical preparation activities. (Perkins IV, Section 311)
2. All of the funds made available under Perkins IV will be used in accordance with the requirements of this Act. (Perkins IV, Section 6)
3. No funds made available under Perkins IV shall be used to require any secondary school student to choose or pursue a specific career path or major; and to mandate that any individual will be required to participate in a CTE program, including a CTE program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. (Perkins IV, Section 314)
4. No funds made available under the Perkins Act will be used to provide CTE programs for students prior to the seventh grade except that equipment and facilities purchased with funds under the Perkins IV may be used for such students. (Perkins IV, Section 315)
5. No funds will be used to acquire equipment or software in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization. (Perkins IV, Section 122[c][12])
6. The funding for development and implementation of the Integrated and Career-Related Education Continuum as described in the *California State Plan for Career Technical Education* will be limited to programs as described in the local CTE plan that (a) begin no earlier than grade seven; (b) include a clearly defined sequence of courses that prepare students for career entry and postsecondary education; (c) are part of a sequence that may include a capstone course at the high school, ROCP or community college; (d) are taught by a qualified CTE teacher; and (e) integrates CTE and academic instruction.
7. The eligible recipient will comply with the requirements of this Perkins IV, Title I, and the provisions of the *California State Plan for Career Technical Education*, including the provision of a financial audit of funds received under this title which may be included as part of an audit of other Federal or State programs. (Perkins IV, Section 122[c][11])

Consortia Requirements

1. Consortia formed to meet the minimum allocation requirement will use funds only for purposes and programs that are mutually beneficial to all members of the consortium.
2. Funds will not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium. (Perkins IV, sections 131[f][2] and 132[a][3][B])

Requirements of Local CTE Programs Assisted with Perkins funds

LEAs will ensure that each of the following nine requirements in Perkins IV Section 135(b) is met in each program that uses Perkins IV funds.

1. Provide activities that strengthen students' academic and career and technical skills through the integration of academics with CTE programs in a **coherent sequence of courses**, such as career and technical programs of study to ensure students' learning.
2. Link CTE at the secondary level and CTE at the postsecondary level, including **offering not less than one career and technical program of study** described in Section 122(c)(1)(A).
3. Provide students with strong experience in and understanding of **all aspects of an industry**.
4. Develop, improve, or expand the **use of technology** in vocational and technical education, which *may* include;
 - training of CTE personnel, to use state-of-the-art technology, which may include distance learning
 - providing CTE students with the academic, and career and technical skills that lead to entry into the technology fields; or
 - encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs
5. Provide **professional development programs** consistent with Section 122 to teachers, counselors, and administrators that include:
 - the effective integration and use of challenging academic and CTE provided jointly with academic teachers;
 - effective teaching skills based on research that includes promising practices;

- effective practices to improve parental and community involvement;
 - effective use of scientifically based research and data to improve instruction;
 - Support of education programs for teachers of CTE students, to ensure that such teachers stay current with all aspects of an industry;
 - internship programs that provide relevant business experience; and
 - programs designed to train teacher specifically in the effective use and application of technology to improve instruction.
6. Develop and implement **evaluations of the career technical programs** carried out with these funds including an assessment of how the needs of special populations are being met.
 7. **Initiate, improve, expand, and modernize** quality CTE programs.
 8. Provide services and activities that are of **sufficient size, scope, and quality** to be effective.
 9. Provide activities to **prepare special population students** enrolled in CTE programs for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

State Established CTE Quality Criteria Requirements of Programs Assisted with Perkins IV funds

Perkins IV Section 135(b)(8) requires each CTE program assisted with the funds provide services and activities that are of sufficient size, scope, and quality to be effective. The *California State Plan for Career Technical Education* identifies 13 planning, organization, and instructional elements determined by the state to be critical to high-quality CTE programs. These elements are incorporated into the following criteria which are required of all programs assisted with the funds.

Curriculum, Instruction, and Assessment

- Curriculum and assessment are aligned with the *California CTE Model Curriculum Standards and Framework* and Secretary's Commission on Achieving Necessary Skills (SCANS) and employability competencies;
- Instruction is standards-based, sufficient in duration, current and relevant, and develops the knowledge, attitudes, and skills currently required for entry into careers in the program area;

- A comprehensive assessment system is used to measure student competence in the application of CTE and academic knowledge and skills required in the program area; and
- The program provides for certification of students who achieve industry-recognized skill and knowledge requirements.

Leadership and Citizenship Development

- Each program includes a career technical student organization or alternative leadership activity that is integral to instruction and is supported by the administration of the local educational agency. Alternative leadership activities must be designed to provide students with (a) effective leadership skills; (b) increased confidence in themselves and their work; (c) enhanced character, citizenship, volunteerism, and patriotism; (d) an understanding of the importance of a healthy lifestyle; (e) an understanding of the need to strive for excellence in scholarship; and (f) an awareness of the importance and relevance of the career cluster addressed by the CTE program.
- Leadership, citizenship, and interpersonal skills instruction in teamwork, communications, human relations, and social interaction is provided through the program.

Practical Application of Occupation Skills

- Each program provides practical application and experiences through actual or simulated work-based learning assignments.

Qualified and Competent Personnel

- Each program is staffed by qualified CTE teachers, meaning teachers who;
 - Possess a standard secondary, single subject or designated subject credential that authorizes the teaching of the CTE courses(s) to which they are assigned; and
 - Can document employment experience, outside of education, in the career pathway addressed by the program or other evidence of equivalent proficiency.

Facilities, Equipment, and Materials

- Facilities, equipment, and materials are comparable to those currently used by business and industry.
- Facilities and equipment are purchased or modified, as needed, to accommodate the needs of special population students.

Community, Business, and Industry Involvement

- Program has an advisory committee which includes business and industry representatives that meets at least once annually to provide relevant advice and support on current and changing labor markets, current industry standards and practices, emerging technical skills, curriculum content and student outcomes, and job placement.

Career Guidance

- Career guidance activities are ongoing and include the dissemination of career opportunity and career path information to students, parents, and counselors.
- CTE instruction includes career planning, employability skills, and articulation options, and provides students with information relevant to their career path goals.
- Career guidance activities provide students, parents, and counselors with information on nontraditional careers in program area.

Program Promotion

- Planned activities are conducted to promote the program to all concerned groups, including students of all ability levels, parents, counselors, site and district administrators, postsecondary agencies, and representatives from business and industry.
- Activities are conducted to improve the articulation and alignment of the program with instruction provided by feeder school and advanced education and training opportunities.

Student Support Services

- Program provides for full participation of special population students, meaning that special population students are provided with the additional services needed for success.

Program Accountability and Planning

- Program improvements are developed and implemented based on an analysis of prior-year program accountability data, including the (a) number of students enrolled in the program (including the enrollment of special population students); (b) number and percent of program completers; (c) number and percent of secondary program completers who receive diplomas; (d) number of completers placed in the military, further education/training, or employment; and (e) number of nontraditional program concentrators and completers.

**Carl D. Perkins Career and Technical Education Improvement Act of 2006
(Perkins IV)
2016–17 Grant Conditions**

Note: The application for funds can be completed and submitted online through the California Department of Education (CDE) Perkins Grant Management System (PGMS) Web page at <http://www3.cde.ca.gov/pgms/logon.aspx>. All other forms related to this grant, as well as anything referenced in these grant conditions, can be found on the CDE Perkins IV Web page at <http://www.cde.ca.gov/ci/ct/pk/>.

1. Your local educational agency's (LEA's) 2016–17 Perkins IV grant award is part of the Career and Technical Education Basic Grants to States from the U.S. Department of Education's (ED) Office of Vocational and Adult Education (now called Office of Career, Technical, and Adult Education). The *Catalog of Federal Domestic Assistance* number is 84.048A. The funds are subject to the *Education Department General Administrative Regulations* 74, 76 (except 76.103), 77, 79, 80, 81, 82, and 85; the *Office of Civil Rights Guidelines for Vocational Education*; and compliance requirements discussed in the *Office of Management and Budget Circulars* A-87 and A-133.
2. In order to accept Perkins IV funds, the LEA must have:
 - an approved local plan for career technical education (CTE) on file at the CDE
 - an approved 2016–17 online application submitted and approved by the CDE
3. The grant award will be processed upon receipt of the signed Grant Award Notification (AO-400). The AO-400 must be signed by the Superintendent or an authorized official and **returned within 10 working days of receipt**.
4. Funds awarded under Perkins IV shall be used to **supplement, and shall not supplant**, non-federal funds expended to carry out CTE and technical preparation program activities.
5. The LEA must meet all federal statutes and regulations applicable to Perkins IV in its administration of the program.
6. Perkins IV requires grant recipients to submit annual Perkins Core Indicators data by the designated deadlines. The Report on CTE Enrollment and Program Completion (CDE 101 E1) data may be submitted annually between July 1 and October 15. The Report on CTE Placement (CDE 101 E2) data may be submitted annually between January 1 and March 15. Final reimbursement for the grant period will not be paid until the CDE 101 E1 data are submitted to the CDE. The CDE may request that all Perkins IV funds for the program year be returned for failure to adhere to the Perkins IV data requirements.
7. All Perkins IV funds must be expended within the dates designated and for not more than the maximum amount indicated on the AO-400. Encumbrances may be made at any time after the beginning date of the grant stated on the AO-400. All

funds must be expended or legally obligated by June 30, 2017. Any funds left unclaimed after September 30, 2016, will revert to the CDE for reallocation to other LEAs. Unauthorized expenditures shall be the responsibility of the LEA. **No extensions of this grant will be allowed.**

8. No less than 85 percent of the LEA's allocation must be expended to improve or expand CTE programs and CTE courses approved in the local plan. No more than 10 percent of the grant can be spent on non-instructional items. The grantee shall limit the administrative costs to 5 percent and may include indirect (less any funds expended for capital outlay) or direct costs related to administering the funds. Indirect costs are limited to the indirect cost rate approved by the CDE for the applicable fiscal year in which the funds are expended, or 5 percent, whichever is less.
9. Federal law Title 34 of the *Code of Federal Regulations* 80.21(i) requires that any interest earned by grantees on federal dollars be returned to the ED if the amount is in excess of \$100.
10. Any single expenditure of \$5,000 or greater (including taxes, shipping, and installation) is considered capital outlay and requires prior CDE approval.
11. Grant funds will be remitted on a quarterly reimbursement basis only. All claims must be submitted through the PGMS. Filing a mid-year claim and final claim is mandatory. To claim reimbursement of funds, the LEA must complete and submit a claim for reimbursement for actual expenditures according to the following schedule:
 - First quarter (July 1–September 30): due before or on October 31, 2016
 - Second quarter (October 1–December 31): due before or on January 31, 2017
 - Third quarter (January 1–March 31): due before or on April 30, 2017
 - Fourth quarter/Final (April 1–June 30): due before or on July 31, 2017
12. An online budget revision is required if expenditures for any budget category exceed 20 percent of the authorized budget category total in the approved budget. The budget revision must be approved by CDE before expenditures are made. Expenditures that exceed the approved budget category amount by 20 percent may not be approved for payment when a claim is submitted.
13. All claims must contain actual expenditures incurred by the LEA; expenditures cannot be rounded to whole numbers.
14. Federal regulations governing the Perkins IV will overrule any errors inadvertently made by the CDE.

SECTION II

SIGN-OFF FORM FOR REPRESENTATIVES OF SPECIAL POPULATIONS

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) requires local educational agencies (LEAs) to implement strategies to overcome barriers that may be lowering special population students' rates of access to or success in career technical education (CTE) programs assisted with the funds. CTE programs must be designed to enable special population students to meet the performance level targets established for the programs. These programs must also provide the activities needed to prepare these students for high-skill, high-wage, or high-demand occupations that lead to self-sufficiency.

This form confirms that the LEA coordinators or administrators responsible for each of the programs associated with special population groups have reviewed and approved the 2016–17 Perkins IV application for funds. Each special population category must be signed by the LEA's designated administrator or the certificated representative responsible for that program.

Economically Disadvantaged (Title I Coordinator/Administrator)

Printed Name CHARLES TRACY Title SUPERINTENDENT
Signature CTracy Date 5/25/16

Limited English Proficiency (English Learner Coordinator/Administrator)

Printed Name CHARLES TRACY Title SUPERINTENDENT
Signature CTracy Date 5/25/16

Disabled (Handicapped) (Special Education Coordinator/Administrator)

Printed Name CHARLES TRACY Title SUPERINTENDENT
Signature CTracy Date 5/25/16

Single Parent or Single Pregnant Women (Title IX Coordinator/Administrator)

Printed Name CHARLES TRACY Title SUPERINTENDENT
Signature CTracy Date 5/25/16

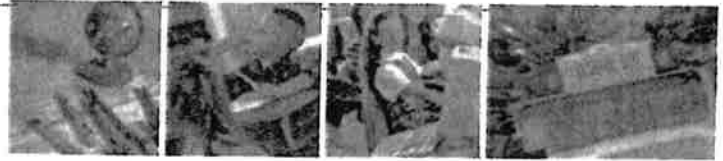
Gender Equity or Nontraditional Training (Title IX Coordinator/Administrator)

Printed Name CHARLES TRACY Title SUPERINTENDENT
Signature CTracy Date 5/25/16

Displaced Homemaker (Title IX Coordinator/Administrator)

Note: Required only on Section 132 (Adult) applications

Printed Name CHARLES TRACY Title SUPERINTENDENT
Signature CTracy Date 5/25/16



Program Grant Management System (PGMS)

Hamilton Unified

Application

Budget Detail Report

Site Name	Industry Sector	Career Pathway	Object Code	Description	Budget Category	Narative	Amount
	Agriculture and Natural Resources	Agricultural Business	5000 Services/Operating Expenses	Travel & Convention	(B) Professional Development	Professional development activities may include curriculum workshops, teacher professional development meetings, or industry tours.	\$1,180.00
	Agriculture and Natural Resources	Agricultural Mechanics	4000 Books/Supplies	Instructional Materials	(A) Instruction	The Agriculture Mechanics Pathway will be used for metal, gas, safety glasses, gloves, or any other shop supply.	\$1,420.00
	Agriculture and Natural Resources	Agriscience	4000 Books/Supplies	Instructional Materials	(A) Instruction	The Agriscience Pathway budget will be used for lab supplies for student use.	\$1,180.00
	Agriculture and Natural Resources	Animal Science	5000 Services/Operating Expenses	Travel & Convention	(B) Professional Development	These pathway funds will be used for professional development opportunities such as teacher meetings, animal science workshops,	\$1,180.00

2016-17 Perkins Application - Question #4

In the table below, list all the teachers whose programs will be taught through Perkins allocations (i.e. equipment, professional development capital outlay items) for the 2016-17 school year. When the list is complete, email this as an attachment to the Perkins general mailbox "Perkins Teacher List for 2016-17". If a new teacher is added during the school year you may add them to the list and email the list to the general mailbox address is Perkins@cde.ca.gov

Last Name	First Name, Middle Initial	CTE Designated Subject (DS) or Single Subject (SS) Credential and Authorization Area	Expiration Date of Credential
Lohse	Janice, E	Single Subject Teaching Credential Agriculture and Introductory Business	8/1/16 (renewal in process)
Lohse	Janice, E	Specialist Instruction Credential (Agriculture)	8/1/16 (renewal in process)
Bentz	Ryan, S	Single Subject Teaching Credential, Agriculture	11/1/2016
Bentz	Ryan, S	Specialist Instruction Credential (Agriculture)	11/1/2016
Bentz	Ryan, S	Administrative Services Credential	(Certificate of Eligibility)

ment, substitutes, externships,
with the following in the subject line'
he regional consultant. The Perkins

CTE Pathway Assignment
Agriculture
Agriculture
Agriculture

Articulation/Credit by Examination Agreement

Statement of Intent: In an effort to prepare high school students for college and motivate students to attend college and be successful, Hamilton High School and Butte College mutually subscribes to the following Articulation/Credit by Examination Agreement:

ROP or Regular High School Course Title: ROP Ag Business

New or Renewal of Agreement Agreement Commences: Fall 2015

Annual or Biannual Review


Name of high school/ROP teacher:

Name: Janice Lohse

Address: PO Box 488 Hamilton City CA 95951

Email Address: jlohse@husdschools.org

Contact Phone #: 530-826-3261

Signature (from one teacher): 

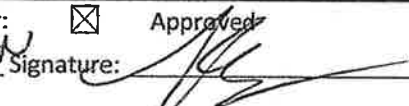
Prospective Articulated College Course Numbers: AB 26


Course Title(s): Introduction to Agriculture Business

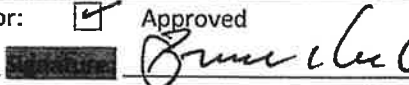
Units: 3 units Recommended assessment level(s): R IV E III M II

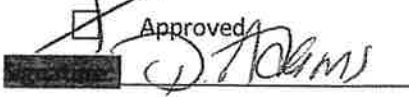
Credit will be awarded upon completion of high school course with grades of B or better and final examination/performance, approved by college faculty member as measuring competence in the course objectives.

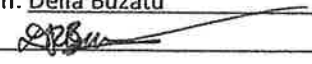
COLLEGE & HIGH SCHOOL ACTION

Action by High School Chair/Coordinator: Approved Not approved
 Print Name: Kelly LANGAN Signature:  Date: 10/13/15

Action by High School Principal/ROP Director: Approved Not approved
 Print Name: Cris Oseguera Signature:  Date: 10/13/15

Action by Butte College Chair/Coordinator: Approved Not approved
 Print Name: Bruce Hicks Signature:  Date: 10-6-2015

Action by Butte College Area Dean: Approved Not approved
 Print Name: Denise Adams Signature:  Date: 10/21/15

CTE Transitions Program: Delia Buzatu
 Signature:  Date: 10/26/15

Comments:

- Students must pass the articulated class with a grade of 'B' or higher.
- Students must pass Final Credit-by-Exam with a grade of 70% or higher.

Date returned to CTE Transitions Office: 10/21/15

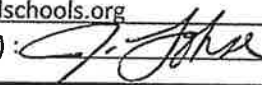
Date copy of agreement forwarded to High School Site Coordinator: 10/26/15

Articulation/Credit by Examination Agreement

Statement of Intent: In an effort to prepare high school students for college and motivate students to attend college and be successful, Hamilton High School and Butte College mutually subscribes to the following Articulation/Credit by Examination Agreement:

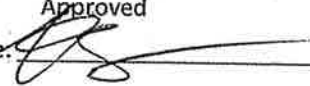
ROP or Regular High School Course Title: ROP Environmental Horticulture

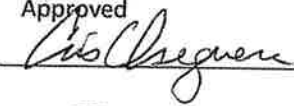
New or Renewal of Agreement Agreement Commences: Fall 2015
 Annual or Biannual Review



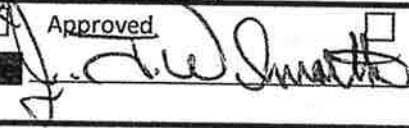
Name of high school/ROP teacher:
 Name: Janice Lohse
 Address: PO Box 488 Hamilton City CA 95951
 Email Address: jlohse@hudschools.org Contact Phone #: 530-826-3261
 Signature (from one teacher): 



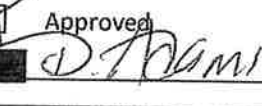
Prospective Articulated College Course Numbers: EH 20
 Course Title(s): Introduction to Environmental Horticulture
 Units: 3 units Recommended assessment level(s): R III E II M II
Credit will be awarded upon completion of high school course with grades of B or better and final examination/performance, approved by college faculty member as measuring competence in the course objectives.


COLLEGE & HIGH SCHOOL ACTION

Action by High School Chair/Coordinator: Approved Not approved
 Print Name: KELLY LANGRANT Signature:  Date: 10/13/15

Action by High School Principal/ROP Director: Approved Not approved
 Print Name: Cris Oseguera Signature:  Date: 10/13/15

Action by Butte College Chair/Coordinator: Approved Not approved
 Tip Wilmarth   Date: 70 Oct. 2015

Action by Butte College Area Dean: Approved Not approved
 Denise Adams   Date: 10/21/15

CTE Transitions Program: Delia Buzatu
 Signature:  Date: 10/26/15

Comments:

- Students must pass the articulated class with a grade of 'B' or higher
- Students must pass Final Credit-by-Exam with a grade of 70% or higher

Date returned to CTE Transitions Office: 10/21/15

Date copy of agreement forwarded to High School Site Coordinator: 10/26/15

Articulation/Credit by Examination Agreement

Statement of Intent: In an effort to prepare high school students for college and motivate students to attend college and be successful, Hamilton High School and Butte College mutually subscribes to the following Articulation/Credit by Examination Agreement:

ROP or Regular High School Course Title: AgriScience Systems Management

New or Renewal of Agreement Agreement Commences: Fall 2015

Annual or Biannual Review

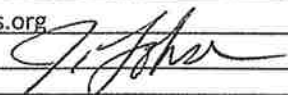
Name of high school/ROP teacher:

Name: Janice Lohse

Address: PO Box 488 Hamilton City CA 95951

Email Address: jlohse@hustdschools.org

Contact Phone #: 530-826-3261

Signature (from one teacher): 


Prospective Articulated College Course Numbers: AGS 10

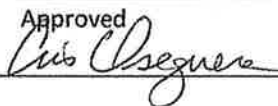
Course Title(s): World Food and Hunger Issues

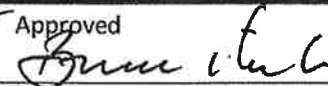
Units: 3 units Recommended assessment level(s): R IV E IV M N/A

Credit will be awarded upon completion of high school course with grades of B or better and final examination/performance, approved by college faculty member as measuring competence in the course objectives.

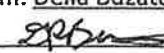
COLLEGE & HIGH SCHOOL ACTION

Action by High School Chair/Coordinator: Approved Not approved
 Print Name: KELLY LANGAN Signature:  Date: 10/13/15

Action by High School Principal/ROP Director: Approved Not approved
 Print Name: Cris Oseguera Signature:  Date: 10/13/15

Action by Butte College Chair/Coordinator: Approved Not approved
Bruce Hicks Signature:  Date: 10-6-2015

Action by Butte College Area Dean: Approved Not approved
Denise Adams Signature:  Date: 10/21/15

CTE Transitions Program: Delia Buzatu
 Signature:  Date: 10/26/15

Comments:

- Students must pass the articulated class with a grade of 'B' or higher
- Students must pass Final Credit-by-Exam with a grade of 70% or higher

Date returned to CTE Transitions Office: 11/21/15


Date copy of agreement forwarded to High School Site Coordinator: 10/26/15

Articulation/Credit by Examination Agreement

Statement of Intent: In an effort to prepare high school students for college and motivate students to attend college and be successful, Hamilton High School and Butte College mutually subscribes to the following Articulation/Credit by Examination Agreement:


ROP or Regular High School Course Title: ROP Plant Science

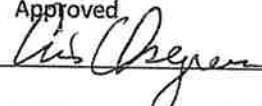
New or Renewal of Agreement Agreement Commences: Fall 2015
 Annual or Biannual Review



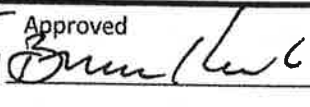
Name of high school/ROP teacher:
 Name: Janice Lohse
 Address: PO Box 488 Hamilton City CA 95951
 Email Address: jlohse@hudsdschools.org Contact Phone #: 530-826-3261
 Signature (from one teacher): 



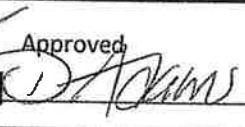
Prospective Articulated College Course Numbers: AGS 20
 Course Title(s): Plant Science
 Units: 3 units Recommended assessment level(s): R IV E IV M III
Credit will be awarded upon completion of high school course with grades of B or better and final examination/performance, approved by college faculty member as measuring competence in the course objectives.


COLLEGE & HIGH SCHOOL ACTION

Action by High School Chair/Coordinator: Approved Not approved
 Print Name: KELLY LANGAN Signature:  Date: 10/13/15

Action by High School Principal/ROP Director: Approved Not approved
 Print Name: Cris Oseguera Signature:  Date: 10/13/15

Action by Butte College Chair/Coordinator: Approved Not approved
 Bruce Hicks   Date: 10-6-2015

Action by Butte College Area Dean: Approved Not approved
 Denise Adams   Date: 10/21/15

CTE Transitions Program: Delia Buzatu
 Signature:  Date: 10/26/15

Comments:

- Students must pass the articulated class with a grade of 'B' or higher
- Students must pass Final Credit-by-Exam with a grade of 70% or higher

Date returned to CTE Transitions Office: 10/26/15

Date copy of agreement forwarded to High School Site Coordinator: 10/26/15

Articulation/Credit by Examination Agreement

Statement of Intent: In an effort to prepare high school students for college and motivate students to attend college and be successful, Hamilton High School and Butte College mutually subscribes to the following Articulation/Credit by Examination Agreement:

ROP or Regular High School Course Title: ROP Animal Science

New or Renewal of Agreement Agreement Commences: Fall 2015

Annual or Biannual Review

Name of high school/ROP teacher:

Name: Ryan Bentz

Address: PO Box 488 Hamilton City CA 95951

Email Address: rbentz@hustdschools.org Contact Phone #: 530-826-3262

Signature (from one teacher): 

Prospective Articulated College Course Numbers: AGS 40

Course Title(s): Introduction to Animal Science

Units: 3 units Recommended assessment level(s): R III E III M II

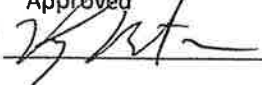
Credit will be awarded upon completion of high school course with grades of B or better and final examination/performance, approved by college faculty member as measuring competence in the course objectives.

COLLEGE & HIGH SCHOOL ACTION

Action by High School Chair/Coordinator: Approved Not approved

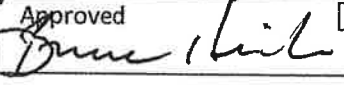
Print Name: KELLY LANGAN Signature:  Date: 10/13/15

Action by High School Principal/ROP Director: Approved Not approved

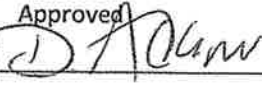
Print Name: Ryan Bentz Signature:  Date: 10/13/15

Aq Dept. Chair

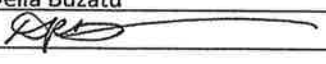
Action by Butte College Chair/Coordinator: Approved Not approved

Bruce Hicks Signature:  Date: 10-6-2015

Action by Butte College Area Dean: Approved Not approved

Denise Adams Signature:  Date: 10/21/15

CTE Transitions Program: Delia Buzatu

Signature:  Date: 10/26/15

Comments:

- Students must pass the articulated class with a grade of 'B' or higher
- Students must pass Final Credit-by-Exam with a grade of 70% or higher

Date returned to CTE Transitions Office: 10/21/15

Date copy of agreement forwarded to High School Site Coordinator: 10/26/15

*Provide final grades for ALL students. *Do not change the formatting of this document.
 *To print gridlines, go to the Page Layout tab and click the Print option under Gridlines.

2+2 Roster			
High School:	Hamilton High School		
Course:	WLD 20: ROP Ag Mechanics		
Instructor:	Ryan Bentz		
Instructor's Signature:		Date:	
E-Mail Address:	rbentzryan@hotmail.com		

If the student has an ID# by their name, they should not complete the Butte College web application. Students must receive a 'B' or higher in the class and pass the Credit by Exam Final with a 75% or higher to receive credit at Butte College.

Highlight changes or additions made to existing text, then sign, date, and send to:

Butte College
 Attn: Delia Buzatu
 3536 Butte Campus Dr
 Oroville CA 95965

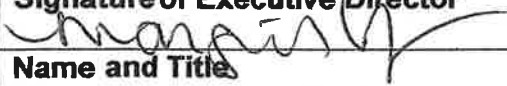
Return by: 6/30/16

Questions can be directed to Delia @ 895-2900

Please turn in student NCCER checklist w/ 2+2 roster.

Butte College ID#	Enrollment Date	Last Name	First Name	Grade Level	Gender	Final Letter Grade	Credit by Exam %
	8/24/2015	Avelar	Juan	10	M		
	8/24/2015	Avarez	Jenny	12	F		
	8/24/2015	Avrit	Connor	10	M		
	8/24/2015	Bargas	Moses	10	M		
	8/24/2015	Beio	Viviana	11	F		
	8/24/2015	Braco	Javier	12	M		
	8/24/2015	Cardenas	Vicente	12	M		
	8/24/2015	Chavez	Evelin	11	F		
	8/24/2015	Cisneros	Roberto	10	M		
3424772	8/24/2015	Diaz	Lilia	11	F		
	8/24/2015	Llillot	James	11	M		
3434887	8/24/2015	Engel	Christopher	10	M		
	8/24/2015	Engel	Jamie	12	F		
	8/24/2015	Fajardo	Adolfo	10	M		
	8/24/2015	Freitas	Katherine	12	F		
	8/24/2015	Fuentes	Antonio	10	M		
3435438	8/24/2015	Fuentes	Jesus	10	M		
	8/24/2015	Garcia	Lynette	12	F		
	8/24/2015	Garrett	Raelene	11	F		
3414537	8/24/2015	Gonzalez	Mariana	11	F		
	8/24/2015	Guillon-Morales	Rafugi	11	M		
	8/24/2015	Henning	Emmy	12	F		
	8/24/2015	Hernandez	Luis	10	M		
3424777	8/24/2015	Ioanni	Esparza	10	M		
	8/24/2015	Johnson	Cort	10	M		
3441475	8/24/2015	Jongsma	Shelby	12	F		
	8/24/2015	Kaiser	Kayla	11	F		
3446829	8/24/2015	Keenen	Alexa	12	F		

**Program Self-Evaluation Process
Fiscal Year 2015–16**

Contractor Legal Name Hamilton Unified School District	Vendor Number 76562
Contract Type(s) CSPP	
<p>This form can be expanded and is not limited to a single page.</p> <p>Check each box verifying the collection, analysis, and integration of each assessment data toward ongoing program improvement for all applicable contract types.</p> <p><input checked="" type="checkbox"/> Program Review Instrument FY 2015–16 – All Contract Types http://www.cde.ca.gov/sp/cd/ci/documents/eesosonsitemar2016.pdf</p> <p><input checked="" type="checkbox"/> Desired Results Parent Survey – All Contract Types http://www.cde.ca.gov/sp/cd/ci/documents/parentsurvey.doc</p> <p><input checked="" type="checkbox"/> Age Appropriate Environment Rating Scales – Center-based/CFCC Contracts Types http://www.ersi.info/ecers.html</p> <p><input checked="" type="checkbox"/> Desired Results Developmental Profile and DRDPtech Reports – Center-based/CFCC Contracts Types https://www.desiredresults.us/drdp-forms</p> <p>Provide a summary of staff and board member participation in the PSE process:</p> <p>The teachers, Margrit Vogelesang, Irma Garcia, and Teresa Leal, completed DPRDP's in October and April. Margrit tallied scores, and staff help developed and followed through the action plan. Margrit completed the review instrument in May 2016. The teachers completed the ECERS in January and created action steps to the findings. Parents completed survey during parent meeting on April 6th. Heather Aulabaugh and Janet Barnes did 8 trainings throughout the school year to focus the action plans. The board will review the self-evaluation on June 16.</p>	
Statement of Completion: I certify that all documents required as a part of the PSE have been completed and are available for review and/or submittal upon request.	
Signature of Executive Director 	Date
Name and Title Margrit Vogelesang, Director	Phone Number 530 345-9773
Contact Name if different from above (please print)	Phone Number

**Summary of Program Self-Evaluation
Fiscal Year 2015–16**

Contractor Legal Name Hamilton Unified School District		Vendor Number 76562
Contract Type(s) CSPP	Age Group (Infant/Toddler, Preschool, School-Age) Preschool	
Program Director Name Margrit Vogelesang	Phone Number and E-mail Address 530 826-0341 mvogelesang@husdschools.org	
This form can be expanded and is not limited to a single page.		
1. Provide a summary of the program areas that did not meet standards and a list of tasks needed to improve those areas.		
<p>1. We wanted to increase the overall rating with language and literacy domain. We made changes to our library area by adding weekly flannel board stories, and adding a drama basket with props for a story. The drama basket was introduced during story time and morning circle. We studied and had trainings on the frameworks substrand of drama.</p> <p>2. We wanted to increase our score with sensory and informal use of language. We ordered more materials for the dry sensory table which will have dates when the table should be rotated. The indoor water table received more materials and lesson plans created for a rotation every day. A shelf still needs to be installed with tubs for easy access. Training on the substrand, science inquiry, were conducted and observed. Observations were done by Heather and Julie.</p> <p>3. Parents were only satisfied with interactions and parent involvement and not sure where to report complaints. School year 2016-17, each parent meeting will have team building activities, and reviewed where to find the complaint procedures.</p> <p>4. In addition to the complaint procedures, the parent appeal procedure was added to the handbook.</p> <p>5. We did not use DRDP tech reports. Our goal is to contact www.desiredresults for 2016-17 and use the new program. We also will be attending DRDP trainings in the fall.</p>		
6. Provide a summary of areas that met standards and a summary of procedures for ongoing monitoring to ensure that those areas continue to meet standards.		
<p>1. Overall scores for parent survey were very satisfied. Parents commented, "This program very much appreciated in the development in academically, social and physical growth that all of my children have had the opportunity to lean in it. We highly thank you and hope it continues being a part of the Hamilton High State Preschools future." Another parent felt, "Everything about this facility is awesome! Teachers are amazing. My child is happy here! "</p> <p>2. 58% of ECERS scores where 6 or 7. Quarterly rotation of materials are stored in envelopes and displayed at appreciate times in the year. The envelopes store rebuses which follow the ECERS guidelines. All staff members are responsible for rotations. Staff members attend yearly conferences in local area for professional growth.</p> <p>3. Teachers complete DRDP's on students and share with family's results. Parenting tips, developmental charts, and portfolio are shared with families during conference times, and monthly parent meetings. Each parent meeting community events are posted, and parent volunteers recognized.</p>		

Hamilton Unified School District

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

Charles Tracy, Superintendent

(530) 826-3261
(530) 826-0440 (Fax)
www.husdschools.org

TO: Glenn County Office of Education Business Department
FROM: Hamilton Unified School District
SUBJECT: Annual District Designees
DATE: June 16, 2016

The following persons are authorized, as required by Education Code 42632 and 42633, to sign vendor warrant registers, payroll registers, and budget transfers to be submitted to the Glenn County Schools Office for payment of vendors, employees and transfers of budgeted funds for the fiscal year 2016-2017.

1. Charles Tracy _____
2. Diane Lyon _____
3. Cris Oseguera _____
4. Darcy Pollak _____
5. Jolene Towne _____



Hamilton Unified School District

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P.O. Box 488
Hamilton City, CA 95951

Charles Tracy, Superintendent

(530) 826-3261
(530) 826-0440 (Fax)
www.husdschools.org

TO: Governing Board and District Staff
FROM: Charles Tracy
SUBJECT: Annual District Designees
DATE: June 16, 2016

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

For the 2016-17 school year, the designees are as follows:

- Primary:* Mr. Cris Oseguera, Hamilton High School Principal
Secondary: Mrs. Diane Lyon, District Chief Business Official
Thirdly: Ms. Darcy Pollak, Hamilton Elementary School Principal
Fourthly: Mrs. Heather Sufuentes, Hamilton Elementary School Assistant Principal

This annual notification of designees will be adopted at the June 16, 2016 Board meeting.



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 MatemáticasTM

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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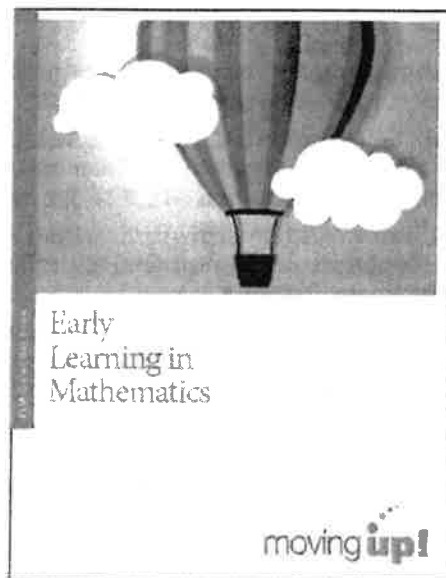
Pricing

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 A-APR.6, A-SSE.2
<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 to 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>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.

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

000029/00 BUTTE COLLEGE
 PO-016648 04/15/2016 PROJECT BANQUET 1 01-7010-0-3800-1000-5200-000-000-00000 NN F 210.00 * 210.00 210.00

000179/00 CALIFORNIA PROFESSIONAL
 PO-016650 04/16/2016 9953 1 01-8150-0-0000-8100-4300-000-000-00000 NN F 96.43 * 96.43 96.43

000053/00 CALIFORNIA WATER SERVICE CO
 PO-000422 04/29/2016 MAY 3141117777 1 01-0000-0-0000-8100-5590-000-000-00000 NN P 0.00 45.51
 PO-000422 04/29/2016 MAY 4141117777 1 01-0000-0-0000-8100-5590-000-000-00000 NN P 91.02 * 91.02

000515/00 CHARLES TRACY
 PV-000148 04/14/2016 RIMB MEETING SUPPLIES 01-0000-0-1110-1000-4300-000-000-00000 NN 28.04 * 28.04

000723/00 JIMMY'S CUSTOM TROPHIES
 PO-016130 05/04/2016 27091-HALL OF FAME PLAQUES 1 01-0000-0-1110-1000-4300-000-000-00000 NN P 116.00 * 116.00

001259/00 JOHANNA M CLAY 557451211
 PO-016177 04/15/2016 36; 12/3-4/8 SERVICE 1 01-0000-0-1110-1000-5890-000-000-00000 NY P 735.00 * 735.00

001388/00 LARRY'S PEST & WEED CONTROL 141953612
 PO-000440 04/22/2016 APR HS & ELEM 1 01-0000-0-0000-8100-5590-000-000-00000 NY P 0.00 408.00
 PO-000440 04/22/2016 APR ELEM PRESCH 1 01-0000-0-0000-8100-5590-000-000-00000 NY P 0.00 30.00
 PO-000440 04/22/2016 APR HS SPEC ED 1 01-0000-0-0000-8100-5590-000-000-00000 NY P 0.00 30.00
 PO-000440 04/22/2016 APR ELEM 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
 TOTAL PAYMENT AMOUNT 735.00 * 735.00
 TOTAL PAYMENT AMOUNT 116.00 * 116.00
 TOTAL PAYMENT AMOUNT 28.04 * 28.04
 TOTAL PAYMENT AMOUNT 96.43 * 96.43
 TOTAL PAYMENT AMOUNT 210.00 * 210.00

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

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 PO-016144 05/12/2016 CLOSE BAL-ADD BUDDR 053 2 01-0350-0-6000-1000-4300-000-000-00000 NN C 0.00 0.00
 PO-016144 05/04/2016 01123189 5 01-0350-0-6000-1000-4300-000-053-00000 NN P 0.00 88.03
 TOTAL PAYMENT AMOUNT 88.03 *

000719/00 NORTH WOODWINDS 316480153
 PO-016262 05/09/2016 529209
 TOTAL PAYMENT AMOUNT 462.57 *

000131/00 ORLAND MEAT PROCESSORS
 PO-016582 04/07/2016 OPEN HOUSE SUPPLIES
 TOTAL PAYMENT AMOUNT 200.00 *

001246/00 PROFESSIONAL TUTORS OF AMERICA 330015574
 PO-016649 04/22/2016 MARCH SERV-58047
 TOTAL PAYMENT AMOUNT 680.00 *

001382/00 U S BANK CORPORATE
 PO-016137 04/22/2016 DIST SUPPLIES 1 01-0000-0-1110-1000-4300-000-000-00000 NN P 0.00 412.20
 PO-016315 04/22/2016 ACSA HOTEL DP 1 01-4035-0-0000-2700-5200-000-000-00000 NN F 1360.87 192.61
 PO-016540 04/22/2016 MJC FIELD DAY HOTEL 1 01-7010-0-3800-1000-5200-000-000-00000 NN F 956.88 956.88
 PO-016587 04/22/2016 BADMTTEN SETS 1 01-0000-0-1110-1000-4300-100-000-00000 NN F 135.12 135.12
 PO-016611 04/22/2016 CASBO CONF HOTEL DL 1 01-0000-0-0000-7300-5200-000-000-00000 NN F 454.60 523.66
 PO-016612 04/22/2016 PADRES MTG SUPPLIES 1 01-4203-0-1110-1000-4300-000-000-00000 NN F 49.25 49.25
 PO-016616 04/22/2016 CCTV PROJ SD CARDS 1 01-1400-0-1110-1000-4300-000-000-00000 NN F 31.16 31.16
 PO-016619 04/22/2016 BUS TRAINING LUNCH 1 01-0000-0-0000-3600-4300-000-000-00000 NN F 68.63 68.63
 PO-016620 04/22/2016 BUS TRAINING LUNCH 1 01-0000-0-0000-3600-4300-000-000-00000 NN F 56.17 56.17
 PO-016628 04/22/2016 INTERVENTION LUNCH 1 01-0000-0-1110-1000-4300-800-000-00000 NN F 86.27 86.27
 PO-016629 04/22/2016 INTERVENTION LUNCH 1 01-0000-0-1110-1000-4300-000-000-00000 NN F 24.20 24.20
 PO-016643 04/22/2016 AIR FILTERS 1 01-8150-0-0000-8100-4300-000-000-00000 NN F 634.01 634.01
 PV-000149 04/07/2016 4246-0445-5562-8555 01-0000-0-0000-3600-4392-000-000-00000 NN 710.58
 PV-000149 04/07/2016 4246-0445-5562-8555 01-0000-0-0000-7300-5200-000-000-00000 NN 13.10
 PV-000149 04/07/2016 4246-0445-5562-8555 01-7010-0-3800-1000-5200-000-000-00000 NN 442.42
 PV-000149 04/07/2016 4246-0445-5562-8555 01-0000-0-1110-1000-4300-000-000-00000 NN 30.00
 PV-000149 04/07/2016 4246-0445-5562-8555 01-0000-0-0000-2700-4300-000-000-00000 NN 45.23
 TOTAL PAYMENT AMOUNT 4,411.51 *

012 HAMILTON UNIFIED SCHOOL DIST. J27232
 BATCH 58:JUNE 16 2016

ACCOUNTS PAYABLE PRELIST
 BATCH: 0058 BATCH 58:JUNE 16 2016
 Fund : 01 GENERAL FUND

APY500 I.00.11 05/12/16 09:54 PAGE 3
 << Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y Goal	Func Obj	ABA num	Account num	TrmPS	Liq Amt	Net Amount
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002012/00	UNITED GROCERS											
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TOTAL PAYMENT AMOUNT											252.66	252.66

000693/00	VERIZON WIRELESS											
PO-000411	04/29/2016	APRIL 2016 INV-9764529812		1 01-0000-0-0000-2700-5990-000-000-00000	NN	P					0.00	65.00
TOTAL PAYMENT AMOUNT											65.00	65.00

TOTAL Fund	PAYMENT	7,934.26 **										7,934.26
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012 HAMILTON UNIFIED SCHOOL DIST. J27232
 BATCH 58:JUNE 16 2016

ACCOUNTS PAYABLE PRELIST
 BATCH: 0058 BATCH 58:JUNE 16 2016
 Fund : 11 ADULT EDUCATION

APY500 I.00.11 05/12/16 09:54 PAGE 4
 << Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Ldg Amt	Net Amount
001229/00	LARRY L JONES		553926724					

PO-016647 04/22/2016 CCW CLASS 5/4/16
 TOTAL PAYMENT AMOUNT 300.00 * 300.00

TOTAL Fund PAYMENT 300.00 ** 300.00

012 HAMILTON UNIFIED SCHOOL DIST. J27232
 BATCH 58: JUNE 16 2016

ACCOUNTS PAYABLE PRELIST
 BATCH: 0058 BATCH 58: JUNE 16 2016
 Fund : 13 CAFETERIA

APY500 L.00.11 05/12/16 09:54 PAGE 5
 << Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	ABA num	Account num	Liq Amt	Net Amount
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001209/00	FRED PRYOR SEMINARS												
PO-016621	04/29/2016	MANAGERS TRAINING LR		1	13-5310-0-0000-3700-5200-000-000-00000	NN	F					199.00	199.00
												199.00	199.00

000209/00	GOLD STAR FOODS												
PO-000415	04/20/2016	1688848-APRIL STORAGE FEES		3	13-5310-0-0000-3700-5890-000-000-00000	NN	P					0.00	100.00
												100.00	100.00

002012/00	UNITED GROCERS												
PO-000438	04/20/2016	540192589		1	13-5310-0-0000-3700-4300-000-000-00000	NN	P					0.00	21.83
PO-000438	04/20/2016	540192589		2	13-5310-0-0000-3700-4700-000-000-00000	NN	P					0.00	134.46
												156.29	156.29

TOTAL FUND PAYMENT	455.29	**											455.29
TOTAL BATCH PAYMENT	8,689.55	***											8,689.55
TOTAL DISTRICT PAYMENT	8,689.55	****											8,689.55
TOTAL FOR ALL DISTRICTS:	8,689.55	****										0.00	8,689.55

Number of checks to be printed: 18, not counting voids due to stub overflows.
 Printed: 06/08/2016 10:01:23

Prepared by	<i>Christina</i>	Date	5/13/16
Authenticated by		Date	

012 HAMILTON UNIFIED SCHOOL DIST. J27771
 BATCH 59: JUNE 16 2016

ACCOUNTS PAYABLE PRELIST
 BATCH: 0059 BATCH 59; JUNE 16 2016
 Fund : 01 GENERAL FUND

APY500 L.00.11 05/20/16 11:32 PAGE 1
 << Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y Goal	Func	Obj	ABA num	Sit	Bdr	DD	TRMPS	Liq Amt	Net Amount
000179/00	CALIFORNIA PROFESSIONAL														
PO-015565	05/07/2016	CLOSE BAL		1	01-8150-0-0000-8100-4300-000-000-00000	NN	C							41.88	0.00
														0.00	0.00
TOTAL PAYMENT AMOUNT															0.00
000234/00	CAROLINA BIOLOGICAL SPIY CO														
PO-016536	05/09/2016	CAT ON B/O; TILL JULY CANCEL		1	01-0000-0-1110-1000-4300-100-000-00000	NN	C							98.90	0.00
														0.00	0.00
TOTAL PAYMENT AMOUNT															0.00
000751/00	DOVETAIL LEARNING INC														
PO-016651	04/30/2016	1710-T BRYAN TRAINING		1	01-0001-0-1110-1000-5200-000-000-00000	NN	F							325.00	325.00
														325.00	325.00
TOTAL PAYMENT AMOUNT															325.00
000320/00	GERLINGER STEEL & SUPPLY CO														
PO-016254	05/09/2016	0200832		2	01-6382-0-3800-1000-4300-000-000-00000	NN	P							0.00	184.90
														184.90	184.90
TOTAL PAYMENT AMOUNT															184.90
000072/00	HILLYARD														
PO-000412	05/11/2016	602072100		1	01-8150-0-0000-8100-4300-000-000-00000	NN	P							0.00	885.51
														885.51	885.51
TOTAL PAYMENT AMOUNT															885.51
000445/00	IT SAVVY														
PO-016660	05/18/2016	00875711		1	01-9150-0-0000-2420-5890-000-000-00000	NN	F							353.88	353.88
														353.88	353.88
TOTAL PAYMENT AMOUNT															353.88
000214/00	J W PEPPER & SON INC.														
PO-016465	05/07/2016	CLOSE BAL		1	01-0000-0-1110-1000-4300-000-013-00000	NN	C							6.77	0.00
														0.00	0.00
TOTAL PAYMENT AMOUNT															0.00
000524/00	MJB WELDING SUPPLY														
PO-016144	05/10/2016	01123853		4	01-6382-0-3800-1000-4300-000-000-00000	NN	P							0.00	92.27
														92.27	92.27
TOTAL PAYMENT AMOUNT															92.27

012 HAMILTON UNIFIED SCHOOL DIST. J277771
 BATCH 59: JUNE 16 2016

ACCOUNTS PAYABLE PRELIST
 BATCH: 0059 BATCH 59, JUNE 16 2016
 Fund : 01 GENERAL FUND

APY500 L.00.11 05/20/16 11:32 PAGE 2
 << Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y Goal	Func Obj	Site	Bdr DD	Account num	TRMPS	Liq Amt	Net Amount
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000309/00	OFFICE DEPOT												
PO-016195	05/07/2016	838668674001		1 01-0000-0-1110-1000-4300-800-000-00000	NN	P						70.81	70.81
TOTAL PAYMENT AMOUNT												70.81	

000512/00	PLATT ELECTRIC SUPPLY INC												
PO-000432	04/29/2016	J286579		1 01-8150-0-0000-8100-4300-000-000-00000	NN	P						0.00	69.40
TOTAL PAYMENT AMOUNT												69.40	

000931/00	GADAY ROBINSON												
PY-000152	05/02/2016	2011 G TIPPING ; CLASS OF 2015		01-0002-0-1110-1000-5890-000-000-00000	NN								500.00
TOTAL PAYMENT AMOUNT												500.00	

000134/00	QUILL CORPORATION												
PO-016639	05/05/2016	5621410		1 01-0000-0-1110-1000-4300-100-000-00000	NN	P						89.08	89.08
PO-016639	05/09/2016	5670364		1 01-0000-0-1110-1000-4300-100-000-00000	NN	F						32.65	32.65
TOTAL PAYMENT AMOUNT												121.74	

000137/00	SCHOOL SERVICES OF CALIF INC												
PO-000426	04/30/2016	APRIL 2016-0105816-IN		1 01-0000-0-1110-1000-5890-000-000-00000	NN	P						0.00	230.00
TOTAL PAYMENT AMOUNT												230.00	

002014/00	SPECIALIZED FIBERS												
PO-000433	05/02/2016	MAY HS-SM101015		1 01-0000-0-0000-8100-5590-000-000-00000	NN	P						0.00	55.00
PO-000433	05/02/2016	MAY ELM-SM101016		1 01-0000-0-0000-8100-5590-000-000-00000	NN	P						0.00	55.00
TOTAL PAYMENT AMOUNT												110.00	

002002/00	TRUDY BRYAN												
PY-000151	05/02/2016	DOVERTAIL CONF MEALS		01-0001-0-1110-1000-5200-000-000-00000	NN								74.00
TOTAL PAYMENT AMOUNT												74.00	

* 012 HAMILTON UNIFIED SCHOOL DIST. J27771
 BATCH 59: JUNE 16 2016

ACCOUNTS PAYABLE PRELIST
 BATCH: 0059 BATCH 59: JUNE 16 2016
 Fund : 01 GENERAL FUND

APY500 I.00.11 05/20/16 11:32 PAGE 3
 << Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y Goal	Func	Obj	ABA num	Account num	TRMPS	Liq Amt	Net Amount
001382/00	U S BANK CORPORATE												

PO-016209 05/07/2016 CLOSE BAL
 PO-016220 05/07/2016 CLOSE BAL

1 01-0801-0-1110-1000-4300-000-503-00000 NN C 659.26 0.00
 1 01-0801-0-1110-1000-4300-000-532-00000 NN C 134.09 0.00
 TOTAL PAYMENT AMOUNT 0.00 * 0.00

000743/00 WEST COAST PAPER

PO-000429 05/11/2016 9571919

1 01-8150-0-0000-8100-4300-000-00000 NN P 0.00 997.97
 TOTAL PAYMENT AMOUNT 997.97 *

TOTAL Fund PAYMENT 4,015.48 ** 4,015.48

012 HAMILTON UNIFIED SCHOOL DIST. J277771
 BATCH 59:JUNE 16 2016

ACCOUNTS PAYABLE PRELIST
 BATCH: 0059 BATCH 59; JUNE 16 2016
 Fund : 11 ADULT EDUCATION

APY500 L.00.11 05/20/16 11:32 PAGE 4
 << Open >>

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

000307/00 HAMILTON HIGH SCHOOL

PO-016154 05/07/2016 CLOSE BAL

TOTAL PAYMENT AMOUNT	3	11-6391-0-4110-1000-4300-000-000000 NN C						14.25	0.00
TOTAL Fund		PAYMENT						0.00 **	0.00

Vendor/Addr Remit name Description Tax ID num Deposit type Pd Res Y Goal Func Obj Sit Bdr DD Account num T9MPS L1q Amt Net Amount
 Req Reference Date

000764/00	DANIELSON CO													
PO-000425	05/09/2016	102083	3	13-5310-0-0000-3700-5890-000-000-00000	NN	P							0.00	5.00
PO-000425	05/09/2016	102083	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P							0.00	109.10
PO-000425	05/09/2016	102082	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P							0.00	124.49
PO-000425	05/09/2016	102082	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P							0.00	1,361.22
PO-000425	05/09/2016	102083	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P							0.00	1,063.03
PO-000425	05/16/2016	102701	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P							0.00	44.40
PO-000425	05/16/2016	102700	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P							0.00	197.04
PO-000425	05/16/2016	102700	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P							0.00	947.05
PO-000425	05/16/2016	102701	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P							0.00	1,284.08
			TOTAL PAYMENT AMOUNT											5,135.41 *

000209/00	GOLD STAR FOODS													
PO-000415	05/16/2016	1700269	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P							0.00	2,186.62
			TOTAL PAYMENT AMOUNT											2,186.62 *

000258/00	LEANN RADTKE													
PV-000150	05/02/2016	MISC CAFE SUPPLIES	13-5310-0-0000-3700-4700-000-000-00000	NN										39.50 *
			TOTAL PAYMENT AMOUNT											39.50

000592/00	MISSION UNIFORM E LINEN													
PO-000405	05/05/2016	5024432162	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P							0.00	36.14
PO-000405	05/12/2016	502477898	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P							0.00	51.63
PO-000405	05/12/2016	502477899	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P							0.00	32.69
			TOTAL PAYMENT AMOUNT											120.46 *

000763/00	PROPACIFIC FRESH													
CM-000043	04/19/2016	RA6287095	13-5310-0-0000-3700-4700-000-000-00000	N										-24.40
CM-000044	05/09/2016	RA6296332	13-5310-0-0000-3700-4700-000-000-00000	N										-62.19
PO-000407	05/09/2016	6295352	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P							0.00	749.70
PO-000407	05/09/2016	6295302	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P							0.00	628.61
PO-000407	05/16/2016	6297364	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P							0.00	557.00
PO-000407	05/16/2016	6297217	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P							0.00	26.43
PO-000407	05/16/2016	6298762	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P							0.00	657.47
			TOTAL PAYMENT AMOUNT											2,532.62 *

TOTAL Fund	PAYMENT	10,014.61 **												
TOTAL BATCH PAYMENT		14,030.09 ***	0.00											14,030.09

012 HAMILTON UNIFIED SCHOOL DIST. J27771
 BATCH 59: JUNE 16 2016

ACCOUNTS PAYABLE PRELIST
 BATCH: 0059 BATCH 59; JUNE 16 2016
 Fund : 13 CAFETERIA

APY500 L.00.11 05/20/16 11:32 PAGE 6
 << Open >>

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type Fd Res	Y Goal	Func Obj	ABA num Sit Bdr DD	Account num T9MPS	Liq Amt	Net Amount	
TOTAL DISTRICT PAYMENT											
									14,030.09 ****	0.00	14,030.09
TOTAL FOR ALL DISTRICTS:											
									14,030.09 ****	0.00	14,030.09

Number of checks to be printed: 18, not counting voids due to stub overflows.
 Number of zero dollar checks: 5, will be skipped.

Printed: 05/20/2016 11:33:19

Prepared by	<i>Chris Jordan</i>	Date	<i>5/20/16</i>
Authorized by		Date	

012 HAMILTON UNIFIED SCHOOL DIST. J27997
 BATCH 60; JUNE 16, 2016

ACCOUNTS PAYABLE PRELIST
 BATCH: 0060 BATCH 60; JUNE 16, 2016
 Fund : 01 GENERAL FUND

APR500 L.00.11 05/25/16 08:36 PAGE 1
 << Open >>

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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000008/00	CALIFORNIA'S VALUED TRUST H/W													
PO-000444	05/18/2016	JUNE 2016	1	01-0000-0-0000-0000-9571-000-000-00000	NN	P							0.00	22,412.62
PO-000444	05/18/2016	JUNE 2016	2	01-0000-0-0000-0000-9572-000-000-00000	NN	P							0.00	58,135.51
PO-000444	05/18/2016	JUNE 2016	3	01-0000-0-0000-0000-9573-000-000-00000	NN	P							0.00	12,586.31
			TOTAL PAYMENT AMOUNT											93,134.44

002047/00	DANNIS WOLIVER KELLEY													
PO-016145	04/25/2016	APRIL LEGAL FEES	1	01-0000-0-0000-7110-5815-000-000-00000	NE	P							25494.27	25,494.27
			TOTAL PAYMENT AMOUNT											25,494.27

000308/00	KEITH DIETLE													
PO-016344	05/19/2016	CASH IN LIEU OF HEALTH BENEFIT	1	01-0000-0-1110-1000-3701-000-000-00000	NY	P							791.67	791.67
			TOTAL PAYMENT AMOUNT											791.67

000584/00	STANDARD													
PO-000408	04/19/2016	MAY CT503202 DIV3000	1	01-0000-0-0000-0000-9573-000-000-00000	NN	P							0.00	305.20
			TOTAL PAYMENT AMOUNT											305.20

TOTAL FUND	PAYMENT	119,725.58	**											119,725.58
TOTAL BATCH PAYMENT		119,725.58	***											119,725.58
TOTAL DISTRICT PAYMENT		119,725.58	****											119,725.58
TOTAL FOR ALL DISTRICTS:		119,725.58	****										0.00	119,725.58

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

Proposed by	<i>Walter Hamman</i>	Date	<i>5/25/16</i>
Authorized by		Date	

012 HAMILTON UNIFIED SCHOOL DIST. J28306
 BATCH 61:JUNE 16 2016

ACCOUNTS PAYABLE PRELIST
 BATCH: 0061 BATCH 61:JUNE 16 2016
 Fund : 01 GENERAL FUND

APY500 L.00.11 05/31/16 10:52 PAGE 1
 << Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	Slt	BGR	DD	T9MPS	Liq Amt	Net Amount
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000911/00	BLICK ART MATERIALS														
PO-016670	05/19/2016	6088917		1	01-0000-0-1110-1000-4300-100-000-00000	NN	F							166.09	166.09
														TOTAL PAYMENT AMOUNT	166.09

000495/00	CREATIVE APPLE														
PO-016658	05/18/2016	32884; PO#16-658		1	01-0000-0-1110-1000-4300-800-000-00000	NN	F							201.49	201.49
														TOTAL PAYMENT AMOUNT	201.49

000320/00	GERLINGER STEEL & SUPPLY CO														
PO-016254	05/19/2016	CLOSE BAL		1	01-0350-0-6000-1000-4300-000-053-00000	NN	C							254.07	0.00
														TOTAL PAYMENT AMOUNT	0.00

000445/00	IT SAVVY														
PO-016609	05/19/2016	00876113-PARONICS		1	01-9150-0-0000-2420-5630-000-000-00000	NN	F							963.50	963.50
														TOTAL PAYMENT AMOUNT	963.50

000432/00	LEAD LEARNER ASSOCIATES														
PO-016676	05/20/2016	280-FUTUREWISE BOOKLETS		1	01-3010-0-1110-1000-4300-000-000-00000	NN	F							159.64	159.64
														TOTAL PAYMENT AMOUNT	159.64

000665/00	MARK SMITH														
PO-016677	05/20/2016	MARCH 2016 TRAINING HRS		1	01-0000-0-0000-3600-5850-000-000-00000	NY	F							370.52	370.52
														TOTAL PAYMENT AMOUNT	370.52

001225/00	MATT STEELE														
PV-000153	05/19/2016	REPLACER#40251019 LOST CHECK		01-4035-0-1110-1000-5200-000-000-00000	NY									144.00	144.00
														TOTAL PAYMENT AMOUNT	144.00

000524/00	MJB WELDING SUPPLY														
PO-016144	05/19/2016	CLOSE BAL		5	01-0350-0-6000-1000-4300-000-053-00000	NN	C							0.00	0.00
PO-016144	05/19/2016	CLOSE BAL		3	01-7010-0-3800-1000-5890-000-000-00000	NN	C							0.00	0.00
														TOTAL PAYMENT AMOUNT	0.00

012 HAMILTON UNIFIED SCHOOL DIST. J28306
 BATCH 61:JUNE 16 2016

ACCOUNTS PAYABLE PRELIST
 BATCH: 0061 BATCH 61:JUNE 16 2016
 Fund : 01 GENERAL FUND

APY500 L.00.11 05/31/16 10:52 PAGE 2
 << Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y Goal	Func Obj	ABA num	Account num	TRMPS	Ldg Amt	Net Amount
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000512/00	PLATT ELECTRIC SUPPLY INC											
PO-016645	05/16/2016	J429845		1	01-1400-0-1110-1000-4300-000-000-00000	NN	P				181.69	181.69
PO-016645	05/16/2016	Z034250		1	01-1400-0-1110-1000-4300-000-000-00000	NN	P				50.07	50.07
TOTAL PAYMENT AMOUNT											231.76	231.76

001510/00 RAY MORGAN COMPANY

PO-000413	05/26/2016	JUNE 2016	1245266	DIST								
PO-000413	05/26/2016	JUNE 2016	1245266	HS								
PO-000413	05/26/2016	JUNE 2016	1245266	ELEM								
PO-000413	05/26/2016	JUNE 2016	1245266	ELEM B								
PO-000413	05/20/2016	JUNE 2016	1245266	COMM DAY								
TOTAL PAYMENT AMOUNT											3,413.15	3,413.15

TOTAL Fund PAYMENT 5,650.15 ** 5,650.15

See also; Funds 11 & 12

012 HAMILTON UNIFIED SCHOOL DIST. J28306
 BATCH 61:JUNE 16 2016

ACCOUNTS PAYABLE PRELIST
 BATCH: 0061 BATCH 61:JUNE 16 2016
 Fund : 11 ADULT EDUCATION

APY500 I.00.11 05/31/16 10:52 PAGE 3
 << Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y Goal	Func	Obj	ABA num	Sit	BDR	DD	TRMPS	Liq Amt	Net Amount	
001510/00	RAY MORGAN COMPANY															
PO-000413	05/20/2016	JUNE 2016 1245266 AD ED		15	11-6391-0-4110-1000-5620-000-000-00000	NN	P							0.00	129.17	
PO-000413	05/20/2016	JUNE 2016 1245266 AD ED CCARE		18	11-6391-0-4110-1000-5620-000-022-00000	NN	P							0.00	74.78	
TOTAL PAYMENT AMOUNT														203.95 *	203.95	
TOTAL Fund														PAYMENT	203.95 **	203.95

012 HAMILTON UNITED SCHOOL DIST. J28306
 BATCH 61:JUNE 16 2016

ACCOUNTS PAYABLE PRELIST
 BATCH: 0061 BATCH 61:JUNE 16 2016
 Fund : 12 CHILD DEVELOPMENT

APY500 I.00.11 05/31/16 10:52 PAGE 4
 << Open >>

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

PO-000413 05/20/2016 JUNE 2016 1245266 PRESCH 7 12-6105-0-1110-1000-5620-000-00000 NN P 0.00 129.17
 TOTAL PAYMENT AMOUNT 129.17 *

TOTAL Fund PAYMENT 129.17 ** 129.17

012 HAMILTON UNIFIED SCHOOL DIST. J28306
 BATCH 61:JUNE 16 2016

ACCOUNTS PAYABLE PRELIST
 BATCH: 0061 BATCH 61:JUNE 16 2016
 Fund : 13 CAFETERIA

APY500 L.00.11 05/31/16 10:52 PAGE 5
 << Open >>

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

000764/00	DANIELSON CO							
PO-000425	05/23/2016	103281		1	13	5310-0-0000-3700-4300-000-000-00000	NN P	0.00
PO-000425	05/23/2016	103285		1	13	5310-0-0000-3700-4300-000-000-00000	NN P	0.00
PO-000425	05/23/2016	103285		2	13	5310-0-0000-3700-4700-000-000-00000	NN P	0.00
PO-000425	05/23/2016	103281		2	13	5310-0-0000-3700-4700-000-000-00000	NN P	0.00
		TOTAL PAYMENT AMOUNT						2,244.28

001028/00	JC NELSON SUPPLY CO							
PO-016679	05/19/2016	699416-FLOOR SCRUBBER		1	13	5310-0-0000-3700-4400-000-000-00000	NN F	5694.81
		TOTAL PAYMENT AMOUNT						5,694.81

000592/00	MISSION UNIFORM & LINEN							
PO-000405	05/19/2016	502522105		1	13	5310-0-0000-3700-4300-000-000-00000	NN P	0.00
		TOTAL PAYMENT AMOUNT						36.14

000763/00	PROPACIFIC FRESH							
PO-000407	05/23/2016	6301526		3	13	5310-0-0000-3700-4300-000-000-00000	NN P	0.00
PO-000407	05/23/2016	6301526		1	13	5310-0-0000-3700-4700-000-000-00000	NN P	0.00
PO-000407	05/23/2016	6301552		1	13	5310-0-0000-3700-4700-000-000-00000	NN P	0.00
PO-000407	05/26/2016	6303185		1	13	5310-0-0000-3700-4700-000-000-00000	NN P	0.00
		TOTAL PAYMENT AMOUNT						1,512.25
		TOTAL Fund PAYMENT						9,487.48
		TOTAL BATCH PAYMENT						15,470.75
		TOTAL DISTRICT PAYMENT						0.00
		TOTAL FOR ALL DISTRICTS:						15,470.75

Number of checks to be printed: 14, not counting voids due to stub overflows.
 Number of zero dollar checks: 2, will be skipped.

Printed: 05/31/2016 10:52:57

Prepared by *Chris Jordan* 5/31/16
 Authorized by _____ Date _____

**HAMILTON UNIFIED SCHOOL DISTRICT
BOARD MEETING
MINUTES
Hamilton High School Library
Thursday, June 9, 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
- Rosalinda Sanchez
- Gabriel Leal
- 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.).
6:32pm

Board President, Tomas Loera reported that there was no action taken in closed session.

6.0 ADOPT THE AGENDA: (M)

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

Motion Carried: 4-0

Loera: Aye	
Leal: Aye	Lower: Aye
Sanchez: Aye	

7.0 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.

8.0 OFFICIAL OATH OF OFFICE

1. Superintendent, Charles Tracy will administer the Oath of Office to provisionally appointed Board Member, Raymond Villar.

9.0 DISCUSSION ITEMS:

1. Public Hearing LCAP: Local Control and Accountability Plan (LCAP). (page 1-62)
 - a. **START:** 6:37pm
 - b. Power Point presented by Leslie Anderson and Trudy Bryan.
 - c. Presentation focused on the vision of the district, including community members, parents and staff.
 - d. Inform community about the new Local Control Funding Formula (LCFF) and the Local Control Accountability Plan (LCAP). Review the process to date and the criteria of the development of the Local Control Accountability Plan (LCAP).
 - e. Report highlights and monitoring processes; provide timeline and next steps.

- f. Before LCFF much of the money given to school districts was restricted to particular programs, called categorical programs. Amount of money each district received per student was called "Revenue Limit" and was based on a complicated formula not on the needs of students.
- g. After LCFF – Base Grant: Per student funding is now called the Base Grant with different amounts depending on grade level.
- h. Supplemental Grants: go to help high needs students, English Language Learners, low-income students and foster children.
- i. Concentration Grants: go to districts with more than 55% of their students identified as EL/LI/FY.
- j. 8 State priorities: Pupil Engagement, Pupil Achievement, Other Pupil Outcomes, School Climate, Parental Involvement, Basic Services, Course Access, and Implementation of Common Core Standards.
- k. Basic Services include: Compliance with Williams Criteria, Instructional Materials, Teacher Credentials & Assignments, and Facilities.
- l. Common Core State Standards include (CCSS): implementation of CCSS, EL access to CCSS, ELD Standards
- m. Parental Involvement includes: efforts to seek parent input, promotion of parental participation.
- n. Pupil Achievement includes: Statewide Assessments, College Preparation, API, Completion of A-G Requirements, CTE Sequences & AP Courses, EL Progress Towards Proficiency, and EL reclassification rate
- o. Pupil Engagement includes: attendance, dropout and graduation rates.
- p. School climate includes: suspension and expulsion rates, etc.
- q. Course Access includes: access to a broad course of study in specified subject areas for all students including subgroups and special needs.
- r. Other Pupil Outcomes includes: pupil outcomes specified subject areas.
- s. The 8 state priorities are broken up into three categories:
 - 1. Conditions of Learning: Basic services, implementation of state standards, course access.
 - 2. Pupil Outcomes: pupil achievement, other pupil outcomes.
 - 3. Engagement: Parent involvement, pupil engagement, school climate.
- t. Within these three categories are three goals:
 - 1. Conditions of Learning: include highly qualified classroom instruction to promote college and career readiness.
 - 2. Pupil Outcomes: increase student achievement on state and district assessments. Including increased student performance for our subgroups.
 - 3. Engagement: improve stakeholder participation in the learning process.
- u. LCAP dates throughout the 15-16 school year:
 - 1. Sep 21 – Overview of LCAP goals/State Priorities at Board Meeting
 - 2. Dec. 7 - Review LCAP progress
 - 3. Mar 3 – Review LCAP progress
 - 4. Mar 17 - Board Meeting
 - 5. Apr 4 - Review LCAP
 - 6. Apr 7/May 5 – LCAP Public Meeting/Questions
 - 7. Apr 21 – Board Meeting/LCAP Superintendent Answers
 - 8. May 19 - Board Meeting/LCAP Budget Public Hearing
- v. *Community Member, Barbara Bass* – notes that in our School Accountability Report Cards (SARC). There is a different number for per student at Hamilton Elementary and Hamilton High School. Mrs. Bass would like to know how she can be assured that funds for students at Hamilton Elementary will not be diverted to students at Hamilton High School.
- w. *TOSA at HUSD, Leslie Anderson* – We track spending internally. If there is an expense at the elementary – that money would go there. The kids are getting adequate service. We follow a series of monitoring.
- x. *Superintendent of Schools – Glenn County, Mr. Quarne* – explained in further how this is done and how it is monitored at the county level and can assure that each student is receiving an equal amount of services. Mr. Quarne also notes that the dollar amount that does appear is there but we are not measuring by dollars.
- y. *Board Member, Gabriel Leal* – Is there a way to report out and look at that internally? Which groups are getting more money?
- z. *Superintendent of Schools – Glenn County, Mr. Quarne* – Uses an example of a full time music teacher for the district; it depends on the involvement of students.
- aa. *Community Member, Barbara Bass* – Superintendent Tracy says it is impossible to get out of program improvement at Hamilton Elementary.
- bb. *Superintendent, Charles Tracy* – please do not misquote, we are waiting on the state to help us with a plan to get out of program improvement and they have yet to identify how we are to accomplish this.

- cc. *Superintendent of Schools – Glenn County, Mr. Quarne* – confirms Superintendent Tracy’s statement. The state will be telling us what and how we will test. Right now we are in an undefined zone. The process of rating schools is also waiting on the state; those ratings are not up to date.
 - dd. *Community Member, Froylan Mendoza* – what curriculum is being used for ELD?
 - ee. *TOSA at HUSD, Leslie Anderson* – Kevin Clark, Cengage Reach, and Benchmark.
 - ff. The district has added a lot of support for our students through staff development, the PLC model of professional learning communities. Staff has the chance to look at the things that are happening with our students.
 - gg. *Board Member, Wendall Lower* – thanks Leslie Anderson and Trudy Bryan for explaining the many positives the district has accomplished and continues to accomplish for our students. It is nice for parents and community members to see what positive is actually being done within the district rather than seeing negative gossip on social media.
 - hh. *Community Member, Barbara Bass* – How many teacher aids are we hiring are we going to hire?
 - ii. *Superintendent, Charles Tracy* - We have hired one at this time. Our ability to hire more is still on the table. We do have other teacher aids that not necessarily paid by the district, i.e. Chico State. At this time we do not believe there is a need. I will email Mrs. Bass as well as the board members an article from Sage Journals regarding teacher aides and students’ academic achievement.
 - jj. *Assistant Superintendent of Schools, Shirley Diaz* has reviewed our LCAP at least 5 times. Ms. Diaz is the county contact for LCAP related items. She attends many trainings and is fully informed on the needs for the LCAP.
 - kk. *Superintendent of Schools – Glenn County, Mr. Quarne* – We are trying to hit a moving target, there are so many moving parts. Each district including HUSD is developing leadership within. People are coming together within.
- II. **END: 7:57pm**
2. Public Hearing 2016-17 District Budget. (page 63-148)
 - a. **START: 8:00pm**
 - b. *Chief Business Official, Diane Lyon* reviewed key components of the budget with the school board and the public.
 - c. Mrs. Lyon discussed specific fund amounts, see board packet for additional information and budget.
 - d. Tonight this budget is balanced and our money is being spent where needed for our students.
 - e. We will get funded for prior year ADA if there is a drop in ADA.
 - f. **END: 8:35pm**
 3. Public Hearing 2016-17 Education Protection Act (EPA) Spending Plan. (page 149)
 - a. **START: 8:36pm**
 - b. *Chief Business Official, Diane Lyon* reviewed the EPA Spending Plan with the school board and the public.
 - c. We are required to adopt a spending plan and how we will keep track, i.e. spending it on instructional funds.
 - d. *Community Member, Genaro Reyes* – Although MAA is going away how has it been out reached to parents?
 - e. *Superintendent, Charles Tracy* – via teachers and staff when they see a student who needs medical needs; it could be through our referral and then the government would reimburse us. Federal government has changed the restrictions.
 - a. **END: 8:44pm**
 4. Hamilton High School Gym painting repairs options (Diane Lyon).
 - a. *Chief Business Official, Diane Lyon* expressed to the board that the district needs direction on where it should go with painting and the options available that varies in cost and longevity of materials.

10.0 **ACTION ITEMS:**

1. Approve 2016-17 Education Protection Act (EPA) Spending Plan. (page 149)

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

Motion Carried: 5-0

Loera: Aye	Lower: Aye
Leal: Aye	Villar: Aye
Sanchez: Aye	

2. Approve quotation dated from Impact Construction Services, Inc. for two (2) pre-owned refurbished 24X40 DSA Modular Classrooms. (page 150-151)

Motion for approval by Rosalinda Sanchez, seconded by Wendall Lower.

Motion Carried: 5-0

Loera: Aye	Lower: Aye
Leal: Aye	Villar: Aye

Sanchez: Aye	
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3. Approve proposal/bid for Hamilton Elementary School Emergency Gas Relocation from Franklin Construction. (page 152-154)

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

Motion Carried: 5-0

Loera: Aye	Lower: Aye
Leal: Aye	Villar: Aye
Sanchez: Aye	

4. Approve fees for portable project at Hamilton Elementary School – Kirk S. Brainerd and Warren Consulting Engineers, Inc. (page 155-157)

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

Motion Carried: 5-0

Loera: Aye	Lower: Aye
Leal: Aye	Villar: Aye
Sanchez: Aye	

5. Approve agreement between Hamilton Unified School District and Cummings Company, Inc. (page 158-159)

Motion for approval by Rosalinda Sanchez, seconded by Wendall Lower.

Motion Carried: 5-0

Loera: Aye	Lower: Aye
Leal: Aye	Villar: Aye
Sanchez: Aye	

6. Approve Hamilton Elementary School Gas Line Repair Project Change Order #1, Request for Information #1, Request for Information #2, and Cummings Company Change Order Request Summary #1 and #2. (page 160-166)

Motion for approval by Gabriel Leal, seconded by Raymond Villar.

Motion Carried: 5-0

Loera: Aye	Lower: Aye
Leal: Aye	Villar: Aye
Sanchez: Aye	

7. Approve Hamilton High School Gym painting/repairs quotation. (page 167-170)

Motion for approval by Wendall Lower for metal fascia, exterior paint, and painted sign on the Hamilton High School Gym indicated on page 167, 169, and 170 of the board packet, seconded by Rosalinda Sanchez.

Motion Carried: 5-0

Loera: Aye	Lower: Aye
Leal: Aye	Villar: Aye
Sanchez: Aye	

8. Approve Hamilton High School classroom building gutter replacement as change order to roofing project. (page 171)

Motion for approval by Rosalinda Sanchez regarding Ag wing at Hamilton High School, seconded by Gabriel Leal.

Motion Carried: 5-0

Loera: Aye	Lower: Aye
Leal: Aye	Villar: Aye
Sanchez: Aye	

- 11.0 **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 Minutes for the:
 - a. Regular Board Meeting on May 19, 2016 (page 172-176)
 - b. Special Board Meeting on May 26, 2016 (page 177-180)

Motion for approval by Gabriel Leal with changes suggested by Wendall Lower, seconded by Rosalinda Sanchez.

Motion Carried: 4-0

Loera: Aye	Lower: Aye
Leal: Aye	Villar: Abstain
Sanchez: Aye	

12.0 **ADJOURNMENT:** 9:19pm

Wendall Lower, Clerk

Charles Tracy, Superintendent



Hamilton Elementary School

277 Capay Avenue • P.O. Box 277
Hamilton City, CA 95951-0277
School Office (530) 826-3474 • Fax (530)
826-0419
District Office (530) 826-3261

District Governing Board
Tomas Loera, President,
Judy Twede, Clerk
Wendell Lower
Gabriel Leal
Rosalinda Sanchez

District Superintendent
Charles Tracy

Principal
Darcy Pollak

Hamilton Elementary School Site Council Meeting

Monday April 11, 2016 6:00 PM Hamilton Elementary School – Conference Room
PO Box 277 Capay Ave. – Hamilton City, CA 95951
Minutes

ORDER OF BUSINESS

Item 1 Call to Order at 6:17 p.m.

Item 2 Establish Quorum (3 HES Staff, 3 Parents/Community Members)

Staff Present: D.Pollak, H.Sufuentes, E.Cruz, M.Sawyer, B.Godinez

Parents Present: G.Reyes, C.Ponce, R.Vargas

Item 3 Agenda Posted Friday, April 8, 2016.

Item 4 No Public Comment

Item 5 Approval of Minutes – (5 min.) – Cruz

February 22, 2016 (Attachment #1a) and March 14, 2016 (Attachment #1b)

C.Ponce made a motion to approve minutes from Feb. 22 and March 14.

Motion was seconded by G.Reyes. Motion passed. Minutes approved.

DISCUSSION ITEMS

Item 6 Field Trip Funding Update - (5 min.) – Godinez

Ms. Godinez had two great Zumba fundraising events (\$250 first \$239 second).
However,
she still needs \$230 for the fieldtrip.

Item 7 Parent Luncheon Update - (5 min.) – Sufuentes

Minutes of the ELAC/DELAC from Friday, April 8th were provided and shared as well as the data presented.

Item 8 LCAP Updates - (10 min.) – Pollak

Background regarding funding. Monday, April 4th Teachers and other staff members gathered and worked in groups to establish action steps for the next year and 3 to 5 years out. Posters were displayed and explained.

The LCAP allows us to focus on the needs of our school and our district. This is valuable. It was shared by a teacher that the LCAP is very important for parents to participate in so that parents can provide input to how money is spent. This gives a voice. Parents expressed trust in teachers and admin.

ACTION ITEMS

Item 1 Field Trip Funding Approval - (5 min.) – B.Godinez

Sawyer made a motion to cover the transportation cost (not to exceed \$240) for the educational opportunity. Seconded by C.Ponce.
Motion passed.

Item 2 EL Master Plan Approval- (10 min.)- Sufuentes

Mrs. Sufuentes shared an overview of the EL Master Plan. It has already been approved by the ELAC/DELAC. It takes all the pieces from the district's Board Policy and Administrative Regulations and is more user friendly. A lot of emphasis on Long Term English Language Learners, ways to monitor LTEL students, it refines the reclassification criteria since we no longer have CST scores. Our students are performing well compared to county and state on CELDT. The EL master plan is clear and concise so if questions arise.

Motion to approve by G. Reyes, second by C.Ponce. Motion passed.

Item 3 Single Plan for Student Achievement Approval- (10 min.)- Cruz

C.Ponce made a motion to approve and G.Reyes seconded. Motion passed.

Next meeting will be at the DAC. 6 p.m.

ADJOURNMENT

7:15 p.m

**Hamilton High School
2016-17
(Tentative) Scheduled Fundraisers**

Group	Activity	Date (Tentative)
Cheer	Tamale sale/dinner	July/August 2016 (date tbd)
Cheer	spirit grams	Sept/Oct. 2016
Cheer	Kick-a-thon	September 2016
Cheer	Minis Camp	October 2016
Girls Soccer	Summer Soccer camp	July 2016
Track	Jamba Juice	Friday home FB games
Track	Recycling collection day-	Nov. and/or Jan.
Track	Bracelets, T-shirts, Bumper Sticker Sales	Friday Home FB games
Football	Tri tip Dinner	Fall-no date set (August)
Class of 2018	Popcorn Sales	All Home Games/ VB, BB, and FB
Class of 2018	Concession	All Home VB & BB Games
Football	Concession	All Home Football Games
Cheer	Key Lanyard Sales	Ongoing 16-17 school year
Track	Spike sales	Ongoing 15-16 school year
Track	Bake Sale at Haunted Maze	October 2016
Drama	School Play	Spring 2017
MEChA	Halloween/Christmas/Valentine Grams	Oct. 2016; Dec. 2016; Feb. 2017
MECHA	Fruitcup sales	FB Home Games
Baseball	Golf Tournament	Spring Break 2017
Boys Basketball	Free throw a-thon	January 2017
Boys/Girls Basketball	Passaglia Tourney Concession and Gate sales	Dec. 2016
Volleyball	VB tournament Concession and Gate sales	Sept. 2016
Art Club	Face painting	All Home FB games
Art Club	Calendar sales	for 2017 calendar
Ella Barkley	Carnitas sale/ fruitcup sale	Fall 2016/ Spring 2017
Class of 2019	Frosh welcome dance	September 2016
Class of 2020	Spring Dance	February/March 2017
CSF	Trip fundraiser sales	Spring 2017

FFA Fundraisers and AG Product Sales- Throughout the school year

Benefit Dinner	(Hosted by Friends of HC FFA)	August 2016
Golf Tournament	(Hosted by Knight Farms in March)	March 2017
Olive Oil Sales		Dec. 2016- Spring 2017
Mandarin Sales		November-December 2016
Christmas Tree Sales		November-December 2016
Orland Craft Fair Car Parking (Community Service)		November 2016
Sales of FFA Apparel		ongoing 2016-17

**Hamilton High School
2016-17 Field Trips
Tentative List**

Trip	Group	Location	Date
OTS Summit	FNL	Anaheim	Sept. 10-13, 2016
English Enrichment	HHS English	San Francisco	November 2016
CSF Trip	CSF	TBD	March 2017
ELD Trip	ELD	Sacramento	Feb or March 2017
HHS Senior Trip	HHS Seniors	tbd	May 25-26 or June 1-2, 2017
Golden Sierra Tourney	Boys BB	Auburn	Dec. 2015
REACH Conference	FNL	Richardson Springs	March 2017
Ella Barkley End of Year	Ella	6 Flags	May 2017
MEChA Trip	HHS MEChA	6 Flags	Spring Break 2017
Wrestling Season	Wrestling	Various	Wrestling season; Dec. 2016-Feb. 2017