

HAMILTON UNIFIED SCHOOL DISTRICT
BOARD MEETING
AGENDA
Hamilton High School Library
Wednesday, April 26, 2017

6:00 p.m. Closed Session
6:30 p.m. No Earlier than 6:30 PM

1.0 OPENING BUSINESS:

Call to order and roll call

_____ Gabriel Leal, President _____ Rosalinda Sanchez _____ Tomas Loera
_____ Hubert "Wendall" Lower, Clerk _____ Rod Boone

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 and Attorney, Matt Juhl-Darlington 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), Existing litigation. Name of case: Crews v. Hamilton Unified School District, Glenn County Superior Court, Case No. 15CV01394.

Report out actions taken in closed session.

5.0 PUBLIC SESSION/FLAG SALUTE:

6.0 ADOPT THE AGENDA: (M)

7.0 COMMUNICATIONS/REPORTS:

1. Board Member Comments/Reports
2. ASB President and Student Council President Reports.
 - a. Hamilton High, Hernan Urena-Valdes.
 - b. Hamilton Elementary, Jose Mendez.
3. District Reports
 - a. Food Service Report by LeAnn Radtke. (Page 1)
 - b. Operations Report by Marc Eddy.
 - c. Technology Report by Derek Hawley. (Page 2)
4. Principal and Dean of Student Reports
 - a. Cris Oseguera, Hamilton High School Principal.
 - b. Darcy Pollak, Hamilton Elementary School Principal.
 - i. Playground stencil partnership with Healthy Communities and Glenn County First 5 (J. Firth).
 - c. Maria Reyes, District Dean of Students.
5. Chief Business Official/Facilities Report by Diane Lyon.
6. Superintendent Report by Charles Tracy.
 - a. DAC meeting times.
 - b. Boys & Girls Clubs of the North Valley – Hamilton City summer options. (Page 3)
 - c. Dates to Remember:
 - i. Holidays:
 1. Monday, May 29th in observance of Memorial Day.
 - ii. May 25th: School Board Meeting in the Hamilton High School Library at 6:30 pm for Open Session.

8.0 **CORRESPONDENCE:** None to report.

9.0 **DISCUSSION ITEMS:**

1. E-Rate C2 project (handout) (F. James).
2. HUSD College Readiness Block Grant Plan (CRBG) (C. Oseguera). (Page 4-7)
3. Overview of language options for HUSD (handout) (H. Sufuentes and M. Sawyer).
4. Declare Adult Ed Trailer worth no more than \$2,500. (Page 8-13)
5. Declare Opportunity Trailer worth no more than \$2,500. (Page 8-13)
6. First Reading of updated Board Policy and Administrative Regulation 5141.52 Suicide Prevention. (Page 14-22)
7. Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) – University of California, Davis. (Page 23)
8. MOU between Hamilton Elementary School and Glenn County Office of Education for 2017 summer program. (Page 22)
9. Hamilton Unified School Board Self Evaluation forms. (Page 25)
10. Random Selection of 1 parent to win the Lenovo Notebook computer for completing the LCAP Parent Survey 2017 (L. Anderson).
11. English Language Arts Adoption, Grades K through 5: Benchmark Advance (c2017) published by Benchmark Education Company (handout)(J. Firth)
12. English Language Arts Adoption, Grades 6 through 8: Study Sync (c2015) published by McGraw-Hill (handout) (J. Firth)
13. Review LCAP Parent/Community Survey results. (handout)
14. Local Control and Accountability Plan (LCAP) review and questions to the Superintendent. (Page 26-27)

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

11.0 **ACTION ITEMS:**

1. E-Rate C2 project.
2. Declare Adult Ed Trailer worth no more than \$2,500 and designate District administration to sell without advertising.
3. Declare Opportunity Trailer worth no more than \$2,500 and designate District administration to sell without advertising.
4. Resolution 16-17-106 Voluntary Retirement Savings Plan, Section 457 (b) Internal Revenue Code. (Page 28-36)
5. FFA Stipend. (Page 37-38)
6. English Language Arts Adoption, Grades 6 through 8: Study Sync (c2015) published by McGraw-Hill.

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

1. Warrants and Expenditures. (Page 40-61)
2. Minutes for the Regular Board Meeting on March 22, 2017. (Page 62-67)
3. Hamilton Elementary School Site Council Meeting Agenda for: March 13, 2017. (Page 68)
4. Hamilton Elementary School Site Council Meeting Agenda for: April 13, 2017.(Page 69)
5. Hamilton Elementary School Single Plan for Student Achievement 2016-17. (Page 70-96)
6. Title I, Part A Carryover Waiver 15-16. (Page 97)
7. Interdistrict Transfers (new – elementary students reapply annually).
 - a. Out
 - i. None to report
 - b. In
 - i. None to report
8. Personnel Actions as Presented:
 - a. New Hires:

i. Karissa Sywulka	Music Teacher	HES/HUSD
ii. Maria Llamas	Spanish Teacher	HES
iii. Diane Holly Day	Math Teacher	HES/HHS
iv. Gloria Godinez	Temporary Teacher	HES
 - b. Resignations/Retirement:
 - i. None to report

13.0 **ADJOURNMENT:**

March 2017 Food Services Report
Hamilton Unified School District
Director of Nutrition and Student Welfare
LeAnn Radtke



Combined District totals 22 days of school

Lunches 10607 = \$32635.97

Breakfasts 6175 = \$12064.00

Boys and Girls Club snacks 2337 = \$2337.00

Boys and Girls Supper 1216 = \$4122.24

Total \$51468.45

Technology Report

Frank James, Director of Technology

Derek Hawley, Information Systems Technician

Completed Tasks – April

1. **Webroot:** Webroot Anti-virus project has been completed. Webroot has been deployed on every device (except labs) throughout the District.
2. **Blackboard Web Migration:** Blackboard website migration has begun. The District has started to structure the new website, old content has begun to get migrated to its new locations, and training sessions have been taken to prepare the district web masters for the new webpage.
3. **Dell Monitor:** A new Dell 70" interactive monitor is being installed (4/20) in Room 607 at the elementary school. This will enable teaches to reserve the room and design lesson plans to test the functionality of interactive monitors in a class room setting.

LAUNCHING SOON!

SUMMER OPTIONS WITH BOYS AND GIRLS CLUB:

CAMP EXPECT SUCCESS-

MONDAY-FRIDAY 7:30AM-1:30PM

JUNE 14-JULY 12

EXTENDED CARE PROGRAM-

MONDAY-FRIDAY 1:30PM-6:00PM

JUNE 14-JULY 12

COST: \$75.00

CAMP VOYAGE-

MONDAY-FRIDAY 7:30AM-6:00PM

JULY 15-JULY 28

COST: \$120.00

REGISTRATION STARTS

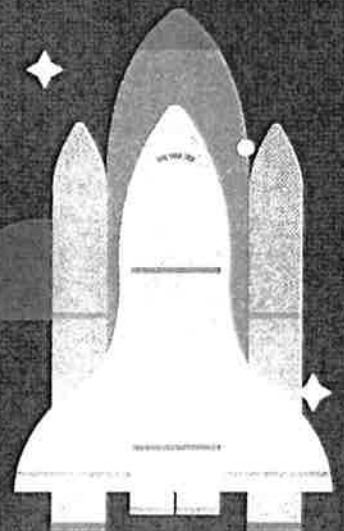
APRIL 4 WITH

BOYS AND GIRLS CLUB

ONE-TIME FEES:

\$20.00 REGISTRATION

\$15.00 T-SHIRT



**Hamilton Unified School District
College Readiness Block Grant
Grades 9-12
2016-2019**

Background Information:

In June 2016, California Governor Jerry Brown signed the 2016-17 state budget into law. The budget included \$200 million allocated to the College Readiness Block Grant (CRBG) and is intended to provide eligible local education agencies (LEAs) with at least one unduplicated pupil in grades 9-12, in an accredited school, with no less than \$75,000.

Funding Purpose:

The College Readiness Block Grant is established for the purposes of providing high school students, particularly unduplicated pupils, with additional supports to increase the number who enroll at institutions of higher education and complete an undergraduate degree within four years. EC 41580 authorizes the CRBG as well as providing for the development of a plan describing how the school district will utilize CRBG funds to increase or improve services for unduplicated pupils to ensure access to post-secondary education and to ensure college readiness. Additionally, the CRBG plan shall include information as to how it aligns with the LCAP.

Fiscal Impact:

The Hamilton Unified School District will receive \$75,000 in grant funding to be expended anytime during the 2016-17, 2017-18, and 2018-19 fiscal school years.

Educational Impact:

Increased access and completion of A-G requirements for unduplicated pupils. Increased access and exposure to, awareness of, and enrollment in post-secondary educational institutions for all students, particularly unduplicated pupils. Increased access, exposure, and enrollment in Advanced Placement courses.

Status and Board Requirements:

Hold public discussion of CRBG plan and approve at subsequent board meeting.

Hamilton Unified School District College Readiness Block Grant 2016-2019

Introduction:

The Hamilton Unified School District provides a variety of support services for unduplicated pupils in grades 9-12 designed to increase matriculation to college and success. These support services include our intervention time within our school day, Math and English support classes in our schedule, access to credit recovery for students, as well as the implementation of CCSS Math courses. Hamilton High School also has offered concurrent enrollment with Butte College and has articulation with Butte College with various courses. Also, Hamilton High School has implemented Career and Technical Education (CTE) pathways. The CRBG funds will allow us to address specific roadblocks that our unique student demographics present.

How will funds be used to increase or improve services for unduplicated pupils to ensure college readiness?:

The focus of our College Readiness Block Grant will include the following- to increase the number of students who are successfully enrolling in and completing A-G requirements and AP courses; and to increase parent and student awareness of, and exposure to, college opportunities.

To increase A-G completion and AP success for unduplicated pupils, we will:

- Provide additional academic support beginning in ninth grade with implementation of new bell schedule and math lab for each 9th grade student.
- Provide professional development to staff in courses (English and Math) to increase student success.
- Subsidize the cost of AP Exams and PSAT for unduplicated pupils.
- Improve the high school intervention period to increase student success.
- Increase the career pathway offerings and options for all students in 9-12th grades.
- Increase course offerings that are A-G approved.

To increase parent and student awareness of college opportunities we will:

- Provide parents with access to meetings and trainings which includes strategies for successful college entry, A-G course completion, Early Assessment Program (EAP), SAT and ACT testing, concurrent enrollment and dual enrollment information and opportunities, and financial aid.
- Increase college campus visits to expose students to opportunities to higher education.
- Improve upon program that includes a focus on college preparedness to be integrated into 9th and 10th grade sequence.
- Increase access to career exploration and college tours through both technology and site visits.
- Increase and improve a dedicated career exploration center located in an accessible and user friendly area.
- Increase the exposure of Hamilton High Students to numerous local industry and business partners, as well as local colleges. Former HHS graduates that are attending UC and CSU colleges will be invited to present.
- Create a college going culture schoolwide by implementing department rituals that address specific topics such as A-G requirements, study expectations, and expanding research concepts.

Additionally, HUSD will continue to participate in collaborative efforts for our students with Butte College and CSU, Chico to increase the number of students attending and successfully completing local post-secondary

educational institutions. Dual enrolment options for the 2017-18 and 2018-19 school years are being actively explored.

How will the CRBG plan align with the HUSD LCAP?:

The Hamilton Unified School District LCAP includes specific goals and information regarding college and career readiness for our students. LCAP Goals for HUSD are the following:

HUSD LCAP Goal 1- Condition of Learning goal to include highly qualified classroom instruction to promote college, career readiness with academic instruction in place to help all students succeed.

HUSD LCAP Goal 2- Pupil Outcomes, all students will need to demonstrate proficiency on quizzes, tests, benchmark assessments and state academic performance exams to insure that they are achieving at the highest potential prior to promoting from 8th grade and graduating from high school. For those students who are second language learners or those students with special needs, additional resources and support are needed to accomplish the goal of graduating high school with the highest quality of education.

HUSD LCAP Goal 3- Engagement: District to improve parent participation, community input and student engagement through inclusion of all stakeholders in the learning process.

The CRBG plan aligns with the HUSD LCAP and the LCAP includes specific goals tied to A-G course requirement completion and state and college testing results. Specifically these are as follows:

- Current A-G course requirement completion is 43% with a goal to improve by 3%.
- Increase 11th grade EAP pass rates for students.
- Increase the percentage of students enrolled in AP courses and increase the AP exam pass rate.
- Increase staff to achieve and maintain highly qualified classroom instruction with the impetus being to improve and increase student success.
- Increase opportunities for parent engagement.

How will all pupils, particularly unduplicated pupils, be provided access to A-G Courses?:

In Hamilton Unified School District, all students currently have access to quality instruction in a-g courses of instruction. We recognize, however, that there are a number of potential roadblocks to successfully completing the A-G series. Some of those roadblocks include a high percentage of students who are not prepared to take high level courses when they enter ninth grade. Steps have already been taken by HUSD to vertically align math curriculum with the high school and feeder schools to ensure incoming students who enter 9th grade are prepared for A-G level math course rigor- specifically with the required math lab for all incoming 9th graders. This model may be continued in other departments such as English, Science, and eventually Social Science, particularly with the continued implementation of CCSS.

At the high school level, we have identified the barriers to college matriculation as a lack of parent understanding of how to prepare their student for college success as well as the accessibility of college; student difficulty successfully completing certain courses within the A-G requirements, and financial issues that impact the number of students who take AP exams. Tutoring will be implemented to assist those students that are struggling to access the rigor of the content. In addition, we will expand parent awareness through our existing successful models such as our Cash for College workshop and College and Scholarship Night. Potentially, a parent information liaison may be coordinating these efforts for our parents in the future.

How will we measure the impact of these funds to increase pupil access and successful matriculation to institutions of higher learning?:

As part of the HUSD LCAP, we have established the completion of A-G requirements as a metric for measuring our progress towards increasing opportunities for college entrance. This metric will be used to measure improvement for purposes of this grant. In addition, we utilize the AP Exam success (score of 3 or higher) as a metric on the LCAP. This metric will also help us measure the growth in the number of students who are college ready as part of this grant. Hamilton Unified participates in the CALPASS system which is designed to collect data on matriculation and successful completion of college. In addition, HUSD will continue to participate and collaborate with Butte College and CSU, Chico for means to improve our students access and exposure to college. We will provide additional data which will allow for evaluation of the impact of these funds on pupil access and successful matriculation to college.

SALE AND DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES

The Governing Board recognizes its fiscal responsibility to maximize the use of district equipment, supplies, instructional materials, and other personal property while providing up-to-date resources that facilitate student learning and effective district operations. When the Board, upon recommendation of the Superintendent or designee, declares any district-owned personal property unusable, obsolete, or no longer needed, the Board shall determine the estimated value of the property and shall decide whether the property will be donated, sold, or otherwise disposed of as prescribed by law and administrative regulation.

(cf. 0440 - District Technology Plan)

(cf. 3512 - Equipment)

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6163.1 - Library Media Centers)

The Board shall approve the price and terms of any sale or lease of personal property of the district.

If the Board members who are in attendance at a meeting unanimously agree that the property, whether one or more items, does not exceed \$2,500 in value, the property may be sold without advertising for bids. (Education Code 17546)

If the Board members who are in attendance at a meeting unanimously find that the value of the property is insufficient to defray the costs of arranging a sale, the property may be donated to a charitable organization deemed appropriate by the Board or may be disposed of in the local public dump. (Education Code 17546)

Instructional materials shall be considered obsolete or unusable by the district if they have been replaced by more recent editions or new materials selected by the Board, are not aligned with the district's academic standards or course of study, and have no foreseeable value in other instructional areas. Such materials may be sold or donated if they continue to serve educational purposes that would benefit others outside the district. Instructional materials are not appropriate for sale or donation if they meet any of the following criteria:

1. Contain information rendered inaccurate or incomplete by new research or technologies
2. Contain demeaning, stereotyping, or patronizing references to any group of persons protected against discrimination by law or Board policy
3. Are damaged beyond use or repair

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 1312.4 - Williams Uniform Complaint Procedures)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

SALE AND DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES (continued)

The Superintendent or designee shall establish procedures to be used whenever the district sells equipment or supplies originally acquired under a federal grant or subgrant. Such procedures shall be designed to ensure the highest possible return. (34 CFR 80.32)

(cf. 3440 - Inventories)

Legal Reference:

EDUCATION CODE

17540-17542 *Sale or lease of personal property by one district to another*

17545-17555 *Sale of personal property*

35168 *Inventory, including record of time and mode of disposal*

60510-60530 *Sale, donation, or disposal of instructional materials*

GOVERNMENT CODE

25505 *District property; disposition; proceeds*

CODE OF REGULATIONS, TITLE 5

3944 *Consolidated categorical programs, district title to equipment*

3946 *Disposal of equipment purchased with state and federal consolidated application funds*

UNITED STATES CODE, TITLE 40

549 *Surplus property*

CODE OF FEDERAL REGULATIONS, TITLE 34

80.32-80.33 *Equipment and supplies acquired under a grant or subgrant*

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

California School Accounting Manual

Standards for Evaluating Instructional Materials for Social Content, 2013

WEB SITES

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

School Services of California, Inc.: <http://www.sscal.com>

SALE AND DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES

Instructional Materials

Surplus or undistributed obsolete instructional materials that are usable for educational purposes may be sold by the district. Alternatively, such materials may be donated to: (Education Code 60510)

1. Another district, county free library, or other state institution
2. A United States public agency or institution
3. A nonprofit charitable organization
4. Children or adults in California or foreign countries for the purpose of increasing the general literacy of the people

(cf. 0440 - District Technology Plan)

(cf. 6161.1 - Selection and Evaluation of Instructional Materials)

(cf. 6161.11 - Supplementary Instructional Materials)

(cf. 6163.1 - Library Media Centers)

Any organization, agency, or institution receiving obsolete instructional materials donated by the district shall certify to the Governing Board that it agrees to make no charge to any persons to whom it gives or lends these materials. (Education Code 60511)

At least 60 days before selling or donating surplus or undistributed obsolete instructional materials, the Superintendent or designee shall notify the public of the district's intention to do so through a public service announcement on a local television station, in a local newspaper, or by other means that will most effectively reach the entities described above. Representatives of those entities and members of the public also shall be notified of the opportunity to address the Board regarding the distribution of these materials.

(cf. 9323 - Meeting Conduct)

Surplus or undistributed obsolete instructional materials which are unusable or which cannot be distributed as specified above may be disposed of by either of the following: (Education Code 60530)

1. Mutilated as not to be salable as instructional materials and sold for scrap or for use in the manufacture of paper pulp or other substances at the highest obtainable price
2. Destroyed by any economical means, provided that the materials are not destroyed until at least 30 days after the district has given notice to all persons who have filed a request for such notice

SALE AND DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES (continued)

(cf. 3510 - Green School Operations)
(cf. 3511.1 - Integrated Waste Management)

Equipment/Supplies Acquired with Federal Funds

When the district has a need to replace equipment originally purchased with funds from a federal grant or subgrant, it may, subject to the approval of the agency that awarded the grant, trade in the original equipment or sell the property and use the proceeds to offset the cost of the replacement property. (34 CFR 80.32)

When any original or replacement equipment or supplies acquired under a federal grant or subgrant are no longer needed for the original project or program or for other federally supported activities, the district may retain or sell such items or, if the item has a current fair market value of less than \$5,000, may otherwise dispose of the item in a manner approved by the Board. Whenever the district sells equipment or supplies that have a current fair market value of \$5,000 or more, it shall provide an amount to the federal agency equal to the agency's share of the current market value of the equipment or the proceeds from the sale of the equipment or supplies. (34 CFR 80.32-80.33)

In the event that the district is provided equipment that is federally owned, the district shall request disposition instructions from the federal agency when it no longer needs the equipment. (34 CFR 80.32)

Other Personal Property

The district may sell other surplus or obsolete district-owned personal property through any of the following methods:

1. The Superintendent or designee may advertise for bids by posting a notice in at least three public places in the district for at least two weeks, or by publishing a notice at least once a week for at least two weeks in a newspaper having a general circulation in the district and, if possible, publishing within the district. The district shall sell the property to the highest responsible bidder or shall reject all bids. (Education Code 17545, 17548)

Property for which no qualified bid has been received may be sold, without further advertising, by the Superintendent or designee. (Education Code 17546)

(cf. 3311 - Bids)

2. The property may be sold by means of a public auction conducted by district employees, employees of other public agencies, or by contract with a private auction firm. (Education Code 17545)

SALE AND DISPOSAL OF BOOKS, EQUIPMENT AND SUPPLIES (continued)

3. The district may sell the property without advertising for bids under any of the following conditions:
 - a. The Board members in attendance at a meeting have unanimously determined that the property does not exceed \$2,500 in value. (Education Code 17546)

(cf. 9323.2 - Actions by the Board)

- b. The district sells the property to agencies of the federal, state, or local government, to any other school district, or to any agency eligible under the federal surplus property law and the sale price equals the cost of the property plus the estimated cost of purchasing, storing, and handling. (Education Code 17540; 40 USC 549)
- c. The district sells or leases the property to agencies of the federal, state, or local government or to any other school district and the price and terms of the sale or lease are fixed by the Board and approved by the County Superintendent of Schools. (Education Code 17542)

Money received from the sale of surplus personal property shall be either deposited in the district reserve or general fund or credited to the fund from which the original purchase was made. (Education Code 17547)

(cf. 3100 - Budget)



EDUCATION CODE - EDC

TITLE 1 GENERAL EDUCATION CODE PROVISIONS [1. - 32500] (*Title 1 enacted by Stats. 1976, Ch. 1010.*)

DIVISION 1 GENERAL EDUCATION CODE PROVISIONS [1. - 32500] (*Division 1 enacted by Stats. 1976, Ch. 1010.*)

PART 10.5. SCHOOL FACILITIES [17210 - 17653] (*Part 10.5 repealed (by Sec. 4) and added by Stats. 1996, Ch. 277, Sec. 3.*)

CHAPTER 4. Property: Sale, Lease, Exchange [17385 - 17561] (*Chapter 4 added by Stats. 1996, Ch. 277, Sec. 3.*)

ARTICLE 14. Sale of Personal Property [17545 - 17555] (*Article 14 added by Stats. 1996, Ch. 277, Sec. 3.*)

17546. (a) If the governing board, by a unanimous vote of those members present, finds that the property, whether one or more items, does not exceed in value the sum of two thousand five hundred dollars (\$2,500), it may be sold at private sale without advertising, by any employee of the district empowered for that purpose by the board.

(b) Any item or items of property having previously been offered for sale pursuant to Section 17545, but for which no qualified bid was received, may be sold at private sale without advertising by any employee of the district empowered for that purpose by the board.

(c) If the board, by a unanimous vote of those members present, finds that the property is of insufficient value to defray the costs of arranging a sale, the property may be donated to a charitable organization deemed appropriate by the board, or it may be disposed of in the local public dump on order of any employee of the district empowered for that purpose by the board.

(Added by Stats. 1996, Ch. 277, Sec. 3. Effective January 1, 1997. Operative January 1, 1998.)

SUICIDE PREVENTION

The Governing Board recognizes that suicide is a leading cause of death among youth and that school personnel who regularly interact with students are often in a position to recognize the warning signs of suicide and to offer appropriate referral and/or assistance. To attempt to reduce suicidal behavior and its impact on students and families, the Superintendent or designee shall develop measures and strategies for suicide prevention, intervention, and postvention.

In developing measures and strategies for use by the district, the Superintendent or designee may consult with school health professionals, school counselors, school psychologists, school social workers, administrators, other staff, parents/guardians, students, local health agencies, mental health professionals, and community organizations.

(cf. 1020 - Youth Services)

(cf. 1220 - Citizen Advisory Committees)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

Such measures and strategies shall include, but are not limited to:

1. Staff development on suicide awareness and prevention for teachers, school counselors, and other district employees who interact with students in the secondary grades

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

SUICIDE PREVENTION (continued)

2. Instruction to students in problem-solving and coping skills to promote students' mental, emotional, and social health and well-being, as well as instruction in recognizing and appropriately responding to warning signs of suicidal intent in others

(cf. 6142.8 - Comprehensive Health Education)

3. Methods for promoting a positive school climate that enhances students' feelings of connectedness with the school and that is characterized by caring staff and harmonious interrelationships among students

(cf. 5131 - Conduct)

(cf. 5131.2 - Bullying)

(cf. 5137 - Positive School Climate)

(cf. 5145.3 - Nondiscrimination/Harassment)

(cf. 5145.7 - Sexual Harassment)

(cf. 5145.9 - Hate-Motivated Behavior)

4. The provision of information to parents/guardians regarding risk factors and warning signs of suicide, the severity of the youth suicide problem, the district's suicide prevention curriculum, basic steps for helping suicidal youth, and/or school and community resources that can help youth in crisis
5. Encouragement for students to notify appropriate school personnel or other adults when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions
6. Crisis intervention procedures for addressing suicide threats or attempts
7. Counseling and other postvention strategies for helping students, staff, and others cope in the aftermath of a student's suicide

As appropriate, these measures and strategies shall specifically address the needs of students who are at high risk of suicide, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth. (Education Code 215)

Legal Reference: (see next page)

SUICIDE PREVENTION (continued)*Legal Reference:*EDUCATION CODE

215 Student suicide prevention policies

32280-32289 Comprehensive safety plan

49060-49079 Student records

49602 Confidentiality of student information

49604 Suicide prevention training for school counselors

GOVERNMENT CODE

810-996.6 Government Claims Act

PENAL CODE

11164-11174.3 Child Abuse and Neglect Reporting Act

WELFARE AND INSTITUTIONS CODE

5698 Emotionally disturbed youth; legislative intent

5850-5883 Mental Health Services Act

COURT DECISIONSCorales v. Bennett (Ontario-Montclair School District), (2009) 567 F.3d 554*Management Resources:*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONSHealth Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve, 2008Health Framework for California Public Schools, Kindergarten Through Grade Twelve, 2003CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONSSchool Connectedness: Strategies for Increasing Protective Factors Among Youth, 2009NATIONAL ASSOCIATION OF SCHOOL PSYCHOLOGISTS PUBLICATIONSPreventing Suicide, Guidelines for Administrators and Crisis Teams, 2015U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONSPreventing Suicide: A Toolkit for High Schools, 2012National Strategy for Suicide Prevention: Goals and Objectives for Action, rev. 2012WEB SITESAmerican Association of Suicidology: <http://www.suicidology.org>American Foundation for Suicide Prevention: <http://afsp.org>American Psychological Association: <http://www.apa.org>American School Counselor Association: <http://www.schoolcounselor.org>California Department of Education, Mental Health: <http://www.cde.ca.gov/ls/cg/mh>

California Department of Health Care Services, Suicide Prevention Program:

<http://www.dhcs.ca.gov/services/MH/Pages/SuicidePrevention.aspx>Centers for Disease Control and Prevention, Mental Health: <http://www.cdc.gov/mentalhealth>National Association of School Psychologists: <http://www.nasponline.org>National Institute for Mental Health: <http://www.nimh.nih.gov>Trevor Project: <http://thetrevorproject.org>

U.S. Department of Health and Human Services, Substance Abuse and Mental Health Services

Administration: <http://www.samhsa.gov>Policy
adopted:**HAMILTON UNIFIED SCHOOL DISTRICT**
Hamilton City, California

SUICIDE PREVENTION

Staff Development

Suicide prevention training shall be provided to teachers, counselors, and other district employees who interact with students at the secondary level. The training shall be offered under the direction of a district counselor/psychologist and/or in cooperation with one or more community mental health agencies.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Materials for training shall include how to identify appropriate mental health services at the school site and within the community, and when and how to refer youth and their families to those services. Materials also may include programs that can be completed through self-review of suitable suicide prevention materials. (Education Code 215)

Staff development shall include research and information related to the following topics:

SUICIDE PREVENTION (continued)

1. The higher risk of suicide among certain groups, including, but not limited to, students who are bereaved by suicide; students with disabilities, mental illness, or substance use disorders; students who are experiencing homelessness or who are in out-of-home settings such as foster care; and students who are lesbian, gay, bisexual, transgender, or questioning youth
2. Individual risk factors such as previous suicide attempt(s) or self-harm, history of depression or mental illness, family history of suicide or violence, feelings of isolation, interpersonal conflicts, a recent severe stressor or loss, family instability, impulsivity, and other factors

(cf. 5131.6 - Alcohol and Other Drugs)

3. Warning signs that may indicate depression, emotional distress, or suicidal intentions, such as changes in students' personality or behavior and verbalizations of hopelessness or suicidal intent
4. Protective factors that may help to decrease a person's suicide risk, such as resiliency, problem-solving ability, access to mental health care, and positive connections to family, peers, school, and community
5. Instructional strategies for teaching the suicide prevention curriculum and promoting mental and emotional health
6. School and community resources and services, including resources and services that meet the specific needs of high-risk groups

(cf. 5141.6 - School Health Services)

(cf. 6164.2 - Guidance/Counseling Services)

7. District procedures for intervening when a student attempts, threatens, or discloses the desire to die by suicide

Instruction

SUICIDE PREVENTION (continued)

The district's comprehensive health education program shall promote the healthy mental, emotional, and social development of students and shall be aligned with the state content standards and curriculum framework. Suicide prevention instruction shall be incorporated into the health education curriculum at appropriate secondary grades and shall be designed to help students:

1. Identify and analyze signs of depression and self-destructive behaviors and understand how feelings of depression, loss, isolation, inadequacy, and anxiety can lead to thoughts of suicide
2. Develop coping and resiliency skills and self-esteem
3. Learn to listen, be honest, share feelings, and get help when communicating with friends who show signs of suicidal intent
4. Identify trusted adults, school resources, and/or community crisis intervention resources where youth can get help and recognize that there is no stigma associated with seeking services for mental health, substance abuse, and/or suicide prevention

(cf. 1020 - Youth Services)

(cf. 5131.6 - Alcohol and Other Drugs)

(cf. 5141.6 - School Health Services)

(cf. 6142.8 - Comprehensive Health Education)

(cf. 6164.2 - Guidance/Counseling Services)

Intervention

Students shall be encouraged to notify a teacher, principal, counselor, or other adult when they are experiencing thoughts of suicide or when they suspect or have knowledge of another student's suicidal intentions.

Every statement regarding suicidal intent shall be taken seriously. Whenever a staff member suspects or has knowledge of a student's suicidal intentions based on the student's verbalizations or act of self-harm, he/she shall promptly notify the principal or school counselor.

SUICIDE PREVENTION (continued)

Although any personal information that a student discloses to a school counselor shall generally not be revealed, released, referenced, or discussed with third parties, the counselor may report to the principal or student's parents/guardians when he/she has reasonable cause to believe that disclosure is necessary to avert a clear and present danger to the health, safety, or welfare of the student. In addition, the counselor may disclose information of a personal nature to psychotherapists, other health care providers, or the school nurse for the sole purpose of referring the student for treatment. (Education Code 49602)

(cf. 5141 - Health Care and Emergencies)

A school employee shall act only within the authorization and scope of his/her credential or license. An employee is not authorized to diagnose or treat mental illness unless he/she is specifically licensed and employed to do so. (Education Code 215)

Whenever schools establish a peer counseling system to provide support for students, peer counselors shall receive training that includes identification of the warning signs of suicidal behavior and referral of a suicidal student to appropriate adults.

(cf. 5138 - Conflict Resolution/Peer Mediation)

When a suicide attempt or threat is reported, the principal or designee shall ensure student safety by taking the following actions:

1. Immediately securing medical treatment and/or mental health services as necessary
2. Notifying law enforcement and/or other emergency assistance if a suicidal act is being actively threatened
3. Keeping the student under continuous adult supervision until the parent/guardian and/or appropriate support agent or agency can be contacted and has the opportunity to intervene
4. Removing other students from the immediate area as soon as possible

(cf. 0450 - Comprehensive Safety Plan)
(cf. 5141 - Health Care and Emergencies)

The principal or designee shall document the incident in writing, including the steps that the school took in response to the suicide attempt or threat.

SUICIDE PREVENTION (continued)

(cf. 5125 - Student Records)

The Superintendent or designee shall follow up with the parent/guardian and student in a timely manner to provide referrals to appropriate services as needed. If the parent/guardian does not access treatment for the student, the Superintendent or designee may meet with the parent/guardian to identify barriers to treatment and assist the family in providing follow-up care for the student. If follow-up care is still not provided, the Superintendent or designee shall consider whether he/she is required, pursuant to laws for mandated reporters of child neglect, to refer the matter to the local child protective services agency.

(cf. 5141.4 - Child Abuse Prevention and Reporting)

For any student returning to school after a mental health crisis, the principal or designee and/or school counselor may meet with the parents/guardians and, if appropriate, with the student to discuss re-entry and appropriate next steps to ensure the student's readiness for return to school.

Postvention

In the event that a student dies by suicide, the Superintendent or designee shall communicate with the student's parents/guardians to offer condolences, assistance, and resources. In accordance with the laws governing confidentiality of student record information, the Superintendent or designee shall consult with the parents/guardians regarding facts that may be divulged to other students, parents/guardians, and staff.

SUICIDE PREVENTION (continued)

The Superintendent or designee shall implement procedures to address students' and staff's grief and to minimize the risk of imitative suicide or suicide contagion. He/she shall provide students, parents/guardians, and staff with information, counseling, and/or referrals to community agencies as needed. School staff may receive assistance from school counselors or other mental health professionals in determining how best to discuss the suicide or attempted suicide with students.

Any response to media inquiries shall be handled by the district-designated spokesperson who shall not divulge confidential information. The district's response shall not sensationalize suicide and shall focus on the district's postvention plan and available resources.

(cf. 1112- Media Relations)

After any suicide or attempted suicide by a student, the Superintendent or designee shall provide an opportunity for all staff who responded to the incident to debrief, evaluate the effectiveness of the strategies used, and make recommendations for future actions.



UC DAVIS

UNIVERSITY OF CALIFORNIA



About GEAR UP

(Gaining Early Awareness and Readiness for Undergraduate Programs)

The GEAR UP program is a discretionary grant program designed to increase the number of students who are prepared to enter and succeed in postsecondary education.

GEAR UP partnership grants differ from other college access programs in that it uses a whole school – cohort approach that works with entire grade levels and becomes a systemic vehicle for change and innovation.

GEAR UP professionals partner with school administration and staff to support ongoing efforts toward college and career readiness and postsecondary enrollment. GEAR UP aids in the challenges that students face when preparing for and entering into a post-secondary program. These challenges include those of academic proficiency, disconnected P-16 systems, navigation of college options and financial aid, enrollment processes, and affordability.

GEAR UP Glenn-Tehama Project Goals

- **Increase students' academic performance and preparation for post-secondary education**
- **Increase the rate of high school graduation and enrollment in postsecondary education**
- **Increase student and family knowledge of post-secondary options, preparation and financing.**

GEAR UP Glenn-Tehama Project Services may include the following:

- Staff and Resources provided to partner schools for 7 years (life of the grant)
- Provide Services to School Staff, Students, and Parents
- Provide opportunities and resources for Professional Development
- Provide student and parent workshops (parent nights) concerning college & career options, postsecondary enrollment, Financial Literacy, FAFSA Completion, many more
- Assist partner school students in applying for college, Financial Aid, career exploration
- Assist and provide resources for students concerning ACT, SAT, PSAT preparation
- Provide ongoing events in partnership with the school such as College and Career Fairs, College Reveal Day, FAFSA Month, Academic Preparation programs ++
- Partner with Administration, Faculty and Counseling Teams

- Many more services available, we work with our school partners to support them to meeting college and career readiness goals in alignment with GEAR UP goals above

**Memorandum of Understanding
Between
Hamilton Elementary School
And
Glenn County Office of Education**

Purpose

This Memorandum of Understanding (MOU) establishes a formal working relationship between Hamilton Elementary and Glenn County Office of Education (GCOE) acting as partners in the SPARK/After School Education and Safety (ASES) Supplemental Program. The goals and objectives of our collaboration are to expand learning opportunities for students, families, and community members; to provide academic, enrichment, mentoring, and tutoring educational support; to develop cultural and linguistic competence; to offer opportunities for summer recreation; to provide center-based and linked health, social, and safety services; to provide technology and career training to students and adults; and to expand school and community participation in drug-free, supervised, and fun activities to be provided in a safe and supervised learning environment.

Description of Services

Hamilton Elementary School will support the SPARK/ASES Program by providing the following services:

- Provide instruction, staffing, administration, and curriculum that meet the guidelines and requirements set forth by the ASES Supplemental Program grant.
- Maintain required ADA of 84 students for 20 day program at 3 hrs/day or 42 students at 6 hrs/day
- Provide use of facilities, utilities, and janitorial services.
- Provide a healthy lunch (if required) and healthy snack.
- Provide all necessary student data as required from the ASES grant, including daily attendance records
- Provide accounting of expenditure of funds as requested by GCOE

Glenn County Office of Education will support the SPARK/ASES Program by providing the following services:

- Provide supplemental ASES funding to Hamilton City Elementary School to provide facilities, staff, utilities, healthy snack, administration, and curriculum that meet the guidelines and requirements set forth by the ASES Supplemental grant. These services will be provided from 8:30 a.m. to 1:00 p.m. for a period of at least 15 days during the months of June and/or July.

Value of Partnership

Estimated value of this partnership not to exceed \$11,088.00 total

Terms

The terms of this MOU shall commence on June 1, 2017, and will terminate on July 31, 2017 unless either party gives prior written notice of termination. If modifications are necessary to complete this agreement, they will be added to this MOU by mutual consent of all parties involved.

We hereby agree to this MOU and certify that agreements made here will be honored.

Hamilton Unified School District:

Glenn County Office of Education:

Chuck Tracy, Superintendent Date

Tracey Quarne, Superintendent Date

MEETING EVALUATION

DIRECTIONS: *by evaluating our past meeting performance, we can discover ways to make meetings shorter and mover productive. Check each item "Adequate" or "Needs Improvement." If you check "Needs Improvement," answer the second part of the item.*

Adequate	Needs Improvement	
<input type="checkbox"/>	<input type="checkbox"/>	We were businesslike, results-oriented, and we functioned as a team. <i>We could improve our team spirit by.....</i>
<input type="checkbox"/>	<input type="checkbox"/>	Discussion was cordial and not dominated by just a few board members. <i>We could get more board members to speak up by.....</i>
<input type="checkbox"/>	<input type="checkbox"/>	We confined our discussion to agenda items only. <i>Where did we wander away from the agenda and why?</i>
<input type="checkbox"/>	<input type="checkbox"/>	Our agenda included positive issues as well as problems. <i>What can we add to our agenda to make meetings more positive?</i>
<input type="checkbox"/>	<input type="checkbox"/>	We discussed policy issues and not day-to-day management issues. <i>We shouldn't have discussed....</i>
<input type="checkbox"/>	<input type="checkbox"/>	We followed parliamentary rules and consulted legal or other professional counsel when needed. <i>What parliamentary procedures do we need to review?</i>
<input type="checkbox"/>	<input type="checkbox"/>	The chairperson controlled and guided the meeting. <i>I wish the chairperson would.....</i>
<input type="checkbox"/>	<input type="checkbox"/>	We dealt successfully with controversial items and attempted to develop solutions acceptable to all board members. <i>We could better handle controversy by....</i>
<input type="checkbox"/>	<input type="checkbox"/>	All board members were prepared to discuss material sent in advance. <i>We could be better prepared for board meetings by....</i>
<input type="checkbox"/>	<input type="checkbox"/>	Reports were clear, well-prepared and provided adequate information. <i>We could have used more information about....</i>
<input type="checkbox"/>	<input type="checkbox"/>	Printed materials given to us were easy to understand and use. <i>Those materials could be improved by...</i>
<input type="checkbox"/>	<input type="checkbox"/>	Our meeting room was comfortable and conducive to our work. <i>To make our meeting room more comfortable we should...</i>
<input type="checkbox"/>	<input type="checkbox"/>	All board members were in attendance and on time. <i>More board members would attend if....</i>
<input type="checkbox"/>	<input type="checkbox"/>	The meeting began and ended on time. <i>We could be more punctual by....</i>

HAMILTON UNIFIED SCHOOL DISTRICT

DATE: April 10, 2017
TO: Governing Board
FROM: Charles Tracy
SUBJECT: LCAP Review and Questions to the Superintendent

The District received the below questions for the Local Control and Accountability Plan (LCAP) on Thursday, April 6, 2017 at the Hamilton High School Open House (“Questions to the Superintendent”) and on Friday, April 7, 2017 at the Hamilton Elementary School ELAC/DELAC Parent Luncheon.

What does LCAP mean?

“LCAP” is an acronym for Local Control Accountability Plan. This is a plan that the district must prepare after consultation from all its stakeholders. A stakeholder is any member of the following:

1. Parents
2. Staff, classified (office workers, custodial, bus drivers, cafeteria workers) and certificated (teachers and school administrators)
3. Community members (anyone interested in the process and willing to provide input to the process of creating the plan)
4. School board members (those elected to govern the district by the voters)

The LCAP process is critically supported by stakeholders and the needs of the school district by gathering input and providing communication of not only how the money will be spent by the school district but more importantly how the school district will improve student learning and outcomes.

Having stakeholder input is critical to the overall operation and health of the school district. Statistical data, testing outcomes and overall success of our students are also critical measures of how our district supports all students at the correct level. We create our measurable outcomes from stakeholder input as well as the state and local measures (CAASP Tests, local benchmark assessments, classroom tests and quizzes that equate into parent notifications through our grading processes).

How do I find out more about the LCAP?

You can read our LCAP at the following sites
www.husdschools.org

<http://www.cde.ca.gov/fg/aa/lc/lcfffaq.asp>

How did our district compare to other schools?

Our district strives to provide a free and appropriate public education as prescribed by state and federal law. With that said, our district like all the other school districts in California has its effectiveness measured by a matrix that has just been created by the State Board of Education. The matrix is still in the beta testing for the 2017-2018 school year and used data from two years ago (under a different testing format that was under the old state standards testing system known as "STAR" Testing). This new accountability system replaces the former Academic Performance Index (API). The API was based on testing results and measured Adequate Yearly Progress (AYP). The new California School Dashboard (known as the "Dashboard") reports on multiple measures that contribute to a quality education based on the state priorities. This system provides a broad approach as opposed to a single test score. The CDE will not produce school rankings based on the Dashboard. Some outside organizations may produce school rankings, but they are not endorsed by the CDE. Furthermore, results from the Dashboard should not be compared with API and AYP. For more information about the new California Accountability Model & School Dashboard, please visit the CDE website www.cde.ca.gov/ta/ac/cm/. While this data is important, it may not totally reflect the true advances our students are making due to incomplete/current information.

I encourage you to look at our draft LCAP that will be publicly posted on our web page in June to review not only the efforts our students have made on state examinations but also the local advances that each student makes towards their efforts to graduate with a high quality high school education. Please attend our school board meeting on June 7, 2017 and we will share the completed draft of the LCAP and budget plan with the public demonstrating the great efforts of all towards helping our students achieve great things.

**Hamilton Unified School District
BOARD RESOLUTION
16-17-106**

Voluntary Retirement Savings Plan, Section 457 (b) Internal Revenue Code

The undersigned, being duly authorized to act in this matter by and on behalf of the Board of ("the Board") of Hamilton USD (the "Employer") and having duly notified, discussed and approved this matter with the members of the Board in a meeting of the Board in accordance with the laws of the state of California, does hereby consent to the adoption by the Employer of the following resolutions:

WHEREAS, it is generally recognized that a retirement plan for employees is a significant tool in recruiting and retaining such employees; and

WHEREAS, the Board deems it desirable and in the best interests of the Employer to establish a Voluntary Retirement Savings Plan under Section 457(b) of the Internal Revenue Code,

NOW, THEREFORE, BE IT RESOLVED, that the Employer hereby establishes the 457 Voluntary Retirement Savings Plan (the "Plan"), for the benefit of its eligible employee(s), effective as of April 26, 2017; and

RESOLVED FURTHER, that JNT Resource Partners, LP dba TCG Administrators is hereby designated as the administrator for the Plan; and

RESOLVED FURTHER, that the officers of the Employer listed below be and are hereby authorized and directed to execute the Plan for and on behalf of the Employer with such changes in the Plan as may be approved by such officers, their approval to be conclusively evidenced by their execution thereof; and

RESOLVED FURTHER, that such officers be and they hereby are authorized and directed to take any and all further action, including the execution and delivery of documents and instruments, as such officers may deem necessary or desirable in their sole discretion to effectuate fully and carry out the purposes of the foregoing resolutions.

OFFICERS OF THE EMPLOYER NAMED TO ADMINISTER THE PLAN ON BEHALF OF THE BOARD AND EMPLOYER:

IN WITNESS WHEREOF, the undersigned has executed this Written Consent Agreement as of the **26** day of **April, 2017**.

AYES:

NOES:

ABSENT:

ABSTAINED:

Gabriel Leal, President of Governing Board
Hamilton Unified School District

Charles Tracy, Superintendent
Hamilton Unified School District

THIRD PARTY ADMINISTRATION CONTRACT

This Third Party Administrator Agreement (the "Agreement") is entered into effective as of April 26, 2017 ("Effective Date"), by and between Hamilton Unified School District (the "Employer"), and JNT Resource Partners, LP dba TCG Administrators ("Third Party Administrator" and "TCG").

For good and valuable consideration, the receipt and sufficiency of which is hereby expressly acknowledged, the parties agree as follows:

1. Contract Term. The Employer agrees to retain Third Party Administrator and Third Party Administrator agrees to provide services to the Employer for a period of one year, commencing on the Effective Date and terminating at the end of the twelfth month thereafter, unless earlier terminated pursuant to the terms of this Agreement (the "Contract Term"). The contract shall be automatically renewed for successive periods of one year each, unless earlier terminated pursuant to the terms of this Agreement, or, either party gives notice of its intention to not automatically renew the contract for a successive period by providing written notice, pursuant to Sections 8 and 19, at least thirty days prior to the end of the then-current term.

2. Duties of the Third Party Administrator. Third Party Administrator shall provide services to the Employer. Such services will include, but are not limited to:

(a) All Accounts

- Administration of the compliance for the Employer's 457(b) Plan (the "Plan"), including establishing a Trust or Custodial Account, on behalf of the employer, for the Plan,
- Management for the Plan, including all forms, procedures and software needed, handling of all participant distributions from the Plan;
- Annual review of design of the Plan and updates, as needed;
- Documents and summary descriptions of the Plan kept up to date;
- Annual compliance review of operations of the Plan;
- Training for administrative and payroll personnel as needed about the Plan;
- Handling of compliance questions as needed about the Plan;
- Assistance with software design/payroll system issues related to compliance and administration for the Plan;
- Assistance with corrective action on compliance problems involving the Plan with the Internal Revenue Service or other regulatory agencies;
- Research changes in federal laws and regulations and other rules to determine the effect of these on Plan design and operations and keep the employer informed of actions needed;
- Answer questions for administrative and payroll personnel as needed.

(b) Accounts with Investments through the TCG Administrative Platform

- Offering all Plan investments and services to Plan participants through an Internet Website (this includes both pooled/Trustee-directed investments and participant-directed investments);

- Send and receive data electronically from investment and/or insurance companies to facilitate the fastest possible investment of participants' funds, balance Plan records daily, and provide online financial data to the Employer and Plan participants;
- Send and receive payroll data and changes by electronic download file from the Employer's payroll system and upload deductions and other Third Party Administrator information back to Employer electronically;
- Generate a billing report to Employer to review for changes (optional);
- Plan contributions wired or mailed from employer payroll office each pay period to the Plan Custodian;
- Maintain records of eligible employees and their salary reduction amounts, including each employee's annual election and the allocation of each employee's contribution to the funds available under the Plan.

All such services shall be provided by the Third Party Administrator upon reasonable prior notice to the Third Party Administrator by the Employer. The Employer may require the Third Party Administrator to render such services to or on behalf of the Employer in connection with a contract, joint venture, partnership, or other arrangement entered into with an affiliate of the Employer or any other party. Third Party Administrator agrees that they will provide services under this Agreement using the standards of care, skill, and diligence normally provided in the performance of the same or similar services.

The Employer acknowledges that some of the services listed in Exhibit I will be provided by TCG Advisors, LP ("TCG") in its capacity as Investment Advisor to the Plan. The Employer hereby agrees to sign a separate Investment Advisory Agreement with TCG in order to receive these services for the Plan. The Employer also agrees that the Third Party Administrator will pay TCG the fee listed in the attached Schedule of Fees from Plan assets.

The Employer acknowledges that the service of receiving Plan funds and forwarding these along with necessary records to the investment companies providing fund options for the Plan will be provided through a Custodial Agreement between Third Party Administrator and Wilmington Trust Retirement And Institutional Services Company ("Wilmington Trust") or its successor, and the Employer hereby agrees to sign a separate Master Custodial Account Administration Agreement with the Third Party Administrator whereby Third Party Administrator will contract for such custodial services on the Employer's behalf with Wilmington Trust. The Employer also agrees that the Third Party Administrator will pay the fees of Wilmington Trust.

The Employer acknowledges that the service of providing investment and/or annuity options to which Plan participants will be able to direct their contributions and assets under the Plan will be provided by investment and/or insurance companies. The Employer hereby agrees to sign separate agreements or contracts with these investment and/or insurance companies in order to receive these services for the Plan. The Employer also agrees that the investment and/or insurance companies may deduct fees from the accounts of Plan participants who direct their contributions and/or assets to the funds and/or products of these companies in accordance with the companies' prospectuses and/or insurance company policies or contracts. The Employer also acknowledges that the investment companies and/or insurance companies may pay commissions to individuals who have contracted with these companies to sell their funds and/or products.

3. Compensation. Subject to the terms and conditions hereof, in consideration of the services to be rendered by the Third Party Administrator to Employer hereunder, Employer agrees to pay the Third Party Administrator, commencing on the Effective Date and continuing throughout the Contract Term, unless earlier terminated pursuant to the terms of this agreement, the fees listed in the attached Schedule of Fees in Exhibit I.

4. Reimbursement of Expenses. During the Contract Term, the Employer shall, within thirty (30) days after its receipt of appropriate documentation from Third Party Administrator, reimburse Third Party Administrator for any reasonable and necessary out-of-pocket expenses which are properly documented, which are incurred by Third Party Administrator in connection with services rendered to the Plan and services which are not listed or referenced in Section 2 of this Agreement. *Any expenses must be approved in advance by the Employer. Failure to obtain such prior approval shall remove any obligation by the Employer to reimburse expenses of the Third Party Administrator.*

5. Independent Contractor. The parties acknowledge that Third Party Administrator is a skilled professional benefits administrator who will be rendering professional services pursuant to this Agreement. Third Party Administrator will use their professional judgment and expertise to accomplish the details of their work. Third Party Administrator is, and shall for all purposes be considered, an independent contractor, and nothing in this Agreement shall be deemed to create or imply an agency or employment relationship between Third Party Administrator and the Employer (or any affiliate of the Employer). In this respect, Third Party Administrator acknowledges and agrees that they shall have no right or authority to commit or obligate the Employer in any way to any third party or parties unless specifically authorized to do so by an authorized officer of the Employer.

The parties acknowledge that Third Party Administrator is free to perform services for other persons or entities and that this agreement is not an exclusive arrangement for the services of Third Party Administrator.

The parties also acknowledge that, at the time of entering this agreement and during the Contract Term, or any renewal period, Third Party Administrator is or may be engaged to perform services for any other Employer, organization or individual without the permission of the Employer.

Further, Third Party Administrator acknowledges and agrees that they will not be entitled to any benefits generally provided by the Employer to its employees (including, without limitation, health insurance, retirement, severance, vacation, and disability) or any compensation other than what is set forth in Section 3 above.

It is understood and agreed that Third Party Administrator shall pay all taxes, licenses, and fees levied or assessed on Third Party Administrator in connection with or incident to the performance of this Agreement by any governmental agency, including, without limitation, unemployment compensation insurance, old age benefits, social security, or any other taxes upon wages of Third Party Administrator, its agents, employees, and representatives. Third Party

Administrator agrees to require the same agreements of their sub-contractors. Third Party Administrator agrees to furnish the Employer with the information required to enable it to make the necessary reports and pay taxes.

6. Confidentiality; Work Product.

(a) Subject to (b), without the prior written consent of the Employer, Third Party Administrator specifically agrees that they will not at any time during or after the term of this Agreement divulge any confidential information (information not available to the public or which would be generally known by knowledgeable individuals in the industry who do not work for the Employer) obtained by Third Party Administrator during the Contract Term, including, but not limited to, the Employer's methods of operation, designs, concepts, processes, new developments, cost data, price data, trade secrets, formulas, financial condition, or information which came to Third Party Administrator's attention by reason of their performance hereunder. In the event that the Employer takes any legal action against the Third Party Administrator, or if it is necessary for the Third Party Administrator to take any legal action against the Employer in order to enforce the provisions of this Contract, then this section (a) shall become void and the Third Party Administrator shall be free to disclose such information to the extent that it is necessary to provide for a defense against any legal action by the Employer or to pursue any legal action against the Employer.

(b) Any and all work product, inventions, discoveries, formulas, patterns, devices, compilations, codes, moral rights, developments, trade secrets, know-how, show-how, mask work right, patents, copyrights, trade or service marks, trade names, work made for hire, presentations, seminars, compliance material, position papers, contract forms, document forms, or intellectual property protection or intangible legal rights or interests, developed or acquired in the course of providing services pursuant to this Agreement, shall be the joint property of the Employer and the Third Party Administrator, and the Third Party Administrator shall have the right to use such information or rights freely without the permission of or compensation to the Employer. If any confidential information as defined in section (a) is included in such material, the material may be used by the Third Party Administrator if any confidential information is deleted before being used.

7. Employer Property. Other than property and rights covered by paragraph 6(b), the Employer and Third Party Administrator understand and agree that all Employer records computer print-outs, and any other records, files, documents, drawings, specifications, equipment, books and other similar items relating, in any manner whatsoever, to the business of the Employer shall remain the exclusive property of the Employer. All such books, records, data, logs, programs and records in Third Party Administrator's possession or under Third Party Administrator's control belonging to the Employer shall be immediately returned by Third Party Administrator to the Employer upon any termination of this Agreement or upon any request for such documents and materials by the Employer. To the extent that such books, records, data, logs, programs and records in Third Party Administrator's possession or under Third Party Administrator's control belonging to the Employer also represent a work product of the Third Party Administrator, as defined in section 6(b), the Third Party Administrator may keep a copy of such items, subject to the restrictions and rights of the Third Party Administrator and the Employer as provided in section 6.

8. Notice. Any notice provided or permitted to be given under this Agreement must be in writing, but may be served by deposit in the mail, addressed to the party to be notified, postage prepaid, and registered or certified, with a return receipt requested. Notice given by registered mail shall be deemed delivered and effective on the date of delivery shown on the return receipt. Notice may be served in any other manner, including telex, telecopy, telegram, etc., but shall be deemed delivered and effective as of the time of actual delivery. For purposes of notice the addresses of the parties shall be as follows:

If to the Employer, to:

Hamilton USD

PO Box 488

Hamilton City, CA 95951

Attn: _____

If to Third Party Administrator, to:

TCG Administrators

900 S. Capital of Texas Highway, Suite 350

Austin, TX 78746

Such addresses may be changed from time to time, by written notice to the other party.

9. Indemnification. Third Party Administrator agrees to accept liability for any federal compliance violations that occur directly as the result of any administrative services, advice, actions, agreements or other activity provided under section 2 of this Agreement, provided that any actions that the Third Party Administrator has advised the Employer to take have been carried out by the Employer as advised or actions that the Employer has been advised by the Third Party Administrator not to take have not been taken as advised. In the event that the Third Party Administrator is liable for any federal compliance violations under the terms of this Agreement, the Third Party Administrator shall provide for correction of the violation(s) by the least expensive method, which alleviates all liability for the Employer in a reasonable time frame for the matter involved.

10. Entire Agreement. This Agreement sets forth the entire understanding of the parties with respect to the matters contemplated hereby and any previous agreements or understandings between the parties are superseded by this Agreement. This Agreement shall also replace any and all previous contracts, agreements or understandings between the Employer and the Third Party Administrator.

11. Assignability. Third Party Administrator shall have no right to assign, transfer or delegate its rights or obligations hereunder and any attempt thereof shall be void. This Agreement, with the Third Party Administrator's prior written consent, may be assigned or transferred to any affiliate of the Employer or to any partnership or joint venture in which the Employer or any affiliate of the Employer participates. This Agreement shall be binding upon and shall inure to the benefit of, any of the Employer's successors or assigns.

12. Amendment of Agreement; Waiver. This Agreement may only be amended or modified by written instrument duly executed by each of the parties hereto. The failure of a party to insist upon strict performance of any provision of this Agreement shall not constitute a waiver of, or estoppel against asserting, the right to require performance in the future. A waiver or estoppel in any one instance shall not constitute a waiver or estoppel with respect to a later breach.

13. Choice of Governing Law and Forum. This Agreement shall be construed and enforced in accordance with the laws of the state in which the Employer's primary administrative offices are located.

14. Headings. The headings contained herein are for convenience and reference only and are not intended to define, limit or describe the scope or intent of any provision of this Agreement.

15. Ambiguities. In the event that it shall be determined that there is any ambiguity contained herein, such ambiguity shall not be construed against either party hereto as a result of such party's preparation of this Agreement but shall be construed in light of all of the facts, circumstances and intentions of the parties at the time this Agreement is executed.

16. Severability. In the event any one or more of the provisions contained herein shall, for any reason, be held to be invalid, illegal or unenforceable in any respect, such invalidity, illegality or unenforceability shall not affect any other provision hereof, and this Agreement shall be construed as if such invalid, illegal, or unenforceable provision had never been contained herein.

17. Counterparts. This Agreement may be executed in several counterparts, each of which is an original and any person may become a party hereto by executing a counterpart hereof. This Agreement and any counterpart so executed shall be deemed to be one and the same instrument. It shall not be necessary in making proof of this Agreement or any counterpart hereof to produce or account for any of the other counterparts.

18. Mediation. The parties agree to attempt to resolve any disagreements through discussions. If this does not resolve such disagreements, parties agree to seek to resolve any disagreements with voluntary, non-binding Mediation before taking any legal action of any kind. The costs of the mediation shall be shared equally by the parties.

19. Contract Termination. This Agreement may be terminated prior to the end of the Contract Term if the Third Party Administrator or the Employer is dissolved or otherwise ceases to continue doing business. This Agreement shall be terminable by Employer upon:

(a) The failure by Third Party Administrator to cure the nonperformance of duties outlined in this Agreement or any breach of any provision hereof within 30 days after receiving written notice from Employer; or

(b) This Agreement shall automatically terminate upon bankruptcy, insolvency, or upon the assignment for the benefit of creditors by Third Party Administrator; or

(c) Conviction of Third Party Administrator of violation of any criminal law or statute;

or

457CONTRACT

(d) Conviction of Third Party Administrator of performing any fraud or dishonesty affecting Employer or the Plan.

Upon occurrence of any of the foregoing, this Agreement may be terminated by Employer by providing written notice to the Third Party Administrator. The date of termination specified in the notice may be any date thirty (30) days or more after the date of receipt of notice.

Upon termination of this Agreement, neither party shall have any further obligation to the other.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date first written above.

EMPLOYER:

Hamilton USD

THIRD PARTY ADMINISTRATOR:

TCG Administrators

By: JNT Resource Partners Management, LLC,
Its general partner

By: _____

By: _____

Name: _____

Name: Scott Hauptmann

Title: _____

Title: COO/Partner

Exhibit I
457(b) Retirement Savings Plan
Schedule of Fees

Schedule of Fees:

\$2.00 per participant per month

Paid by: ___Employer ___Employee

HAMILTON UNIFIED SCHOOL DISTRICT

Job Description

JOB TITLE: District FFA Advisor

SALARY RANGE:	\$6,500 per advisor	DIVISION:	Administrative Stipend Schedule
DEPARTMENT:	District and Site Administration	LOCATION:	Hamilton High School
REPORTS TO:	Superintendent and Principal	WORK YEAR:	12 Months
APPROVED BY:	Governing Board	DATE:	July 1, 2017

SUMMARY: Servers under the direction of the District Superintendent to provide guidance and administrative oversight of the District's FFA Program at district schools.

ESSENTIAL DUTIES AND RESPONSIBILITIES: FFA Advisor Duties

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

1. Fully credentialed Agriculture Teacher.
2. Hold an Ag Specialist credential.
3. Proficient in Parliamentary Procedure.
4. Provide guidance in animal SAE projects.
5. Actively participate in Glenn County Fair and animal preparations with students.
6. Guide student learning.
7. Guide students with SAE records in the California FFA Record Book approved by the state.
8. Curricular modification that supports State Standards.
9. Provide student guidance for farm crop sales through FFA.
10. Provide guidance to the FFA officer team and members in the local chapter.
11. Guide Career Development Event participants.
12. Organize travel accommodations for FFA leadership conferences.
13. Communicate budgeting with student account clerk.
14. Assist students in preparing award and degree applications.

Knowledge of and/or ability to do the following:

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

Ability to:

1. Understand and follow oral and written instructions.
2. Use tact, discretion, and courtesy at all times.
3. Establish and maintain effective working relationships with District staff, faculty, students, parents, and others encountered in the course of work.
4. Facilitate large and small group processes.

EDUCATION AND/OR EXPERIENCE: Bachelor's Degree required. Master's Degree preferred. (Current full clear Agriculture teaching credential in content area required.)

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

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

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

CERTIFICATES AND LICENSES: Single Subject Agriculture Credential and Agriculture Specialist

OTHER SKILLS AND ABILITIES:

1. A valid credential issued by the State of California to perform the services of a teacher in the subject area in grades 9-12.
2. A valid California Driver's License and proof of adequate automobile insurance as stipulated by the State of California.
3. Must provide a DMV driving record print out that indicates a satisfactory record prior to the time of employment.

PHYSICAL DEMANDS: The physical demands here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

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

WORK ENVIRONMENT: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. The employee is continuously interacting with public, staff, and students. The employee frequently will be required to meet multiple demands from several people. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions. The noise level in the work environment is usually moderate and it may occasionally be heavy.

While performing the duties of this job, the employee is occasionally exposed to moving mechanical parts, is occasionally exposed to wet and/or humid conditions, fumes or airborne particles, extreme cold, extreme heat, and minor risk of electrical shock.

012 HAMILTON UNIFIED SCHOOL DIST. J45206
 BATCH 42: MARCH 29 2017

ACCOUNTS PAYABLE PRELIST
 BATCH: 0042 BATCH 42: MARCH 29 2017
 Fund : 01 GENERAL FUND

APY500 L.00.12 03/15/17 14:23 PAGE 1
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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y Goal	Func	Obj	ABA num	Sit	BDR	DD	TRMPS	Liq Amt	Net Amount
000253/00	APPEAL-DEMOCRAT		462220622												
PO-000441	02/28/2017	197123-CHILD NUTRI ASST		1	01-0000-0-	0000-2700-	5990-	000-0000	0000	NY	P			0.00	117.02
		TOTAL PAYMENT AMOUNT												117.02	117.02
002024/00	CHICO PRINTING														
PO-017160	03/08/2017	19386-ELEM ENVELOPES		1	01-0000-0-	1110-1000-	4300-	800-000-0000	0000	NN	P			187.40	187.40
		TOTAL PAYMENT AMOUNT												187.40	187.40
000162/00	GRAINGER														
PO-000409	03/07/2017	860698554		1	01-8150-0-	0000-8100-	4300-	000-000-0000	0000	NN	P			0.00	24.75
		TOTAL PAYMENT AMOUNT												24.75	24.75
000114/00	HAMILTON UNIFIED REVOLVING FND														
PV-000152	03/13/2017	CK#1605; SENSY FOR OFFICE HS		01-0801-0-	0000-2700-	4300-	000-531-	000000	NN					84.73	84.73
		TOTAL PAYMENT AMOUNT												84.73	84.73
001364/00	HEATHER SUPPLENTER														
PV-000149	03/10/2017	CABE 2017 MEALS & PARK/TOLLS		01-4126-0-	1110-1000-	5200-	000-000-0000	0000	NN					186.00	186.00
		TOTAL PAYMENT AMOUNT												186.00	186.00
000217/00	KELLY LANGAN														
PV-000151	03/10/2017	ENG ENRITGH TRIP STAFF MEALS		01-0000-0-	1110-1000-	5200-	000-000-0000	0000	NN					220.00	220.00
		TOTAL PAYMENT AMOUNT												220.00	220.00
001433/00	KIRK S BRAINERD		550155783												
PO-016715	03/09/2017	1616-02 FINAL		1	01-9151-0-	0000-8500-	5890-	000-000-0000	0000	NY	F			267.37	4,950.00
		TOTAL PAYMENT AMOUNT												267.37	4,950.00
001484/00	KP LLC-8311														
PO-017553	02/28/2017	1006824		1	01-0000-0-	1110-1000-	4300-	800-000-0000	0000	NN	F			153.21	152.94
		TOTAL PAYMENT AMOUNT												153.21	152.94

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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001388/00	IARRY'S BEST & WEED CONTROL		141953612											
PO-000440	02/22/2017	FEB 2017 HS SPEC ED		1 01-0000-0-0000-8100-5590-000-000-00000									0.00	30.00
PO-000440	02/22/2017	FEB 2017 ELEM SPEC ED		1 01-0000-0-0000-8100-5590-000-000-00000									0.00	30.00
PO-000440	02/22/2017	FEB 2017 ELEM PRESCH		1 01-0000-0-0000-8100-5590-000-000-00000									0.00	30.00
PO-000440	02/22/2017	FEB 2017 ELEM & HS		1 01-0000-0-0000-8100-5590-000-000-00000									0.00	408.00
TOTAL PAYMENT AMOUNT													498.00	498.00

000701/00	MAGGIE SAWYER													
PV-000150	03/10/2017	CABE 2017 MEALS		01-4126-0-1110-1000-5200-000-000-00000										156.00
TOTAL PAYMENT AMOUNT													156.00	156.00

000524/00	MCB WELDING SUPPLY													
PO-017231	02/20/2017	01158123		1 01-6382-0-3800-1000-4300-000-000-00000									0.00	490.44
PO-017231	03/09/2017	01160814		1 01-6382-0-3800-1000-4300-000-000-00000									0.00	59.58
PO-017231	03/09/2017	01160813		2 01-0350-0-6000-1000-4300-000-053-00000									0.00	171.44
PO-017231	03/09/2017	01160815		3 01-0350-0-6000-1000-5890-000-053-00000									0.00	683.72
TOTAL PAYMENT AMOUNT													1,405.18	1,405.18

001331/00	PARK SEED WHOLESALE INC													
PO-017436	02/27/2017	CI7080719		1 01-0350-0-6000-1000-4300-000-052-00000									385.25	385.25
TOTAL PAYMENT AMOUNT													385.25	385.25
TOTAL USE TAX AMOUNT													27.93	

002014/00	SPECIALIZED FIBERS													
PO-000433	03/01/2017	MAR HS SF2412		1 01-0000-0-0000-8100-5590-000-000-00000									0.00	55.00
PO-000433	03/01/2017	MAR ELEM SF2411		1 01-0000-0-0000-8100-5590-000-000-00000									0.00	55.00
TOTAL PAYMENT AMOUNT													110.00	110.00

TOTAL Fund	PAYMENT	8,477.27	**
TOTAL USE TAX AMOUNT		27.93	
		8,477.27	

012 HAMILTON UNIFIED SCHOOL DIST. J45206
 BATCH 42: MARCH 29 2017

ACCOUNTS PAYABLE PRELIST
 BATCH: 0042 BATCH 42: MARCH 29 2017
 Fund : 13 CAFETERIA

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Pc Res	Y Goal	Func Obj	ABA num	Account num	Ldg Amt	Net Amount
000764/00	DANIELSON CO										

PO-000425	03/13/2017	127734								0.00	124.56
PO-000425	03/13/2017	127676								0.00	59.41
PO-000425	03/13/2017	127676								0.00	1,468.99
PO-000425	03/13/2017	127734								0.00	1,188.73
PO-000425	03/13/2017	B&G 127735								0.00	16.17
PO-000425	03/13/2017	B&G 127735								0.00	215.63
TOTAL PAYMENT AMOUNT										3,073.49	3,073.49

000276/00	GAGER'S INC.										
PO-000404	03/14/2017	1082778								0.00	279.69
TOTAL PAYMENT AMOUNT										279.69	279.69

000592/00	MISSION UNIFORM & LINEN										
PO-000405	03/09/2017	504474728								0.00	32.69
PO-000405	03/09/2017	504474727								0.00	30.90
TOTAL PAYMENT AMOUNT										63.59	63.59

001059/00	NORGAL FOOD EQUIPMENT INC										
PO-000419	03/10/2017	RA511151								0.00	359.84
TOTAL PAYMENT AMOUNT										359.84	359.84

000763/00	PROPACIFIC FRESH										
PO-000407	03/13/2017	6424050								0.00	671.14
PO-000407	03/13/2017	6424113								0.00	660.37
PO-000407	03/13/2017	6424053								0.00	156.77
TOTAL PAYMENT AMOUNT										1,488.28	1,488.28

TOTAL Fund										PAYMENT	5,264.89	**
TOTAL BATCH PAYMENT											13,742.16	***
TOTAL USE TAX AMOUNT											27.93	

TOTAL DISTRICT PAYMENT											13,742.16	****
TOTAL USE TAX AMOUNT											27.93	
TOTAL FOR ALL DISTRICTS:											13,742.16	****
TOTAL USE TAX AMOUNT											27.93	

Number of checks to be printed: 18, not counting voids due to stub overflows.
 Printed: 03/15/2017 14:24:07

0.00

 42

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	Sit	BDR	DD	T9MPS	Liq Amt	Net Amount
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002024/00	CHICO PRINTING														
PO-017160	03/08/2017	19386-ELEM ENVELOPES		1	01-0000-0-1110-1000-4300-800-000-00000	NN	P							187.40	187.40
		TOTAL PAYMENT AMOUNT												187.40	187.40

000198/00	CSU, CHICO														
PO-017496	03/22/2017	3704 FOR HAMILTON UNITED		1	01-0000-0-0000-2700-5890-000-000-00000	NN	F							500.00	500.00
		TOTAL PAYMENT AMOUNT												500.00	500.00

000283/00	DAVID HURD		560604817												
PO-017517	03/06/2017	3-MARCH 2017 FINAL		1	01-9151-0-0000-8500-5890-000-000-00000	NY	F							15.00	210.00
		TOTAL PAYMENT AMOUNT												210.00	210.00

000353/00	DIVISION OF THE STATE														
PO-017591	03/09/2017	SH16-1219		1	01-9151-0-0000-8500-5890-000-000-00000	NN	F							7,048.96	7,048.96
		TOTAL PAYMENT AMOUNT												7,048.96	7,048.96

001279/00	ERIN JOHNSON														
PV-000154	03/13/2017	QTR 2-4TH DIRECTOR MILEAGE		01-0000-0-1110-1000-5200-100-006-00000	NN									352.03	352.03
		TOTAL PAYMENT AMOUNT												352.03	352.03

000801/00	HUNT & SONS INC		942209320												
PO-000400	03/13/2017	619685		1	01-0000-0-0000-3600-4392-000-000-00000	NN	P							0.00	1,168.32
		TOTAL PAYMENT AMOUNT												1,168.32	1,168.32

000465/00	MARK PRIANO														
PV-000153	03/13/2017	BASKETBALL PLAYOFF FUEL		01-0000-0-1110-1000-5200-100-006-00000	NN									50.21	50.21
		TOTAL PAYMENT AMOUNT												50.21	50.21

000524/00	MJB WEDDING SUPPLY														
PO-017231	03/14/2017	01161330		2	01-0350-0-6000-1000-4300-000-053-00000	NN	P							0.00	25.56
PO-017231	03/14/2017	01161329		2	01-0350-0-6000-1000-4300-000-053-00000	NN	P							0.00	136.22
		TOTAL PAYMENT AMOUNT												161.78	161.78

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

000309/00 OFFICE DEPOT INC
 PO-017145 03/07/2017 911317435001 1 01-0000-0-1110-1000-4300-800-000-00000 NN F 257.29 257.29
 PO-017572 03/13/2017 912598959001 1 01-0000-0-1110-1000-4300-800-000-00000 NN F 70.44 70.44
 PO-017576 03/13/2017 912629225001 1 01-0000-0-1110-1000-4300-800-000-00000 NN F 138.16 138.16
 TOTAL PAYMENT AMOUNT 465.89 *

000134/00 QUIL CORPORAATION
 PO-017571 03/09/2017 5051959 1 01-0000-0-1110-2420-4300-000-026-00000 NN F 225.20 225.20
 PO-017573 03/10/2017 5089109 1 01-0000-0-1110-1000-4300-800-000-00000 NN P 86.48 86.48
 PO-017573 03/10/2017 5096406 1 01-0000-0-1110-1000-4300-800-000-00000 NN F 8.11 8.11
 PO-017575 03/14/2017 5128573 1 01-0000-0-1110-1000-4300-800-000-00000 NN F 48.88 48.88
 TOTAL PAYMENT AMOUNT 368.67 *

000137/00 SCHOOL SERVICES OF CALIF INC
 PO-000426 02/28/2017 FEB 2017;0109994-IN 1 01-0000-0-1110-1000-5890-000-000-00000 NN P 245.00 245.00
 TOTAL PAYMENT AMOUNT 245.00 *

000942/00 SCHOOL TECH SUPPLY
 PO-017554 03/17/2017 30592-LAPTOP MAINT 1 01-8-50-0-0000-8100-4300-000-000-00000 NN F 297.24 295.28
 TOTAL PAYMENT AMOUNT 295.28 *

TOTAL Fund PAYMENT 11,053.54 ** 11,053.54

See Also: Fund 13

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

000764/00	DANIELSON CO													
PO-000425	03/20/2017	128369		2	13	-5310	-0	-0000	-3700	-4700	-000	-000	0.00	1,309.06
PO-000425	03/20/2017	128262		2	13	-5310	-0	-0000	-3700	-4700	-000	-000	0.00	1,034.42
PO-000425	03/21/2017	128478		2	13	-5310	-0	-0000	-3700	-4700	-000	-000	0.00	435.81
PO-000425	03/21/2017	128586		2	13	-5310	-0	-0000	-3700	-4700	-000	-000	0.00	27.64
PO-000425	03/21/2017	128478		1	13	-5310	-0	-0000	-3700	-4300	-000	-000	0.00	10.87
PO-000425	03/20/2017	128262		1	13	-5310	-0	-0000	-3700	-4300	-000	-000	0.00	95.65
PO-000425	03/20/2017	128369		1	13	-5310	-0	-0000	-3700	-4300	-000	-000	0.00	59.04
TOTAL PAYMENT AMOUNT													2,972.49	2,972.49

000276/00	GAGER'S INC.													
PO-000404	03/14/2017	1082779		1	13	-5310	-0	-0000	-3700	-4300	-000	-000	0.00	131.27
TOTAL PAYMENT AMOUNT													131.27	131.27

000592/00	MISSION UNIFORM & LINEN													
PO-000405	03/16/2017	504523490		1	13	-5310	-0	-0000	-3700	-4300	-000	-000	0.00	36.14
TOTAL PAYMENT AMOUNT													36.14	36.14

000763/00	PROPACIFIC FRESH													
PO-000407	03/20/2017	6426750		1	13	-5310	-0	-0000	-3700	-4700	-000	-000	0.00	796.19
PO-000407	03/20/2017	6427006		1	13	-5310	-0	-0000	-3700	-4700	-000	-000	0.00	652.02
PO-000407	03/20/2017	6427006		2	13	-5310	-0	-0000	-3700	-4300	-000	-000	0.00	30.89
PO-000407	03/20/2017	6426753		3	13	-5310	-0	-0000	-3700	-4700	-000	-049	0.00	413.67
TOTAL PAYMENT AMOUNT													1,892.77	1,892.77

000942/00	SCHOOL TECH SUPPLY													
PO-017554	03/17/2017	30592-LAPTOP CARE		2	13	-5310	-0	-0000	-3700	-4300	-000	-000	0.00	295.28
TOTAL PAYMENT AMOUNT													295.28	295.28

002012/00	UNITED GROCERS													
PO-000438	03/01/2017	60124600060585054		1	13	-5310	-0	-0000	-3700	-4300	-000	-000	0.00	10.40
PO-000438	02/27/2017	60124600060585054		1	13	-5310	-0	-0000	-3700	-4300	-000	-000	0.00	9.41
PO-000438	02/27/2017	60124600060585054		2	13	-5310	-0	-0000	-3700	-4700	-000	-000	0.00	27.79
PO-000438	03/01/2017	60124600060585054		2	13	-5310	-0	-0000	-3700	-4700	-000	-000	0.00	109.63
TOTAL PAYMENT AMOUNT													157.23	157.23

012 HAMILTON UNIFIED SCHOOL DIST. J45728
 BATCH 43: APRIL 26 2017

ACCOUNTS PAYABLE PRELIST
 BATCH: 0043 BATCH 43: APRIL 26 2017
 Fund : 13 CAFETERIA

APY500 L.00.12 03/23/17 09:36 PAGE 4
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Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type Fd Res Y Goal Func Obj	ABA num Slt Bdr DD	Account num TWPS	Liq Amt	Net Amount
TOTAL Fund			PAYMENT		5,485.18 **			5,485.18
TOTAL BATCH PAYMENT					16,538.72 ***	0.00		16,538.72
TOTAL DISTRICT PAYMENT					16,538.72 ****	0.00		16,538.72
TOTAL FOR ALL DISTRICTS:					16,538.72 ****	0.00		16,538.72

Number of checks to be printed: 18, not counting voids due to stub overflows.

Printed: 03/23/2017 09:37:32

Prepared by Christa Anderson 3/23/17
 Date
 Authorized by _____ Date _____

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y Goal	Func Obj	ABA num	Site	BDR	DD	T9MPS	Liq Amt	Net Amount
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000010/00	ALHAMBRA & SIERRA SPRINGS													
CM-000028	03/27/2017	MAR MAINT 9858589 0327217		01-8150-0-0000-8100-4300-000-0000	N								-2.80	
CM-000029	03/27/2017	MAR ELLAB 9858589 0327217		01-0000-0-3200-1000-4300-000-0000	N								-2.80	
PO-000406	03/27/2017	MAR HS 9858589 0327217		01-0000-0-0000-2700-4300-100-000-0000	NN P								0.00	45.20
PO-000406	03/27/2017	MAR ELEM 9858589 0327217		01-0000-0-0000-2700-4300-800-000-0000	NN P								0.00	63.20
TOTAL PAYMENT AMOUNT													102.80	

000736/00	ART OF EDUCATION													
PO-017406	12/06/2016	62009;K EDEN CONF		01-4035-0-1110-1000-5200-000-0000	NN F								99.00	99.00
TOTAL PAYMENT AMOUNT													99.00	

000342/00	ATKINS ANDELSON													
PO-017525	02/28/2017	INV#517670; CL#0068255JA		01-0000-0-1110-1000-4300-800-000-0000	YN F								129.00	120.00
TOTAL PAYMENT AMOUNT													120.00	
TOTAL USE TAX AMOUNT													8.70	

001315/00	BOOKS ARE FUN													
PO-017277	03/27/2017	17-277;9/21/17 ORDER		01-0801-0-0000-2700-4300-800-583-0000	NN F								105.35	98.00
PO-017581	03/27/2017	17-581;9/21/17 ORDER		01-0801-0-0000-2700-4300-800-583-0000	NN F								105.00	98.00
TOTAL PAYMENT AMOUNT													196.00	

000799/00	BUTTE CO OFFICE OF EDUCATION													
PO-017501	03/28/2017	INV#R2LS 3514 K EDEN		01-4035-0-1110-1000-5200-000-000-0000	NN P								75.00	75.00
PO-017501	03/28/2017	INV#R2LS 3503 B MERCADO		01-4035-0-1110-1000-5200-000-000-0000	NN F								75.00	75.00
PO-017547	03/23/2017	SPS031017-H1		01-0001-0-1110-1000-5200-000-000-0000	NN F								60.00	60.00
TOTAL PAYMENT AMOUNT													210.00	

001325/00	CHRIS DEVIRES													
PV-000157	03/23/2017	CASBO-SAC; MEALS & MILEAGE		01-0000-0-0000-7300-5200-000-000-0000	NN								360.80	360.80
TOTAL PAYMENT AMOUNT													360.80	

012 HAMILTON UNIFIED SCHOOL DIST. J46133
 BATCH 44; APRIL 26 2017

ACCOUNTS PAYABLE PRELIST
 BATCH: 0044 BATCH 44; APRIL 29 2017
 Fund : 01 GENERAL FUND

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date												
001054/00	CLYDE CROSBY												
PV-000156 03/23/2017 ENG ENRITCH MEALS													
TOTAL PAYMENT AMOUNT											40.00	40.00	
000112/00	COSTCO												
PO-017161 03/13/2017 CLOSE BAL													
TOTAL PAYMENT AMOUNT											0.00	0.00	
000205/00	CPM EDUCATIONAL PROGRAM												
PO-017170 03/23/2017 CLOSE BAL													
TOTAL PAYMENT AMOUNT											4,603.55	0.00	
PO-017300 03/23/2017 CLOSE BAL													
TOTAL PAYMENT AMOUNT											2,428.62	0.00	
000424/00	DELL MARKETING												
PO-017577 03/21/2017 10155147499 CT & JT LAPTOPS													
TOTAL PAYMENT AMOUNT											2,916.48	2,916.48	
000753/00	GLENN COUNTY ROAD SHOP												
PO-000436 03/21/2017 INV#809; CU#99													
TOTAL PAYMENT AMOUNT											634.17	634.17	
000072/00	HILLYARD												
PO-000412 03/22/2017 602467716													
TOTAL PAYMENT AMOUNT											279.50	279.50	
001419/00	IMPACT CONSTRUCTION SERV INC												
PO-016581 09/09/2016 3799 PORTABLES PROJ													
TOTAL PAYMENT AMOUNT											13,232.36	13,232.36	
PO-016581 10/26/2016 3822 WATERLINE REPAIRS													
TOTAL PAYMENT AMOUNT											17,679.04	2,598.54	
TOTAL PAYMENT AMOUNT											15,830.90	15,830.90	

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	Sit	Bdr	DD	TRMPS	Ldg Amt	Net Amount
000649/00	JOHN-PHILLIP PARKS														
PV-000155	03/23/2017	REIMS TB TEST		01-0000-0-0000-3600-5890-000-000000	NN									25.00	25.00
				TOTAL PAYMENT AMOUNT										25.00	

000349/00	LARKIN AUTO ELECTRIC		564958031												
PO-000401	03/29/2017	9772-CLUSTER REPAIRS		01-8150-0-0000-8100-5630-000-000000	NY	P								0.00	240.00
				TOTAL PAYMENT AMOUNT										240.00	

001448/00	LASERRICHE														
PO-017593	03/27/2017	J TOWNE ALL ACCESS REG		01-0000-0-0000-2700-5200-000-000000	NN	F								297.50	297.50
PO-017593	03/27/2017	D HAMLEY ALL ACCESS REG		01-9150-0-0000-2420-5200-000-000000	NN	F								297.50	297.50
				TOTAL PAYMENT AMOUNT										595.00	595.00

000148/00	LRT GRAPHICS														
PO-017588	03/27/2017	24623 2017 OPEN HOUSE CARDS		01-0000-0-1110-1000-4300-100-000000	NN	F								369.21	369.21
				TOTAL PAYMENT AMOUNT										369.21	

000524/00	MJB WELDING SUPPLY														
PO-017231	03/21/2017	INV#1162139		01-0350-0-6000-1000-4300-000-053-000000	NN	P								0.00	398.25
				TOTAL PAYMENT AMOUNT										398.25	

001474/00	MCCONKEY COMPANY														
PO-017528	03/15/2017	1222045		01-0350-0-6000-1000-4300-000-052-000000	NN	F								85.55	135.29
				TOTAL PAYMENT AMOUNT										135.29	

000309/00	OFFICE DEPOT INC														
PO-017145	03/17/2017	INV#913958008001		01-0000-0-1110-1000-4300-800-000-000000	NN	P								284.03	284.03
				TOTAL PAYMENT AMOUNT										284.03	

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

000418/00 PITNEY BOWES GLOBAL FINCL INC 201344287 1 01-0000-0-1110-1000-5620-800-000-00000 NN P 0.00 145.53
 TOTAL PAYMENT AMOUNT 145.53

000134/00 QUILT CORPORATION 1 01-0000-0-1110-1000-4300-000-000-00000 NN P 198.62 198.62
 PO-017120 03/17/2017 5268823 1 01-0000-0-1110-1000-4300-000-000-00000 NN P 43.26 43.26
 TOTAL PAYMENT AMOUNT 241.88

001510/00 RAY MORGAN COMPANY 1 01-0000-0-1110-1000-2700-5620-000-000-00000 NN P 0.00 529.81
 PO-000413 03/20/2017 APR DIST 1540387 2 01-0000-0-1110-1000-5620-100-000-00000 NN P 0.00 794.75
 PO-000413 03/20/2017 APR HS 1540387 3 01-0000-0-1110-1000-5620-800-000-00000 NN P 0.00 1,838.23
 PO-000413 03/20/2017 APR ELEM 1540387 4 01-0000-0-3200-1000-5620-000-000-00000 NN P 0.00 128.88
 PO-000413 03/20/2017 APR ELLAB 1540387 5 01-0000-0-3550-1000-5620-000-000-00000 NN P 0.00 74.60
 PO-000413 03/20/2017 APR COMDAY 1540387 9 01-0000-0-1110-1000-4300-000-000-00000 NN P 0.00 164.10
 PO-000413 03/20/2017 DEC-MAR COLOR OVER 10 01-0000-0-1110-1000-4300-100-000-00000 NN P 0.00 29.87
 TOTAL PAYMENT AMOUNT 3,560.24

001320/00 SCHOLASTIC INC 1 01-0000-0-1110-1000-4300-000-026-00000 NN P 184.69 184.69
 PO-017582 03/21/2017 14790015-ELEM LIB BOOKS 184.69 *
 TOTAL PAYMENT AMOUNT 184.69

001382/00 U S BANK CORPORATE 1 01-0000-0-1110-1000-4300-000-000-00000 NN P 184.21 184.21
 PO-017140 03/20/2017 CT SUPPLIES 1 01-0000-0-1110-1000-4300-000-000-00000 NN P 184.21 184.21
 PO-017196 03/23/2017 CLOSE BAL 1 01-0000-0-1110-1000-4300-000-000-00000 NN C 601.95 0.00
 PO-017225 03/20/2017 SITE COUNCIL SUPPLIES 3 01-3010-0-1110-1000-4300-000-000-00000 NN P 37.79 37.79
 PO-017274 03/20/2017 DPOLAK ACADEMY HOTEL 1 01-6264-0-0000-2700-5200-000-000-00000 NN P 217.12 217.12
 PO-017318 03/23/2017 PAID AS EV; 1 01-3010-0-1110-1000-4300-000-000-00000 NN C 42.96 0.00
 PO-017419 03/23/2017 PAID AS EV; 1 01-0000-0-0000-7300-5200-000-000-00000 NN P 205.00 0.00
 PO-017482 03/20/2017 SSDA CONF HOTEL SUPER 1 01-0000-0-0000-7150-5200-000-000-00000 NN F 216.70 216.70
 PO-017482 03/20/2017 SSDA CONF HOTEL BOARD 2 01-0000-0-0000-7110-5200-000-000-00000 NN F 726.94 726.94
 PO-017515 03/20/2017 SPACE ART 1 01-0801-0-1110-1000-4300-000-000-00000 NN F 42.76 42.76
 PO-017551 03/20/2017 MONITOR-KEYBRD TECH DEPT 1 01-9150-0-0000-2420-4300-000-000-00000 NN F 852.60 872.98
 PO-017565 03/20/2017 AIRFARE CABE CONF MS/HS 1 01-4126-0-1110-1000-5200-000-000-00000 NN F 783.76 783.76
 PO-017566 03/20/2017 MS & HS SHUTTLE CABE 1 01-4126-0-1110-1000-5200-000-000-00000 NN F 112.00 112.00
 PO-017567 03/20/2017 STAFF MTG LUNCH 1 01-0000-0-1110-1000-4300-000-000-00000 NN F 247.25 247.25
 PO-017569 03/22/2017 ZIPLOCK ICE BAGS-ELEM 1 01-0000-0-1110-1000-4300-800-000-00000 NN F 37.14 37.14

Vendor/Addr Remit name Description Tax ID num Deposit type Fd Res Y Goal Func Obj Sit Bdr DD TYPMS Lfg Amt Net Amount
 Reg Reference Date -----
 001382 (CONTINUED)

PO-017570	03/20/2017	JARVIS SUPPLIES		1	01-0000-0-1110-1000-4300-100-000-00000	NN F		274.81	222.00	
PO-017578	03/20/2017	JPEZZETTI SUPPLIES		1	01-0000-0-1110-1000-4300-800-000-00000	NN F		62.26	62.26	
PO-017580	03/20/2017	ELEM LIB CHAIR & BOOKMARK		1	01-0000-0-1110-2420-4300-000-026-00000	NN F		255.49	255.46	
PO-017583	03/20/2017	INSERVICE STAFF LUNCH		1	01-0000-0-0000-2700-4300-000-000-00000	NN F		777.60	997.10	
PO-017584	03/20/2017	BOARD WORKSHOP DINNER		1	01-0000-0-0000-7110-4300-000-000-00000	NN F		219.50	79.98	
PO-017589	03/20/2017	IA-SOLUTION TREE BOOKS		1	01-4126-0-1110-1000-4300-000-000-00000	NN F		70.48	70.48	
PO-017590	03/20/2017	DL CASBO TRAVEL		1	01-0000-0-0000-7300-5200-000-000-00000	NN F		1,877.66	1,877.66	
PO-174211	03/20/2017	PLC HOTEL OVER CHECK HYATT		1	01-6264-0-1110-1000-5200-000-000-00000	NN F		924.00	924.00	
PV-000158	03/20/2017	4246044555628555		01-8150-0-0000-8100-4300-000-000-00000	NN			154.13	154.13	
PV-000158	03/20/2017	4246044555628555		01-0000-0-0000-8100-4392-000-000-00000	NN			865.03	865.03	
PV-000158	03/20/2017	4246044555628555		01-8150-0-0000-8100-5630-000-000-00000	NN			169.50	169.50	
PV-000158	03/20/2017	4246044555628555		01-7010-0-3800-1000-5200-000-000-00000	NN			196.50	196.50	
PV-000158	03/20/2017	4246044555628555		01-0000-0-0000-2700-4300-000-000-00000	NN			114.19	114.19	
PV-000158	03/20/2017	4246044555628555		01-0000-0-3200-1000-4300-000-000-00000	NN			28.05	28.05	
PV-000158	03/20/2017	4246044555628555		01-0000-0-0000-3600-5890-000-000-00000	NN			29.35	29.35	
PV-000158	03/20/2017	4246044555628555		01-0000-0-1110-1000-4300-000-000-00000	NN			22.59	22.59	
PV-000158	03/20/2017	4246044555628555		01-0000-0-1110-1000-5200-100-006-00000	NN			49.48	49.48	
TOTAL PAYMENT AMOUNT				9,368.88	*				9,368.88	

000377/00 WASTE MANAGEMENT

PO-000402	04/01/2017	APR 2017 HS CAFE		1	01-0000-0-0000-8100-5590-000-000-00000	NN P		0.00	191.66	
PO-000402	04/01/2017	APR 2017 EL CAFE		1	01-0000-0-0000-8100-5590-000-000-00000	NN P		0.00	191.66	
PO-000402	04/01/2017	APR 2017 EL MAINT		1	01-0000-0-0000-8100-5590-000-000-00000	NN P		0.00	248.20	
PO-000402	04/01/2017	APR 2017 HS MAINT		1	01-0000-0-0000-8100-5590-000-000-00000	NN P		0.00	766.64	
TOTAL PAYMENT AMOUNT				1,398.16	*				1,398.16	
TOTAL Fund PAYMENT				37,735.81	**				37,735.81	
TOTAL USE TAX AMOUNT				8.70						

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y Goal	Func	Obj	ABA num	Sit	Bdr	DD	TRMPS	Liq Amt	Net Amount			
001510/00	RAY MORGAN COMPANY																	
PO-000413	03/20/2017	APR ADED 1540387		6 11-6391-0-4110-1000-5620-000-000-00000	NN	P								0.00	128.88			
PO-000413	03/20/2017	APR ADED-CC 1540387		7 11-6391-0-4110-1000-5620-000-022-00000	NN	P								0.00	74.60			
TOTAL PAYMENT AMOUNT															203.48			
TOTAL Fund															PAYMENT	203.48	**	203.48

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

001510/00	RAY MORGAN COMPANY			8	12-6105-0-1110-1000-5620-000-000-00000	NN P	0.00	128.88
PO-000413	03/20/2017	APR PRESCH 1540387						
			TOTAL PAYMENT AMOUNT				128.88	128.88

001382/00	U S BANK CORPORATE			1	12-6105-0-1110-1000-4300-000-000-00000	NN F	11.85	11.85
PO-017568	03/20/2017	TRIKE PARTS						
			TOTAL PAYMENT AMOUNT				11.85	11.85

000316/00	WEST-ED			1	12-6105-0-1110-1000-5200-000-000-00000	NN F	100.00	100.00
PO-017417	03/23/2017	17-0809;PROJ#7496 DATA PLAN						
			TOTAL PAYMENT AMOUNT				100.00	100.00
			TOTAL Fund	PAYMENT			240.73	240.73

012 HAMILTON UNIFIED SCHOOL DIST. J46133
 BATCH 44; APRIL 26 2017

ACCOUNTS PAYABLE PRELIST
 BATCH: 0044 BATCH 44; APRIL 29 2017
 Fund : 13 CAFETERIA

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

000764/00	DANIELSON CO							
PO-000425	03/27/2017	129052		2	13-5310-0-0000-3700-4700-000-0000	NN P	0.00	209.09
PO-000425	03/27/2017	129018		2	13-5310-0-0000-3700-4700-000-0000	NN P	0.00	1,377.02
PO-000425	03/27/2017	129048		2	13-5310-0-0000-3700-4700-000-0000	NN P	0.00	1,011.48
PO-000425	03/27/2017	129048		1	13-5310-0-0000-3700-4300-000-0000	NN P	0.00	177.87
PO-000425	03/27/2017	129018		1	13-5310-0-0000-3700-4300-000-0000	NN P	0.00	32.34
TOTAL PAYMENT AMOUNT								2,807.80

000592/00	MISSION UNIFORM & LINEN							
PO-000405	03/23/2017	504568398		1	13-5310-0-0000-3700-4300-000-0000	NN P	0.00	34.35
PO-000405	03/23/2017	504568399		1	13-5310-0-0000-3700-4300-000-0000	NN P	0.00	32.69
TOTAL PAYMENT AMOUNT								67.04

000763/00	PROPACIFIC FRESH							
PO-000407	03/27/2017	6429643		1	13-5310-0-0000-3700-4700-000-0000	NN P	0.00	216.36
PO-000407	03/27/2017	6430030		1	13-5310-0-0000-3700-4700-000-0000	NN P	0.00	486.73
PO-000407	03/27/2017	6429683		1	13-5310-0-0000-3700-4700-000-0000	NN P	0.00	545.49
PO-000407	03/27/2017	6429683		2	13-5310-0-0000-3700-4300-000-0000	NN P	0.00	123.25
PO-000407	03/27/2017	6429651		1	13-5310-0-0000-3700-4700-000-0000	NN P	0.00	22.64
TOTAL PAYMENT AMOUNT								1,394.47

000316/00	WEST-ED							
PO-017484	03/28/2017	17-0844; PROJ#8726		1	13-5310-0-0000-3700-5200-000-0000	NN F	25.00	25.00
TOTAL PAYMENT AMOUNT								25.00
TOTAL Fund PAYMENT								4,294.31
TOTAL BATCH PAYMENT								42,474.33
TOTAL USE TAX AMOUNT								8.70

TOTAL DISTRICT PAYMENT								42,474.33
TOTAL USE TAX AMOUNT								8.70
TOTAL FOR ALL DISTRICTS:								42,474.33
TOTAL USE TAX AMOUNT								8.70
TOTAL								42,474.33

Number of checks to be printed: 32, not counting voids due to stub overflows.
 Number of zero dollar checks: 2, will be skipped.

Printed: 03/30/2017 13:54:28

Approved by: *Christina Torres* 3/30/17
 Date: 3/30/17
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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

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	
000008/00	CALIFORNIA'S VALUED TRUST H/W																
PO-000444	03/17/2017	APRIL 2017		1 01-0000-0-0000-0000-9571-000-000-00000	NN	P									0.00	26,987.96	
PO-000444	03/17/2017	APRIL 2017		2 01-0000-0-0000-0000-9572-000-000-00000	NN	P									0.00	59,740.25	
PO-000444	03/17/2017	APRIL 2017		3 01-0000-0-0000-0000-9573-000-000-00000	NN	P									0.00	11,468.40	
TOTAL PAYMENT AMOUNT																98,196.61	98,196.61

000584/00 STANDARD
 PO-000408 03/20/2017 APR CTS03202 DIV3000
 TOTAL PAYMENT AMOUNT 1 01-0000-0-0000-0000-9573-000-000-00000 NN P 0.00 331.36
 331.36 *

TOTAL Fund	PAYMENT	98,527.97	**	98,527.97
TOTAL BATCH PAYMENT		98,527.97	***	98,527.97
TOTAL DISTRICT PAYMENT		98,527.97	****	98,527.97
TOTAL FOR ALL DISTRICTS:		98,527.97	****	98,527.97

Number of checks to be printed: 2, not counting voids due to stub overflows.

Prepared by	<i>Kristen Hamman</i>	Date	<i>3/27/17</i>
Authorized by		Date	

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y Goal	Func Obj	Site	Bdr	DD	TRMPS	Idq Amt	Net Amount
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001323/00	BERNICE DE LA CRUZ												
PY-000162 04/06/2017 MILEAGE REIMB QTR 3 JAN-MAR													
TOTAL PAYMENT AMOUNT												25.15	

000272/00	BETTY MERCADO												
PY-000160 03/29/2017 REIMB SUMMER ENRITICH TRIP													
PY-000160 03/29/2017 REIMB SUMMER ENRITICH TRIP													
TOTAL PAYMENT AMOUNT												1,131.20	

001296/00	BOYS & GIRLS CLUB OF		680294846										
PO-017220 04/01/2017 4TH QTR-APR-JUNE													
TOTAL PAYMENT AMOUNT												8,000.00	

000053/00	CALIFORNIA WATER SERVICE CO												
PO-000422 04/01/2017 APR 4328876467													
PO-000422 04/01/2017 APR 6314177777													
PO-000422 04/01/2017 APR 0669843652													
PO-000422 04/01/2017 APR 7314177777													
PO-000422 04/01/2017 APR 3624177777													
TOTAL PAYMENT AMOUNT												1,069.77	

000234/00	CAROLINA BIOLOGICAL SPLY CO												
PO-017596 04/05/2017 49834765 RI													
TOTAL PAYMENT AMOUNT												1,093.49	

001498/00	CONTINENTAL ATHLETIC SUPPLY												
PO-017595 07/30/2016 0085281-IN													
PO-017595 10/25/2016 0087696-IN													
TOTAL PAYMENT AMOUNT												530.85	

000158/00	CORNING LUMBER CO INC												
PO-017237 04/05/2017 1704-029074													
TOTAL PAYMENT AMOUNT												242.88	

012 HAMILTON UNIFIED SCHOOL DIST. J46481
BATCH 46; APRIL 26 2017

ACCOUNTS PAYABLE PRELIST
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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y Goal	Func Obj	AAA num	Account num	TYMPS	Liq Amt	Net Amount
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000211/00	DEMCO SUPPLY CO											
PO-017579	03/29/2017	6098352		1	01-0000-0-1110-2420-4300-000-026-00000	NN	F				343.79	343.79
TOTAL PAYMENT AMOUNT												
											343.79	

000072/00	HILLIARD											
PO-000412	03/29/2017	602476175		1	01-8150-0-0000-8100-4300-000-000-00000	NN	P				0.00	1,015.92
TOTAL PAYMENT AMOUNT												
											1,015.92	

000973/00	JIVE COMMUNICATIONS INC		020783048									
PO-000442	04/01/2017	APR PHONES; 000667941		1	01-0000-0-0000-2700-5990-000-000-00000	NN	P				0.00	1,164.80
PO-000442	04/01/2017	APR DATA; 000667470		1	01-0000-0-0000-2700-5990-000-000-00000	NN	P				0.00	318.75
TOTAL PAYMENT AMOUNT												
											1,483.55	

001283/00	JOHN'S TIRE & MUFFLER SERVICE		943171305									
PO-000410	03/01/2017	144065		2	01-0000-0-0000-3600-5630-000-000-00000	NY	P				0.00	92.17
TOTAL PAYMENT AMOUNT												
											92.17	

000640/00	KRISTEN HAMMAN											
PV-000159	03/27/2017	MILEAGE 3/31-4/1 TRAININGS		01-0000-0-0000-7300-5200-000-000-00000	NN						67.41	67.41
TOTAL PAYMENT AMOUNT												
											67.41	

000524/00	MJB WELDING SUPPLY											
PO-017231	03/29/2017	01163031 REPAIRS		3	01-0350-0-6000-1000-5890-000-053-00000	NN	P				0.00	442.41
PO-017231	03/29/2017	01163030		2	01-0350-0-6000-1000-4300-000-053-00000	NN	P				0.00	294.83
PO-017231	03/29/2017	01163170		2	01-0350-0-6000-1000-4300-000-053-00000	NN	P				0.00	59.58
PO-017231	03/31/2017	01163688		3	01-0350-0-6000-1000-5890-000-053-00000	NN	P				0.00	19.00
TOTAL PAYMENT AMOUNT												
											815.82	

000027/00	ORLAND HARDWARE											
PO-000417	03/01/2017	317564		1	01-8150-0-0000-8100-4300-000-000-00000	NN	P				0.00	38.55
PO-000417	03/14/2017	318837		1	01-8150-0-0000-8100-4300-000-000-00000	NN	P				0.00	190.48
PO-000417	03/21/2017	319553		1	01-8150-0-0000-8100-4300-000-000-00000	NN	P				0.00	67.42
PO-017240	03/01/2017	317518		1	01-6382-0-3800-1000-4300-000-000-00000	NN	P				158.46	158.46
PO-017240	03/08/2017	318200		1	01-6382-0-3800-1000-4300-000-000-00000	NN	P				103.81	103.81

012 HAMILTON UNIFIED SCHOOL DIST, J46481
 BATCH 46; APRIL 26 2017

ACCOUNTS PAYABLE PRELIST
 BATCH: 0046 BATCH 46:APRIL 26 2016
 Fund : 01 GENERAL FUND

APY500 I,.00.12 04/06/17 13:43 PAGE 3
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Vendor/Addr Remit name Date Description Tax ID num Deposit type Fd Res Y Goal Func Obj Sit Bdr DD Account num T9MPS Liq Amt Net Amount
 000027 (CONTINUED)

PO-017240 03/13/2017 318703 1 01-6382-0-3800-1000-4300-000-000-00000 NN P 83.90 83.90
 PO-017240 03/22/2017 319596 1 01-6382-0-3800-1000-4300-000-000-00000 NN P 125.85 125.85
 PO-017240 03/23/2017 319742 1 01-6382-0-3800-1000-4300-000-000-00000 NN P 28.10 28.10
 TOTAL PAYMENT AMOUNT 796.57 *

000131/00 ORLAND MEAT PROCESSORS
 PO-017586 04/03/2017 55-BRATS FOR OPEN HOUSE 1 01-0000-0-1110-1000-4300-100-000-00000 NN F 200.00 198.39
 TOTAL PAYMENT AMOUNT 198.39 *

000084/00 PGE&E
 PO-000416 03/27/2017 MAR ELEM 3699672395-4 1 01-0000-0-0000-8100-5590-000-000-00000 NN P 0.00 5,372.69
 PO-000416 03/15/2017 MAR HS 9921774729-6 1 01-0000-0-0000-8100-5590-000-000-00000 NN P 0.00 5,924.77
 TOTAL PAYMENT AMOUNT 11,297.46 *

000185/00 SAVE MART SUPERMARKETS
 PO-017562 03/02/2017 TRD-4237 1 01-0000-0-3200-1000-4300-000-000-00000 NN F 87.22 87.22
 TOTAL PAYMENT AMOUNT 87.22 *

001163/00 TEACHERS PAY TEACHERS
 PO-017594 04/03/2017 TPT QUOTE ID#58257 1 01-0000-0-1110-1000-4300-800-000-00000 NN F 52.99 52.99
 TOTAL PAYMENT AMOUNT 52.99 *

001266/00 UC DIVERSITY & ENGAGEMENT
 PO-017278 09/12/2016 EVENT 10/4-10/5 2016 1 01-4035-0-1110-1000-5200-000-000-00000 NN F 875.00 875.00
 PO-017278 09/12/2016 EVENT 10/4-10/5 2016 2 01-4203-0-1110-1000-5200-000-000-00000 NN F 875.00 875.00
 TOTAL PAYMENT AMOUNT 1,750.00 *

000715/00 US BANK EQUIPMENT FINANCE 310841368
 PO-000437 03/29/2017 APR 2017 327429692 1 01-0000-0-1110-1000-5620-100-000-00000 NN P 0.00 664.64
 PO-000437 03/29/2017 JAN-MAR OVERAGE 2 01-0000-0-1110-1000-4300-100-000-00000 NN P 0.00 75.96
 TOTAL PAYMENT AMOUNT 740.60 *

TOTAL Fund PAYMENT 30,835.23 ** 30,835.23

012 HAMILTON UNIFIED SCHOOL DIST. J46481
 BATCH 46; APRIL 26 2017

ACCOUNTS PAYABLE PRELIST
 BATCH: 0046 BATCH 46:APRIL 26 2016
 Fund : 12 CHILD DEVELOPMENT

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Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
Req Reference	Date		Fd Res	Y Goal Func Obj	Sit BDR DD	TRMPS		
000506/00	CVS PHARMACY INC							

PO-017250 03/22/2017 6005432059000825
 TOTAL PAYMENT AMOUNT 1 12-6105-0-1110-1000-4300-000-0000 NN P 19.34 19.34

TOTAL Fund PAYMENT 19.34 ** 19.34

012 HAMILTON UNIFIED SCHOOL DIST. J46481
 BATCH 46; APRIL 26 2017

ACCOUNTS PAYABLE PRELIST
 BATCH: 0046 BATCH 46: APRIL 26 2016
 Fund : 13 CATERERIA

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Vendor/Addr Remit name Description Tax ID num Deposit type Fed Res Y Goal Func Obj ABA num Account num
 Req Reference Date Description
 000762/00 CRYSTAL CREAMERY

PO-000445	02/27/2017	15601332	1	13-5310-0-0000-3700-4700-000-000-0000	NN	P	0.00	68.49
PO-000445	02/27/2017	15601335	1	13-5310-0-0000-3700-4700-000-000-0000	NN	P	0.00	186.00
PO-000445	03/02/2017	15601684	1	13-5310-0-0000-3700-4700-000-000-0000	NN	P	0.00	155.78
PO-000445	03/06/2017	15634574	1	13-5310-0-0000-3700-4700-000-000-0000	NN	P	0.00	227.57
PO-000445	03/06/2017	15634582	1	13-5310-0-0000-3700-4700-000-000-0000	NN	P	0.00	104.93
PO-000445	03/09/2017	15634597	1	13-5310-0-0000-3700-4700-000-000-0000	NN	P	0.00	238.38
PO-000445	03/13/2017	15634702	1	13-5310-0-0000-3700-4700-000-000-0000	NN	P	0.00	69.03
PO-000445	03/13/2017	15634707	1	13-5310-0-0000-3700-4700-000-000-0000	NN	P	0.00	251.96
PO-000445	03/16/2017	15634667	1	13-5310-0-0000-3700-4700-000-000-0000	NN	P	0.00	142.20
PO-000445	03/20/2017	15651255	1	13-5310-0-0000-3700-4700-000-000-0000	NN	P	0.00	239.76
PO-000445	03/23/2017	15651257	1	13-5310-0-0000-3700-4700-000-000-0000	NN	P	0.00	93.42
PO-000445	03/27/2017	15670463	1	13-5310-0-0000-3700-4700-000-000-0000	NN	P	0.00	238.38
PO-000445	03/27/2017	15670483	1	13-5310-0-0000-3700-4700-000-000-0000	NN	P	0.00	93.42
PO-000445	03/30/2017	15670594	1	13-5310-0-0000-3700-4700-000-000-0000	NN	P	0.00	228.95
TOTAL PAYMENT AMOUNT								2,529.25

000764/00 DANIELSON CO

CM-000030	04/06/2017	129724	1	13-5310-0-0000-3700-4300-000-000-0000	NN	N	0.00	-8.72
PO-000425	04/03/2017	129724	1	13-5310-0-0000-3700-4300-000-000-0000	NN	P	0.00	403.86
PO-000425	04/03/2017	129693	2	13-5310-0-0000-3700-4300-000-000-0000	NN	P	0.00	72.08
PO-000425	04/03/2017	129693	2	13-5310-0-0000-3700-4300-000-000-0000	NN	P	0.00	878.04
PO-000425	04/03/2017	129724	2	13-5310-0-0000-3700-4700-000-000-0000	NN	P	0.00	897.47
PO-000425	04/03/2017	129723	4	13-5310-0-0000-3700-4300-000-049-0000	NN	P	0.00	27.04
PO-000425	04/03/2017	129723	5	13-5310-0-0000-3700-4700-000-049-0000	NN	P	0.00	488.66
TOTAL PAYMENT AMOUNT								2,758.43

000209/00 GOLD STAR FOODS

PO-000415	03/29/2017	JAN BOX FEES 2004148	3	13-5310-0-0000-3700-5890-000-000-0000	NN	P	0.00	25.60
PO-000415	03/02/2017	AUG-DEC SUPPLIES	3	13-5310-0-0000-3700-5890-000-000-0000	NN	P	0.00	14.40
PO-000415	04/03/2017	1999506	2	13-5310-0-0000-3700-4700-000-000-0000	NN	P	0.00	1,921.81
TOTAL PAYMENT AMOUNT								1,961.81

000258/00 LEANN RADTKE

PV-000161	04/06/2017	QTR 2 OCT-DEC	13-5310-0-0000-3700-5200-000-000-0000	NN				30.24
PV-000161	04/06/2017	QTR 3 JAN-MAR	13-5310-0-0000-3700-5200-000-000-0000	NN				30.50
PV-000161	04/06/2017	PRESCH PARENT MTG	13-5310-0-0000-3700-5200-000-000-0000	NN				28.89
TOTAL PAYMENT AMOUNT								89.63

012 HAMILTON UNIFIED SCHOOL DIST. J46481
 BATCH 46; APRIL 26 2017

ACCOUNTS PAYABLE PRELIST
 BATCH: 0046 BATCH 46:APRIL 26 2016
 Fund : 13 CAFETERIA

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Vendor/Addr Remit name Description Tax ID num Deposit type ABA num Account num
 Reg Reference Date -----
 000592/00 MISSION UNIFORM & LINEN

PO-000405	03/30/2017	504610883	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P	0.00	36.14
PO-000405	04/06/2017	504660187	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P	0.00	34.35
PO-000405	04/06/2017	504660188	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P	0.00	32.69
TOTAL PAYMENT AMOUNT								103.18

000763/00 PROPACIFIC FRESH

PO-000407	04/03/2017	6432707	3	13-5310-0-0000-3700-4700-000-049-00000	NN	P	0.00	337.29
PO-000407	04/03/2017	6432963	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	483.65
PO-000407	04/03/2017	6432518	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	444.06
TOTAL PAYMENT AMOUNT								1,265.00

TOTAL Fund	PAYMENT	8,707.30 **						8,707.30
TOTAL BATCH PAYMENT		39,561.87 ***						39,561.87
TOTAL DISTRICT PAYMENT		39,561.87 ****						39,561.87
TOTAL FOR ALL DISTRICTS:		39,561.87 ****					0.00	39,561.87

Number of checks to be printed: 27, not counting voids due to stub overflows.
 Printed: 04/06/2017 13:44:34

Requested by: *[Signature]* Date: 4/10/17
 Authorized by: _____ Date: _____

**HAMILTON UNIFIED SCHOOL DISTRICT
BOARD MEETING
MINUTES
Hamilton High School Library
Wednesday, March 22, 2017**

6:00 p.m. Closed Session
6:30 p.m. No Earlier than 6:30 PM

1.0 OPENING BUSINESS:

Call to order and roll call

Gabriel Leal, President Rosalinda Sanchez Tomas Loera
 Hubert "Wendall" Lower, Clerk Rod Boone

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, and Attorney, Matt Juhl-Darlington 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), Existing litigation. Name of case: Crews v. Hamilton Unified School District, Glenn County Superior Court, Case No. 15CV01394.

Report out actions taken in closed session.

START: 6:41 p.m. Open Session

Board President, Gabriel Leal:
There was no action taken in Closed Session.

5.0 PUBLIC SESSION/FLAG SALUTE:

6.0 ADOPT THE AGENDA: (M)

Motion for approval by Tomas Loera, seconded by Rosalinda Sanchez. Motion Carried: 5-0

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

7.0 COMMUNICATIONS/REPORTS:

1. Board Member Comments/Reports
 - a. SSDA
 - i. Governance in small school districts.
 - ii. *Board President, Gabriel Leal:* Recalled a presenter who was the Rugrats creator; now works with a company that creates animation program in education that kids can write scripts and move the characters to support learning efforts in the classroom.
 1. Would like Superintendent, Charles Tracy to look into this program if applicable to our schools.
2. ASB President and Student Council President Reports.
 - a. Hamilton High, Hernan Urena-Valdes.
 - i. Not present.
 - b. Hamilton Elementary, Jose Mendez.

- i. The 3rd quarter grading window coming to an end.
 - ii. Report cards to be delivered at end of March.
 - iii. Saturday school on March 18, 2017.
 - iv. Track and Field will begin soon.
- 3. District Reports
 - a. Food Service Report by LeAnn Radtke. (In person) (page 1)
 - i. See report in packet.
 - 1. Not present due to family emergency.
 - b. Operations Report by Marc Eddy.
 - i. Not present.
 - c. Technology Report by Derek Hawley. (In person) (page 2)
 - i. Jive Communications – HUSD Phones are no longer run on T1 lines. Phone traffic has been patched over to a fiber connection. This change will increase reliability.
 - ii. Webroot – Webroot A/V is currently being deployed throughout the District. Webroot is going to be HUSD's primary anti-virus software moving forward. The elementary has been converted to Webroot and the high school will follow this week.
 - iii. Community Day – Community day fiber project's pending permits have been approved and the project has begun moving forward. We don't have an estimated date of completion yet.
 - iv. Website Migration- Blackboard will be providing a Project Manager for our website migration on beginning in April 2017.

Principal and Dean of Student Reports

- d. Cris Oseguera, Hamilton High School Principal.
 - i. We are adjusting our current schedule to work with 7th and 8th grade schedule. True block schedule, an 8 period day, beginning next school year.
 - ii. Currently helping students who are struggling or who are at risk.
 - iii. Working with elementary to schedule information meeting for incoming 9th graders.
 - iv. Open House will take place on April 6, 2017 at 6:30 p.m. in the Hamilton High School Gymnasium.
 - v. 3rd quarter ends on Friday.
 - vi. Spring break begins on Friday, April 14, 2017 through Friday, April 21, 2017.
 - vii. Baseball is doing well.
 - viii. Softball is varsity only.
 - ix. Currently 30 students on track team.
 - e. Darcy Pollak, Hamilton Elementary School Principal.
 - i. Current enrollment is 413 with 4 additional pending.
 - ii. At this time there are 51 and counting for TK next year.
 - iii. We recharged our PLCs with recent conference.
 - iv. Completing our ELA adoption.
 - v. Stenciling project is set to go ahead on April 29, 2017. Should be completed prior to May Dance Festival. Collaborating with Chico State and 1,000 dollar grant; almost cost free.
 - vi. Getting ready for CAASPP testing that will take place the first 3 weeks in April.
 - vii. Preparing for scheduling in 17-18.
 - f. Maria Reyes, District Dean of Students.
 - i. Tobacco education review with students
 - ii. Representative from the CCC presented to student and provided information and services they offer.
 - iii. Upcoming Butte College – Reg to Go and CTE exploration.
 - iv. Weekend conference – took students UC Davis and Mexican Consulate.
- 4. Chief Business Official/Facilities Report by Diane Lyon.
 - a. Gas line repair project has been finalized and completed by DSA.
 - b. New portables have been finalized with DSA.
 - c. Drinking fountain on 400 building.
 - d. Sun shade removed because it was 2 inches too low so we had to remove and modify it per DSA.
 - e. Quotes on two portables; restroom and Adult Ed classroom.
 - f. Exploring idea of triple wide near Ella Barkley High School for office space.
 - g. Leaks in portables at elementary have been addressed.
 - i. Will be completed during spring break.
- 5. Superintendent Report by Charles Tracy.
 - a. Small School Districts Association (SSDA) Conference.
 - a. PLC conference attendees

- i. H. Sufuentes the PLC conference was engaging, reflective, and inspiring. Teacher who attended would like to share with you some of the highlights they took away from the conference.
 - ii. J. Firth (Hamilton Elementary School)
 - 1. Idea that we have to have a shift in our mind set. It is a collaborative effort to solve issues and advance ourselves moving forward. All students can and will learn.
 - iii. N. Heffley (Hamilton Elementary School)
 - 1. We need to work together as best practices and best results. Look up to higher grades and down to lower grades; help all students not most.
 - iv. V. Ortiz (Hamilton Elementary School)
 - 1. We have what we need to reach each student when we work together. Student need to hear positive feedback. Provide visuals and show them they can achieve at high levels.
 - v. J. Campbell (Hamilton Elementary School)
 - 1. Embracing new standards/skills. Looking at what we teach our students as a whole package. Provide students with more feedback than just scores in order to reinforce new standards. We can create a common idea and common language between subjects.
 - vi. M. Sawyer (Hamilton Elementary School)
 - 1. Visible learning and collective teacher efficacy. Working together to find answers to the questions. Help students self-reflect.
 - vii. J. Pezzetti (Hamilton Elementary School)
 - 1. Knowing what drives the purpose – helps students become more inspired.
 - viii. L. Larson (Hamilton Elementary School)
 - 1. Reinforces hat we need to do in our PLC pods. Teachers and administrators were able to share a lot of information and discuss to how we can make this successful.
 - ix. E. Pierre (Hamilton Elementary School)
 - 1. It focused in on the idea of students tracking their own data; to provide them with tools to acquire high reading and comprehension levels. When students set goals for themselves they are excited to achieve them.
 - x. C. Hawkins (Hamilton Elementary School)
 - 1. Assessment on main ideas; provide written feedback on comments section. Discuss more and become more engaged.
 - xi. K. Eden (Hamilton High School)
 - 1. Response to intervention time and 3rd level interventions.
 - xii. J. Hironomus (Hamilton High School)
 - 1. A lot of data from presenter D. Fischer – we have the ability to look at the affects on our own population. Practice learning on targets – learning proficiency and looking at focusing on that instead of just grades.
 - xiii. M. Hansen (Hamilton High School)
 - 1. Response to intervention in order to better help our students and not let them slip through the cracks.
 - xiv. L. Anderson
 - 1. We are on the cusp of a full implementation – people have to work together. The teachers now have the deeper understanding of what is needed.
 - xv. *Board Member, Wendall Lower*: Noted that the PLC conference symbol of a triangle could be interpreted as the district, teachers, staff and students work together.
 - xvi. *Board Member, Rosalinda Sanchez*: Wonderful to hear all of the positive learning tools brought back to help our students.
 - xvii. *Community Member and Executive Director for First 5, Glenn County, Patricia Laera*: The grades are just a letter; it does not define you. PLC is so successful - this is a wonderful opportunity.
 - xviii. Superintendent, Charles Tracy: The journey we began is continuing to emerge.
- b. Dates to Remember:
- i. Holidays:
 - 1. Friday, April 14th observance of Good Friday.
 - 2. Monday, April 17th through Friday, April 21st – Spring Break.
 - ii. April 26th: School Board Meeting in the Hamilton High School Library at 6:30 pm for Open Session.

8.0 **CORRESPONDENCE:**

0 **DISCUSSION ITEMS:**

1. Student Presentation: Mori Leveroni
 - a. California Association of Student Councils (CASC).
 - i. The purpose of the California Association of Student Councils is to improve the quality of life in the world by developing skilled, ethical and sensitive leaders of diverse backgrounds and cultures.
 - ii. The mission of the California Association of Student Councils is to provide leadership development for elementary, middle and high school students and their advisors in California and across the world through peer training. Our programs emphasize authenticity, ethics and collaborative decision-making and enhance learning outside of the classroom by fostering self-esteem and civic engagement. CASC advocates for youth, provides an avenue for the expression on student views and empowers young people.
2. Hamilton Unified School District Audit Report June 30, 2016. (page 3-89)
 - i. *Chief Business Official, Diane Lyon* reviewed the audit with aloud with board members in open session.
3. Second Interim Report by Diane Lyon. (page 90-130)
 - a. *Chief Business Official, Diane Lyon* reviewed the budget with aloud with board members in open session.
 - b. *Board President, Gabriel Leal*: are we able to buy books out of fund 14?
 - c. *Chief Business Official, Diane Lyon*: No, not for students.
 - d. Board Member, Tomas Loera: What would a bus cost?
 - e. *Superintendent, Charles Tracy*: The one Lake Elementary recently bought was over 400,000. When times are good we save for things like busses
4. Glenn County Educators Hall of Fame nominees. (page 131-134)
 - a. Occurs annually
 - i. Saturday of the fair – up to two nominees.
 - ii. After consulting with all HUSD staff, the District received a group of names, see Board packet. Board members can nominate as well.
 - iii. *Board Member, Wendall Lower*: I would like to nominate Tom Conwell.
5. TOSA, Leslie Anderson:
 - a. Random Selection of 1 student/Hamilton Elementary School and 1 student/Hamilton High School & Ella Barkley to win the Lenovo Notebook computer for completing the LCAP Student Survey 2017.
 - i. Maria Ahumada, High School Student.
 - ii. Jose Padilla, Elementary School Student.
 - b. Random Selection of 1 parent to win the Lenovo Notebook computer for completing the LCAP Parent Survey 2017.
 - i. Take to next board meeting. Survey still open for parents to take.
 - c. Stakeholder Survey Findings – handout
 - i. L. Anderson discussed results of LCAP survey to school board; this includes both the student and staff survey.
6. May Board meeting date.
 - a. The May Board meeting date will be moved from Wednesday, May 24, 2017 to Thursday, May 25, 2017.
7. Board Member participation in end-of-year activities.
 - a. HES Promotion Thursday, June 8, 2017 at 7:00pm (board members arrive at 6:30pm), Hamilton High School Stadium.
 - i. Rod
 - ii. Tomas
 - b. HHS Graduation Friday, June 9, 2017 at 8:00pm (board members arrive at 7:30pm), Hamilton High School Stadium.
 - i. Gabe
 - ii. Rosalinda
 - c. HUSD Staff Appreciation.
 - i. All staff and board members were invited to a lunch during our in-service day to thank them for a wonderful school year and all of their hard work and dedication to our students.

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

11.0 **ACTION ITEMS:**

1. Accept Hamilton Unified School District Audit Report June 30, 2016. (page 3-89)

Motion for approval by Wendall Lower, seconded by Rod Boone.

Motion Carried: 5-0

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

2. Second Interim Report. (page 90-130)

Motion for approval by Tomas Loera, seconded by Rosalinda Sanchez.

Motion Carried: 5-0

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

3. Classified Management/Confidential Salary Schedule. (page 135-136)

Motion for approval by Wendall Lower, seconded by Tomas Loera.

Motion Carried: 5-0

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

4. Glenn County Educators Hall of Fame nominees. (page 131-134)

Motion for approval by Tomas Loera to nominate Tom Conwell and Ralph Brand Jr., seconded by Rosalinda Sanchez.

Motion Carried: 5-0

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

5. May Board meeting date.

Motion for approval by Wendall Lower to move the May Board meeting date from May 24, 2017 to May 25, 2017 due to scheduling conflicts, seconded by Tomas Loera.

Motion Carried: 5-0

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

6. District calendar: 2019-20. (handout)

Motion for approval by Tomas Loera to approve Option A of the 2019-20 District Calendar that was brought before the Hamilton Unified Leadership Committee (HULC), seconded by Rod Boone.

Motion Carried: 5-0

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

7. CSEA #623 to HUSD request to bargain. (page 137)

Motion for approval by Tomas Loera, seconded by Rosalinda Sanchez.

Motion Carried: 5-0

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

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

1. Warrants and Expenditures. (page 138-165)
2. Minutes for the Regular Board Meeting on February 22, 2017. (page 166-170)
3. California Department of Education Consolidated Application for 2016-17 (CARS). (page 171-188)

4. Hamilton Elementary School Site Council Meeting Agenda for:
 - a. September 6, 2016, October 13, 2016, November 10, 2016, December 8, 2016, January 12, 2017, February 9, 2017, and March 9, 2017. (page 189-198)
5. Hamilton Elementary School Site Council Meeting Minutes for:
 - a. June 3, 2016, September 6, 2016, October 13, 2016, November 10, 2016, December 8, 2016, January 12, 2017 and February 9, 2017. (page 199-209)
6. Interdistrict Transfers (new – elementary students reapply annually).
 - a. Out
 - i. Kindergarten X 3 (17-18 school year)
 - ii. 3rd Grade X 1 (17-18 school year)
 - iii. 9th Grade X 2 (17-18 school year)
 - iv. 10th Grade X 2 (17-18 school year)
 - v. 11th Grade X 1 (17-18 school year)
 - vi. 12th Grade X 1 (17-18 school year)
 - b. In
 - i. HHS 9th Grade X 5 (17-18 school year)

7. Personnel Actions as Presented:

a. New Hires:

- | | | |
|----------------------|---------------------------|----------|
| i. Asha Mundo | Classified Substitute | District |
| ii. Cain Medina | Volunteer Baseball Coach | HHS |
| iii. Marisa Loughlin | Child Nutrition Assistant | HES |
| iv. Deana Medina | Yard Duty Supervisor | HES |

b. Resignations/Retirement:

- i. None

Motion for approval by Tomas Loera, seconded by Rod Boone.

Motion Carried: 5-0

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

0 **ADJOURNMENT: 9:04 p.m.**

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

**Hamilton Elementary School
School Site Council Meeting**

**Thursday March 23, 2017 7:30 AM
Hamilton Elementary School—Conference Room 204**

Special Meeting Agenda

ORDER OF BUSINESS

- Item 1** **Call to Order**
- Item 2** **Establish Quorum (3 HES Staff, 2 Parents/Community Members)**
Staff Present:
Parents Present:
- Item 3** **Verification of Posting of the Agenda—72 Hours in Advance**
Anticipated posting by March 21, 2017
- Item 4** **Public Comment**
This is the time for members of the audience to present items not on the Agenda. Comments should be limited to a maximum of three minutes duration. The SSC is prohibited by State Law from taking action on any item presented if it is not listed on the Agenda.

DISCUSSION ITEMS

- Item 4** Committees to develop SMART goals and action steps for the SPSA, aligned to the LCAP **(20 minutes)**
Committees:
ELA/ELD: Firth, Garcia, Reyes
Mathematics: Anderson, Ortiz, Villar, Vargas
Parent Outreach: Bryan, Villar, Barranco, Sufuentes

ADJOURMENT By 8:20 AM



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Hamilton City, CA 95951-0277
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District Office (530) 826-3261

**Hamilton Elementary School
School Site Council Meeting**

**Thursday April 13, 2017 7:30 AM
Hamilton Elementary School—Conference Room 204**

Agenda

ORDER OF BUSINESS

- Item 1** **Call to Order**
- Item 2** **Establish Quorum (3 HES Staff, 2 Parents/Community Members)**
Staff Present:
Parents Present:
- Item 3** **Verification of Posting of the Agenda—72 Hours in Advance**
Anticipated posting by March 6, 2017
- Item 4** **Public Comment**
This is the time for members of the audience to present items not on the Agenda. Comments should be limited to a maximum of three minutes duration. The SSC is prohibited by State Law from taking action on any item presented if it is not listed on the Agenda.
- Item 5** **Approval of Minutes—(5 minutes.)**
March, 2017 (Attachment #1)

DISCUSSION ITEMS

- Item 6** Review LCAP information **(10 minutes)**
- Item 7** Discussion/Comments on SPSA 2016-17 **(15 minutes)**
- Item 8** Discuss subscription for Read Naturally **(5 minutes)**
- Item 9** Discuss subscription for the STAR Assessment Suite: Early Literacy, Reading, and Math **(5 minutes)**
- Item 10** Discuss subscription for Accelerated Reader **(5 minutes)**
- Item 11** Updates: **(5 minutes)**
- Item 12** Set the agenda for May

ACTION ITEMS

- Item 13** Approve the SPSA 2016-17
- Item 14** Approve subscription purchase for Read Naturally
- Item 15** Approve subscription purchase for the STAR Assessment Suite: Early Literacy, Reading, and Math
- Item 16** Approve subscription purchase for Accelerated Reader

ADJOURMENT

By 8:30 AM



The Single Plan for Student Achievement

2016-17

Hamilton Elementary

11625706007447

Approved On: SSC-

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

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

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

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

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Site Council Membership

Names of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Darcy Pollak	X				
Leslie Anderson		X			
Jenny Firth		X			
Heather Sufuentes			X		
Ray Villar				X	
Trudy Bryan		X			
Dianna Ortiz			X		
Rosa Vargas				X	
Lenia Garcia				X	
Genaro Reyes				X	
Maria Guadalupe Barranco				X	
Numbers of members of each category	1	3	2	5	

Recommendations and Assurances

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

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

English Learner Advisory Committee _____ Signature

Special Education Department _____ Signature

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

Attested:

Darcy Pollak
School Principal

Leslie Anderson
SSC Chairperson

Signature of School Principal

Date

[Signature]
Signature of SSC Chairperson

4/13/17
Date

Programs Included in this Plan

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

Federal Programs		Allocation	Consolidated in the SWP
<input checked="" type="checkbox"/>	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$282,847	<input checked="" type="checkbox"/>
	Certificated Salaries	\$124,612	
	Classified Salaries	\$ 19,115	
	Statutory Benefits	\$ 58,265	
	Operating Expenditures	\$ 29,977	
	Consultants/Services/Subscriptions		
	Admin/Direct or Indirect (15% maximum)	\$ 32,874	
	Supplies	\$ 18,003	
	Total Title 1 Budget	\$282,846	
<input checked="" type="checkbox"/>	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$31,982	District Funds
<input checked="" type="checkbox"/>	Title III, Part A: Language Instruction for Limited-English-Proficient (LEP) Students Purpose: Supplement language instruction to help LEP students attain English proficiency and meet academic performance standards	\$19,701	Title III funds may not be consolidated as part of a SWP ¹
<input checked="" type="checkbox"/>	Title VI, Rural Education Achievement Program Purpose: The purpose of the program is to provide financial assistance to rural districts to assist them in meeting their state's definition of adequate yearly progress (AYP).	\$16,003	District Funds

Total amount federal categorical funds allocated to this district	\$350,533
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GOALS

English Language Arts and English Language Development

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

Goal Title: Improve English Language Proficiency amongst All Learners

LCAP Goal: *Pupil Outcomes: All students will demonstrate proficiency on local and state assessments to ensure they are achieving college and career readiness status. In order to reach college and career readiness status, those students who are second language learners or those students with special needs, may require additional resources and supports.*

Issue Statement

ELD

We currently have 416 students at our K-8 school as of 2016-17. Our school make-up is as follows:

- 185 students are classified as English Learners (EL),
- 24 students are identified as initially fluent English proficient (IFEP),
- 72 students are reclassified fluent English Proficient (RFEP).
- 130 students are classified as English Only (EO) students.

There are two standard measures of improvement in language proficiency currently used and reported:

AMAO #1: The percent of students making annual progress towards English proficiency. This is a measure of the percent of students moving up a level on the CELDT test annually. *The goal is 60.5%*

AMAO #2: The percent of students scoring English Proficient or Advanced on the CELDT test each year. This is broken down into English learner in designated ELD for less than 5 years, and 5 or more years. *The goal less than 5 years is 24.2%; the goal for greater than 5 years is 50.9.*

The HUSD reclassification policy is a local decision defined by the approved EL Master Plan. At minimum, students must score Proficient or Advanced on the CELDT to be considered for reclassification.

	AMAO 1	AMAO 2	
	Annual Growth	Attaining Proficiency	
		< 5 years	> 5 years
2016	56	22.1	38.1
2015	58.7	21.8	50
2014	62.2	25.2	55.6
2013	68.5	30.9	68.7
2012	68.4	30.5	59.5
2011	55	21.3	45.3

In a comparison of the English Learner Progress and Proficiency Report Comparison 2016 (aka Title III Accountability Report for scores prior to current year), Hamilton Unified had similar achievement results as other unified districts in Glenn County. Longitudinal reports generated from Data Quest Files at <http://data1.cde.ca.gov/dataquest/> indicate that on average Hamilton outsourced local

districts on both AMAO 1 and AMAO 2 measures.

ELA

Reading is a critical component to learning. Studies show that reading at grade level by third grade is a critical indicator of future academic achievement. HES uses three major summative assessments to gauge student progress: CAASPP, District Benchmark Tests, and STAR. Below are the data for each.

STAR READING 2016-17			
Grade Equivalent			
Grade	Pretest Aug	Posttest Nov	Gain
1		1.3	
2	1.6	1.9	0.3
3	2.3	2.6	0.3
4	2.7	3.1	0.4
5	3.2	3.5	0.3
6	3.6	4.2	0.6
7	4.9	5.3	0.4
8	4.8	5.4	0.6

DISTRICT BENCHMARK			
ELA F2015 to S2016 (%Proficient)			
Grade	Fall 2015	Spring 2016	Gain %
2	27.7	40	12.3
3	20.6	32.3	11.7
4	24.6	40.9	16.3
5	22.5	33.9	11.4
6	31.3	29	-2.3
7	22.4	22.5	0

ELA CAASPP

Student Group	Color	Status Level	Change Level	CURRENT STATUS - Average distance from level 3	CHANGE - Difference between current status and prior status	Current year number of valid students	PRIOR STATUS - Average distance from level 3
All Students	Yellow	Low	Increased	-57.9	11.2	243	-69.1
English Learners	Yellow	Low	Increased	-64	17.6	150	-81.5
Socioeconomically Disadvantaged	Yellow	Low	Increased	-60.1	10.3	229	-70.4
Students with Disabilities	Orange	Very Low	Increased	-155.3	12.2	31	-167.5
Hispanic or Latino	Yellow	Low	Increased	-57.1	12	234	-69.1
EL - EL Only	None	Very Low	Increased Significantly	-115.7	20.1	80	-135.8
EL - Reclassified Only	None	Medium	Increased Significantly	-4.9	36	70	-40.8

Initial student achievement results on local assessments indicate that students are struggling due to more rigorous standards, changes in instructional practices, and increased cognitive demand from the testing instrument.

Analysis of Current Practice

ELD

We continue to implement a Designated English Language Development program, Language STAR, at both the elementary and high school. Since the 2014-15 school year, a teacher on special assignment provides regular coaching, planning and feedback for all K-8 teachers. We have established foundational, academic and enhancement language development classes at each grade level, and we have assigned students based on their language assessment, teacher input and their CELDT scores. All students receive 60 minutes of Designated English Language Development instruction in addition to 30 minutes of Integrated English Language Development in Science/Social Studies and 90 minutes of ELA instruction daily. English Language Development assessments are administered quarterly and results for October and March are shared with parents during the first and third quarter conferences.

Next year the CELDT will be replaced with the ELPAC.

ELA

Current ELA curriculum is *Treasures* (Prentice Hall) and *Being A Writer* for K-6 and *Making Meaning* for 7-8 (Developmental Studies Center). This curriculum has bridge materials to the California Common Core Standards.

Phonics for Reading, *PALS* and *Read Live* have been implemented as intervention curriculum for primary interventions. Student participants are selected based on scores from the universal screener, *STAR 360*, and teacher input.

Corrective Reading (McGraw Hill Education) has been implemented for 4th through 6th grade students who are two or more years behind grade level reading. In addition to their regularly scheduled ELA time, these students take intervention classes.

English 3-D (Houghton Mifflin Harcourt) is the reading intervention curriculum for 6-8 grade students,

During the 2016-17 school year, HES K-8 is piloting three ELA curriculums: *Reach for Reading*, *Benchmark Advance* and *StudySync* (7-8). There is a plan in place to make a recommendation to the Board by May of 2017.

This year the Boys & Girls Club is currently running the afterschool program. With our new reading specialist there is additional assistance during the afterschool time to provide reading intervention services for students reading below grade level.

Literacy remains a District focus. This year the Common Core Cadre is developing coaching skills in order to provide professional development support to colleagues. Co-plan/co-teach models have been implemented this year to build integrated literacy across disciplines.

ELA/ELD SMART Goals

ELD

- A. Meet AMAO 1 (67.1% of English Learners increase by one level on the CELDT in 2016)
- B. Meet AMAO 2 (61.5% of English Learners score Early Advanced or Advanced on CELDT in 2016-17 for 5+ year cohort and 26.6% for less than 5 year cohort)

ELA/Literacy

- C. The average GE scores for each grade level one through eight will increase by 1.2 on the STAR Reading Test from August 2017 to August 2018.
- D. 80% average growth for district benchmark scores between Fall 2016 and Spring 2017.
- E. Increase Status and Change levels for all students and sub-groups by 1 level on the LCFF Rubric.
- F. 100% of students will show steady progress from the beginning of the year to the end on Benchmark Advance Interim measures. For a student who scores below 80 percent on Interim Assessment 1, scores will rise 10 percent in each quarter. Students who score above 80 percent on Benchmark Advance Interim Assessment 1 will show a 5-10% steady growth. Especially at early grades, students develop reading and writing skills at widely varying rates. Student progress should be evaluated with this factor in mind.

Mathematics

Goal Area 2: Math
Goal Title: Increase Student Achievement in Math
LCAP Goal: *Pupil Outcomes: All students will demonstrate proficiency on local and state assessments to ensure they are achieving college and career readiness status. In order to reach college and career readiness status, those students who are second language learners or those students with special needs, may require additional resources and supports.*

Issue Statement

There have been major shifts in education from 2013 to 2016. The federal law No Child Left Behind (NCLB) has expired and Every Student Succeeds Act (ESSA) has been approved by Congress and signed into law. This grants more power to the states to oversee educational progress. ESSA will also change how the consolidated funds (Title I, II, and III) are allocated and spent. In order to reflect the California Common Core State Standards the testing model has been reconfigured from the CST (California Standards Test) program to the CAASPP (California Assessment of Student Progress and Performance) test in Mathematics. There are currently 2 years of CAASPP data. See below HES results.

Math CAASPP

<u>Student Group</u>	<u>Color</u>	<u>Status Level</u>	<u>Change Level</u>	<u>CURRENT STATUS - Average distance from level 3</u>	<u>CHANGE - Difference between current status and prior status</u>	<u>Current year number of valid students</u>	<u>PRIOR STATUS - Average distance from level 3</u>
All Students	Yellow	Low	Maintained	-88.7	4.2	243	-93
English Learners	Red	Very Low	Maintained	-95.9	3.1	150	-99
Socioeconomically Disadvantaged	Yellow	Low	Maintained	-91.4	2	229	-93.4
Students with Disabilities	Red	Very Low	Decreased Significantly	-217.2	-24.8	31	-192.4
Hispanic or Latino	Yellow	Low	Increased	-87.6	5.1	234	-92.6
EL - EL Only	None	Very Low	Increased	-139	5.5	80	-144.5
EL - Reclassified Only	None	Low	Increased Significantly	-46.5	20	70	-66.5

Because of the changes in education policy and accountability at the federal and state levels, the district has implemented local assessment protocols.

In grades K-8, STAR Math and STAR Early Literacy are the universal screeners currently being used to monitor mathematics performance. This provides a nationally normed comparison. Below are the current average grade equivalent (GE) scores. Gains of 0.5 represent about a half year of growth. Students behind must make more than 1 year's growth in order to catch up to their grade level peers.

STAR Math 2016-17			
Grade Equivalent			
Grade	Pretest Aug	Posttest Nov	Gain
1	0.6	1.2	0.6
2	1.6	2.0	0.4
3	2.4	2.9	0.5
4	3.0	3.6	0.6
5	3.2	3.8	0.6
6	4.6	5.1	0.5
7	4.8	5.3	0.5

DISTRICT BENCHMARK			
Math F2015 to S2016 (%Correct)			
Grade	Fall 2015	Spring 2016	Gain %
2	33.1	55.2	22.1
3	19.9	31.7	11.8
4	16.1	25.2	9.1
5	9.7	17.2	7.5
6	20.7	32.2	11.5
7	19	25.6	6.6
8	17.2	25.6	8.4

In grades 3-8, EADMS, a student assessment data management system was put into place. Teachers developed benchmark tests using items from Measured Progress or Inspect question banks aligned to the CC State Standards. The same test is administered 3 times per year to measure growth from beginning to the end of the year.

Analysis of Current Practice

The adopted mathematics curriculum is:

Grade	Title	Publisher
K	Early Learning in Mathematics	West Ed, through University of Oregon
1-5	Everyday Math 4 th ED	McGraw Hill
6-8	College Preparatory Mathematics	CPM

Assessments are a mix of publisher and teacher created tests and performance tasks, aligned to instruction and standards. These district measurements will have to be reviewed annually. STAR Early Literacy/STAR Math are also being implemented this year for K-8. This is an assessment system with universal screeners and progress monitoring components used to identify students, who may need additional instruction, and to gauge student progress in response to intervention and evaluate core instruction.

Grades K through 5 are provided a minimum of 60 minutes of math instruction. This year a teacher was added to provide math intervention during the school day and after school to work in conjunction with the Boys & Girls Club. There is a separate intervention period for single subject 6th through 8th grade. Sixth, Seventh and Eighth grade students are instructed by a content specialist at their respective grade level. Additionally, there is an academic support schedule (Wolf Time) including before school, and afterschool to accommodate students and families. Special education students receive supportive math instruction at the appropriate level, in small groups outside of the classroom. Parents are notified of their child's progress by progress reports sent home 4 times a year: report cards sent home 4 times a year, and a spring and fall parent conference, as needed.

This year the 6-8 math teacher began Academic Parent Teacher Teams (APTT), with the goal of conducting parent meetings 3 times per year. Although other teachers are implementing APTT, they are focusing on ELA.

Numerous teachers are also involved in professional development through the Subject Matter Project work at CSUChico. This grant ends June 2017.

Math SMART Goals

- A. The average GE scores for each grade level one through eight will increase by 1.2 on the STAR Math Test from August 2017 to August 2018.
- B. 80% average growth for district benchmark scores between Fall 2017 and Spring 2018.
- C. Increase Status and Change levels for all students and sub-groups by 1 level on the LCFF Rubric

Community Involvement

Goal Area 3: Community Involvement

Goal Title: Increase the number of parents/community members involved in outreach programs.

LCAP Goal: *Engagement: District to improve parent participation, community input and student engagement through inclusion of all stakeholders in the learning process.*

Issue

As with many Title I schools, facilitating parent involvement is challenging. Families in our community may have multigenerational responsibilities. This can create time and financial constraints for caretakers, parents, and students.

Parents have limited access to the Internet and technical skills necessary to utilize its potential as it contributes to the support of their students and the educational system. Currently, roughly 24% of students have parent/guardians that have an email on file with the school. This limits communication.

Analysis of Current Practice

HES has many activities that provide outreach to parents and community. See the list below:

Activity	Description
Parent Lunch	Monthly lunch with topics of interest to parents.
Morning coffee	Monthly morning coffee with the principal.
PTO	Meets regularly to support fundraising efforts for the school.
Wellness Fair	Annual event to support health and wellness in the community
Meet the teacher event	Morning coffee with participating teachers for K-2 parents to meet the teacher at the beginning of the year.
APTT	Five teachers are piloting Academic Parent Teacher Teams. The teachers and parents meet four times a year to look at student progress.

Grades/Progress Reports	Grades or progress reports are provided approximately every 4 weeks. Additionally, for grades 4-8 AERIES is available for parents to check student academic progress on a real time basis.
Parent Conferences	Twice per year.
Performances	Student Performances are multiple times per year. These are typically well attended and used as a fundraising opportunity for PTO
School Based Counseling	There are multiple part time counselors and an on-site ¾ time counselor on campus.
SSC and ELAC	Parents are active in HES School Site Council, and the English Learner Advisory Committee.
PIQE (bi-annually)	Parent Institute for Quality Education

Community Outreach SMART Goals

- A. Increase by 100% from 2015-16 levels the number of parents who have email addresses in the AERIES system and access SIS
- B. Increase teacher participation in APTT from 5 teachers (16-17) to 10 teachers (17-17)

Findings

Achievement scores are improving, but slowly. The rate of growth is greater for HUSD students than students statewide. When students are below grade-level, they must make more than one year's growth in order to reach grade level operation. Because the content becomes more complex, this discrepancy is more challenging as student advance in grade.

Continue and expand afterschool and school day intervention time for mathematics and reading. This includes expanding library hours, improving facilities and encouraging student use.

Expand the PLC model to include preschool, and Boys & Girls Club personnel. Collaboration could significantly improve our coordinated services.

Improving instruction is key. Using the PLC process to standardized instructional practices is necessary. Additionally the District can help facilitate this process by providing on-site regular coaching and expand the co-plan/co-teach model through Lesson Study. Professional development should continue to be supported with outside experts as well as cultivating the talent within the district.

Interim CAASPP tests are now available for use. Teachers must use these assessments for formative feedback. In order to facilitate this, the district should prepare to deploy additional mobile devices for student use. This will give more flexibility to teachers to utilize on-line resources more fluidly during their instructional day.

Use Academic Parent Teacher Teams (APTT) to build the home-school connection. This is component that should to be fully implemented.

Beyond APTT and the parent lunch, frequent workshops should be available for parents to learn more how they can help their students at home. A rotational series with a focus on math, ELA, and behavior supports would be a benefit to the families in our community.

Action Steps

Instruction

Goals	Content	Strategies	Action Steps	Measure and Timeline	Budget
1,2	ELD/ELA Math Science HSS	Implement of all 12 Language STAR methods.	Teacher on Special Assignment (TOSA) provides coaching, planning, and peer collaboration opportunities.	Agendas/Minutes Coaching calendars Regular reports to SSC/ELAC/Staff. ELD/content area Benchmark test scores	Title I, II, III
1,2	ELD/ELA Math Science HSS	Implement ELD/ELA Standards integrated across all disciplines.	Provide professional development (PD) on language objectives and integration of core content with ELD standards. (TOSA) provides coaching, planning, and peer collaboration opportunities. Common Core Cadre provides coaching/modeling for close reading lessons. District to provide training to Common Core Cadre.	Redesignation data CELT test scores. ELD/content area Benchmark test scores. Professional development (PD) calendar. Agendas/Minutes	Title I, II, III, General Fund

Goals	Content	Strategies	Action Steps	Measure and Timeline	Budget
1,2	ELD/ELA Math Science HSS	Use weekly PLC time to address 4 critical questions. This includes the systematic planning and implementation of first instruction.	Review/modify Grade Level Expectations (GLEs) through PLC to reflect Common Core State Standards (CCSS) PLC time to set SMART goals using student achievement data and successful research-based strategies. SMART goals reflect on first instruction and intervention. PLC leadership to establish and maintain focus on the 4 critical questions. PLC leadership team biweekly meetings.	Agendas/Minutes GLEs for ELA/ELD and Math SMART goals Common formative assessment data, including CAASPP Interim Tests Common summative assessment data. On-going	General funds, Title I, II, III
1	ELD/ELA Math Science HSS	Continue to integrate a CCSS supported writing program for all disciplines.	Designated time on master schedule. Writing integrated across all disciplines. Administer and evaluate a writing sample 4X/year through Benchmark Advance Interim Assessments.	PLC Agendas/minutes District Benchmark 3x Year Rubrics scores and data from Interim Assessments	General Fund
1,2	ELD/ELA Math Science HSS	Continue training for teachers in the implementation of the CCSS.	Utilized high leverage teaching strategies through the PLC process. Book study groups to provide tools to staff to support quality instruction.	PD Calendar Summative assessment data On-going	General Fund, Title I, II, III

Goals	Content	Strategies	Action Steps	Measure and Timeline	Budget
			<p>Asses needs for instructional materials</p> <p>Follow-up PD and coaching for CCSS in all disciplines. Provide PD in order to implement small group/differentiated instruction.</p> <p>Compile resources to provide high leverage instruction aligned to GLE and CCSS.</p> <p>Increase staff capacity by providing coaching training to Common Core Cadre</p>		
1,2,3	ELD/ELA Math Science HSS	Increase the use of technology to enhance learning and demonstrate/practice skills.	<p>Use STAR 360 to monitor reading growth</p> <p>Offer training on the use of effective use of technology in the classroom</p>	<p>On going</p> <p>Correlation between student assessment data and participation in any particular program.</p>	Title I, II, III, General Fund
1,2,3	ELD/ELA Math Science HSS	Identify CCSS resources for teachers and parents.	<p>Generate lists of web-based resources by grade-level and content area.</p> <p>Disseminate on HES web site, monthly parent lunches, school newsletter, ELAC meetings. Expand APTT</p>	<p>On-going</p> <p>Agendas/Minutes</p> <p>Supporting copies</p> <p>Achievement of participants. Agendas/minutes/ data</p>	General Fund

Goals	Content	Strategies	Action Steps	Measure and Timeline	Budget
1	ELA	Implement phonics instruction for K-3 teachers initial reading instruction	Stream on-line resources to help parents. Provide PD for K-3 teachers in initial reading instruction. Select phonics based curriculum.	Participant lists STAR 360 data to monitor student learning.	Title I, Title II, General Fund
1,2	ELD/ELA Math Science HSS Studies	Develop a whole school approach to instructional practices for close reading.	Schedule time for close reading. Common Core Cadre to provide teacher support for close reading. Common procedures will be used throughout the school. Teachers will receive on-going PD on teaching close reading and ELD Framework. Use PLC process to assess student annotation and interaction with text.	Agendas/Minutes Master Schedule Student annotation samples. Summative ELA assessment results.	Title I, II, III, General Fund
1	ELA/ELD	Adopt/Implement an ELA curriculum	Pilot 2 programs 2106-17. Adopt for Fall 2017. Provide PD for new ELA curriculum.	PLC process and whole group to rate the quality of each program. Agendas/Reports/Surveys	

Assessment

Goals	Content	Strategies	Action Steps	Measure and timeline	Budget
1	ELD	Utilize a common assessment in ELD.	Administer a common assessment in ELD quarterly. Monitor data in EADMS. Review data quarterly with staff	Student data from assessment results for ELAC, PLC meetings, SSC	Title I, III, General Fund
1	ELD	Monitor progress of R-FEP Identify students in danger of becoming LTELs	Generate EADMS reports for summative assessments. Develop and implement a systematic system to track R-FEP and potential LTEL students.	EL Master Plan Progress trends for ELAC, PLC meetings, SSC. Individual progress reports for parent conferences.	Title I, III, IIII
1,2	ELA, ELD, Math	Create annual assessment calendar	Assessment Calendar created by PLC leadership team. Institute test chats.	Annually, Calendar posted	No cost
1,2	ELA, Math	Use STAR 360 for a universal screener Reading Comprehension, Fluency and math for K-8.	District support staff to organize and assist with test schedule and administration. Data shared in PLC groups. Data drives intervention decisions.	Calendar-minimum of 3 times per year. PLC agenda/minutes for PLC groups Student data from the universal screener	General Fund, Title I, IIII
1,2	ELA, Math	Utilize an existing universal screener for grades 4-8.	Implement a universal screener to identify students who are not ready for grade level instruction.	Calendar-minimum of 3 times per year. Universal Screener	Title I, III, General Fund

Goals	Content	Strategies	Action Steps	Measure and timeline results for PLC	Budget
1,2	ELD/ELA Math Science HSS	Develop and refine assessments used to measure student learning.	<p>Use PLC time for teachers to develop/review/revise assessments.</p> <ul style="list-style-type: none"> • District Benchmarks • Common formative assessments • Performance Tasks • Writing sample • STAR 360 • CASSPP Interim Tests <p>Maintain results when possible in EADMS.</p> <p>PD for evaluating Performance Tasks.</p>	<p>Assessment Calendar 2017-18</p> <p>PLC meetings agendas/minutes</p>	Title I, II, III, General Fund
1,2	ELD/ELA Math Science HSS	Teachers will review assessments and universal testing results in order to evaluate the effectiveness of instructional practices and curriculum.	<p>Utilize PLC time for teachers to review assessments and data.</p>	<p>Ongoing</p> <p>Assessment Calendar 2017-18.</p> <p>Student data in EADMS and STAR 360</p>	Title I, II, III, General Fund

Intervention

Goal	Content	Strategies	Action Steps	Measure & Timeline	Budget
1	ELD	Provide newcomers ELD instruction.	Provide trained staff for intensive language intervention for students who are new to the United States.	Quarterly ELD benchmarks results	Title 1
1.2	ELD/ELA, Math Science HSS	Comprehensive annual review of RTI plan.	PLC leadership oversees master schedule to coordinate personnel for support. Collaboration with special services. Teachers review RTI plan.	Intervention opportunities. Agenda/Minutes Master Schedule/Calendar Assessment data	Title I, II, III, General Fund
1.2	Math, ELA	Provide strategic and intensive math and ELA intervention within the school day	Identify students who need strategic and intensive intervention	Master Schedule Assessment data for PLC	General Fund, Title 1
1.2	Math, ELA	Provide afterschool language/reading/math tutoring/academic support	Identify appropriate intervention strategies for ELA and math. Identify students that need assistance	Wolf Time (sign in sheets) Assessment data	General Fund, Title 1, Migrant Ed Funding
1.2	ELD/ELA, Math	Intervention Coordinator and school leadership to manage resources	District provides Intervention Coordinator and PLC structure to manage articulation. Add peer tutors/mentors as available to assist younger students	Master Schedule Agenda/minutes for intervention meetings Leadership Team/School Site Council POD Leadership Team	General Fund, Title I

Goal	Content	Strategies	Action Steps	Measure & Timeline	Budget
1.2	ELA, Math	Monitor rate of improvement for interventions	K-3 Teachers to use STAR 360 probes. 4-8 teachers use pre-test and post-test data from STAR Math and STAR Reading	Bi-weekly Assessments	

Non Academic Goals

Goal	Content	Strategies	Action Steps	Measure and timeline	Budget
3	Parent Involvement	Implement Academic Parent Teacher Teams. (APTT)	Invite teachers to participate for 1 yr implementation. Create a stipend for teacher participation.	4 times per year Student pre/post test results Participant Lists	Title 1 General Fund
3	Parent Involvement	Increase computer/internet use for parents to monitor student progress.	Facilitate affordable computers and internet access for the community. Provide AERIES training for parents. Provide basic training for email access. Utilize District Tech Department, PTO, GCOE and other outside organizations.	Agendas/Sign-in Sheets Parent access of SIS.	Title 1/General Fund for personnel responsibilities.
3	Parent Involvement	Staff a part-time parent liaison.	Create a Parent Liaison position.	Parent surveys.	Title 1
3	Parent Involvement	Public reporting of assessment results.	Progress monitoring and timely feedback to all stakeholders (School Board, DAC, Admin, teachers, SSC, students, and parents)	Agendas Calendar Sign in Sheets	Title I, General Fund

Acronyms and Specialized Terms

Listed below are acronyms most often associated with programs funded through the Consolidated Application. Most of the acronyms are "hot-linked" to information on the topic of the acronym

ACRONYM	STANDS FOR	WEB ADDRESS
ADA	Average Daily Attendance	http://www.cde.ca.gov/ds/fd/ec/
ADA	Americans with Disabilities Act	http://www.usdoj.gov/crt/ada/adahom1.htm
AMAO	Annual Measurable Achievement Objectives	
API	Academic Performance Index	http://www.cde.ca.gov/ta/ac/ap
APS	Academic Program Survey	http://www.cde.ca.gov/ta/lp/vl/improvtools.asp#aps
BTSA	Beginning Teacher Support and Assessment	http://www.btsa.ca.gov
BTTP	Bilingual Teacher Training Program	http://www.cde.ca.gov/sp/el/bt
CAASPP	California Assessment of Student Performance and Progress	
CAHSEE	California High School Exit Examination	http://www.cde.ca.gov/ta/tg/hs/
CBEDS	California Basic Educational Data System	http://www.cde.ca.gov/ds/ss/cb
CBEST	California Basic Educational Skills Test	http://www.ctc.ca.gov/credentials/CAW-exams.html#CBEST
CCSS	Common Core State Standards	
CDE	California Department of Education	http://www.cde.ca.gov
CELDT	California English Language Development Test	http://www.cde.ca.gov/ta/tg/el
COE	County Office of Education	http://www.cde.ca.gov/re/sd/co/index.asp
COP	Committee of Practitioners (Title I)	http://www.cde.ca.gov/sp/sw/t1/practitioners.asp
CPM	Categorical Program Monitoring	http://www.cde.ca.gov/ta/cr/cc
CSAM	California School Accounting Manual	http://www.cde.ca.gov/fq/ac/sa
CSIS	California School Information Services	http://www.cde.ca.gov/ds/sd/cs
CSR	Comprehensive School Reform	http://www.cde.ca.gov/ta/lp/cs/
CTC	Commission on Teacher Credentialing	http://www.ctc.ca.gov
CTE	Career Technical Education	
DAC	District Advisory Committee	
DAS	District Assistance Survey	http://www.cde.ca.gov/ta/lp/vl/documents/distassistsrvyl.doc
DSLTT	District/School Liaison Team	
EADMS	Educator's Assessment Data Management System	
EC	Education Code	http://www.leginfo.ca.gov/calaw.html
EDGAR	U. S. Department of Education General Administrative Regulations	http://www.ed.gov/policy/fund/reg/edgarReg/edgar.html
EL	English Learner	http://www.cde.ca.gov/ta/cr/el
ELA	English Language Acquisition	http://www.cde.ca.gov/sp/el/ii
ELA	English Language Arts	
ELAP	English Language Acquisition Program	http://www.cde.ca.gov/fq/aa/ca/englishlang.asp
ELD	English Language Development	http://www.cde.ca.gov/ta/cr/el
EO	English-Only (Monolingual English)	
EPC	Essential Program Components	http://www.cde.ca.gov/ta/lp/vl/essentialcomp.asp
ESEA	Elementary and Secondary Education Act	http://www.ed.gov/policy/elsec/leg/esea02/index.html

ACRONYM	STANDS FOR	WEB ADDRESS
ESL	English as a Second Language	http://www.cde.ca.gov/ta/cr/el
ESLRs	Expected Schoolwide Learning Results	http://www.acswasc.org/process_ca_comprehensive.htm
FEP	Fluent-English-Proficient	http://www.cde.ca.gov/demographics
FOL	Focus on Learning	http://www.acswasc.org/process_ca_comprehensive.htm
FTE	Full-Time-Equivalent	http://data1.cde.ca.gov/dataquest/qls_fte.htm
GATE	Gifted and Talented Education	http://www.cde.ca.gov/sp/g/
GED	General Educational Development	http://www.cde.ca.gov/ta/tg/gd
GLE's	Grade Level Expectations	
HPSGP	High Priority Schools Grant Program	http://www.cde.ca.gov/ta/lp/hp/
HQT	Highly Qualified Teacher	
IEP	Immigrant Education Program (NCLB, Title III)	http://www.cde.ca.gov/sp/el/t3
IEP	Individualized Education Program	http://www.calstat.org/iep/
II/USP	Immediate Intervention/Underperforming Schools Program	http://www.cde.ca.gov/ta/lp/iu
K	Kindergarten	
LC	Language Census	http://www.cde.ca.gov/ds/ss/lc
LCAP	Local Control Accountability Plan	
LCCF	Local Control Funding Formula	
LD	Learning Disabled	
LEA	Local Educational Agency	http://www.cde.ca.gov/re/sd
LEP	Limited English Proficient	
NAEP	National Assessment of Educational Progress	http://www.naqb.org
NCE	Normal Curve Equivalent	
NCLB	No Child Left Behind	http://www.cde.ca.gov/pr/nclb
NGSS	Next Generation Science Standards	http://www.nextgenscience.org
NRT	Norm-referenced Test	
PI	Program Improvement	http://www.cde.ca.gov/ta/ac/ti/programimprov.asp
PSAA	Public Schools Accountability Act	http://www.cde.ca.gov/psaa
PTO	Parent Teacher Organization	http://www.ptotoday.com/
R-FEP	Redesignated Fluent-English-Proficient	
RTI	Response to Intervention	
ROPC	Regional Occupational Program and Centers	http://www.cde.ca.gov/rocp/dsp/coord.html
RSDSS	Regional System for District and School Support	http://www.cde.ca.gov/sp/sw/ss/s4directory.asp
SABE/2	Spanish Assessment of Basic Education	http://www.cde.ca.gov/ta/tg/sr
SARC	School Accountability Report Card	http://www.cde.ca.gov/ta/ac/sa
SBCP	School-Based Coordinated Programs	
SEA	State Education Agency	http://www.cde.ca.gov
SEI	Sheltered English Instruction	
SPSA	Single Plan for Student Achievement	
SSC	School Site Council	

ACRONYM	STANDS FOR	WEB ADDRESS
SST	Student Study Team	
STAR	Standardized Testing and Reporting	http://www.cde.ca.gov/ta/tq/sr
STEM	Science, Technology, Engineering, and Mathematics	
TK	Transitional Kindergarten	
UCP	Uniform Complaint Procedures	http://www.cde.ca.gov/re/cp/uc
WASC	Western Association of Schools and Colleges	http://www.acswasc.org



CALIFORNIA
DEPARTMENT OF
EDUCATION

TOM TORLAKSON

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

April 5, 2017

Superintendent Charles Tracy
Hamilton Unified School District
P.O. Box 488
Hamilton City, CA 95951

Dear Superintendent Tracy,

Subject: Title I, Part A Carryover Waiver

Thank you for your request to waive the 15 percent Title I, Part A carryover limit for fiscal year 2015–16 funds. Under the authority specified in Section 1127 of the Elementary and Secondary Education Act, Title I, Part A, I am pleased to inform you that your request has been approved.

A local educational agency (LEA) may request a Title I, Part A carryover waiver and the California Department of Education (CDE) may grant the request only once every three years. Thereafter, any excess carryover funds will be returned to CDE for reallocation.

I would like to emphasize that the purpose of Title I, Part A is to ensure all students have the opportunity to meet the challenging state academic content standards. This waiver requires the LEA to continue to address the needs of those students.

If you have questions regarding this subject, please contact Mindi Yates, Education Programs Consultant, Title I Policy and Program Guidance Office, by phone at 916-319-0789 or by e-mail at myates@cde.ca.gov.

Sincerely,

Kimberly Born, Education Administrator I
Title I Policy and Program Guidance Office
Improvement and Accountability Division

KB:my

