

**HAMILTON UNIFIED SCHOOL DISTRICT  
BOARD MEETING  
AGENDA  
Hamilton High School Library  
Tuesday, May 22, 2018**

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5:30 p.m. Public session for purposes of opening the meeting only.  
5:30 p.m. Closed session to discuss closed session items listed below.  
6:00 p.m. Reconvene to open session no earlier than 6:00 p.m.

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**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 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 School, Ofelia Flores
  - b. Hamilton Elementary School, Alexis Villegas
3. Principal and Dean of Student Reports (written)
  - a. Cris Oseguera, Hamilton High School Principal (handout)
  - b. Kathy Thomas, Hamilton Elementary School Assistant Principal (handout)
  - c. Maria Reyes, District Dean of Students (handout)
4. District Reports (written)
  - a. Food Service Report by LeAnn Radtke (page 1)
  - b. Operations Report by Marc Eddy (page 2)
  - c. Technology Report by Derek Hawley (page 3)
5. Chief Business Official/Facilities Report by Diane Holliman (written) (page 4)
6. Superintendent Report by Charles Tracy (see significant dates below)
  - a. Holidays:
    - i. Monday, May 28, 2018.
  - b. School Board Meetings:
    - i. Wednesday, June 6, 2018 (LCAP & Budget Public Hearing).
    - ii. Wednesday, June 20, 2018 (LCAP & Budget Approval).

**8.0 PRESENTATIONS:**

1. Hamilton High School California State Seal of Biliiteracy by Cris Osegurea. (page 5)
2. Redesignation Recognition Ceremony by Maggie Sawyer.



3. Hamilton Elementary School - 4<sup>th</sup> grade presentation on volcanos and 5<sup>th</sup> grade presentation on a state report using Google Classroom and Google slides.
4. Hamilton Elementary School Students present on their experience at Shasta Caverns.

0 **CORRESPONDENCE:**

10.0 **DISCUSSION ITEMS:**

1. ELPAC Regulations. (page 6-27)
2. California English Learner Roadmap State Board of Education Policy. (page 28-32)
3. Dual Immersion update by Maggie Sawyer (handout).
4. History Social Science Adoption: Introduction of curriculum adoption for History Social Studies for grades K through 8 and US History and World History. Materials will be available for public review at the HUSD district office, through June 27, 2018. See Attachment for online access to preview content. (page 33)
  - a. Grades TK/K – 1  
California Studies Weekly published by Studies Weekly. <https://www.studiesweekly.com>
  - b. Grades 2-8  
MyWorld Interactive California History-Social Science Program c2019. Published by Pearson Publishing <https://www.pearsonschool.com/index.cfm?locator=PS1mDp>
  - c. World History, Houghton Mifflin Harcourt Publishing.
  - d. US History, Houghton Mifflin Harcourt Publishing.
5. Results of the Parent Survey for the LCAP Spring 2018 and raffle drawing for eligible participants (Priority 3) (handout).
6. Review all Local Indicator data Spring 2018 (handout):
  - a. (Priority 1) Basics
  - b. (Priority 2) Implementation of Academic Standards
  - c. (Priority 3) Parent Engagement
  - d. (Priority 6) Local Climate Survey
7. Survey Results from Isom Advisors and direction to Superintendent regarding bond. (page 34-50)

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

12.0 **ACTION ITEMS:**

1. Hamilton Elementary School Intern Assistant Principal /ELD Dual Immersion Coordinator Contract. (page 51)
2. 2018-21 Dual Enrollment CCAP Partnership Agreement between Butte-Glenn Community College District and Hamilton Unified School District. (page 52-72)
3. Notice of Site Visit by a Child Care Licensing Office Representative for Hamilton High State Preschool, April 24, 2018. (page 73-74)
4. Program Self-Evaluation Process Fiscal Year 2017-18 – Hamilton Unified School District (Hamilton High State Preschool). (page 75-79)
5. Hamilton High School Golden State Seal Merit Diploma recipients. (page 80)

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

1. Warrants and Expenditures. (page 81-102)
2. Minutes for the Special Board Meeting on April 17, 2018. (page 103-106)
3. Minutes for the Regular Board Meeting on April 25, 2018. (page 107-112)
4. Williams Quarterly Report. (page 113)
5. Approve Hamilton Elementary School Site Council Agendas for May 17, 2018. (page 1114)
6. 2018-19 Designation of CIF Representatives to League. (page 115)
7. WASC Mid-Cycle Report Update – Hamilton High School (handout).
8. Professional Services Agreement for Developer Fee Study between School Works and Hamilton Unified School District. (page 116-121)
9. Reduce the public viewing period for the district wide history social science adoption from 60 days to 30 days. In order have curriculum available by the start of school August 2018.
10. Interdistrict Transfers (new only; elementary students reapply annually).
  - a. Out



- i. Hamilton Elementary School
      - 1. Kindergarten X 2
      - 2. 3<sup>rd</sup> Grade X 2
      - 3. 4<sup>th</sup> Grade X 1
      - 4. 7<sup>th</sup> Grade X 1
    - ii. Hamilton High School
      - 1. None
  - b. In
    - i. Hamilton Elementary School
      - 1. Kindergarten X 1
    - ii. Hamilton High School
      - 1. 9<sup>th</sup> Grade X 3

11. Personnel Actions as Presented:

- a. New hires:
  - i. Guadalupe Mata      Classified Substitute      District
  - ii. Matthew Jarvis      Summer School Teacher      HHS
  - iii. Natalie Sturdivant      Summer School Teacher      HHS
- b. Resignations/Retirement:
  - i. Lee Chandler      Social Science Teacher      HES
  - ii. Marisa Loughlin      Child Nutrition Assistant      HES

14.0 **ADJOURNMENT:**



April 2018 Food Services Report  
Hamilton Unified School District  
Director of Nutrition and Student  
Welfare

LeAnn Medina



Combined District totals **16** days of school

Lunches **7307**

Breakfasts **4307**

Boys and Girls Club snacks **503**

Boys and Girls Suppers **1680**

**Total \$32018.00**

# Board Report April

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## Transportation

3426 Miles Driven

14 Trips for 1355 miles

## Maintenance

HHS

4 Home Baseball/ Softball games

FFA Banquet

Spring Band Concert

HES

May Dance festival



## **Technology Report**

**Frank James, Director of Technology**

**Derek Hawley, Information Systems Technician**

### **Completed Tasks – May**

1. **Future Chromebook Project:** Gathering Quotes/Bids from our vendors for this summer's Chromebook Project. This Project will include around 150 Chromebooks, 8-10 Cabinets, and three new Interactive monitors.
2. **HES/HHS Testing:** Testing at both sites was successful with minimal hardware/network issues.
3. **Projector Upkeep:** Projectors throughout the district have been cleaned, repaired, or replaced in order to prepare for testing and Senior Projects Night.
4. **Tickets:** As always there have been plenty of tickets to keep Tech busy.
5. **Microsoft Voucher Program:** Microsoft Voucher claim has been filed and we are awaiting reimbursement for a few programs.

## **FACILITIES REPORT**

### Hog Barn Project

- As of May 15, 2018, a **very** preliminary layout of the building site has been completed by the design engineers (NM&R – see attached). Site survey work is ongoing, and should be completed by the civil engineer, Robertson Erickson Associates, by the end of the month. In addition, NorthStar Engineering will begin its septic capacity study of the septic system within the next week and should be done by the first week of June. Final site design will be completed as soon as the survey and septic capacity studies are completed.
- The Project Manager, Mike Cannon, has also met with both North Valley Building Systems and Walberg Engineering to discuss their qualifications and participation in the project under the District's CUPCCA contracting authorization. Both entities are qualified under Department of Industrial Relations (DIR) and CUPCCA rules, and both believe that the project can be completed as currently scheduled before the end of 2018.

### Elementary Sunshade Project

- The contract has been received and approved for only the architectural plans (\$17,000). This contract includes all the required DSA paperwork and fees. The plans have not been finalized and sent to the contractor for a quote to demo and install the new shades. This project will fall under the CUPPCCAA program wherein we are not required to go out to bid because it will be under \$75,000.

## **BUSINESS REPORT**

### Budget Information

- Public inspection for the 2018-19 budget is June 1, 2018. This may only be available in our financial system report format not in the state required forms (SACS) since the software was just recently released and I am still "fine tuning" the components. It will be in the state required forms for the Public Hearing on June 6<sup>th</sup> and also Adoption on June 20<sup>th</sup>.
- Auditor fieldwork will begin June 28<sup>th</sup> in preparation of closing our 2017-18 books. The auditors will return again in the Fall to do the final audit and report.
- Our current P2 (April) attendance, which is our funding source, was down two from the P1 report (December) but up three from the prior year P2. Therefore we will be funded on 2017-18's P2.

**Hamilton High School  
Class of 2018  
Seal of Biliteracy Recipients**

Gisselle Flores  
Idalis Lujan  
Carolina Sandoval  
Tania Rubio

Students earn Biliteracy by their mastery of two languages  
within their educational program.

**Title 5. EDUCATION**  
**Division 1. California Department of Education**

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**Chapter 11. Special Programs**

**Subchapter 7.6. English Language Proficiency Assessments for  
California (ELPAC)**

**Article 1. General**

**§ 11517.6. Operation.**

Subchapter 7.6, "English Language Proficiency Assessments for California (ELPAC)," applies to the initial and summative assessments required by Education Code sections 313 and 60810, which are referred to as the ELPAC. This subchapter shall become operative on the date the Superintendent of Public Instruction reports to the policy committees of the Legislature pursuant to Education Code section 60810(h)(2) that the assessments are ready for administration.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 313 and 60810, Education Code.

**§ 11518. Definitions.**

The following definitions apply to the ELPAC:

(a) "Accommodations" means resources documented in a pupil's individualized education program (IEP) or Section 504 Plan that an eligible pupil regularly uses in the classroom for instruction and/or assessment(s) and that are 1) either utilized in the assessment environment or 2) consist of changes in procedures or materials that increase equitable access to the assessment. Accommodations may not fundamentally alter the comparability of test scores.

(b) "Administration" means an eligible pupil's attempt to take any part of the ELPAC initial or summative assessment.

(c) "Alternate assessment" is an alternate means, identified in an eligible pupil's IEP or Section 504 Plan, to measure English language proficiency.

(d) "Annual summative assessment window" begins on February 1 and ends on May 31 of each school year.

(e) "Designated supports" are resources that an eligible pupil regularly uses in the

classroom for instruction and/or assessment(s) and that are available for use by any pupil for whom a need has been indicated, prior to assessment administration, by an educator or a team of educators (with parent/guardian and pupil input, as appropriate) or specified in the pupil's IEP or Section 504 Plan.

(f) "Domain" means listening, reading, speaking, or writing, as described in Education Code section 60810.

(g) "ELPAC initial assessment criterion" means a performance-level cut score on the initial assessment that is at or above the State Board of Education (SBE)-approved definition of English language proficient.

(h) "ELPAC trainer" means an employee or contractor of a local educational agency (LEA) or nonpublic school (NPS) responsible for the annual training of ELPAC test examiners.

(i) "Excessive materials" means the difference between the total number of paper tests scored and 90 percent of the paper tests ordered annually by the LEA.

(j) "Grade" means the grade in which a pupil is enrolled at the time of testing, or if enrolled in an ungraded program, the grade to which the LEA assigns the pupil for assessment purposes.

(k) "Initial assessment" means the ELPAC assessment that is locally scored and is used to determine the English language proficiency of eligible pupils, as specified in section 11518(v) or section 11518.20.

(l) "Initial assessment window" begins on July 1 and ends on June 30 of each school year.

(m) "Initial California enrollment" means the first day on which a pupil is in attendance in a California public school.

(n) "Local educational agency (LEA)" means an elementary, high school, and unified school district, county office of education, any charter school that for assessment purposes does not elect to be part of the school district or county office of education that granted the charter, and any charter school chartered by the SBE.

(o) "LEA ELPAC coordinator" means an employee of an LEA who is designated by the LEA superintendent to oversee the administration of the ELPAC assessments.

(p) "LEA superintendent" for purposes of these regulations includes an administrator

of a charter school that is an LEA as defined by subdivision (n).

(q) "Nonpublic schools (NPS)" means nonpublic, nonsectarian schools as described in Education Code section 56034.

(r) "Personally identifiable information" includes a pupil's name and/or any other direct personal identifiers, and indirect identifiers, such as the pupil's address and personal characteristics, and other information that makes a pupil's identity traceable through the use of a single or multiple data source(s), including publicly available information.

(s) "Primary or native language" means the language used by a pupil, as identified in accordance with the survey conducted pursuant to section 11518.5(a).

(t) "Proctor" means an employee or contractor of an LEA or NPS who signs the ELPAC Test Security Affidavit and completes training designed to prepare him or her to assist the test examiner in the administration of the ELPAC.

(u) "Pupil" refers to a student enrolled in a California public school or NPS.

(v) "Pupil eligible for the initial assessment" means: (1) a pupil whose primary or native language is a language other than English as determined by the survey conducted pursuant to section 11518.5(a), or who is identified for administration of the initial ELPAC assessment pursuant to section 11518.20(a); (2) who has not previously been classified as an English learner (EL) by a California public school; and (3) who has no record of results from an administration of the California English Language Development Test, or the ELPAC initial or summative assessment.

(w) "Pupil eligible for the summative assessment" means a pupil who is classified as EL in accordance with these regulations.

(x) "Pupil with a disability" means a pupil who has an IEP in accordance with Education Code section 56345 or a Section 504 Plan in accordance with the provisions of Section 504 of the Rehabilitation Act of 1973 (20 U.S.C. section 794).

(y) "Record of results" includes:

(1) Pupil test results on the initial and/or summative assessment; and

(2) Parent or guardian notification letter of pupil results.

(z) "Resource" refers to a universal tool, designated support, accommodation, or an unlisted resource approved pursuant to section 11518.35. Resources (including

approved unlisted resources) do not change the construct of the assessment.

(aa) "Scribe" means an employee or contractor of an LEA or NPS which is responsible to implement a pupil's IEP, who signs an ELPAC Test Security Affidavit, and completes training to transcribe a pupil's responses to the format required by the ELPAC assessment(s). A parent, guardian, or sibling of a pupil is not eligible to be that pupil's scribe.

(ab) "Site ELPAC coordinator" means an employee of an LEA designated by the LEA, or a person designated by an NPS, to oversee the administration of ELPAC assessments for each test site.

(ac) "Summative assessment" means the annual administration of the ELPAC assessment to identify a pupil's level of English language proficiency and assess a pupil's progression in acquiring skills of listening, reading, speaking, and writing.

(ad) "Test contractor" means the contractor responsible for the development and administration of the ELPAC pursuant to Education Code section 60810.

(ae) "Test examiner" means an employee or contractor of an LEA or NPS who signs the ELPAC Test Security Affidavit, who is proficient in English and has complete command of pronunciation, intonation, and fluency, and who certifies that he or she has completed training in administration of the ELPAC.

(af) "Test materials" include, but are not limited to, administration manuals, administrative materials, test books, practice tests, scratch paper, answer books and test answer documents, answer keys, scoring rubrics, and any of the materials developed and provided by the test contractor.

(ag) "Universal tools" means resources available to all pupils who are administered the ELPAC assessments.

(ah) "Unlisted resource" means an instructional support that a pupil regularly uses in daily instruction and/or assessment that has not been previously identified as a universal tool, designated support, or accommodation.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 306, 313 and 60810, Education Code.

## **Article 2. Administration for Pupils Other than Pupils with a Disability**

**§ 11518.5. Initial Assessment.**

(a) At or before the time of a pupil's initial California enrollment, an LEA shall conduct, in writing, a parent or guardian survey to identify whether the primary or native language of their pupil is a language other than English.

(b) If a parent or guardian survey response indicates English as the pupil's primary or native language, the pupil shall be classified English Only (EO).

(c) If a parent or guardian survey response indicates a primary or native language other than English, and the LEA determines the pupil is eligible for the initial assessment, the LEA shall promptly notify the parent or guardian in writing, prior to the administration of the assessment that the LEA will administer the ELPAC initial assessment to the pupil in accordance with subdivision (d).

(d) The LEA shall administer the initial assessment, locally produce the official score for the initial assessment in accordance with the directions of the test contractor, and notify the parent or guardian, in writing, of the results of the ELPAC initial assessment within 30 calendar days after the pupil's date of initial California enrollment, or, if administered prior to the pupil's initial date of California enrollment, up to 60 calendar days prior to such enrollment, but not before July 1 of the school year of the pupil's initial enrollment. The notice shall include whether or not the pupil met the ELPAC initial assessment criterion for proficiency and the LEA's contact information for use if the pupil's parent or guardian has questions or concerns regarding the pupil's classification.

(e) If the pupil does not meet the ELPAC initial assessment criterion for proficiency, the LEA shall classify the pupil as EL.

(f) If the pupil meets the ELPAC initial assessment criterion for proficiency, the LEA shall classify the pupil as Initial Fluent English Proficient (IFEP).

(g) A pupil shall be administered the initial assessment only once over the course of the pupil's enrollment in the California public school system, as verified by the LEA through a review of the California Longitudinal Pupil Achievement Data System (CALPADS) data prior to administering the initial assessment to a pupil.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 306, 313, 60810 and 60900, Education Code; and 20 U.S.C. Sections 6311, 6312, 6821, 6823, 6825, 6826 and 7801.



**§ 11518.10. Notice.**

All notices referenced in these regulations that are required to be sent from an LEA to a pupil's parent or guardian shall comply with the translation requirements of Education Code section 48985, as applicable.

NOTE: Authority cited: Section 33031, Education Code. Reference: Section 48985, Education Code; and 20 U.S.C. Section 6312.

**§ 11518.15. Summative Assessment.**

(a) An LEA shall administer the ELPAC summative assessment to all eligible pupils during the annual summative assessment window.

(b) The LEA shall notify each pupil's parent or guardian of the pupil's test contractor-scored summative assessment results within 30 calendar days following receipt of the test results from the test contractor.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 306, 313, 60810 and 60900, Education Code; and 20 U.S.C. Sections 6311, 6312, 6823, 6825 and 6826.

**§ 11518.20. Correction of Classification Errors.**

(a) If a pupil is classified as EO pursuant to section 11518.5(b), but the LEA has an indication that the pupil's primary or native language is not English and the pupil is unable to perform ordinary classroom work in English, the LEA may collect and review evidence as described in subdivisions (d)(3) and (d)(4). Based upon this review, the LEA shall determine whether the pupil shall be administered the initial assessment in order to determine the pupil's classification. At least 10 calendar days prior to administration of the initial assessment, the LEA shall notify the pupil's parent or guardian in writing that the pupil will be assessed. If the LEA administers the initial assessment and if the pupil does not meet the ELPAC initial assessment criterion for proficiency, the LEA shall classify the pupil as EL. The LEA shall notify the pupil's parent or guardian in writing of the results of its review, including the evidence that led to the determination and the results of the initial assessment, as applicable, within 14

calendar days of its determination. The pupil's parent or guardian shall be entitled to request that the LEA review its determination following the procedure described in subdivision (c).

(b) If an LEA administers an initial or summative assessment to a pupil who is not eligible for the assessment as set forth in section 11518(v) or (w), the pupil's classification shall remain unchanged; regardless of the assessment results, and the LEA shall not maintain any such results as a pupil record, including in CALPADS.

(c) Following the administration of the initial assessment to a pupil, but before the administration of the summative assessment to that pupil, upon request from the pupil's parent or guardian or a certificated employee of the LEA, an LEA shall collect and review evidence, as described in subdivision (d), about the pupil's English language proficiency. Based upon its review of the evidence, the LEA shall determine whether the pupil's classification should remain unchanged or be changed. The LEA shall notify the pupil's parent or guardian in writing of the results of the review within 14 calendar days of its determination. This review shall occur only once over the course of the pupil's enrollment in the California public school system.

(d) Evidence about the English language proficiency of a pupil for purposes of subdivision (c) shall include:

- (1) The results of the survey administered pursuant to section 11518.5(a);
- (2) The results of the assessment of the pupil's proficiency in English, using an objective assessment instrument, including, but not limited to, the initial assessment;
- (3) Parent or guardian opinion and consultation results; and
- (4) Evidence of the pupil's performance in the LEA's adopted course of study, including courses as described in Education Code sections 51210 (for pupils in grades 1 to 6) and 51220 (for pupils in grades 7 to 12) and English language development, as applicable, obtained from the pupil's classroom teacher and other certificated staff with direct responsibility for teacher or placement decisions.

(e) During the time evidence is being collected and reviewed, the pupil shall retain his or her original classification.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 306, 313, 60810 and 60900, Education Code; and 20 U.S.C. Sections 6311, 6312, 6821, 6823,

6825, 6826 and 7801.

### **Article 3. Administration, Pupils with Disabilities.**

#### **§ 11518.25. Pupils with Disabilities.**

(a) Except as otherwise provided in this Article, all provisions of Article 2 shall apply to pupils with disabilities.

(b) When administering an initial or summative assessment to a pupil with a disability, the LEA shall provide the accommodations specified in section 11518.35 in accordance with the pupil's IEP or Section 504 Plan.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 306, 313, 37200, 60810 and 60900, Education Code; and 20 U.S.C. Sections 1412, 6311, 6312, 6821, 6823, 6825 and 6826.

#### **§ 11518.30. Local Alternate English Language Proficiency Assessments.**

A pupil with a disability who is unable to participate in the initial or summative assessment, or a section of either test with resources, shall be locally administered an alternate assessment(s) for English language proficiency, as specified in the pupil's IEP or Section 504 Plan.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 306, 313 and 60810, Education Code; and 20 U.S.C. Sections 1412, 6311, 6821, 6823, 6825 and 6826.

### **Article 4. ELPAC Resources**

#### **§ 11518.35. Use of Universal Tools, Designated Supports, and Accommodations.**

(a) An LEA may provide all pupils with one or more of the following universal tools on the ELPAC for any of the domains of listening, reading, speaking, and writing:

- (1) Breaks, including testing over more than one day, between the test contractor-identified test sections;
- (2) Scratch paper;
- (3) Oral clarification of test directions by the test examiner in English;
- (4) Sufficient time to complete the test.

(b) An LEA shall permit eligible pupils one or more of the following designated supports on the ELPAC for the domains of listening, reading, speaking, and writing, only as described below, if specified in the pupil's IEP or Section 504 Plan, or for which need is indicated as described in section 11518(e):

(1) Color overlay;

(2) Covered overlay, masks, or other means to maintain visual attention to the test consistent with the test contractor's test directions;

(3) Magnification;

(4) Audio or oral presentation of test directions in English;

(5) Adjustments to setting, including most beneficial time of day, special lighting or acoustics, special or adaptive furniture, audio amplification equipment; and testing the pupil in a separate room provided that the pupil is directly supervised by an employee of the school district or nonpublic school who has signed the ELPAC Test Security Affidavit;

(6) Noise buffers (e.g., individual carrel or study enclosure, or noise-cancelling headphones);

(7) Manually Coded English or American Sign Language (ASL) to present test directions for administration (does not apply to test questions).

(c) An LEA shall permit eligible pupils with a disability to take the ELPAC for the domains of listening, reading, speaking, and writing, only as described below, with the following accommodations if specified in the pupil's IEP or Section 504 Plan:

(1) Braille test materials provided by the test contractor;

(2) Audio or oral presentation of test questions for the writing section in English;

(3) For test questions that assess the domains of listening, reading, or writing, transfer of pupil responses marked in the test booklet to the answer document by a scribe who has signed an ELPAC Test Security Affidavit;

(4) Responses dictated to a scribe for selected response items, including multiple-choice items;

(5) For test questions that assess the domain of writing, dictation by the pupil of responses, including all spelling and language conventions, to a scribe, audio recorder, or speech-to-text converter;

(6) For test questions that assess the domain of writing, use of word processing software with the spell and grammar check tools turned off;

(7) For test questions that assess the domain of writing, presentation of test questions using Manually Coded English or ASL;

(8) Large print versions reformatted from regular print version;

(9) Test questions enlarged through electronic means;

(10) Supervised breaks within a section of the test;

(11) For test questions that assess the domain of writing, use of an assistive device that does not interfere with the independent work of the pupil;

(12) Testing at home or in the hospital by a test examiner.

(d) An LEA may submit a request to the CDE on behalf of a pupil with a disability, prior to administering an initial or summative assessment, to obtain approval to use an unlisted resource. Requests must include:

(1) LEA name and school name;

(2) LEA ELPAC coordinator name, phone number, and e-mail address; and

(3) A description of the unlisted resource being requested for an ELPAC domain.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 306, 313 and 60810, Education Code; and 20 U.S.C. Sections 1412, 6311, 6312, 6821, 6823, 6825 and 6826.

## **Article 5. LEA Responsibilities**

### **§ 11518.40. LEA ELPAC Coordinator.**

(a) No later than April 1 of each year, each LEA superintendent shall designate an LEA ELPAC coordinator for the following school year. An LEA superintendent shall notify the test contractor of the identity and contact information for the LEA ELPAC coordinator. The LEA ELPAC coordinator shall be available throughout the school year and shall serve as the LEA representative and the liaison between the LEA and the CDE and the LEA and test contractor for all matters related to the ELPAC. Should the LEA ELPAC coordinator be unavailable for any matter related to the ELPAC, the LEA superintendent or his or her designee shall serve in the place of the LEA ELPAC coordinator.

(b) The LEA ELPAC coordinator shall complete all duties in accordance with instructions from the test contractor. The LEA ELPAC coordinator's responsibilities include, but are not limited to:

(1) Determining LEA and individual school test material needs in conjunction with the test contractor.

(2) Ordering materials only for those test examiners who certify they are trained to administer the ELPAC.

(3) Ensuring delivery, acquisition, and distribution of test materials to individual schools and sites.

(4) Maintaining security over the test materials and personally identifiable information using the procedure set forth in section 11518.50. The LEA ELPAC coordinator shall sign the ELPAC Test Security Agreement and the ELPAC Test Security Affidavit, as set forth in section 11518.50, and annually submit a copy of both to the test contractor prior to receipt of test materials. The LEA shall retain all ELPAC Test Security Agreements and ELPAC Test Security Affidavits from each school site at the LEA office for no less than 12 months from the date the materials were signed.

(5) Conducting an inventory of test materials immediately upon receipt from the test contractor.

(6) Following completion of the inventory, ensuring that the test materials are retained in a secure, locked location, in the secure boxes in which they were received from the test contractor, until the time they are delivered to the test sites.

(7) Training site ELPAC coordinators annually to oversee test administration and security at each test site.

(8) Ensuring that all ELPAC test examiners and all other personnel involved in the direct administration and scoring of the initial and summative assessments are trained annually, in accordance with instructions from the test contractor.

(9) Assisting the test contractor with the resolution of any discrepancies in pupil test information and/or test materials including, but not limited to, pre-identification files and all errors or discrepancies in pupil-level data files, required to comply with section 11518.45.

(10) Overseeing the collection of all pupil demographic data in accordance with section 11518.75.

(11) Responding to correspondence and inquiries from the test contractor and the CDE in a timely manner.

(12) Overseeing the administration of the ELPAC to eligible pupils.

(13) Immediately notifying the test contractor of any security breaches or testing irregularities that occur in the LEA before, during, or after the administration of the ELPAC in accordance with instructions from the test contractor.

(14) Ensuring all test materials are received from school test sites in sufficient time to satisfy the requirements of subdivision (b)(16).

(15) Ensuring all test materials received from school test sites have been placed in a secure location upon receipt of those test materials.

(16) Ensuring all test materials to be scored by the test contractor are inventoried, packaged, and labeled in accordance with instructions from the test contractor. Test materials shall be returned to the test contractor at the time and in the manner specified by the test contractor.

(17) Overseeing the collection and return, or collection and secure destruction, of all test materials that do not require scoring by the test contractor, in accordance with the directions of and time periods specified by the test contractor. Test materials that were administered to pupils who are not eligible for the assessment as set forth in section 11518(v) or (w) shall also be securely destroyed.

(18) Upon receiving summary reports and files from the test contractor, reviewing the files and reports for completeness and accuracy and notifying the test contractor and the CDE of any errors, discrepancies, or incomplete information as directed by the test contractor.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 306, 313 and 60810, Education Code; and 20 U.S.C. Sections 1412, 6311, 6312, 6821, 6823, 6825 and 6826.

**§ 11518.45. Site ELPAC Coordinator.**

(a) Annually, each LEA superintendent, or his or her designee, and NPS shall

designate a site ELPAC coordinator for each test site. The site ELPAC coordinator, or the site principal or his or her designee, shall be available to the LEA ELPAC coordinator for the purpose of resolving any discrepancies, inconsistencies in test materials or reports, and/or other issues that arise as a result of the annual administration of the ELPAC at the site.

(b) The site ELPAC coordinator shall complete all duties in accordance with instructions from the test contractor. The site ELPAC coordinator's responsibilities include, but are not limited to, all of the following:

(1) Determining site test material needs and communicating the site needs to the LEA ELPAC coordinator.

(2) Arranging for test administration at the site.

(3) Annually completing the ELPAC Test Security Agreement and ELPAC Test Security Affidavit prior to the receipt of test materials.

(4) Providing test materials only to those persons who have been trained to administer the ELPAC, have executed ELPAC Test Security Affidavits, and who are administering the ELPAC.

(5) Overseeing test security requirements, including the collection and delivery of all completed ELPAC Test Security Affidavit forms to the LEA office from the test examiners and other site personnel involved with testing.

(6) Submitting signed ELPAC Test Security Affidavits to the LEA ELPAC coordinator to be retained for no less than 12 months from the date the materials were signed.

(7) Maintaining security over the test materials and test data as required by section 11518.50.

(8) Overseeing the acquisition of test materials from the LEA ELPAC coordinator and the distribution of test materials to the test examiner(s) on the date of testing in accordance with instructions from the test contractor.

(9) Overseeing the administration of the ELPAC to eligible pupils at the test site.

(10) Immediately notifying the LEA ELPAC coordinator of any security breaches or testing irregularities that occur before, during, or after the administration of the ELPAC that violate the terms of the ELPAC Test Security Affidavit in section 11518.50, in accordance with instructions from the test contractor.



(11) Collecting and returning all testing materials to the LEA ELPAC coordinator after testing has concluded, in accordance with instructions from the test contractor.

(12) Assisting the LEA ELPAC coordinator and the test contractor in the resolution of any discrepancies between the numbers of tests received from the LEA ELPAC coordinator and the number of tests collected and returned to the LEA ELPAC coordinator after testing has concluded.

(13) Overseeing the collection and accuracy of all pupil demographic data required by section 11518.75.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 306, 313 and 60810, Education Code; and 20 U.S.C. Sections 1412, 6311, 6312, 6821, 6823, 6825 and 6826.

#### **§ 11518.50. ELPAC Test Security Agreement and ELPAC Test Security Affidavit.**

(a) Access to the test materials is limited to eligible pupils being administered the ELPAC and individuals directly responsible for administration of an ELPAC test who have signed the ELPAC Test Security Agreement and ELPAC Test Security Affidavit, as applicable.

(b) All LEA ELPAC coordinators and site ELPAC coordinators shall annually sign the ELPAC Test Security Agreement set forth in subdivision (c) before receiving any ELPAC test materials.

(c) The ELPAC Test Security Agreement shall be as follows:

##### **ELPAC TEST SECURITY AGREEMENT**

I acknowledge by my signature on this form that the English Language Proficiency Assessments for California (ELPAC) initial and summative assessments pursuant to Education Code section 60810 are secure tests and agree to each of the following conditions to ensure test security:

(1) I will take all necessary precautions to safeguard the security of the test and test materials, including limiting access to only those individuals in the local educational agency (LEA) who have responsibilities for the administration of the ELPAC.

(2) I shall have all persons who have access to the test(s) and test materials for the purpose of administration read and sign the ELPAC Test Security Affidavit.

(3) Except during the administration of the tests, I will keep the test materials in a securely locked room which can be accessed only with a key or key card and, when possible, in a locked storage cabinet within that room.

(4) As a site ELPAC coordinator, I will collect and return all test materials to the LEA ELPAC coordinator.

(5) As an LEA ELPAC coordinator, I will securely destroy all test materials that do not require scoring by the test contractor, in accordance with the directions of and time periods specified by the test contractor.

(6) I will deliver test materials only to those persons who have executed ELPAC Test Security Affidavits.

By signing my name to this document, I am assuring that I have completely read and will abide by the above conditions.

Signed:

Print Name:

Title:

LEA:

Date:

(d) Test examiners, proctors, scribes, LEA ELPAC coordinators, site ELPAC coordinators, ELPAC trainers, and any person having access for the purpose of administering the test(s) shall sign the ELPAC Test Security Affidavit set forth in subdivision (e) before receiving any test materials.

(e) The ELPAC Test Security Affidavit shall be as follows:

#### ELPAC TEST SECURITY AFFIDAVIT

I acknowledge that I will have access to one or more of the English Language Proficiency Assessments for California (ELPAC) initial and summative assessments pursuant to Education Code section 60810, for the purpose of administering the test(s) to eligible pupils. I understand that these materials are highly secure and may be under copyright restrictions, and it is my responsibility to protect their security as follows:

(1) I will not divulge the contents of the test materials to any other person through verbal, written, or any other means of communication. This includes, but is not limited to, sharing or posting test content via the Internet or by e-mail without the express prior

written permission of the California Department of Education (CDE) and test contractor.

(2) I will not copy or take a photo of any part of the test materials. This includes, but is not limited to, photocopying (including enlarging) and recording without the express prior written permission from the CDE and test contractor.

(3) I will keep all test materials secure prior to and following the distribution of the test(s).

(4) I will permit eligible pupils access to test materials only during testing periods. I will permit only eligible pupils who are testing, and individuals participating in the test administration who have signed an ELPAC Test Security Affidavit, to be in the room when and where the ELPAC assessments are being administered.

(5) I will not allow any pupils to use any electronic devices that allow them to access outside information, communicate with any other pupils, or photograph or copy test content. This includes, but is not limited to, cell phones, personal digital assistants, tablets, laptops, cameras, and electronic translation devices.

(6) When acting as a test examiner, I will: (a) collect and account for all test materials following each testing session; (b) not permit any pupils to remove any test materials by any means from the room(s) where testing takes place; and (c) count all test books and answer documents before allowing any pupil to leave the testing room.

(7) I will not review any test questions, passages, or other test items with any pupils or any other person at any time, including before, during, or following testing. I understand that this includes any discussion between local educational agency (LEA) staff for training or professional development, whether it be in a one-on-one or in a staff meeting setting.

(8) I will not, for any test, develop scoring keys, review any pupil responses, or prepare answer documents. I understand that this includes coaching pupils or providing any other type of assistance to any pupils that may affect their responses. This includes, but is not limited to, both verbal cues and nonverbal cues that may indicate correct or incorrect answers, or completing or changing any pupils' answers.

(9) I will return all test materials to the designated site ELPAC coordinator in accordance with his or her instructions.

(10) When acting as a test examiner or proctor, I will actively supervise all pupils

throughout the testing session to ensure that they are working on the correct test section or part, marking their answers in the correct section of their answer documents, following instructions, and are accessing only authorized materials (non-embedded universal tools, designated supports, or accommodations) for the test being administered.

(11) I will administer the ELPAC in accordance with the directions for test administration and test administration manuals prepared by the test contractor, or any additional guidance provided by the test contractor. I understand that the unauthorized copying, sharing, or reusing of any test book (test books may be appropriately reused in accordance with the test contractor's terms and conditions), test question, or answer document by any means is prohibited. This includes, but is not limited to, photocopying, recording, e-mailing, messaging (instant, text, or multimedia messaging service, or digital application), using a camera/camera phone, and/or sharing or posting test content via the Internet without the express prior written permission from the CDE and test contractor.

(12) I have been trained to carry out my responsibilities in the administration of the ELPAC.

By signing my name to this document, I assure that I have completely read this affidavit and will abide by the above requirements and have received all training necessary for the administration of the ELPAC.

Signed:

Print Name:

Position:

School:

LEA:

Date:

(f) To maintain the security of the ELPAC, all LEA ELPAC coordinators and site ELPAC coordinators shall immediately, within 24 hours, notify the test contractor of any security breaches or testing irregularities occurring before, during, and/or after any ELPAC test administration(s).

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 306, 313

and 60810, Education Code; and 20 U.S.C. Sections 1412, 6311, 6312, 6821 and 6823.

**§ 11518.55. Security and Transportation of Test Materials Delivered to LEA.**

(a) The security of the test materials that have been duly delivered to the LEA by the test contractor is the sole responsibility of the LEA until all test materials have been inventoried, accounted for, and delivered to the common or private carrier designated by the test contractor.

(b) Secure transportation within an LEA is the responsibility of the LEA once materials have been duly delivered to the LEA by the test contractor.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 306, 313 and 60810, Education Code; and 20 U.S.C. Sections 1412, 6311, 6312, 6821, 6823, 6825 and 6826.

**§ 11518.60. LEA Compliance with Test Contractor Requirements.**

(a) In order for the state to meet its obligations in the development, administration, and security of valid and reliable tests, and the reporting of accurate test results, LEAs shall:

(1) Administer the initial and summative assessment in accordance with the test contractor's directions; and

(2) Abide by any and all instructions provided by the test contractor, including instructions for scoring the initial assessment, whether written or oral, that are presented during an annual training or provided for in the administration of the ELPAC.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 306, 313 and 60810, Education Code; and 20 U.S.C. Sections 1412, 6311, 6312, 6821 and 6823.

**§ 11518.65. Test Examiner Training.**

Each LEA shall ensure all its test examiners, ELPAC trainers, and all other personnel involved in the direct administration and scoring of the initial and summative assessments participate in annual training, including training on ELPAC resources as described in section 11518.35, provided by the test contractor for the administration of the ELPAC.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 306, 313 and 60810, Education Code; and 20 U.S.C. Sections 1412, 6311, 6312, 6821 and 6823.

**§ 11518.70. Excessive Material Orders.**

(a) For both the initial and summative assessments, each LEA is responsible for the cost of excessive materials ordered annually by the LEA.

(1) In no event shall the cost to the LEA for excessive materials exceed the amount per test booklet and accompanying material that is paid to the test contractor by the CDE as part of the contract with the test contractor for the applicable year.

(b) An LEA shall not be responsible for the cost of test materials lost through no fault of the LEA.

(c) An LEA shall reimburse the test contractor within 60 calendar days of the LEA's receipt of the test contractor's notice of excessive materials charges.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 313 and 60810, Education Code; and 20 U.S.C. Sections 6311, 6312, 6821 and 6823.

**§ 11518.75. Data Elements for Test Registration, Analysis of Pupil Proficiency, and State and Federal Reporting.**

(a) In order to assess all eligible pupils pursuant to Education Code section 60810 and meet state and federal accountability and reporting obligations, each LEA shall provide any and all program and demographic pupil data requested by the CDE for inclusion in CALPADS.

(b) In addition to the demographic and program data required to be reported in subdivision (a) above, each LEA shall report to the test contractor the following information, as applicable:

- (1) Pupil's full name;
- (2) Pupil's date of birth;
- (3) County-District-School code;
- (4) Date testing completed;
- (5) Pupil's grade level at time of test administration;
- (6) Pupil's gender;

- (7) Pupil's most recent prior CELDT or ELPAC scale scores;
- (8) Pupil's grade level from the most recent prior CELDT or ELPAC administration;
- (9) Pupil's use of accommodation(s);
- (10) Pupil's use of alternate assessment(s); and
- (11) Pupil's Statewide Student Identifier.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 313, 60810 and 60812, Education Code; and 20 U.S.C. Sections 1412, 6311, 6312, 6821, 6823, 6825, 6826, 6841 and 6843.

### **§ 11518.80. LEA Record of Results.**

(a) An LEA shall maintain a record of each eligible pupil's most recent participation in an administration of the ELPAC. This record shall include the following information for each eligible pupil:

- (1) ELPAC administered (specify initial or summative);
- (2) Pupil's name;
- (3) Pupil's grade;
- (4) Date on which the administration of the ELPAC test was completed; and
- (5) ELPAC test results.

(b) If a pupil transfers from one LEA to another, the pupil's record of results shall be transferred by the sending LEA within 10 calendar days from the date of a request from the receiving LEA where the pupil subsequently enrolls.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 313, 60810 and 60812, Education Code; and 20 U.S.C. Sections 1412, 6311, 6312, 6821, 6823, 6825, 6826, 6841 and 6843.

## **Article 6. Apportionment**

### **§ 11519. Apportionment to the LEA.**

The amount of funding to be apportioned to an LEA for the costs of administering the ELPAC shall be the amount(s) established by the SBE pursuant to Education Code section 60810 to enable each LEA to meet the requirements of ELPAC administration to pupils in kindergarten through grade twelve, inclusive, in the LEA, and shall be

determined by multiplying the amount per administration established by the SBE by the number of initial and summative assessments administered to eligible pupils in the LEA during the previous school year as set forth in the apportionment information report certified by the LEA superintendent pursuant to section 11519.5.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 313 and 60810, Education Code.

**§ 11519.5. Apportionment Information Report.**

(a) Annually, the CDE shall make available to each LEA an apportionment information report which shall include the following information provided to the test contractor for those tests administered during the previous fiscal year (July 1 through June 30):

(1) Initial assessment: The number of eligible pupils assessed on the ELPAC initial assessment within the initial assessment window as indicated by the number of answer documents scored by the LEA for each administration.

(2) Summative assessment: The number of eligible pupils assessed on the ELPAC summative assessment within the annual summative assessment window as indicated by the number of answer documents submitted to and scored by the test contractor for each administration.

(b) The CDE shall distribute the apportionment information reports to LEAs no later than December 1 annually.

(c) To be eligible for an apportionment payment for the ELPAC, LEAs shall annually meet the following conditions:

(1) The LEA shall have returned to the contractor and/or locally destroyed in a secure manner all secure test materials, and

(2) The LEA superintendent shall have certified the accuracy of the apportionment information report for the administration of the initial and summative assessments during the prior fiscal year (July 1 through June 30), which is either:

(A) Postmarked or transmitted electronically in a manner prescribed by the test contractor and/or the CDE by March 1 of the subsequent fiscal year, or

(B) If postmarked or transmitted in any manner after March 1 of the subsequent



fiscal year, the apportionment information report shall be accompanied by a waiver request as provided by Education Code section 33050.

NOTE: Authority cited: Section 33031, Education Code. Reference: Sections 313 and 60810, Education Code.

Posted by the California Department of Education, December 2017



## **California English Learner Roadmap State Board of Education Policy: Educational Programs and Services for English Learners**

This policy is intended to assist the California Department of Education in providing guidance to local educational agencies (LEAs) in welcoming, understanding, and educating the diverse population of students who are English learners attending California public schools. Many English learners represent the newest members of our society (including recently arrived immigrants and children of immigrants) who bring a rich diversity of cultural backgrounds and come from families with rich social and linguistic experiences. They also bring skills in their primary languages that contribute enormously to the state's economic and social strengths as a talented multilingual and multicultural population.

This policy explicitly focuses on English learners in the context of the state's efforts to improve the educational system, the quality of teaching and learning, and educational outcomes. It centers on standards, curriculum frameworks, assessment, accountability/school improvement, educator quality, early childhood/preschool, social and family support services, parent/community involvement, and higher education. Its purpose is to promote local capacity-building and continuous improvement in each of these areas and their interrelationship, based on evidence of effectiveness from local experience as well as the most current rigorous research evidence that speaks to the strengths and needs of the diverse population of English learners.

The impetus for this policy comes from a number of important related developments in California as well as nationally. If properly coordinated and articulated as part of a coherent California English Learner Roadmap, these developments can better serve the state's large population of English learners to attain college- and career-ready standards and to further promote the rich linguistic diversity of the state as it thrives in a global economy and culture of learning, innovation, and advanced technology.

The adopted academic State Standards and the Next Generation Science Standards, and corresponding English Language Development (ELD) standards, signal an important shift toward emphasizing academic uses of language for all students, and student engagement with college- and career-ready curriculum using English and other languages. Taken together, these standards highlight the tightly interconnected nature of developing disciplinary content understandings, analytical practices, and academic uses of language for all students. This shift enables the educational system to move beyond remediating students' English language skills to simultaneously developing their language and literacy skills while engaging in the full range of academic content learning.

The State Seal of Biliteracy encourages districts to recognize students' biliterate proficiency. Developing assessments in languages other than English that are aligned to state academic standards (e.g., the California Spanish Assessment) are key to recognizing biliteracy and academic achievement in more than one language. The passage of the California Education for a Global Economy Initiative, known as Proposition 58 (amending Proposition 227), moves us beyond improvement efforts focused solely on language of instruction to programs and pathways that effectively develop academic content knowledge, discipline-specific practices and academic language uses, and bilingual-biliterate proficiency.

California's Local Control Funding Formula (LCFF) is premised on local districts providing equitable learning conditions, pupil outcomes, and effective engagement of English learners. Districts are expected to set, with their parent and community partners, meaningful goals and outcomes that require full access to the curriculum, assure English learners' meaningful progress toward attaining academic English proficiency, and closing gaps in academic achievement for students entering as English learners. LCFF provides districts additional resources to build local capacity to implement and support evidence-based practices. State-produced documents provide coherent guidance for districts on implementing more and better comprehensive, research evidence-based services for diverse groups of English learners via the Local Control and Accountability Plan (LCAP) process, and provides support for continuous improvement.

Our accountability system is state-determined, and is consistent with federal guidance provided for states to implement the Every Student Succeeds Act (ESSA), which supports our aligning federal and state policies to better integrate and leverage resources, services, assessment and accountability. Consonant with LCFF, ESSA elevates English language proficiency to a central indicator for Title I accountability. It values English language development, which California has identified as both, designated ELD equally with integrated ELD—as presaged in California's English Language Arts (ELA)/ELD Curriculum Framework.

Given ESSA's Title III provisions, California will re-examine standardized, statewide EL entrance and exit procedures and criteria, and report academic performance of key sub-categories of English learners, such as long-term English learners and students with disabilities. The broader federal stance on multiple indicators of performance also complements our system's use of multiple state and locally-collected indicators on academic achievement, EL progress, high school graduation, chronic absenteeism and student suspension, school climate and parent engagement to advance a more complete picture of district program effectiveness.

This policy also reflects the current national research consensus on second language learning, bilingualism, program effectiveness, and policy research<sup>1</sup>, much of which is consistent with earlier syntheses from the California Department of Education<sup>2</sup>.

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<sup>1</sup> National Academies of Sciences, Engineering, and Medicine (2017). *Promoting the Educational Success of Children and Youth Learning English: Promising Futures*. Washington, DC: The National Academies Press. DOI: 10.17226/24677

Findings include the following:

- English language proficiency development is a process that takes five to seven years for those entering with emerging English, benefits from coherent and aligned instruction across that time period, and can take place as an integrated process simultaneous with academic content learning in addition to designated ELD and the development of bilingualism/biliteracy.
- Bilingualism provides benefits from the capacity to communicate in more than one language and may enhance cognitive skills, as well as improve academic outcomes.
- Establishing proper and consistent procedures and criteria for identifying, monitoring, and exiting English learners using appropriate assessment procedures—while developing professional capacity to use assessment results—constitutes a key lever for effective system improvement.
- The diversity of the EL population (e.g., newcomers, long-term English learners, students with interrupted formal education, students with disabilities, gifted and talented students, and the expected continuous exiting of students from the EL category) necessitates pedagogy and educational support services that are differentiated and responsive.
- Brain development research reinforces the crucial period of birth through early childhood in the areas of cognitive, social, and language development. There is great need for coherent, aligned support for dual language learners across the preschool and primary grade systems to begin developing their bilingual and biliterate capacities.

The current research evidence base also supports the need to attend to the following instructional factors:

- Explicit literacy instruction especially in the early grades
- Peer-assisted and small-group learning opportunities
- Providing academic language support during content area instruction, balanced with structured explicit opportunities for oral and written language skills development
- Appropriate assessment in various forms (e.g., formative, benchmark, summative) to understand and support student learning

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<sup>2</sup> CDE (1984) *Schooling and Language Minority Students: A Theoretical Framework*; CDE (1986) *Beyond Language: Social and Cultural Factors in Schooling Language Minority Students*; and CDE (2010) *Improving Education for English Learners: Research-Based Approaches*.

- Processes related to social emotional development and identity formation

California is a state that welcomes newcomers and their families, and that addresses their linguistic diversity with a positive, additive orientation. Our schools need to reflect this orientation by affirming, welcoming and responding to a diverse range of student strengths, needs, and identities, and prepare graduates with the linguistic, academic and social skills and competencies needed for college, career and civic participation in a global, diverse and multilingual world.

### ***California's Vision of Success for English Learners***

English learners fully and meaningfully access and participate in a 21<sup>st</sup> century education from early childhood through grade twelve that results in their attaining high levels of English proficiency, mastery of grade level standards, and opportunities to develop proficiency in multiple languages.

### ***Mission***

California schools affirm, welcome and respond to a diverse range of EL strengths, needs and identities. California schools prepare graduates with the linguistic, academic and social skills and competencies they require for college, career and civic participation in a global, diverse and multilingual world, thus ensuring a thriving future for California.

### ***Four Principles***

Four principles support our vision and provide the foundation of California's English Learner Roadmap. These principles are intended to guide all levels of the system towards a coherent and aligned set of practices, services, relationships, and approaches to teaching and learning that together create a powerful, effective, 21<sup>st</sup> century education for our English learners. Underlying this systemic application of the Principles is the foundational understanding that simultaneously developing English learners' linguistic and academic capacities is a shared responsibility of all educators, and that all levels of the schooling system have a role to play in ensuring the access and achievement of the 1.3 million English learners who attend our schools.

#### **Principle #1: Assets-Oriented and Needs-Responsive Schools**

Pre-schools and schools are responsive to different EL strengths, needs and identities, and support the socio-emotional health and development of English learners. Programs value and build upon the cultural and linguistic assets students bring to their education in safe and affirming school climates. Educators value and build strong family, community, and school partnerships.

#### **Principle #2: Intellectual Quality of Instruction and Meaningful Access**

English learners engage in intellectually rich, developmentally appropriate learning experiences that foster high levels of English proficiency. These experiences integrate language development, literacy, and content learning as well as provide access for comprehension and participation through native language instruction and scaffolding.

English learners have meaningful access to a full standards-based and relevant curriculum and the opportunity to develop proficiency in English and other languages.

**Principle #3: System Conditions that Support Effectiveness**

Each level of the school system (state, county, district, school, pre-school) has leaders and educators who are knowledgeable of and responsive to the strengths and needs of English learners and their communities, and utilize valid assessment and other data systems that inform instruction and continuous improvement; resources and tiered support is provided to ensure strong programs and build the capacity of teachers and staff to build on the strengths and meet the needs of English learners.

**Principle #4: Alignment and Articulation Within and Across Systems**

English learners experience a coherent, articulated and aligned set of practices and pathways across grade levels and educational segments beginning with a strong foundation in early childhood and continuing through to reclassification, graduation and higher education. These pathways foster the skills, language(s), literacy and knowledge students need for college- and career-readiness and participation in a global, diverse multilingual 21<sup>st</sup> century world.

The California State Board of Education will direct the California Department of Education to provide guidance to districts and intermediary support organizations (e.g., county offices of education, California Collaborative for Educational Excellence) on how districts and schools can implement and strengthen comprehensive, research-based programs and services for all profiles of English learners via the LCAP, and provide support for establishing continuous improvement strategies and expectations that enable access to college- and career-ready learning as well as opportunities to attain the State Seal of Biliteracy.

The guidance will invest in and build educators' professional capacity; emphasize collaborative efforts; support effective pedagogy; and develop systemic solutions to create a coherent and positive education system. The guidance will encourage innovative district and school implementation of evidence-based practices for curricula, materials adoption and development, instruction, professional development and leadership that are responsive to the differentiated strengths and needs of English learners, and strengthening appropriate assessment tools and practices. The guidance will be consistent with the requirements set forth in state and federal laws addressing English learners.

Adopted by the California State Board of Education (SBE) on July 12, 2017. To obtain the posted SBE agenda and item, please visit the California Department of Education SBE Web page at <http://www.cde.ca.gov/be/ag/ag/yr17/agenda201707.asp>.

California Department of Education, July 2017

## Handout: History Social Studies Curriculum Proposal

**HUSD Board Meeting May 22, 2018**

### Grades TK/K – 1

California Studies Weekly published by Studies Weekly. <https://www.studiesweekly.com>

Available in Spanish and English

Anticipated cost: \$7.65 per student per year.

Total: \$1000.00

To view samples:

Username: cateacher

Password: demo

### Grades 2-8

*MyWorld Interactive California History-Social Science Program c2019*. Published by Pearson Publishing

[https://sso.rumba.pearsoncmg.com/sso/login?profile=realize&k12int=true&service=https%3A%2F%2Fwww.pearsonrealize.com%2Fcommunity%2Fspring\\_cas\\_security\\_check](https://sso.rumba.pearsoncmg.com/sso/login?profile=realize&k12int=true&service=https%3A%2F%2Fwww.pearsonrealize.com%2Fcommunity%2Fspring_cas_security_check)

Available in Spanish and English

Estimated cost: \$100 per student for an 8 year adoption. *This could be less if students have primarily electronic access.*

Total: (estimate 350 grade 2-8 students) \$35,000.00

To view samples:

Username: CAHSSReviewer

Password: Pearson1

### Grades 10-11

*World History* Houghton Mifflin Harcourt Publishing

*US History* Houghton Mifflin Harcourt Publishing

<https://www.hmhco.com/programs/hmh-social-studies>

# Hamilton Unified School District



## Facilities Needs Presentation



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## District Overview

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# District Overview

Over 100 years of educating students



Hamilton Unified School District

- The Hamilton Unified School District unified on July 1, 2009 and is comprised of one high school, one elementary school, one continuation high school, one community day school, one adult education school, and one preschool.
- The District serves the communities of Hamilton City, Ord Bend, and Capay.
- The District serves over 700 students.
- Hamilton High School was established in a home on Main Street in 1917; current school was built in 1976.
- Hamilton Elementary was established at its current site in 1912.





# District Overview

## Educational Accomplishments

### Hamilton Unified School District

- Three-time California distinguished high school—1990, 1999, and 2007. This is the highest honor given to schools in the California school recognition program. Hamilton High School is the only high school in Glenn County ever to receive this honor.
- Highest academic performance index (as compiled by the state department of education) of the five high schools in Glenn County
- Recent study: 70% of graduates attend college, 32% graduate with a four year university degree within five years of high school graduation.
- Advanced placement course offerings in English, mathematics, history, and Spanish
- Outstanding agriculture program—FFA is a program of excellence
- WASC Full Accreditation 2009
- WASC Full Accreditation 2015
- California Honor Roll School 2016-17
- STAR Test Scores (2008-2014)
  - Hamilton High School students consistently scored the highest in Glenn County on the California STAR (Standardized Testing & Reporting) Test, which was given to all 9-11th graders until 2014.



# District Overview

## Educational Accomplishments, cont'd.

### Hamilton Unified School District



- CAASPP Test Scores (2015-2018)
  - Hamilton High School students have earned the highest test scores on the English and Math portions of the CAASPP (California Assessment of Student Performance and Progress) since the inception of the tests in 2015. This test is given annually to 11th Grade students.
- Career Pathways Developed (2014-present)
  - Along with the support of our district and a grant from the BGCPC (Butte Glenn Career Pathways Consortium), Hamilton High School has developed two career pathways to assist students in earning skills and experience necessary in our evolving economy. Our two pathways are the Ag Manufacturing Pathway which provides learning opportunities and skills in welding and in forklift driving and the Medical Career Pathway which allows our students to gain knowledge in medical terminology.
- Hamilton High School has two distinguished Gates Millennium Scholars from the Class of 2014.
- The Hamilton High School FFA is recognized as one of the top programs in Northern California and in Fall 2018 a member won a National FFA Award in Grain Production. As well, 14 FFA members achieved their State Degrees in Spring 2018.
- The Hamilton High School Graduation Rate is consistently among the highest in the local area. For the last decade, the yearly graduation rate has been well above 95%. The state average is 83%. Compared to our neighboring schools in Glenn County, Hamilton High School continues to be the leader in achievement.
- Hamilton High School boasts eleven interscholastic sports teams.
- Since 2007-08, Hamilton High School teams have won 24 Northern Section CIF Championships and over 55 league championships. Our teams are consistently competitive with much larger schools.

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## Facility Needs

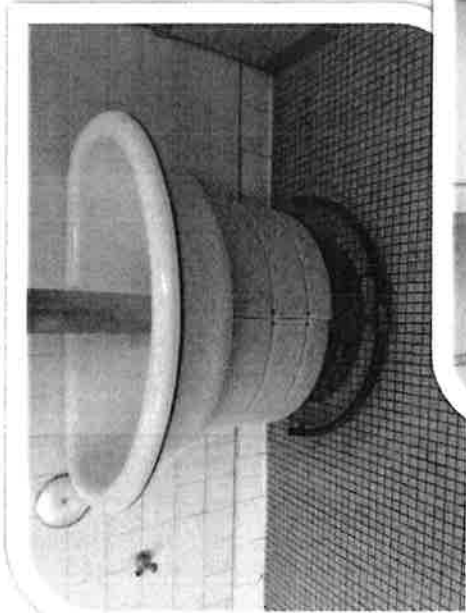
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# Outdated Facilities

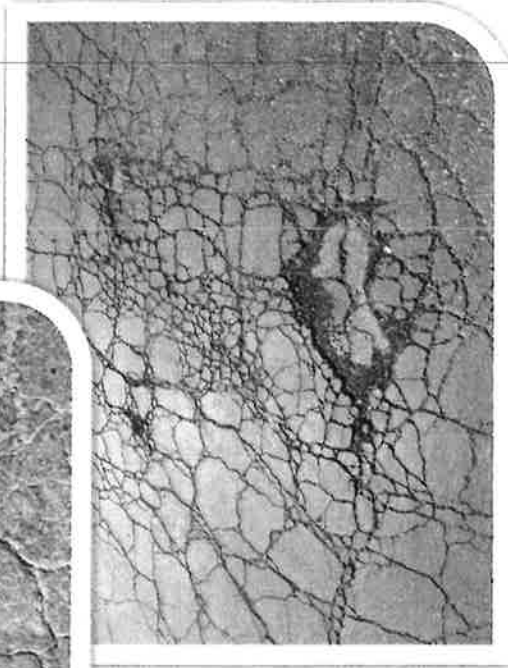
Aging facilities need to modernized



Hamilton Unified School District



Aging restrooms need to be modernized



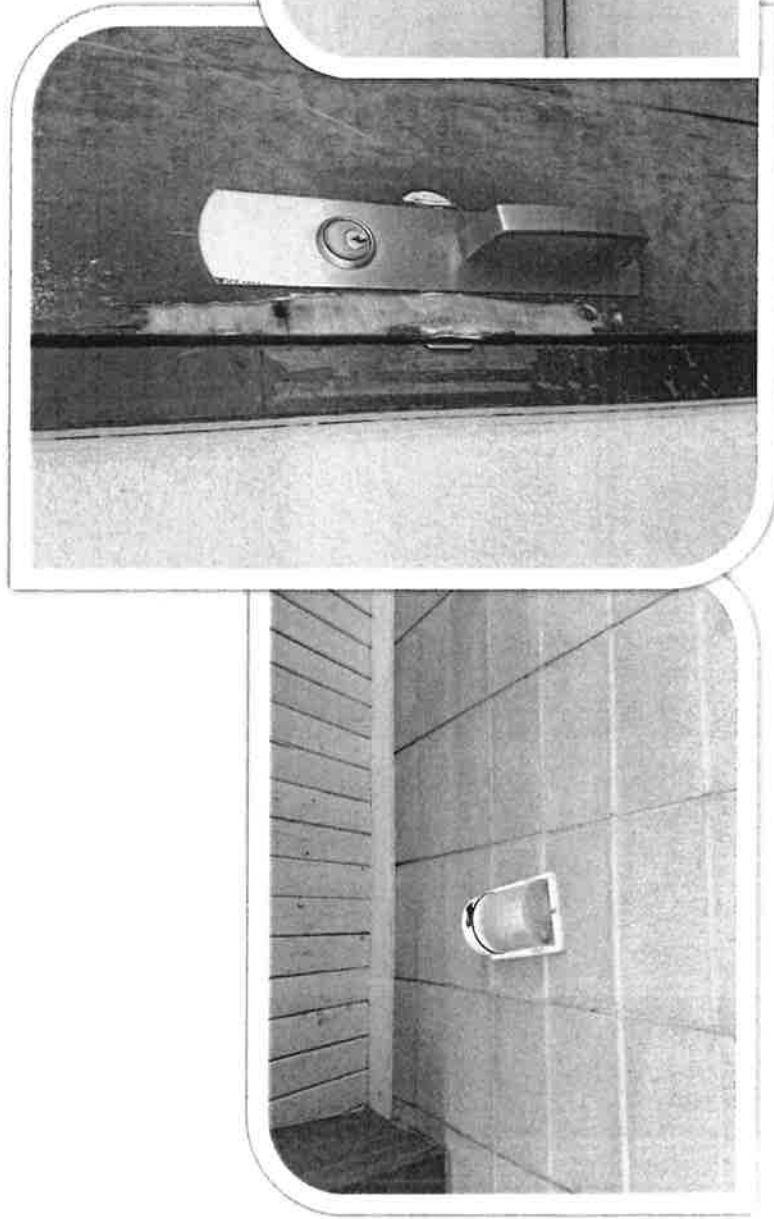
Paved surfaces need repair

# Health, Safety & Security



Health and safety improvements are needed

Hamilton Unified School District

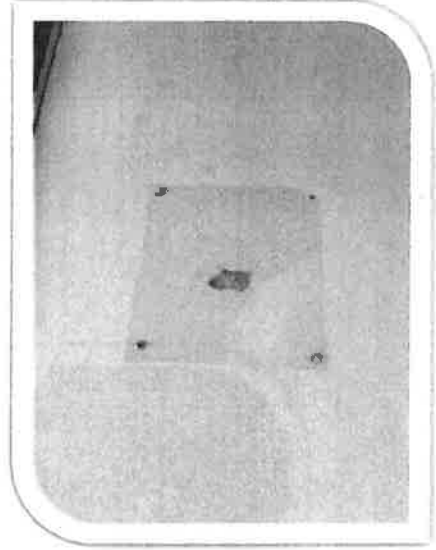
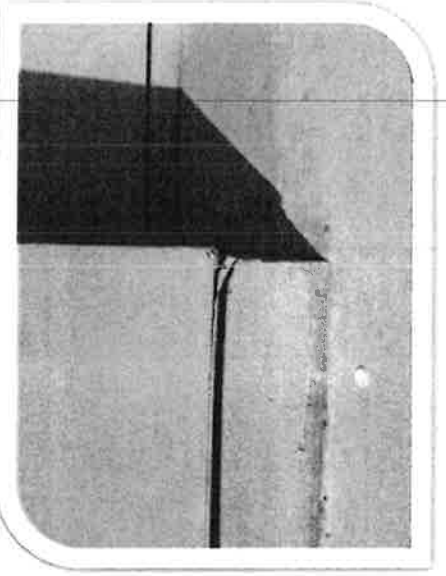
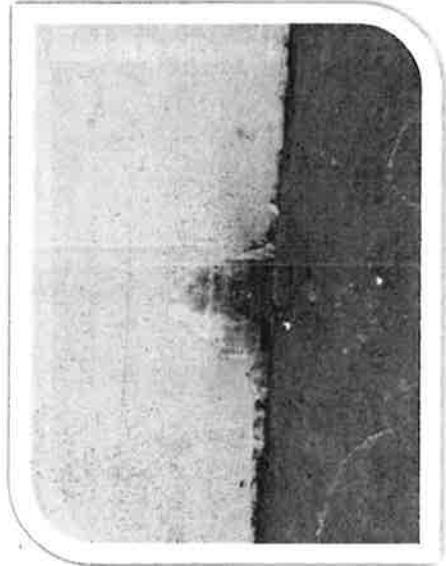


Health, safety and handicapped accessibility improvements must be made

# Outdated Facilities

District has considerable needs

Hamilton Unified School District



Building interiors and exteriors need modernization and repair

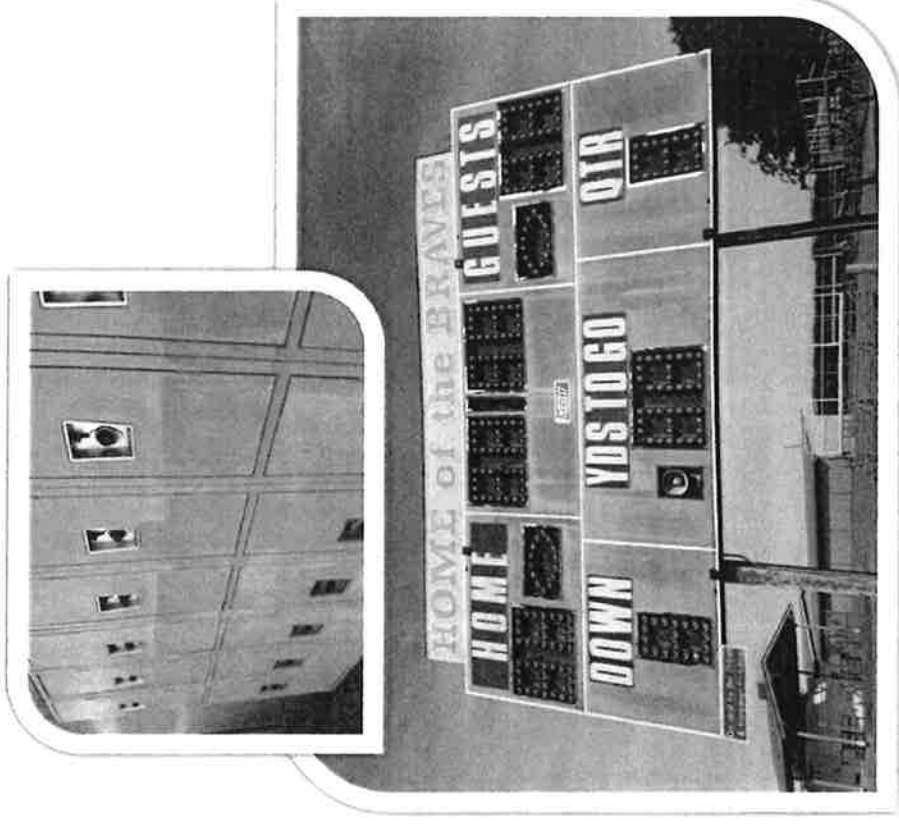


# Outdated Student Support Facilities

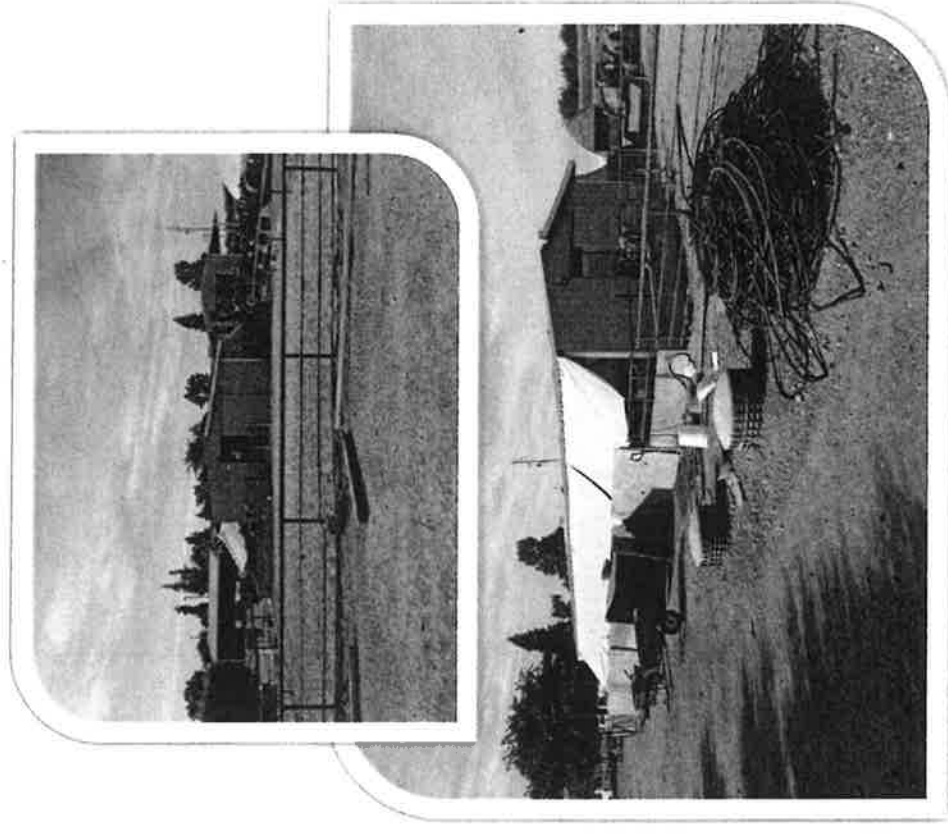


Ag facilities and athletic fields/facilities

Hamilton Unified School District



Athletic fields and facilities need to be upgraded



Ag facilities need to be modernized

# Options to Fund Facilities Needs



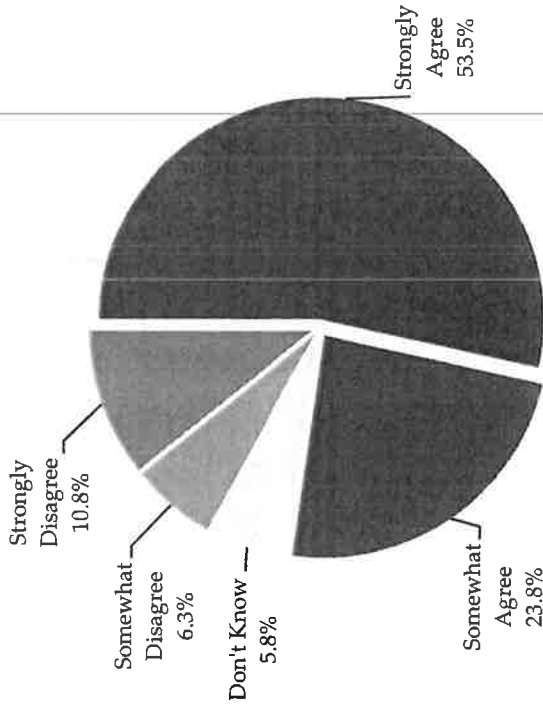
Districts have a few choices when going to voters for help

Hamilton Unified School District

- ❖ Parcel Tax Elections
- ❖ General Obligation Bond Elections
- ❖ Mello Roos (Community Facilities District) Bond Elections
- ❖ Sales and Use Tax Elections
  
- ❖ Voters recognize the importance of helping local school districts because the state is viewed to have underfunded education

## HSD Survey Question

Because the State continues to reduce funding for public education, local voters need to do more to protect the quality of education in their local public schools.



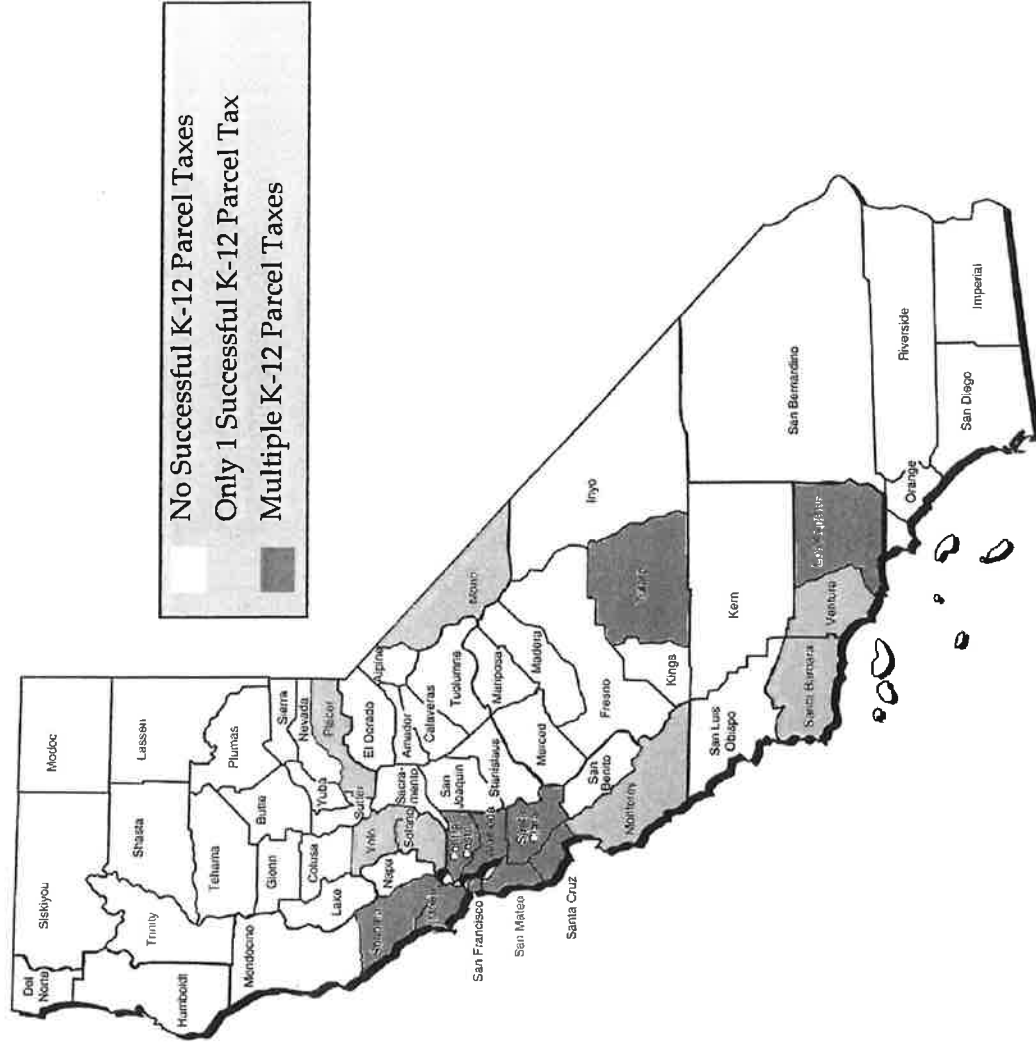
# Parcel Tax Overview

A way to augment the general fund



## Hamilton Unified School District

- ❖ Parcel taxes are a special property tax which is authorized by voters and requires 2/3rds voter approval
- ❖ Taxes are levied on a per parcel basis, usually as a flat tax, but can be applied on a “uniform” basis
- ❖ Parcel tax proceeds are very flexible and can be used on any voter approved purpose including operating expenses and salaries
- ❖ Parcel taxes have been commonly successful for school districts located in the Bay Area or Los Angeles County



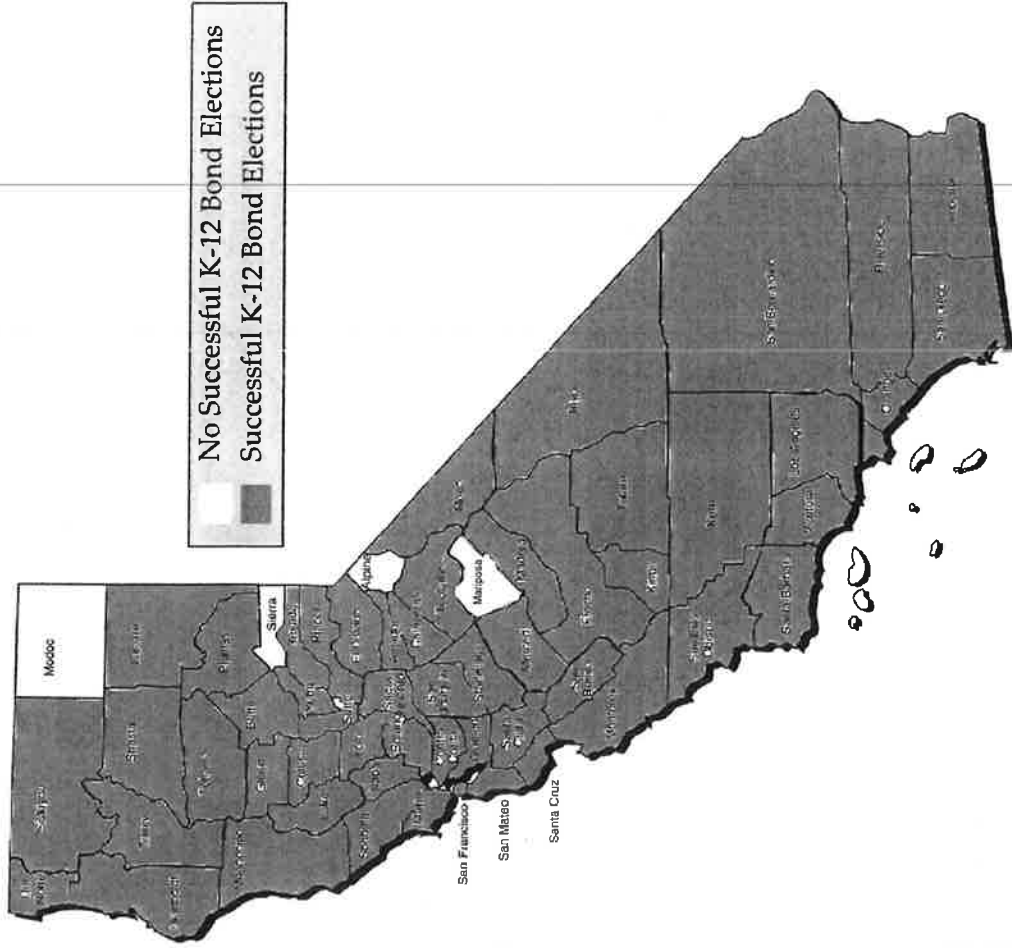
# G.O. Bond Overview

The most common form of funding for CA school districts

- ❖ G.O. Bonds are a property tax which is authorized by voters and requires 55% voter approval
- ❖ Taxes are levied on an ad valorem basis, the same manner in which regular property taxes are levied
- ❖ Bond proceeds can be spent on capital improvements like facilities, fixtures, furniture, and equipment; funds cannot be used for operating expenses or salaries
- ❖ G.O. Bonds have been passed in nearly every county in California



## Hamilton Unified School District





# G.O. Bond Proceeds

District can generate up to \$7.0 million

Hamilton Unified School District

- G.O. bonds fund projects such as the renovation of existing classrooms and school facilities, as well as construction of new schools and classrooms. Similar to a home loan, G.O. bonds are typically repaid over 25 to 40 years.
- The loan repayment comes from a tax on all taxable property - residential, commercial, agricultural and industrial - located within the District's boundaries.
- With projected annual assessed value growth of 3.50%, the District can generate up to \$7.0 million with a \$60 per \$100,000 of assessed value tax rate

Hamilton USD Bond Proceeds at Varying Tax Rates <sup>(1)</sup>			
Tax Rate per \$100,000	Series A 2019	Series B 2022	Total Bond Proceeds
\$45.00	\$2,600,000	\$2,600,000	\$5,200,000
\$50.00	\$2,900,000	\$2,900,000	\$5,800,000
\$60.00	\$3,500,000	\$3,500,000	\$7,000,000

(1) Assumes average AV growth of 3.50% and 35 year bond terms; Preliminary – Subject to change  
Source: Isom Advisors

# Survey Results Support a Measure

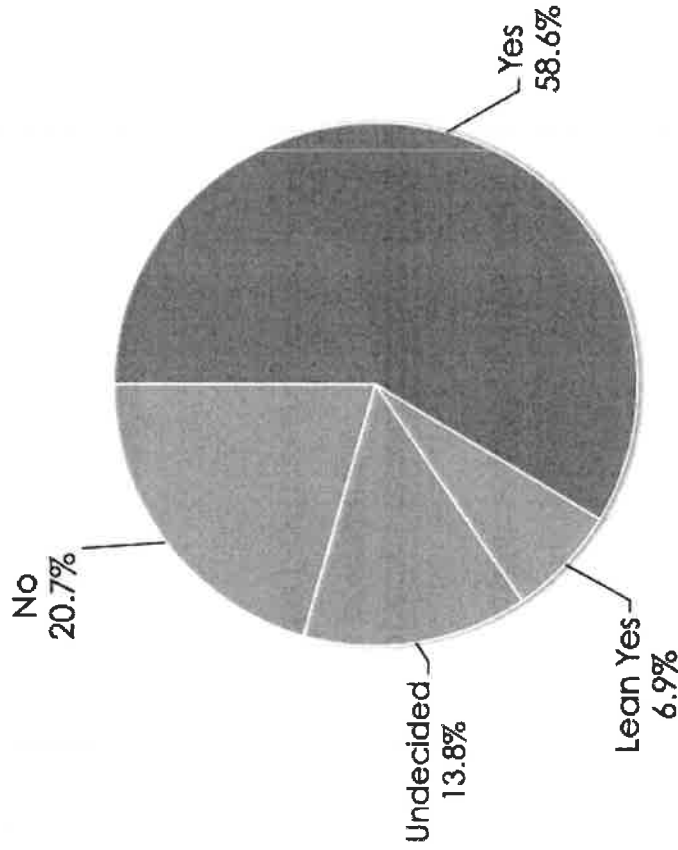


Support for measure is above Prop. 39 55% threshold

Hamilton Unified School District

- ❖ At this time, the Hamilton Unified School District is looking to make classroom and school facility improvements and is considering placing a school improvement bond measure before voters in the community on an upcoming ballot. If the election were held today, would you vote YES in favor of the measure or would you vote NO to oppose the measure?

"To improve the quality of education; modernize outdated classrooms, restrooms and school facilities; and construct new classrooms and facilities to accommodate future growth; shall the Hamilton Unified School District issue \$7,000,000 of bonds at legal interest rates, generating on average \$400,000 annually as long as bonds are outstanding at a rate of approximately 6 cents per \$100 assessed value, with annual audits, independent citizens' oversight committee, NO money for salaries and all money staying local?"



# Why a G.O. Bond?

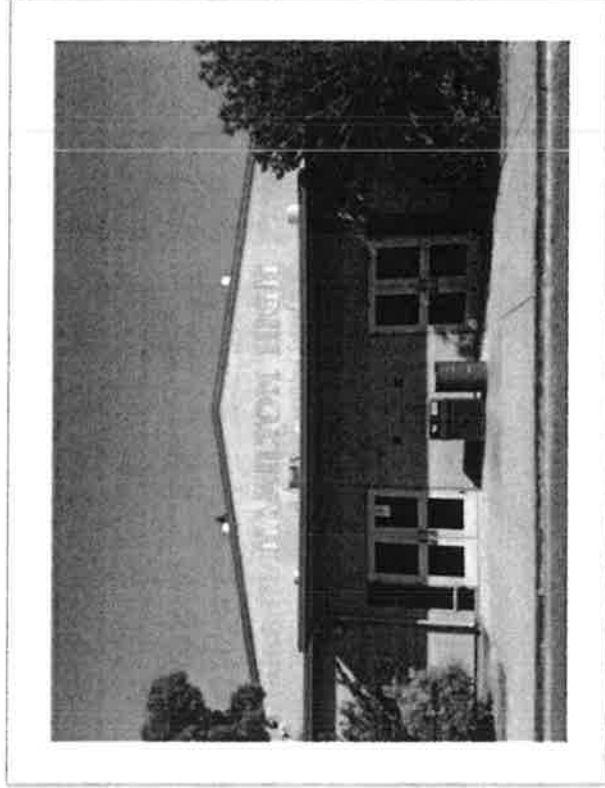


A school improvement bond measure has benefits for all

Hamilton Unified School District

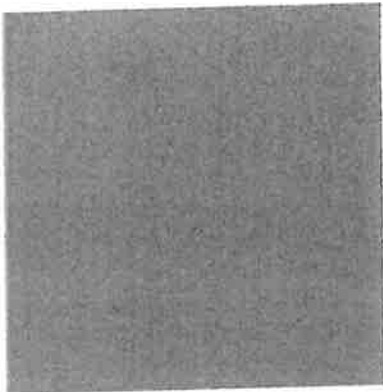
- **Better learning environment for local students** – Good schools contribute to increased community safety, higher property values, and provide education and job training for tomorrow’s community members.
- **Economic boost** – By law, funds from the proposed measure must be spent on local school facility improvements, thus creating additional jobs and boosting the area economy.
- **Keeping money in the classrooms** – Energy efficiency improvements (windows, HVAC, solar, etc.) and critical facility repairs that can be paid for by a G.O. bond will provide more funding for instruction.
- **Taxpayer safeguards are in place** – Funds raised cannot be taken by the State and must be spent locally; in addition, expenditures must be annually reviewed by an independent citizens’ oversight committee

# Questions or Suggestions?





HAMILTON UNIFIED SCHOOL DISTRICT  
HAMILTON ELEMENTARY SCHOOL  
2018-2019 EMPLOYMENT INFORMATION AND CONTRACT



Maggie Sawyer



Service Date: August 25, 1997

You are hereby notified that at a regular meeting of the Board of Trustees you were elected to serve as 50% Intern Assistant Principal and 50% District ELD/Dual Immersion Coordinator for the school year beginning July 1, 2018 and ending June 30, 2019 as follows:

200 Work Days Starting July 1, 2018 through June 30, 2019

ACTIVITIES TO ATTEND: Back- to-School Night, Halloween Carnival, May Festival, Parent Conferences, staff meetings, in-services including "buy-back" days, regular school board meetings, and administrative supervision.

This election is contingent upon your meeting all credential and Education Code requirements.

Column: Assist Prin Step: 4  
Salary: \$92,623  
Payable: 12 equal payments of \$7,718.59  
Sick leave accrual: 12 days

Deferred Payroll  
(12<sup>th</sup> check in July)  
 YES  NO

When: Paid on the last working day of each month beginning July 31, 2018.

_____ Charles Tracy Authorized Agent	_____ Date	_____ Employee	_____ Date
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**OFFICE USE ONLY:**

Annual Amount: \$92,623  
Budget Classification: **50% 01-0000-0-1110-2700-1300-800 40% 01-0001-0-1110-1000-1100-800 10% 01-3010-0-1110-1000-1100**

Salary Breakdown: 92623/12=7718.59

White: C.O. Pink: File Yellow: Acct. Goldenrod: Employee (Certstffrm.doc)



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**COLLEGE AND CAREER ACCESS PATHWAYS  
PARTNERSHIP AGREEMENT**

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This College and Career Access Pathways Partnership Agreement ("CCAP Agreement") is entered into by and between the Butte-Glenn Community College District on behalf of **Butte Community College** ("College") and the **Hamilton Unified School District** ("School District") pursuant to the enacted Assembly Bill 288 College and Career Access Pathways Act ("AB 288") and California Education Code section 76004.

WHEREAS, Education Code section 76004 enables the governing board of a community college district to enter into a College and Career Access Pathways ("CCAP") partnership with the governing board of a public school district that is governed by a CCAP partnership agreement approved by the governing boards of both districts (Education Code § 76004 (a) and (b)); and

WHEREAS, School District is a public school district serving grades 9-12 located in Butte County or Glenn County and within the regional service area of the College, unless otherwise specified and agreed to as specified in Education Code section 76004 (e); and

WHEREAS, College and School District desire to enter into this CCAP Agreement, consistent with the provisions of Education Code Section 76004, for the purpose of offering or expanding dual enrollment opportunities for high school students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness (Education Code, § 76004 (a)).

NOW THEREFORE, the College and School District agree as follows:

1. TERM OF AGREEMENT

1.1. The term of this CCAP Agreement shall be for THREE (3) years beginning on **July 1, 2018**, and ending on **June 30, 2021**, unless terminated earlier in accordance with this CCAP Agreement.

2. CCAP AGREEMENT APPENDIX

This CCAP Agreement outlines the terms of the CCAP partnership between the College and School District. The CCAP Agreement Appendix shall specify additional detail regarding, but not limited to:

- 2.1. The total number of high school students to be served;
- 2.2. The total number of full-time equivalent students projected to be claimed by the College for those students;
- 2.3. The scope, nature, time, location and listing of community college courses to be offered;
- 2.4. The criteria to assess the ability of pupils to benefit from those courses; (Ed. Code, § 76004 (c)(1)); and
- 2.5. A point of contact for the College and School District (Ed. Code, § 76004 (c)(2)).
- 2.6. Specify which participating district will be the employer of record for purposes of assignment monitoring and reporting to the county office of education (Ed. Code § 76004 (m)(2)).

### 3. STUDENT ELIGIBILITY, ADMISSION, REGISTRATION AND ENROLLMENT

- 3.1. Student Eligibility. Students who may not already be college bound or who are underrepresented in higher education, with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness. (Ed. Code, § 76004, subd. (a))
- 3.2. The School District and College understand and agree that successful College admission and registration requires that each high school student complete the College's application for admission and Dual Enrollment Approval Form.
- 3.3. Admission, registration, and withdrawal procedures for students participating in this CCAP Agreement shall be governed by the College and shall be in compliance with College's admissions, registration, and withdrawal guidelines set forth in applicable law and College policy. The College policy on open enrollment must be published in the College catalog, schedule of classes, and any addenda to the schedule of classes.
- 3.4. The College will provide the necessary admission, registration, and withdrawal forms and procedures, and will be responsible for processing student applications.
- 3.5. The School District agrees to assist College in the admission, registration, and withdrawal of School District students as may be necessary and requested by College.
- 3.6. The College and School District will jointly ensure that each applicant accepted has met all the enrollment requirements.
- 3.7. Enrollment in College courses offered as part of this CCAP Agreement shall be open to School District students who:
  - 3.7.1. are high school students enrolled in the School District;
  - 3.7.2. have been admitted to the College;
  - 3.7.3. meet all applicable prerequisite requirements as established by the College and stated in the college catalog before enrolling in a course offered as part of this CCAP Agreement;
  - 3.7.4. have a written parental consent to enroll in a course offered as part of this CCAP Agreement on the Dual Enrollment Approval Form. (Ed. Code, § 76004, subd. (c)(1))
- 3.8. Students seeking to enroll in College courses offered as part of this CCAP Agreement may enroll in up to a maximum of 11 units per term if the all of the following circumstances are satisfied:
  - 3.8.1. The units constitute no more than four community college courses per term.
  - 3.8.2. The units are part of an academic program that is part of this CCAP Agreement.
  - 3.8.3. The units are part of an academic program that is designed to award students with both a high school diploma and an associate degree or certificate or a credential. (Ed. Code, § 76004, subd. (p)(1)(2)(3))

#### 4. PARTICIPATING STUDENTS

- 4.1. Students enrolled in College courses offered as part of this CCAP Agreement will be directed to the official catalog of the College for information regarding applicable policies and procedures.
- 4.2. Grades earned by students enrolled in College courses offered as part of this CCAP Agreement will be posted on the official College transcript. Students may submit a request for Pass/No Pass if the course is designated as such in the College catalog.
- 4.3. Students enrolled in College courses offered as part of this CCAP Agreement will be eligible for student support services, which shall be available to them at the College and School District.
- 4.4. Students who withdraw from College courses offered as part of this CCAP Agreement will not receive College credit. Students must submit appropriate paperwork by College's published deadlines. Transcripts will be annotated according to College policy.
- 4.5. Students enrolled in College courses offered as part of this CCAP Agreement at the School District shall be held to the same standards of achievement, grading standards, methods of assessment (e.g., papers, portfolios, quizzes, labs, etc. ), and behavioral standards (College's Student Code of Conduct) as those expected of students in courses taught on the College campus.

#### 5. PARTICIPATING STUDENT FEES

- 5.1. A high school student enrolled in College courses offered through this CCAP Agreement shall not be assessed or charged a fee prohibited by Education Code section 49011, including a fee charged to a pupil, or a pupil's parent or guardian, as a condition for course registration or for textbooks, supplies, materials, and equipment needed to participate in the course. ( Ed. Code, §§ 49010 et seq.; 76004 (f))
- 5.2. A high school student enrolled in College courses offered through this CCAP Agreement and that are properly classified as having "special part- time student" status as described by Education Code section 76004, subdivision (p), shall be exempt from the following community college fee requirements (Ed. Code, § 76004, subd. (q)):
  - 5.2.1. Student Representation Fee. (Ed. Code, § 76060.5)
  - 5.2.2. Nonresident Tuition Fee. (Ed. Code, § 76140)
  - 5.2.3. Transcript Fees. (Ed. Code, § 76223)
  - 5.2.4. Course Enrollment Fees. (Ed. Code, § 76300)
  - 5.2.5. Apprenticeship Course Fees. (Ed. Code, § 76350)
  - 5.2.6. Child Development Center Fees. (Ed. Code, § 79121)
  - 5.2.7. Any other fees charged as a condition for course registration, pursuant to Education Code section 49011.
- 5.3. The total cost of books and instructional materials for School District students who enroll in a College course offered as part of this CCAP Agreement will be specified in the Appendix to this Agreement. Costs will be borne by School District.

6. CCAP AGREEMENT COURSES

- 6.1. Courses offered as part of this CCAP Agreement shall be community college courses acceptable towards a career technical education credential or certificate, or preparation for transfer, or appropriate to improve high school graduation rates or help high school pupils achieve college and career readiness. All College courses offered as part of this CCAP Agreement have been approved in accordance with the policies and guidelines of the College and applicable law.
- 6.2. The scope, nature, time, location and listing of courses offered by the College as part of this CCAP Agreement shall be determined by the College and will be recorded in the CCAP Agreement Appendix. (Educ. Code, § 76004 (c)(1))
- 6.3. The courses offered as part of this CCAP Agreement must be held at facilities which are clearly identified as being open to the general public, and must be open to any person who has been admitted to the College and has met any applicable prerequisite, except that the College may limit enrollment in a community college course solely to eligible high school students if the course is offered at a high school campus during the regular school day and the community college course is offered as part of this CCAP Agreement. (Ed. Code § 76004 (o)(1))
- 6.4. The College is responsible for all courses and educational programs offered as part of this CCAP Agreement regardless of whether the course and educational program is offered on site at the School District or at the College. Procedures shall be put into place by the College to ensure instructors teaching different sections of the same course teach in a manner consistent with the approved outline of record for that course.
- 6.5. Courses offered as part of this CCAP Agreement either at the College or School District shall be jointly reviewed and approved.
- 6.6. Courses offered as part of this CCAP Agreement shall not provide physical education course opportunities to high school pupils participating in this CCAP Agreement or any other course opportunities that do not assist in the attainment of at least one of the goals outlined in this CCAP Agreement. (Ed. Code, § 76004, subd. (d))
- 6.7. Courses offered as part of this CCAP Agreement at the School District shall:
  - 6.7.1. Be of the same quality and rigor as those offered on College campus and shall be in compliance with College academic standards.
  - 6.7.2. Be listed in the College catalog with the same department designations, course descriptions, numbers, titles, and credits, and shall identify if the credit is transferable.
  - 6.7.3. Adhere to the official course outline of record and the student learning outcomes established by the associated College academic department.
- 6.8. Courses offered as part of this CCAP Agreement shall comply with all applicable regulations, policies, procedures, prerequisites and standards applicable to College as well as any corresponding policies, practices and requirements of the School District. In the event of a conflict between College course related regulations, policies, procedures, prerequisites and standards and School District policies, practices and requirements, the College regulations, policies procedures, prerequisites, and standards shall prevail. Standard FTES computation rules, support documentation, course section tabulations, and record retention requirements continue to apply.

- 6.9. Site visits and instruction audits by one or more representatives of the College shall be permitted by the School District to ensure that courses offered as part of this CCAP Agreement in the School District are the same as the courses offered on the College campus and in compliance with College academic standards.
- 6.10. College has the sole right to ensure compliance with course outline of record.
- 6.11. Prior to establishing a vocational or occupational training program (career technical education program), the governing board of the College shall conduct a job market study of the labor market area, and determine whether or not the results justify the proposed vocational education program. (Ed. Code § 78015) Degree and certificate programs require approval of the California Community Colleges Chancellor's Office and courses that make up the programs must be part of the approved program, or the College must have received delegated authority to separately approve those courses locally.

## 7. INSTRUCTORS

- 7.1. All instructors teaching College courses offered as part of this CCAP Agreement must meet the minimum qualifications for instruction in a California community college as set forth in California Code of Regulations, Title 5, Sections 53410 and 58060 as amended. The College shall be responsible to ensure all instructors teaching College courses offered as part of this CCAP Agreement meet the minimum qualifications for instruction in the discipline of the course in a California community college.
- 7.2. The College and School District may agree to select instructors from School District personnel to teach College courses offered as part of this CCAP Agreement. The School District shall provide and pay School District personnel selected to teach courses offered as part of this CCAP Agreement. School District personnel selected to be instructors remain employees of the School District, subject to the authority of the School District, but will also be subject to the authority of the College specifically with regard to their duties as instructors teaching College courses offered as a part of this CCAP Agreement.
- 7.3. Each instructor furnished by the School District to teach College courses offered as a part of this CCAP Agreement shall execute a separate written agreement with the College in the form of a CCAP Agreement Instructor Agreement as specified in Exhibit A to this CCAP Agreement. The CCAP Agreement Instructor Agreement shall require student attendance and FTES be reported by the instructor, and state that the College has the primary right to control and direct the instructional activities of the instructor. Instructors provided by the School District shall not be considered adjunct faculty for the College, and shall not be entitled to any of the benefits to which adjunct faculty are entitled. (Cal. Code Regs. tit. 5 § 58058(b))
- 7.4. The School District will be responsible for reporting pursuant to applicable federal teacher quality mandates for all instructors provided by the School District. (Ed. Code, § 76004, subd. (m)(2))
- 7.5. Instructors who teach College courses offered as part of this CCAP Agreement must provide the supervision and control reasonably necessary for the protection of the health and safety of students and may not have any other assigned duty during the instructional activity. As a general rule, faculty must be physically present in the classroom or lab or within line-of-sight of the students. (Cal. Code Regs. tit. 5 §§ 58050, 58051, 58056, 58058)
- 7.6. Instructors who teach College courses offered as part of this CCAP Agreement shall be responsible for the evaluation of students enrolled in courses in accordance with College policies, guidelines, and pertinent statutes and regulations.

- 7.7. Instructors who teach College courses offered as part of this CCAP Agreement shall comply with the fingerprinting requirements set forth in Education Code section 45125 or as amended and the tuberculosis testing and risk assessment requirements of California Health and Safety Code section 121525 or as amended. In addition to any other prohibition or provision, no person who has been convicted of a violent or serious felony shall be eligible to teach any courses offered as part of this CCAP Agreement or otherwise provide services on a School District site.
- 7.8. Prior to teaching College courses offered as part of this CCAP Agreement, instructors shall receive discipline-specific training and orientation from the College regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, testing and grading procedures, record keeping, and other instructional responsibilities, as is provided to College's hourly on-campus instructors. Said training shall be approved by and provided by the College. The College shall provide materials to instructors as are provided to College's hourly on-campus instructors, which may include instructor's manuals, course outlines, curriculum materials, and other materials.
- 7.9. Instructors who teach College courses offered as part of this CCAP Agreement will participate in professional development activities sponsored by the College and shall be encouraged to participate in ongoing collegial interaction to include, but not limited to address course content, course delivery, assessment, evaluation, and/or research and development in the field.
- 7.10. Instructors who teach College courses offered as part of this CCAP Agreement will be evaluated by the College using the adopted performance evaluation process and standards for faculty of the College, subject to the approval of the College.

8. LIAISON COORDINATION OF RESPONSIBILITIES

- 8.1. The College shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as point of contact to facilitate coordination and cooperation between College and School District on matters related to this CCAP Agreement in conformity with College policies and standards. (Ed. Code, 76004, subd. (c)(2))
- 8.2. The School District shall appoint an educational administrator, to be specified in the Appendix to this CCAP Agreement, who will serve as the point of contact to facilitate coordination and cooperation between College and School District on matters related to this CCAP Agreement in conformity with School District standards. (Ed. Code, 76004, subd. (c)(2))
- 8.3. The College will provide School District personnel with reasonable assistance, direction and instruction in how to fulfill their responsibilities under this CCAP Agreement, including conducting appropriate student assessments, outreach and recruitment activities, and compliance with the College policies, procedures and academic standards.
- 8.4. The School District will provide personnel to perform clerical services and services associated with student outreach and recruitment activities, student assessment and college applications, the enrollment of eligible students, and other related services as deemed necessary. The School District's personnel will perform services as part of their regular assignment. School District personnel performing these services will be employees of School District, subject to the authority of School District.
- 8.5. The College shall ensure that student support services, including counseling and guidance, assistance with assessment and placement and tutoring are available to participating students at the College.

- 8.6. The School District shall ensure that student support services, including counseling and guidance, assistance with assessment and placement and tutoring are available to participating students at the School District.

9. STATE APPORTIONMENT

- 9.1. The College shall include the students enrolled in a CCAP Agreement course in its report of full-time equivalent students (FTES) for purposes of receiving state apportionment when the course(s) complies with current requirements for dual enrollment under applicable California law.
- 9.2. For purposes of allowances and apportionments from Section B of the State School Fund, a community college district conducting a closed course on a high school campus shall be credited with those units of full-time equivalent students attributable to the attendance of eligible high school pupils. (Ed. Code, § 76004, subd. (o)(2))
- 9.3. The College shall not receive a state allowance or apportionment for an instructional activity for which the partnering district has been, or shall be, paid an allowance or apportionment. (Ed. Code, § 76004, subd. (r))
- 9.4. The attendance of a high school pupil at a community college as a special part-time or full-time student pursuant to this CCAP Agreement is authorized attendance for which the College shall be credited or reimbursed pursuant to Education Codes sections 48802 or 76002, provided that School District has not received reimbursement for the same instructional activity. (Ed. Code, § 76004, subd. (s))
- 9.5. The School District agrees and acknowledges that College will claim apportionment for the School District students enrolled in community college course(s) under this CCAP Agreement.
- 9.6. The College shall demonstrate, and maintain documentation, that instruction claimed for apportionment pursuant to this CCAP Agreement is under the immediate supervision and control of an employee of the College who has met the minimum qualifications for instruction in the discipline of the course in a California community college. (Cal. Code Regs. tit. 5 §§ 58050, 58051, 58056, 58058)

10. CCAP AGREEMENT CERTIFICATIONS

- 10.1. This CCAP Agreement certifies:
- 10.1.1. That any community college instructor teaching a course on a high school campus has not been convicted of any sex offense as defined in Education Code section 87010, or any controlled substance offense as defined in Education Code section 87011. (Ed. Code, 76004, subd. (h))
- 10.1.2. That any community college instructor teaching a course at the partnering high school campus has not displaced or resulted in the termination of an existing high school teacher teaching the same course on that high school campus. (Ed. Code, § 76004, subd. (i))
- 10.1.3. That a qualified high school teacher teaching a course offered for college credit at a high school campus has not displaced or resulted in the termination of an existing community college faculty member teaching the same course at the partnering community college campus. (Ed. Code, § 76004, subd. (j))



- 10.1.4. That any remedial course taught by community college faculty (which includes a qualified high school teacher teaching a college course as an "employee" of the community college district pursuant to California Code of Regulations, title 5, section 58058, subdivision (b)) at a partnering high school campus shall be offered only to high school students who do not meet their grade level standard in math, English, or both based on an interim assessment in grade 10 or 11, as determined by the partnering school district, and that the delivery of these remedial courses shall involve a collaborative effort between high school and community college faculty to deliver an innovative remediation course as an intervention in the student's junior or senior year to ensure the student is prepared for college-level work upon high school graduation. (Ed. Code, § 76004, subd. (n))
- 10.1.5. That both the school district and the community college district partners comply with local collective bargaining agreements and all state and federal reporting requirements regarding the qualifications of the teacher or faculty member teaching an CCAP Agreement course offered for high school credit. (Ed. Code, § 76004, subd. (l))
- 10.2. The College certifies that:
  - 10.2.1. That a community college course offered for college credit at the partnering high school campus does not reduce access to the same course offered at the partnering community college campus. (Ed. Code, § 76004, subd. (k)(1))
  - 10.2.2. That a community college course that is oversubscribed or has a waiting list shall not be offered in this CCAP Agreement. (Ed. Code, § 76004, subd. (k)(2))
  - 10.2.3. That participation in this CCAP Agreement is consistent with the core mission of the community colleges pursuant to Ed Code § 66010.4, and that pupils participating in this CCAP Agreement will not lead to enrollment displacement of otherwise eligible adults in the community college. (Ed. Code, § 76004, subd. (k)(3))
  - 10.2.4. The College certifies that it will not receive full compensation for the direct education costs of the course(s) offered under this CCAP Agreement from any public or private agency, individual or group. (Ed. Code, § 84752; Cal. Code of Regs., tit. 5, § 58051.5)
- 10.3. The School District certifies that the direct education costs of the courses offered as part of this CCAP Agreement are not being fully funded through other sources. (Ed. Code, § 84752; Cal. Code Regs. tit. 5 § 58051.5)

11. RECORDS

- 11.1. Permanent records of student attendance, grades and achievement will be maintained by School District for School District students who enroll in a course(s) offered as part of this CCAP Agreement.
- 11.2. Permanent records of student enrollment, grades and achievement for College students shall be maintained by College.
- 11.3. Records will be open for review at all times by College officials and submitted on a schedule developed by the College. (Cal. Code Regs., tit. 5, §§ 55021, 55040, 58030)

- 11.4. Each party shall maintain records pertaining to this CCAP Agreement as may be required by federal and state law. Each party may review and obtain a copy of the other party's pertinent records subject to federal and state privacy statutes.

## 12. REIMBURSEMENT

- 12.1. The financial arrangements implied in this CCAP Agreement will be further detailed in the CCAP Agreement Appendix.

## 13. FACILITIES

- 13.1. The School District will provide adequate classroom space at its facilities, or other mutually agreed upon location, to conduct the instruction of courses offered as part of this CCAP Agreement and do so without charge to College or students. School District agrees to clean, maintain, and safeguard School District's premises. School District warrants that its facilities are safe and compliant with all applicable building, fire, and safety codes.
- 13.2. The School District will furnish, at its own expense, all course materials, specialized equipment, books and other necessary equipment for all School District students. The parties understand that such equipment and materials are School District's sole property. The instructor shall determine the type, make and model of all equipment, books and materials to be used during each course offered as part of this CCAP Agreement.
- 13.3 The College facilities may be used subject to mutual agreement by the parties as expressed in the CCAP Agreement Appendix.

## 14. REPORTING TO THE STATE CHANCELLOR'S OFFICE

- 14.1. The College, in conjunction with the School District, shall report annually to the State Chancellor's Office all of the following information. (Ed. Code, § 76004, subd. (t))
  - 14.1.1. The total number of high school pupils by school site enrolled in each CCAP partnership, aggregated by gender and ethnicity, and reported in compliance with all applicable state and federal privacy laws.
  - 14.1.2. The total number of community college courses by course category and type and by school site enrolled in by CCAP partnership participants.
  - 14.1.3. The total number and percentage of successful course completions, by course category and type and by school site, of CCAP partnership participants.
  - 14.1.4. The total number of full-time equivalent students generated by CCAP partnership community college district participants.
- 14.2. The School District and College shall work cooperatively for timely submission of said annual reports in accordance with any and all deadlines prescribed by the State Chancellor's Office.

## 15. CCAP AGREEMENT APPROVAL REQUIREMENTS

- 15.1. The College and School District shall ensure that the governing board of each district, at an open public meeting of that board, present this CCAP Agreement or any Appendix as an information item. The College and School District shall ensure that the governing board of each district, at a subsequent open public meeting of that board, shall take comments from the public and approve or disapprove this CCAP Agreement or any Appendix. (Ed. Code, § 76004, subd. (b))

- 15.2. Upon approval of this CCAP Agreement or any Appendix by the governing boards of both the College and School District, the College will provide a copy of this CCAP Agreement or any Appendix to the Chancellor's Office of the California Community Colleges prior to the start of the CCAP partnership. (Ed. Code, § 76004, subd. (c)(3))

16. PRIVACY OF STUDENT RECORDS

- 16.1. College and School District understand and agree that education records of students enrolled in a College course offered as part of this CCAP Agreement and personally identifiable information contained in those educational records are subject to the Family Educational Rights and Privacy Act (FERPA) 20 U.S.C. § 1232g; 34 C.F.R. Part 99, including the disclosure provisions of § 99.30 and state law as set forth in Education Code §§ 49064 and 49076). College and School District agree to hold all student education records generated pursuant to this CCAP Agreement in strict confidence, and further agrees not to re-disclose such records except as authorized by applicable law or regulation or by the parent or guardian's prior written consent. (34 C.F.R. § 99.33 (a), (b); 34 C.F.R. § 99.34(b) and Education Code §§ 49064 and 49076)
- 16.2. Limitation on Use. College and School District shall use each student education record that it may receive pursuant to this CCAP Agreement solely for a purpose(s) consistent with its authority to access that information pursuant to Federal and State law, as may be as applicable. (34 C.F.R. § 99.31, 34 C.F.R. § 99.34, and Education Code § 49076)
- 16.3. Recordkeeping Requirements. College and School District shall comply with the requirements governing maintenance of records of each request for access to and each disclosure of, student education records set forth under Title 34, Code of Federal Regulations § 99.32 and under Education Code § 49064 as applicable.
- 16.4. Acknowledgement of Receipt of Notice of FERPA Regulations. By signature of its authorized representative or agent on this CCAP Agreement, College and School District hereby acknowledges that it has been provided with the notice required under 34 C.F.R. § 99.33(d) that it is strictly prohibited from re-disclosing student education records to any other person or entity except as authorized by applicable law or regulation or by the parent or guardian's prior written consent.

17. INDEMNIFICATION

- 17.1. School District shall defend, indemnify and hold College, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this CCAP Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of School District, its officers, employees or agents.
- 17.2. College shall defend, indemnify and hold School District, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this CCAP Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of College, its officers, employees or agents.

18. INSURANCE

- 18.1. The School District shall secure and maintain in force during the entire term of this CCAP Agreement the following insurance coverage or an approved program of self-insurance with an

admitted California insurer duly licensed to engage in the business of insurance in the State of California, or public entity risk management Joint Powers Authority authorized to provide public liability and property damage insurance in the State of California.

18.1.1. General Liability insurance with a limit of not less than \$1,000,000 per occurrence, for bodily injury, property damage, personal injury, products and completed operations, and blanket contractual coverage, including but not limited to, the liability assumed under the indemnification provisions of this agreement.

The General Liability insurance coverage, shall be **endorsed** to name the Butte-Glenn Community College District, its officers, employees, and agents as additional insureds for the purpose of this CCAP Agreement.

18.1.2. Automobile Liability insurance, "any auto" with a limit of not less than \$1,000,000 combined single limit per accident for bodily injury and property damage.

The Automobile Liability insurance coverage, shall be **endorsed** to name the Butte-Glenn Community College District, its officers, employees, and agents as additional insureds for the purpose of this CCAP Agreement.

18.1.3. Workers' Compensation insurance with limits statutorily required by the State of California, and Employer's Liability insurance with limits of not less \$1,000,000 per accident for bodily injury or disease.

18.2. School District shall furnish the College with original certificates of insurance and endorsements evidencing the coverages, conditions, and limits required by this CCAP Agreement.

18.3. For the purpose of Workers' Compensation, School District shall be the "primary employer" for all its personnel who perform services as instructors and support staff. School District shall be solely responsible for processing, investigating, defending, and paying all workers' compensation claims by their respective School District personnel made in connection with performing services and receiving instruction under this CCAP Agreement. School District agrees to hold harmless, indemnify, and defend College, its officers, employees and agents from any liability resulting from its failure to process, investigate, defend, or pay any workers' compensation claims by School District personnel connected with providing services under this CCAP Agreement. School District is not responsible for non-School District personnel who may serve as instructors.

## 19. NON-DISCRIMINATION

19.1. Neither the School District nor the College shall discriminate on the basis of race or ethnicity, gender, nationality, physical or mental disability, sexual orientation, religion, or any other protected class under California State or federal law.

## 20. TERMINATION

20.1. Either party may terminate this CCAP Agreement by giving written notice specifying the effective date of such termination. The termination notice must be presented by January 15 for the following fall semester and by September 1 for the following spring semester.

## 21. FUNDS UNAVAILABLE

21.1. This CCAP Agreement may be terminated immediately by either party if funds become unavailable for the support of the CCAP Agreement. In the event termination is pursuant to this

paragraph, a notice specifying the reason for termination shall be sent as soon as possible after the termination.

**22. NOTICES**

22.1. Any and all notices under this CCAP Agreement shall be deemed given when personally delivered or deposited in the U.S. Mail, postage to be prepaid, to the following addresses:

BUTTE-GLENN COMMUNITY COLLEGE DISTRICT  
3536 Butte Campus Drive  
Oroville, CA 95965  
ATTN: Vice President for Administration

HAMILTON UNIFIED SCHOOL DISTRICT  
620 Canal Street  
Hamilton City, CA 95951  
ATTN: Superintendent

**23. ENTIRETY OF AGREEMENT**

23.1. This CCAP Agreement sets forth the entire agreement and understanding between the parties relating to the subject matter of this CCAP Agreement, and supersedes all prior written or oral representations and agreements with respect to the subject matter herein.

**24. AMENDMENTS**

24.1. This CCAP Agreement may be modified only by written amendments duly executed by the College and the School District.

**25. APPLICABLE LAW AND VENUE**

25.1. This CCAP Agreement shall be construed in accordance with and governed by the laws of the State of California.

**26. COMMUNITY COLLEGE DISTRICT BOUNDARIES**

26.1. For locations outside the geographical boundaries of Butte-Glenn Community College District, College will comply with the requirements of California Code of Regulations, title 5, sections 55300 et seq., or as amended, concerning approval by adjoining high school or community college districts and use of non-district facilities.

**27. SEVERABILITY**

27.1. If any term, provision, covenant, or condition of this CCAP Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remainder of the CCAP Agreement shall remain in full force and effect and in no way shall be affected, impaired, or invalidated.

**28. TERMS AND CONDITIONS**

28.1. The parties to this CCAP Agreement acknowledge that they have read and understood this CCAP Agreement completely, and will fully comply with all terms and conditions of this CCAP Agreement set forth herein.

29. COUNTERPARTS

29.1. This CCAP Agreement may be executed by the parties in separate counterparts, each of which when so executed and delivered shall be an original, but all such counterparts shall together constitute one and the same instrument.

IN WITNESS WHEREOF, the parties to this CCAP Agreement have executed this CCAP Agreement by their duly authorized representatives on the dates of their signatures.

**BUTTE-GLENN COMMUNITY COLLEGE DISTRICT**

**GRIDLEY UNIFIED SCHOOL DISTRICT**

By: \_\_\_\_\_  
 (Signature of person authorized to execute Agreement on behalf of College.)

By: \_\_\_\_\_  
 (Signature of person authorized to execute Agreement on behalf of School District.)

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**List of Attachments**

- CCAP Agreement Appendix
- Exhibit A – College and Career Access Pathways Agreement Instructor Agreement

<b>TO BE COMPLETED BY DISTRICT ONLY</b>					
The person preparing this contract must complete this section and obtain appropriate initials before contract will be approved.					
Initiating Department:	VPI	Preparer's Name & ID:	TANNA NEILSEN 3180821	Phone:	6108
Vendor Name:	HAMILTON UNIFIED SCHOOL DISTRICT		Vendor ID:		
PO Description (Max. 25 characters):					
Budget Code:	12.205.110.1.601010.55100	PO Amount:			
Contract Monitor Name (Person Who Approves Invoices):	TANNA NEILSEN			Phone:	EXT
Dept. Dean/Director Initials:		Dept. Vice President Initials:			
<b>Business Contracts Approval:</b>		<b>Purchase Order Number:</b>			



**BUTTE-GLENN COMMUNITY COLLEGE DISTRICT**  
3536 Butte Campus Drive, Oroville, CA 95965

**COLLEGE AND CAREER ACCESS PATHWAYS  
PARTNERSHIP AGREEMENT**

**APPENDIX**

WHEREAS, the College and Career Access Pathways Partnership Agreement ("CCAP Agreement") is between **Butte-Glenn Community College District** ("College") and **Hamilton Unified School District** ("School District"); and

WHEREAS, the College and the School District agree to record College and School District specific components of the CCAP Agreement using the CCAP Agreement Appendix to specify additional detail regarding, but not limited to: the total number of high school students to be served; the total number of full-time equivalent students projected to be claimed by the College for those students; the scope, nature, time, location and listing of community college courses to be offered; and the criteria to assess the ability of pupils to benefit from those courses. (Ed. Code, § 76004, subd. (c)(1))

NOW THEREFORE, the College and School District agree as follows:

**1. CCAP AGREEMENT**

1.1. The College and School District entered into this CCAP Agreement on **July 1, 2018**, pursuant to action of the governing boards of the College and School District.

1.1.1. COLLEGE BOARD MEETINGS

Information Board Meeting Date:	
Public Comment and Approval Board Meeting Dates:	

1.1.2. SCHOOL DISTRICT BOARD MEETINGS

Information Board Meeting Date:	
Public Comment and Approval Board Meeting Dates:	

**2. POINTS OF CONTACT**

2.1. College and School District points of contact for this CCAP Agreement: (Ed. Code, § 76004 (c)(2))

**COLLEGE**

Name:	Tanna Neilsen	Title:	Administrative Secretary
Telephone:	(530)879-6108	Email:	<a href="mailto:neilsenta@butte.edu">neilsenta@butte.edu</a>

**SCHOOL DISTRICT**

Name:	Cristina Rios	Title:	Administrative Assistant
Telephone:	(530)826-3261 x1009	Email:	<a href="mailto:crios@hudsdschools.org">crios@hudsdschools.org</a>

**3. STUDENT SELECTION**

3.1. College and School District shall adhere to the terms outlined in Section 3, Student Eligibility, Admission, Registration and Enrollment of the CCAP Agreement to select eligible students.

4. **CCAP AGREEMENT EDUCATION PROGRAM(S) AND COURSE(S).** The College has identified the following: program year; educational program(s) and course(s) to be offered at the said date, time and location; term; number of sections; the total number of students to be served and projected FTES; and the instructor and employer of record.

PROGRAM YEAR:	2018-19	EDUCATIONAL PROGRAM:	
SCHOOL DISTRICT:	Hamilton Unified School District	HIGH SCHOOL:	Hamilton High School

<b>TOTAL NUMBER OF STUDENTS TO BE SERVED:</b>	<b>TOTAL PROJECTED FTES:</b>
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COURSE NAME	COURSE NUMBER	TERM	# OF SECTIONS	TIME	DAYS/HOURS	INSTRUCTOR	EMPLOYER OF RECORD	LOCATION
							<input type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input type="checkbox"/> HS
							<input type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input type="checkbox"/> HS
							<input type="checkbox"/> CC <input type="checkbox"/> HS	<input type="checkbox"/> CC <input type="checkbox"/> HS

**Required:** Attach the course description for each course listed above. Each course description should include information regarding the nature and scope of the course.

**Required:** Describe the criteria used to assess the ability of pupils to benefit from the courses(s) offered: (Ed. Code, § 76004 (c)(1))

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5. **BOOKS AND INSTRUCTIONAL MATERIALS.** The total cost of books and instructional materials for School District students participating as part of this CCAP agreement will be borne by School District.

COURSE NAME	TEXT	COST	OTHER INSTRUCTIONAL MATERIALS	COST

6. **REIMBURSEMENT.**

- 6.1. Use of School District Instructor. For those courses in which a School District instructor is responsible for the instructional services for a course offered as part of this CCAP Agreement, the College will reimburse the School District **\$400.00 per section.**
- 6.2. Invoicing Procedures. Within 30 days after the end of each academic term, the School District shall provide an invoice to the College for reimbursement implied in this CCAP Agreement Appendix. The invoice must specify the course name, course number, term, instructor and the number of students served.



**7. FACILITIES USE.**

- 7.1. College and School District shall adhere to the terms outlined in Section 13, Facilities, of this CCAP Agreement.
- 7.2. School District as part of Section 13.1 of this CCAP Agreement, shall extend access and use of the following School District facilities:

BUILDING	CLASSROOM	DAYS	HOURS

**8. APPENDIX APPROVAL**

- 8.1. The College and School District shall ensure that the governing board of each district, at an open public meeting of that board, present this Appendix as an information item. The College and School District shall ensure that the governing board of each district, at a subsequent open public meeting of that board, shall take comments from the public and approve or disapprove this Appendix. (Ed. Code, § 76004, subd. (b))
- 8.2. Upon approval of this Appendix by the governing boards of both the College and School District, the College will provide a copy of this Appendix to the Chancellor’s Office of the California Community Colleges prior to the start of the course. (Ed. Code, § 76004, subd. (c)(3))

IN WITNESS WHEREOF, the parties to the CCAP Agreement have executed this CCAP Agreement Appendix by their duly authorized representatives on the dates of their signatures.

**BUTTE-GLENN COMMUNITY COLLEGE DISTRICT**

**HAMILTON UNIFIED SCHOOL DISTRICT**

By: \_\_\_\_\_  
 (Signature of person authorized to execute Appendix on behalf of College.)

By: \_\_\_\_\_  
 (Signature of person authorized to execute Appendix on behalf of School District.)

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_



**BUTTE-GLENN COMMUNITY COLLEGE DISTRICT**  
3536 Butte Campus Drive, Oroville, CA 95965

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**COLLEGE AND CAREER ACCESS PATHWAYS**  
**INSTRUCTOR AGREEMENT**

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This College and Career Access Pathways ("CCAP") Instructor Agreement ("CCAP Instructor Agreement") is made and entered into this \_\_\_\_\_ [DAY] of \_\_\_\_\_ [MONTH/YEAR], by the Butte-Glenn Community College District ("College") and [INSERT CCAP INSTRUCTOR NAME] ("CCAP Instructor") an employee of the **Hamilton Unified School District** ("School District") who is being assigned to the College on a part-time basis pursuant to Title 5, California Code of Regulations, Sections 58058 (b), and shall be an at-will and uncompensated temporary academic employee of the College on a limited basis during this part-time assignment pursuant to this Agreement.

**RECITALS**

**WHEREAS**, the College needs supervisory and instructional services with regard to instruction for classes offered by the College in cooperation with the School District, subject to the terms and conditions set forth in the separate College and Career Access Pathways ("CCAP") Partnership Agreement ("CCAP Agreement") between the College and the School District; and

**WHEREAS**, the School District has the experience, training, equipment and other resources, and qualified staff necessary to provide supervisory and instructional services in the area of [INSERT DESCRIPTION OF TRAINING PROGRAM] to School District students. Such training will be structured and designed with the goal of developing seamless pathways from high school to community college for career technical education or preparation for transfer, improving high school graduation rates, or helping high school pupils achieve college and career readiness; and,

**WHEREAS**, the authority for this CCAP Instructor Agreement includes Title 5, California Code of Regulations, Section 58058 (b) and Education Code section 76004.

**NOW, THEREFORE**, the parties to this CCAP Instructor Agreement hereby agree as follows:

1. The CCAP Instructor is an employee of School District but will be assigned to College as an at-will, uncompensated temporary academic employee of the College for the purposes of providing supervisory and instructional services as authorized by the separate CCAP Agreement, for the courses specifically described in the appendix to the CCAP Agreement, attached and incorporated herein as Attachment 1, which may be updated from time to time by the School District and College.
2. At all times during which the CCAP Instructor is providing supervisory and instructional services on behalf of the College, the College shall have the right to control and direct the instructional activities of the CCAP Instructor.
3. The College shall be responsible for providing the CCAP Instructor with an orientation, instructor's manual, course outlines, curriculum materials, testing and grading procedures, and any other materials and services it would provide to its hourly on-campus instructors.
4. The CCAP Instructor is responsible for the following.
  - 4.1. Meeting the "Minimum Qualifications" identified by the College, in compliance with Title 5, California Code of Regulations, Section 53410. Said minimum qualifications are attached hereto as Attachment 2.
  - 4.2. Complying with the fingerprinting requirements set forth in Education Code Section 45125 or as amended and the tuberculosis testing and risk assessment requirements of the California Health and Safety Code Section 121525 or as amendment.

- 4.3. Attending discipline-specific training and orientation provided by College regarding, but not limited to, course curriculum, assessment criteria, pedagogy, course philosophy, testing and grading procedures, record keeping, and other instructional responsibilities.
  - 4.4. Participating in professional development activities sponsored by the College and in ongoing collegial interaction to include, but not limited to address course content, course delivery, assessment, evaluation and/or research and development in the field.
  - 4.5. Being familiar with and comply with all relevant College policies, rules and regulations, including but not limited, to those related to student safety, grading, attendance, sexual harassment and discrimination.
  - 4.6. Complying with the supervision and control requirements outlined in Title 5, California Code of Regulations, Sections 58055 and 58056, which include but are not limited to the following.
  - 4.7. Being in sufficient physical proximity and range of communication to provide line-of-sight instructional supervision and control of students.
  - 4.8. Providing the supervision and control necessary for the protection of the health and safety of students.
  - 4.9. Ensuring that he/she does not have any other assigned duty during the hours of supervisory and instructional services provided pursuant to this CCAP Instructor Agreement.
  - 4.10. Ensuring that instructional services he/she provides adhere to the official course outlines of record and the student learning outcomes established by the College.
  - 4.11. Ensuring and reporting accurate and current daily student attendance records.
  - 4.12. Ensuring and reporting the accurate calculation of final student grades and the prompt submission of them to the College.
5. The term of this CCAP Instructor Agreement shall be for the period of [DATE] through [DATE].
  6. For purposes of indemnification and defense of any claims, actions or lawsuits, pursuant to Section 17 of the CCAP Agreement, the CCAP Instructor shall be considered an employee of the College only during those times when he/she is actually performing supervisory and instructional services on behalf of the College, except that any worker's compensation claims filed by the CCAP Instructor shall be filed with the School District pursuant to CCAP Agreement Section 18.1.3.
  7. The College may terminate this CCAP Instructor Agreement at any time, in the College's sole and exclusive discretion, upon written notice to the CCAP Instructor.
  8. The CCAP Instructor may terminate this CCAP Instructor Agreement, in the CCAP Instructor's sole and exclusive discretion, by providing the College with thirty (30) days' prior written notice.

***[SIGNATURE PAGE FOLLOWS]***

**IN WITNESS WHEREOF**, the parties enter into this Career and College Access Pathway Instructor Agreement as of the date executed by the College.

**BUTTE-GLENN COMMUNITY COLLEGE DISTRICT**

**CCAP INSTRUCTOR**

By: \_\_\_\_\_  
(Signature of person authorized to execute agreement.)

By: \_\_\_\_\_  
(Signature of person authorized to execute agreement.)

Name: Andrew B. Suleski

Name: \_\_\_\_\_

Title: Vice President for Administration

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**TO BE COMPLETED BY COLLEGE ONLY**

*Approved by Human Resources*

*Approved by Dean of Instruction*

By: \_\_\_\_\_

By: \_\_\_\_\_

Name: \_\_\_\_\_

Name: \_\_\_\_\_

Title: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Date: \_\_\_\_\_

**CAREER AND COLLEGE ACCESS PATHWAYS INSTRUCTOR AGREEMENT  
ATTACHMENT 2  
MINIMUM QUALIFICATIONS**

**CAREER AND COLLEGE ACCESS PATHWAYS INSTRUCTOR AGREEMENT  
ATTACHMENT 2  
MINIMUM QUALIFICATIONS**

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CCAP Instructor shall meet the Minimum Qualifications listed herein:

*[INSERT MINIMUM QUALIFICATIONS]*

# NOTICE OF SITE VISIT

## BY A CHILD CARE LICENSING OFFICE REPRESENTATIVE

A site visit or complaint investigation was conducted at:

HAMILTON HIGH STATE PRESCHOOL

115400763 ON 04/24/2018

1. Were regulatory violations issued during this visit?  Yes  No
2. If regulatory violations were cited, would they pose an immediate risk to the health and safety of children in care, if not corrected (Type A)?  Yes  No
3. If regulatory violations were cited, could they become a risk to the health, safety, or personal rights of children in care if not corrected (Type B)? (Examples include a recordkeeping violation that would impact the care of children or a violation that would impact those services required to meet children's needs.)  Yes  No

**ONLY VISIT REPORTS DOCUMENTING TYPE A VIOLATIONS AND CORRECTIONS OF VIOLATIONS MUST BE POSTED IN THE CHILD CARE FACILITY FOR 30 CONSECUTIVE DAYS.**

Regardless of whether or not this child care facility is required to post a copy of today's site visit report, you may view the report at the facility or obtain one by contacting the local Child Care Regional Office at:

CCLD Regional Office  
520 COHASSET RD., SUITE 170  
CHICO, CA 95926

Regional Office Contact Person: David Wilson

Contact Person Telephone Number: (530) 513-0993

**THIS NOTICE MUST BE POSTED FOR 30 DAYS**

May 24, 18

**FACILITY EVALUATION REPORT**

<b>FACILITY NAME:</b>	HAMILTON HIGH STATE PRESCHOOL	<b>FACILITY NUMBER:</b>	115400763
<b>ADMINISTRATOR:</b>	VOGELESANG, MARGRIT	<b>FACILITY TYPE:</b>	850
<b>ADDRESS:</b>	290 6TH ST	<b>TELEPHONE:</b>	(530) 826-0341
<b>CITY:</b>	HAMILTON CITY	<b>STATE:</b>	CA
<b>CAPACITY:</b>	30	<b>ZIP CODE:</b>	95951
<b>TYPE OF VISIT:</b>	Annual/Random	<b>CENSUS:</b>	22
<b>MET WITH:</b>	Director Margrit Vogelsang	<b>UNANNOUNCED</b>	
		<b>DATE:</b>	04/24/2018
		<b>TIME BEGAN:</b>	09:00 AM
		<b>TIME COMPLETED:</b>	10:30 AM

**NARRATIVE**

1 An inspection was made to the facility by LPA David Wilson. The facility file was reviewed prior to this inspection. This is a  
2 Title 5 program operated by Hamilton Union High School. Operating hours are 8am-12pm, Mon-Fri. This facility is closed  
3 during summer from the months (some dates) of June and July. The facility was toured inside and outside and the floor and  
4 yard plan were verified. The items which could pose a danger to children (detergents, cleaning compounds and  
5 medications) were inaccessible to children. Poisons are not stored on site. The facility was free of flies, insects and rodents.  
6 The toys, floors, desks and other equipment and surfaces appeared clean, toxic free, safe and in good condition. There is  
7 uncontaminated drinking water available to children both indoors and outdoors. The children's bathrooms appeared in safe  
8 and sanitary condition. A current menu was posted. Food prep areas are clean. Food is prepared at the high school and  
9 breakfast and lunch is provided. Garbage cans containing solid waste have tight fitting lids. The playground was free of  
10 hazards. The playground equipment and surface areas appeared in safe condition. There is adequate cushioning  
11 underneath climbing structures and/or play equipment sufficient to absorb falls. There were no bodies of water observed.  
12 The director stated no weapons are stored on site and none were observed. During today's inspection, staffing ratios were  
13 being met and children were being properly supervised. The facility was operating within the licensed capacity. At least one  
14 staff member present possessed current CPR and First Aid certifications. Children's records were reviewed and contained  
15 identification forms with authorized representative information, as well as medical assessments. Staff records were  
16 reviewed and contained proof of required immunization's. The sign in/out procedure was reviewed and in compliance. This  
17 facility is providing Incidental Medical Services – IMS. LPA reviewed storage of medication and equipment/supplies. For  
18 IMS information see Evaluator Manual - Regulation Interpretations and Procedures for Child Care Centers Sections 101173  
19 and 101226. The following information regarding ADA was provided: US Department of Justice (USDOJ) toll-free ADA  
20 Information Line at (800) 514-0301 (voice)/ (800) 514-0383 (TTY) and link to publication: Commonly Asked Questions  
21 about Child Care Centers and the ADA, available at: [www.ada.gov/childqanda.htm](http://www.ada.gov/childqanda.htm). This report was reviewed and discussed  
22 with the director. All licensing reports are public information and must be made available upon request for at least three  
23 years.

22 **Notice of Site Visit shall be posted for 30 days from today's visit.**

23  
24 There were no Title 22 deficiencies cited during today's inspection.  
25

**SUPERVISOR'S NAME:** Jordan Monath

**TELEPHONE:** (530) 513-1214

**LICENSING EVALUATOR NAME:** David Wilson

**TELEPHONE:** (530) 513-0993

**LICENSING EVALUATOR SIGNATURE:**



**DATE:** 04/24/2018

I acknowledge receipt of this form and understand my licensing appeal rights as explained and received.

**FACILITY REPRESENTATIVE SIGNATURE:**



**DATE:** 04/24/2018

This report must be available at Child Care and Group Home facilities for public review for 3 years.



## Program Self-Evaluation Process Fiscal Year 2017–18

**Contractor Legal Name: (Full Spelling of Legal Name only; no acronyms or site names)**

Hamilton Unified School District

**Four-Digit Vendor Number:**

7656

**Contract Type(s): (CSPP, CCTR, CHAN, CFCC, CMIG, CRRP, CAPP, C2AP, C3AP, CMAP)**

CSPP   
  CCTR   
  CHAN   
  CFCC   
  CMIG   
  CRRP   
  CAPP   
  C2AP   
  C3AP   
  CMAP

**Age Group(s):**

Infant/Toddler                     
  Preschool                                     
  School Age

**Program Director Name (as listed in the Child Development Management Information System):**

Margrit Vogelesang

**Program Director Phone Number:**

(530) 826-0341

**Program Director E-mail:**

mvogelesang@hudschools.org

**Check each box verifying the collection, analysis, and integration of each assessment data toward ongoing program improvement for all applicable contract types.**

- Program Review Instrument FY 2017–18 – All Contract Types:  
<https://www.cde.ca.gov/ta/cr/documents/eesos1718.pdf>
- Desired Results Parent Survey – All Contract Types:  
<https://www.cde.ca.gov/sp/cd/ci/documents/parentsurvey.doc>
- Age Appropriate Environment Rating Scales – Center-based/CFCC Contracts Types:  
<http://www.ersi.info/ecers.html>
- Desired Results Developmental Profile and DRDPtech Reports - Center-based/CFCC Contracts Types:  
<https://www.desiredresults.us/drdp-forms>

**Statement of Completion:** I certify that all documents required as a part of the PSE have been completed and are available for review and/or submittal upon request.

**Name of Executive or Program Director as listed in the Child Development Management Information System:**

Charles Tracy

**Signature of Executive or Program Director listed above:**

**Phone Number:**

(530) 826-3261

**Date:**

Scan and submit the signed PSE, all four (4) pages, together including additional pages, to  
[FY1718PSE@CDE.CA.GOV](mailto:FY1718PSE@CDE.CA.GOV) using the fiscal year and the contractor's legal name in the subject line (example:  
 17-18 XYZ School District).

## Summary of Program Self-Evaluation Fiscal Year 2017–18

Using a narrative format, summarize the staff and board member participation in the PSE process:  
**Answers are not limited to space provided. Attach additional sheets as necessary.**

Hamilton High State Preschool started the program self-evaluation process in November imputing DRDP scores. The scores were tallied, and all teachers (Margrit Vogelesang, Teresa Leal, Irma Garcia) reviewed and created goals in four areas. Trainings from CPIN helped us to attain success in reaching our goals in the literacy area.

In November Heidi Gonzales from QRIS, completed an ECERS on our classroom. The baseline was sent to us in January. The teachers reviewed the result in February. Actions steps were created, written and taken in April.

Parents had opportunity to attend four advisory meetings. They learned of the schools yearly goals, and were able to share concerns or suggestions. The parents also created individual goals for their children during the two parent conferences. Parent surveys were handed out during the March parent meeting, and again at the parent conference. 17 parents completed surveys.

The program review instrument was completed in April by the director, Margrit Vogelesang.

The board and superintendent will review the self-evaluation on May 22.

1. Provide a summary of the program areas that did not meet standards and a list of tasks needed to improve those areas. **Answers are not limited to space provided. Attach additional sheets as necessary.**

1. ECERS: Eight items were identified and documented for improvement. All staff were informed of changes, and goals listed on the yearly goal sheet. Some of the changes were to have children wash hands before they arrive, date all art work, order three types of paint, label nature living tins in science area, purchase mirrors in for better supervision, add more ethnic puppets, and add more male items to dramatic play center. The goals will be extended to next year as well.

2. DRDP: The DRDP's were completed in November, and entered into DRDP tech. In January staff, pulled four low measures, and gave written suggestions on how to improve children's skills. The suggestions were posted, and parents were informed during a parent meeting of the schools goals. Some changes included more bean bag use, label feelings, acting out stories, providing manipulatives to count, and more flannel board stories. We've had monthly trainings with C-PIN to help us attain these goals as well.

3. Parent Surveys: Five families were satisfied with interactions with other parents, and parent involvement. We will continue to have parents sign ups to volunteer for class time, activity ideas, and services. Parent advisory meetings will also continue four times a year. Next year parents will be required to attend two parent meetings.

2. Provide a summary of areas that met standards and a summary of procedures for ongoing monitoring to ensure that those areas continue to meet standards. **Answers are not limited to space provided. Attach additional sheets as necessary.**

In our ECER report we scored 7 in indoor space, room arrangement for play, gross motor equipment, greeting / departure, fine motor, music and movement, discipline, staff-child interactions, interactions among children, schedule, free play, group time, and provisions for children with disabilities.

The parent survey results showed 13 families were very satisfied with the overall quality of the program, and only two families were satisfied. Two thirds of parents felt very satisfied with receiving information about the program. One third was satisfied. Three fourths of families were very satisfied with characteristics such as cultural activities, interactions between staff and children, background and experience of staff, and health and safety policies and procedures.

01: It states in our handbook parents are expected to attend two parent meetings, and volunteer in two activities. It also states our open door policy with the mandatory immunizations. Parents are asked to join the Parent Advisory committee, and attend two parent/ teacher conferences a year. School goals are shared with parents and posted on the parent board.

02: Families who enroll into Hamilton High State Preschool must complete all required documentation, and a file has been created. Eligibility is determined once per contract period.

04: Attendance is collected and recorded daily. A tracking sheet charts excused, unexcused and best interest days. Parents sign in /out students, and document reason for absence.

06: The main office maintains an inventory record for all equipment. It is printed on a spread sheet.

2. Provide a summary of areas that met standards and a summary of procedures for ongoing monitoring to ensure that those areas continue to meet standards. **Answers are not limited to space provided. Attach additional sheets as necessary.**

08: Our program participates in the DRDP's. We distribute a parent survey during parent meetings and parent conferences. Children have a portfolio with assessment records, and samples. These findings are shared with parents during conference time. The summary of findings for individual children and for the group are used to create yearly goals.

09: A self-evaluation binder collects DRDP results, parent surveys, ECERS, program instrument, and is used to create yearly goals.

10: The parent board posts current license.

11: Staff conducts weekly meetings or trainings and is documented in a folder. Year goals were created with the help of CPIN. All staff descriptions are located at main office.

12: Qualified teacher records are located at main office.

13: There are 24 children enrolled, and three staff on floor.

14: Upon enrollment, family's income is collected in a folder and rated according to rank.

15: At enrollment parents receive a notice of action, and a copy of the parent appeal.

16: It states on the parent board and in the handbook the program refrains from religious instruction and worship.

18: The Environmental Rating Scale was completed by QRIS. Our self-evaluation works on these goals which were scored lower than a 5.

19: The monthly menu, and eating guidelines are posted on parent board, and all children's allergies are posted near food prep area.

20: Information was given to families regarding PCIT, dental van dates, car seat installation, and first five calendars.

**Hamilton High School  
Class of 2018  
California Golden State Seal Merit Diploma Recipients**

Hamilton Unified School District is pleased to announce the graduating recipients of the Golden State Seal Merit Diploma. The Golden State Seal Merit Diploma (GSSMD) insignia is awarded jointly by the State Board of Education and the State Superintendent of Public Instruction to recognize students who have demonstrated mastery of the high school curriculum in at least six subject areas.

Each local educational agency that confers high school diplomas is required, by state law, to identify students who qualify and to affix the GSSMD insignia to the diploma and transcript of each qualifying graduate.

Approximately 60,000 graduates receive a GSSMD insignia affixed to their high school diploma each year.

Students must meet the eligibility requirements in the following subjects:

- English-language Arts
- Mathematics
- Science
- U.S. History
- Two other subject matter areas

Hamilton High School and HUSD are proud to recognize the following Hamilton High School students (27 total) who have earned the honor of a Golden State Seal on their diploma and transcript:

<b>Student Name</b>
Connor Avrit
Miguel Bejarano
Daniela Cisneros
Roberto Cisneros
Briando Contreras
Mallory Cummings
Izabel Diaz
Christopher Engel
Gisselle Flores
Antonio Flores-Rodriguez
Jaden Foard
Tate Gruenwald
Javier Hernandez
Daniela Hernandez
Patrick Irick
Cort Johnson
Mori Leveroni
Idalis Lujan
Nikolas Mancilla
Mariana Murillo
Vanessa Padilla
Santino Perea
Julio Ramos
Kylee Rush
Carolina Sandoval
Katheryn Valle
John Zuppan

012 HAMILTON UNIFIED SCHOOL DIST. J69258  
 BATCH 38, APRIL 25, 2018

APY500 L.00.12 03/29/18 16:36 PAGE 1  
 << Open >>

ACCOUNTS PAYABLE PRELIST  
 BATCH: 0038 BATCH 38; APRIL 25, 2018  
 Fund : 01 GENERAL FUND

Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	ABA num	Account num	Sit	BdR	DD	T9MPS	Liq Amt	Net Amount	
001027/00	GUADALUPE MERCADO																			

PV-000166 03/29/2018 CORRECT 3/30/18 PAYROLL ERROR 01-0000-0-0000-0000-9201-000-000-0000-0000 NN  
 TOTAL PAYMENT AMOUNT 2,732.60 \*

TOTAL FUND	PAYMENT	2,732.60	**																	2,732.60
TOTAL BATCH	PAYMENT	2,732.60	***															0.00		2,732.60
TOTAL DISTRICT	PAYMENT	2,732.60	****															0.00		2,732.60
TOTAL FOR ALL DISTRICTS:		2,732.60	****															0.00		2,732.60

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

<i>Kirsten Hammer</i>		Date
Prepared by		Date
Authorized by		Date

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type Fd Res	Y	Goal	Func	Obj	Sit	Bdr	DD	T9MPS	Account num	Liq Amt	Net Amount
000008/00	CALIFORNIA'S VALUED TRUST H/W														
PO-000444	04/18/2018	MAY 2018		1	01	0000	0	0000	0000	9571	000	0000	NN P	0.00	27,273.25
PO-000444	04/18/2018	MAY 2018		2	01	0000	0	0000	0000	9572	000	0000	NN P	0.00	63,859.17
PO-000444	04/18/2018	MAY 2018		3	01	0000	0	0000	0000	9573	000	0000	NN P	0.00	8,445.24
TOTAL PAYMENT AMOUNT															
99,577.66 *															

000584/00	STANDARD														
PO-000408	03/20/2018	APR CT503202 DIV3000		1	01	0000	0	0000	0000	9573	000	0000	NN P	0.00	344.44
TOTAL PAYMENT AMOUNT															
344.44 *															

TOTAL Fund	PAYMENT	99,922.10	**											99,922.10
TOTAL BATCH	PAYMENT	99,922.10	***											99,922.10
TOTAL DISTRICT	PAYMENT	99,922.10	****											99,922.10
TOTAL FOR ALL DISTRICTS:		99,922.10	****											99,922.10

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

Prepared by	Date
Center Hamman	4/24/18
Authorized by	Date



ACCOUNTS PAYABLE PRELIST  
 BATCH: 0043 BATCH 43; MAY 22 2018  
 Fund : 01 GENERAL FUND

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	Fd Res	Y Goal	Func Obj	ABA num	Account num	Liq Amt	Net Amount
000156/00	CASBO										
180411	PO-018509	04/19/2018 1223-K HAMMAN CERT		1 01-0000-0-0000-7300-5890-000-000-00000	NN	F		400.00 *		400.00	400.00
TOTAL PAYMENT AMOUNT											400.00
001054/00	CLYDE CROSBY										
PV-000184	04/16/2018	SACRAMENTO ZOO TRIP		01-0000-0-0000-3600-5200-000-000-00000	NN						15.00
PV-000184	04/16/2018	SAN JOSE BODY WORLD TRIP		01-0000-0-0000-3600-5200-000-000-00000	NN						40.00
TOTAL PAYMENT AMOUNT											55.00
000198/00	CSU, CHICO										
180384	PO-018482	04/19/2018 1223-K HAMMAN CERT		1 01-0000-0-0000-2700-5890-000-000-00000	NN	F		275.00 *		275.00	275.00
TOTAL PAYMENT AMOUNT											275.00
000201/00	FOLLETT SCHOOL SOLUTIONS INC										
180336	PO-018434	02/27/2018 788244-2		1 01-0000-0-1110-2420-4300-000-026-00000	NN	P				680.04	680.04
180336	PO-018434	04/13/2018 788244F		1 01-0000-0-1110-2420-4300-000-026-00000	NN	P				129.75	129.75
TOTAL PAYMENT AMOUNT											809.79
000445/00	IT SAVVY										
180516	PO-018614	04/22/2018 01025743		1 01-9150-0-0000-2420-5890-000-000-00000	NN	F		1,254.60 *		1,254.60	1,254.60
TOTAL PAYMENT AMOUNT											1,254.60
000973/00	JIVE COMMUNICATIONS INC										
PO-000442	04/01/2018	APRIL VIOP 999349		1 01-0000-0-0000-2700-5990-000-000-00000	NN	P				0.00	1,230.74
PO-000442	04/01/2018	APRIL DATA 1005381		1 01-0000-0-0000-2700-5990-000-000-00000	NN	P				0.00	350.62
TOTAL PAYMENT AMOUNT											1,581.36
001136/00	JOLENE TOWNE										
180187	PO-018285	04/20/2018 ACSA MEAL/MILES APRIL 2018		1 01-0000-0-0000-2700-5200-000-000-00000	NN	F		250.31 *		237.59	250.31
TOTAL PAYMENT AMOUNT											250.31



012 HAMILTON UNIFIED SCHOOL DIST. J70921  
BATCH 43; MAY 22 2018

APY500 L.00.12 04/27/18 14:12 PAGE 3  
<< Open >>

ACCOUNTS PAYABLE PRELIST  
BATCH: 0043 BATCH 43; MAY 22 2018  
Fund : 11 ADULT EDUCATION

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

002036/00 TOYOTA MATERIAL HANDLING

180505 PO-018603 04/18/2018 M76938

1 11-6391-0-4110-1000-4300-000-021-000000 NN F  
TOTAL PAYMENT AMOUNT 154.44 \* 164.44 154.44

TOTAL Fund PAYMENT 154.44 \*\* 154.44

012 HAMILTON UNIFIED SCHOOL DIST. J70921  
BATCH 43; MAY 22 2018

APY500 L.00.12 04/27/18 14:12 PAGE 4  
<< Open >>

ACCOUNTS PAYABLE PRELIST  
BATCH: 0043 BATCH 43; MAY 22 2018  
Fund : 13 CAFETERIA

Vendor/Addr Remit name Date Description  
Req Reference Date Description

Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	ABA num	Account num	Liq Amt	Net Amount
000764/00	DANIELSON CO									
PO-000425	04/26/2018	163864	1	13-5310-0-0000-3700-4300-000-0000-000000	NN	P			0.00	243.71
PO-000425	04/26/2018	163876	1	13-5310-0-0000-3700-4300-000-0000-000000	NN	P			0.00	106.70
PO-000425	04/26/2018	163876	2	13-5310-0-0000-3700-4700-000-0000-000000	NN	P			0.00	1,479.33
PO-000425	04/23/2018	163864	2	13-5310-0-0000-3700-4700-000-0000-000000	NN	P			0.00	1,147.23
TOTAL PAYMENT AMOUNT										2,976.97 *

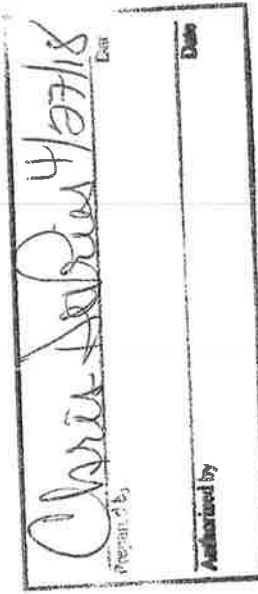
Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	ABA num	Account num	Liq Amt	Net Amount
000592/00	MISSION UNIFORM & LINEN									
PO-000405	04/19/2018	507207209	1	13-5310-0-0000-3700-4300-000-0000-000000	NN	P			0.00	67.66
PO-000405	04/19/2018	507207208	1	13-5310-0-0000-3700-4300-000-0000-000000	NN	P			0.00	37.01
TOTAL PAYMENT AMOUNT										104.67 *

Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	ABA num	Account num	Liq Amt	Net Amount
000763/00	PROPACIFIC FRESH									
PO-000407	04/23/2018	6571056	1	13-5310-0-0000-3700-4700-000-0000-000000	NN	P			0.00	676.12
PO-000407	04/23/2018	65710964	1	13-5310-0-0000-3700-4700-000-0000-000000	NN	P			0.00	1,181.98
TOTAL PAYMENT AMOUNT										1,858.10 *

TOTAL Fund	PAYMENT	4,939.74	**							4,939.74
TOTAL BATCH PAYMENT		29,735.70	***						0.00	29,735.70
TOTAL DISTRICT PAYMENT		29,735.70	****						0.00	29,735.70
TOTAL FOR ALL DISTRICTS:		29,735.70	****						0.00	29,735.70

Number of checks to be printed: 17, not counting voids due to stub overflows.

Printed: 04/27/2018 14:13:39



Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	Sit	Bdr	DD	Account num	Liq Amt	Net Amount	
000010/00	ALHAMBRA & SIERRA SPRINGS															
PO-000406	04/27/2018	APR HS 9858589 042718		1	01-0000-0-0000-2700-4300-100-000-00000	NN	P							0.00	4.49	
PO-000406	04/27/2018	APR MT 9858589 042718		2	01-8150-0-0000-8100-4300-000-000-00000	NN	P							0.00	8.99	
PO-000406	04/27/2018	APR ELEM 9858589 042718		3	01-0000-0-3200-1000-4300-000-000-00000	NN	P							0.00	13.50	
PO-000406	04/27/2018	APR ELEM 9858589 042718		4	01-0000-0-0000-2700-4300-800-000-00000	NN	P							0.00	32.99	
		TOTAL PAYMENT AMOUNT													59.97 *	59.97
001075/00	AT&T															
PO-000403	04/12/2018	11204609		1	01-0000-0-0000-2700-5990-000-000-00000	NN	P							0.00	26.63	
		TOTAL PAYMENT AMOUNT													26.63 *	26.63
000464/00	BERTHA CARTER															
PV-000188	04/30/2018	REIMB CLASS SUPPLIES			01-0801-0-1110-1000-4300-000-563-00000	NN									84.79	84.79
		TOTAL PAYMENT AMOUNT													84.79 *	84.79
000053/00	CALIFORNIA WATER SERVICE CO															
PO-000422	04/26/2018	MAY 4328876467		1	01-0000-0-0000-8100-5590-000-000-00000	NN	P							0.00	154.76	
PO-000422	04/26/2018	MAY 3624177777		1	01-0000-0-0000-8100-5590-000-000-00000	NN	P							0.00	19.32	
PO-000422	04/26/2018	MAY 0669843652		1	01-0000-0-0000-8100-5590-000-000-00000	NN	P							0.00	235.41	
PO-000422	04/26/2018	MAY 6314177777		1	01-0000-0-0000-8100-5590-000-000-00000	NN	P							0.00	156.84	
PO-000422	04/26/2018	MAY 7314177777		1	01-0000-0-0000-8100-5590-000-000-00000	NN	P							0.00	538.29	
		TOTAL PAYMENT AMOUNT													1,104.62 *	1,104.62
001498/00	CHRISTY WHITE ASSOCIATES															
PO-000446	04/24/2018	16-17 DIST 14187		2	01-0000-0-0000-7191-5810-000-000-00000	NN	P							0.00	1,670.00	
		TOTAL PAYMENT AMOUNT													1,670.00 *	1,670.00
000563/00	DIANE HOLLIMAN															
PV-000185	04/24/2018	APRIL MILEAGE			01-0000-0-0000-7300-5200-000-000-00000	NN									49.64	49.64
		TOTAL PAYMENT AMOUNT													49.64 *	49.64

Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	ABA num	Account num	Liq Amt	Net Amount
000162/00	GRAINGER														
PO-000409	04/23/2018	9766569926												0.00	20.62
TOTAL PAYMENT AMOUNT														20.62	20.62
000113/00	HAMILTON CITY COMMUNITY SVC														
PO-000414	05/01/2018	MAY-JUNE ELLAB												0.00	72.28
PO-000414	05/01/2018	MAY-JUNE COMDAY												0.00	72.28
PO-000414	05/01/2018	MAY-JUNE ELEM												0.00	2,168.44
PO-000414	05/01/2018	MAY-JUNE HS												0.00	1,517.91
TOTAL PAYMENT AMOUNT														3,830.91	3,830.91
000114/00	HAMILTON UNIFIED REVOLVING FND														
PV-000186	04/24/2018	CK#1629 US BANK PMT												0.00	169.46
TOTAL PAYMENT AMOUNT														169.46	169.46
000072/00	HILLIYARD														
PO-000412	04/25/2018	602964146												0.00	831.98
TOTAL PAYMENT AMOUNT														831.98	831.98
001283/00	JOHN'S TIRE & MUFFLER SERVICE	943171305													
PO-000410	04/25/2018	152115												0.00	57.59
TOTAL PAYMENT AMOUNT														57.59	57.59
001136/00	JOLENE TORNE														
180485	PO-018583	05/02/2018	CASBO MAY MEAL/MILE APRPV181											193.95	193.95
TOTAL PAYMENT AMOUNT														193.95	193.95
000217/00	KELLY LANGAN														
PV-000187	04/24/2018	REIMB TRAVEL COSTS												0.00	119.43
TOTAL PAYMENT AMOUNT														119.43	119.43

Vendor/Addr Reg Reference Date	Remit name Date	Description	Tax ID num	Deposit type Fd Res Y	Goal Func Obj	ABA num Sit Bdr DD	Account num T9MPS	Liq Amt	Net Amount
000560/00	MEDCO								
180502	PO-018600	04/17/2018 IN90161569		1	01-0000-0-1110-1000-4300-100-0006-000000	NN P	432.93 *	432.93	432.93
TOTAL PAYMENT AMOUNT									432.93
000524/00	MJB WELDING SUPPLY								
180117	PO-018215	04/20/2018 01201948		2	01-0350-0-6000-1000-4300-000-053-000000	NN P	339.00 *	339.00	339.00
TOTAL PAYMENT AMOUNT									339.00
000084/00	PG&E								
PO-000416	04/24/2018	APR ELEM 3699672995-4		1	01-0000-0-0000-8100-5590-000-000-000000	NN P		0.00	4,205.02
PO-000416	04/24/2018	APR HS 9921774729-6		1	01-0000-0-0000-8100-5590-000-000-000000	NN P		0.00	7,915.70
TOTAL PAYMENT AMOUNT									12,120.72 *
000134/00	QUILL CORPORATION								
180510	PO-018608	04/18/2018 6470243		1	01-3010-0-1110-1000-4300-000-000-000000	NN P		1.19	1.19
180510	PO-018608	04/18/2018 6474855		1	01-3010-0-1110-1000-4300-000-000-000000	NN P		1.19	1.19
180510	PO-018608	04/18/2018 6471207		1	01-3010-0-1110-1000-4300-000-000-000000	NN P		13.09	13.09
180510	PO-018608	04/18/2018 6476490		1	01-3010-0-1110-1000-4300-000-000-000000	NN F		52.22	52.22
180511	PO-018609	04/18/2018 6471078		1	01-0000-0-1110-1000-4300-800-000-000000	NN P		16.03	16.03
180511	PO-018609	04/18/2018 6477126		1	01-0000-0-1110-1000-4300-800-000-000000	NN P		9.26	9.26
180511	PO-018609	04/18/2018 6471699		1	01-0000-0-1110-1000-4300-800-000-000000	NN F	114.13 *	21.16	21.16
TOTAL PAYMENT AMOUNT									114.13
002014/00	SPECIALIZED FIBERS								
CL-000038	05/03/2018	SF5783			01-1100-0-1110-1000-5890-000-000-000000	NN F	250.00 *	250.00	250.00
TOTAL PAYMENT AMOUNT									250.00
002012/00	UNITED GROCERS								
180498	PO-018596	04/11/2018 40018583-OPEN HOUSE SUPP		1	01-0000-0-1110-1000-4300-100-000-000000	NN F	266.28 *	200.00	266.28
TOTAL PAYMENT AMOUNT									266.28

Vendor/Addr	Remit name	Date	Description	Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	ABA num	Sit	Bdr	DD	Account num	T9MPS	Liq Amt	Net Amount	
000377/00	WASTE MANAGEMENT																		
	PO-000402	05/01/2018	MAY HS MAINT		1	01	0000	0	0000	8100	5590	000	000	000000	NN	P	0.00	789.80	
	PO-000402	05/01/2018	MAY HS CAFE		1	01	0000	0	0000	8100	5590	000	000	000000	NN	P	0.00	197.45	
	PO-000402	05/01/2018	MAY ELEM MAINT		1	01	0000	0	0000	8100	5590	000	000	000000	NN	P	0.00	255.71	
	PO-000402	05/01/2018	MAY ELEM CAFE		1	01	0000	0	0000	8100	5590	000	000	000000	NN	P	0.00	197.45	
	TOTAL PAYMENT AMOUNT																		
																	1,440.41	*	1,440.41

TOTAL Fund PAYMENT 23,183.06 \*\*  
 23,183.06



012 HAMILTON UNIFIED SCHOOL DIST. J71434  
BATCH 44; MAY 22 2018

ACCOUNTS RECEIVABLE PRELIST APY500 L.00.12 05/04/18 15:20 PAGE 5  
BATCH: 0044 BATCH 44; MAY 22 2018  
Fund : 12 CHILD DEVELOPMENT << Open >>

Vendor/Addr Remit name  
Req Reference Date Description  
000113/00 HAMILTON CITY COMMUNITY SVC

Tax ID num Deposit type ABA num Account num  
Fd Res Y Goal Func Obj Sit Bdr DD T9MPS Liq Amt Net Amount

PO-000414 05/01/2018 MAY-JUNE PRESCH

3 12-6105-0-1110-1000-5890-000-000-000000 NN P 0.00 72.28  
TOTAL PAYMENT AMOUNT 72.28 \* 72.28

TOTAL Fund PAYMENT 72.28 \*\* 72.28

Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	Sit	BdR	DD	T9MPS	ABA num	Account num	Liq Amt	Net Amount	
000764/00	DANIELSON CO																			
		PO-000425	04/30/2018	164615		1	15	-5310	-0	-0000	-3700	-4300	-000	-000000	NN	P		0.00	105.06	
		PO-000425	04/30/2018	164615		2	15	-5310	-0	-0000	-3700	-4700	-000	-000000	NN	P		0.00	1,773.13	
		PO-000425	04/30/2018	164448		1	13	-5310	-0	-0000	-3700	-4300	-000	-000000	NN	P		0.00	145.73	
		PO-000425	04/30/2018	164448		2	13	-5310	-0	-0000	-3700	-4700	-000	-000000	NN	P		0.00	721.20	
		PO-000425	04/30/2018	164448		4	13	-5310	-0	-0000	-3700	-4300	-000	-000000	NN	P		0.00	35.55	
		PO-000425	04/30/2018	164448		5	13	-5310	-0	-0000	-3700	-4700	-000	-000000	NN	P		0.00	126.32	
																		2,906.99	2,906.99	

000176/00 GLENN CO ENVIRONMENTAL HEALTH 946000691

		PV-000189	05/01/2018	HS CAFE LIC-IN0006324			13	-5310	-0	-0000	-3700	-5890	-000	-000000	NN					200.00
																				200.00

000592/00 MISSION UNIFORM & LINEN

		PO-000405	05/03/2018	507302345		1	13	-5310	-0	-0000	-3700	-4300	-000	-000000	NN	P		0.00	37.01	
		PO-000405	05/03/2018	507302346		1	13	-5310	-0	-0000	-3700	-4300	-000	-000000	NN	P		0.00	67.66	
																				104.67

000763/00 PROPACIFIC FRESH

		PO-000407	04/30/2018	6573479		1	13	-5310	-0	-0000	-3700	-4700	-000	-000000	NN	P		0.00	657.27	
		PO-000407	04/30/2018	6572846		3	13	-5310	-0	-0000	-3700	-4700	-000	-000000	NN	P		0.00	83.61	
		PO-000407	04/30/2018	6572846		1	13	-5310	-0	-0000	-3700	-4700	-000	-000000	NN	P		0.00	714.84	
																				1,455.72

002012/00 UNITED GROCERS

		PO-000438	04/09/2018	18237-33894		2	13	-5310	-0	-0000	-3700	-4700	-000	-000000	NN	P		0.00	200.49	
																				200.49

TOTAL Fund PAYMENT 4,867.87 \*\*

012 HAMILTON UNIFIED SCHOOL DIST. J71434  
 BATCH 44; MAY 22 2018

ACCOUNTS RECEIVABLE PRELIST  
 BATCH: 0044 BATCH 44; MAY 22 2018  
 Fund : 14 DEFERRED MAINTENANCE

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APY500 L.00.12 05/04/18 15:20 PAGE

Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	Sit	Bdr	DD	T9MPS	Account num	Liq Amt	Net Amount	
000127/00	NICHOLS MELBURG & ROSSETTO				680009012														

180536 FO-018634 04/24/2018 18-2857-01 ELEM SUNSHADE 1 14-0000-0-0000-8100-5890-000-016-00000 NY P 1,272.00 1,272.00  
 TOTAL PAYMENT AMOUNT 1,272.00 \*

TOTAL Fund	PAYMENT	1,272.00	**																1,272.00
TOTAL BATCH	PAYMENT	29,395.21	***																29,395.21
TOTAL DISTRICT	PAYMENT	29,395.21	****																29,395.21
TOTAL FOR ALL	DISTRICTS:	29,395.21	****																29,395.21

Number of checks to be printed: 27, not counting voids due to stub overflows.

Printed: 05/04/2018 15:21:33

Prepared by	Date
Chris Jones	5/4/18
Authorized by	Date

Vendor/Addr	Remit name	Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	ABA num	Sit	Bdr	DD	T9MPS	Account num	Liq Amt	Net Amount	
Reg Reference	Date	Description															
001382/00	U S BANK CORPORATE																
180047	PO-018145	04/30/2018	STAFF MTG SUPPLIES	2	01	-0000	-0	-0000	-2700	-4300	-000	-0000	NN	P	0.00	214.17	
180092	PO-018190	04/30/2018	AIG FUEL TRAVEL	1	01	-7010	-0	-3800	-1000	-5200	-000	-0000	NN	P	591.37	591.37	
180179	PO-018277	04/30/2018	ELEM MTG SUPPLIES	1	01	-0000	-0	-1110	-1000	-4300	-800	-0000	NN	P	240.92	240.92	
180335	PO-018433	04/30/2018	CREE CONF-HOTEL	1	01	-4203	-0	-1110	-1000	-5200	-000	-0000	NN	F	950.00	1,044.10	
180344	PO-018442	04/30/2018	KINDER ROUNDUP PIZZA	1	01	-0000	-0	-1110	-1000	-4300	-800	-0000	NN	F	300.00	152.10	
180355	PO-018453	04/30/2018	MJC DAY HOTEL	1	01	-7010	-0	-3800	-1000	-5200	-000	-0000	NN	F	700.00	692.55	
180461	PO-018559	04/30/2018	CAMPUS TOUR HOTEL	1	01	-7338	-0	-1110	-1000	-5200	-000	-0000	NN	F	1,805.77	1,118.70	
180464	PO-018562	04/30/2018	CAMPUS TOUR-HOTEL	1	01	-7338	-0	-1110	-1000	-5200	-000	-0000	NN	F	1,550.80	1,550.80	
180465	PO-018563	04/30/2018	STUDENT MEALS CAMPUS TOURS	1	01	-7338	-0	-1110	-1000	-5200	-000	-0000	NN	F	1,000.00	1,844.20	
180467	PO-018565	04/30/2018	PARENT INV LUNCH	1	01	-3010	-0	-1110	-1000	-4300	-000	-0000	NN	F	58.43	58.43	
180483	PO-018581	04/30/2018	MATH-BATTERIES	1	01	-3801	-0	-1110	-1000	-4300	-000	-515	-00000	NN	F	65.41	64.39
180489	PO-018587	04/30/2018	STUDENT INCENTIVE-BCARTER	1	01	-3000	-0	-1110	-1000	-4300	-000	-00000	YN	F	69.37	64.68	
180494	PO-018592	04/30/2018	TECH MUSEUM TIX	1	01	-3801	-0	-1110	-1000	-4300	-000	-563	-00000	YN	F	94.28	87.90
180495	PO-018593	04/30/2018	OPEN HOUSE PICS	1	01	-3000	-0	-1110	-1000	-5200	-100	-0000	NN	F	120.00	105.00	
180496	PO-018594	04/30/2018	FOOD ACTIVITY-ELLAB	1	01	-0000	-0	-1110	-1000	-4300	-000	-00000	NN	F	35.00	32.14	
180501	PO-018599	04/30/2018	ELEM OFFICE MINIFRIDGE	1	01	-3000	-0	-3200	-1000	-4300	-000	-00000	NN	F	250.00	22.94	
180503	PO-018601	04/30/2018	STAFF LUNCH	1	01	-0000	-0	-1110	-1000	-4300	-800	-00000	NN	F	150.00	123.34	
180508	PO-018606	04/30/2018	FOOD ACTIVITY-ELLAB	1	01	-0000	-0	-1110	-1000	-4300	-000	-00000	NN	F	150.00	56.25	
180526	PO-018624	04/30/2018	PARENT NITE REFRESH	1	01	-0000	-0	-3200	-1000	-4300	-000	-00000	NN	F	56.25	51.78	
180537	PO-018635	04/30/2018	MAINT DEPT SUPPLIES	1	01	-0000	-0	-1110	-1000	-4300	-800	-00000	NN	F	56.91	51.78	
PV-000190	04/24/2018	4246044555628555		1	01	-8150	-0	-0000	-8100	-4300	-000	-00000	NN	F	58.71	865.63	
PV-000190	04/24/2018	4246044555628555		1	01	-0000	-0	-0000	-8100	-4392	-000	-000	-00000	NN		12.00	
PV-000190	04/24/2018	4246044555628555		1	01	-8150	-0	-0000	-8100	-5890	-000	-000	-00000	NN		70.51	
PV-000190	04/24/2018	4246044555628555		1	01	-0000	-0	-1110	-1000	-5200	-100	-006	-00000	NN		21.98	
PV-000190	04/24/2018	4246044555628555		1	01	-9150	-0	-0000	-2420	-5890	-000	-000	-00000	NN		304.97	
PV-000190	04/24/2018	4246044555628555		1	01	-8150	-0	-0000	-8100	-4300	-000	-000	-00000	NN		19.25	
PV-000190	04/24/2018	4246044555628555		1	01	-0000	-0	-0000	-7150	-5200	-000	-000	-00000	NN		9,525.72	
TOTAL PAYMENT AMOUNT																	
TOTAL USE TAX AMOUNT																	
TOTAL Fund PAYMENT																	
TOTAL USE TAX AMOUNT																	
TOTAL BATCH PAYMENT																	
TOTAL USE TAX AMOUNT																	
TOTAL DISTRICT PAYMENT																	
TOTAL USE TAX AMOUNT																	
TOTAL FOR ALL DISTRICTS:																	
TOTAL USE TAX AMOUNT																	

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

Prepared by Chris Weber Date 5/8/18  
 Authenticated by \_\_\_\_\_ Date \_\_\_\_\_

012 HAMILTON UNIFIED SCHOOL DIST. J72059  
 BATCH 47; JUNE 20 2018

ACCOUNTS RECEIVABLE PRELIST  
 BATCH: 0047 BATCH 47: MAY 22 2018  
 Fund : 01 GENERAL FUND

APY500 L.00.12 05/15/18 13:22 PAGE 1  
 << Open >>

Vendor/Addr Req Reference Date	Remit name Description	Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	Sit	ABA num	Account num	Liq Amt	Net Amount
001391/00	ABSOLUTE HEATING & AIR INC												
		510664349											
PO-000435	05/09/2018 6586050918									1 01-8150-0-0000-8100-5630-000-0000-000000 NN P		0.00	405.00
										405.00 *			405.00
001390/00	BROWN INDUSTRIES INC												
180513	PO-018611 04/27/2018 118-07571									1 01-0000-0-1110-1000-4300-000-0000-000000 YN F		94.52	88.13
										88.13 *			88.13
										6.39			
000179/00	CALIFORNIA PROFESSIONAL												
PV-000191	04/16/2018 12851-MAINT FIRST AID SUPPLIES									01-8150-0-0000-8100-4300-000-0000-000000 NN		70.39	70.39
										70.39 *			70.39
000053/00	CALIFORNIA WATER SERVICE CO												
PO-000422	04/30/2018 MAY 3141117777									1 01-0000-0-0000-8100-5590-000-0000-000000 NN P		0.00	51.71
										1 01-0000-0-0000-8100-5590-000-0000-000000 NN P		0.00	51.71
										103.42 *			103.42
001498/00	CHRISTY WHITE ASSOCIATES												
PO-000446	05/08/2018 14250; 17-18 AUDIT									2 01-0000-0-0000-7191-5810-000-0000-000000 NN P		0.00	3,870.00
										3,870.00 *			3,870.00
000158/00	CORNING LUMBER CO INC												
180107	PO-018205 05/09/2018 1805-179759									2 01-0350-0-6000-1000-4300-000-053-000000 NN P		0.00	104.44
										104.44 *			104.44
000112/00	COSTCO												
180222	PO-018320 05/01/2018 CLOSE-NO MORE COSTCO									1 01-0000-0-1110-1000-4300-800-000-000000 NN C		457.12	0.00
										0.00 *			0.00

Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	Fd Res	Y	Goal	Func Obj	Sit	Bdr	DD	Account num	Liq Amt	Net Amount
000162/00	GRAINGER															
		PO-000409	04/30/2018	9772152246						1 01-8150-0-0000-8100-4300-000-000-00000	NN	P		0.00	133.50	
											133.50 *				133.50	
000072/00	HILLYARD															
		PO-000412	05/09/2018	602981971						1 01-8150-0-0000-8100-4300-000-000-00000	NN	P		0.00	263.24	
											263.24 *				263.24	
000801/00	HUNT & SONS INC															
		942209320														
		PO-000400	04/26/2018	825244						1 01-0000-0-0000-3600-4392-000-000-00000	NN	P		0.00	2,167.42	
		PO-000400	05/04/2018	831164-PARK FUEL						2 01-0000-0-0000-8100-4392-000-000-00000	NN	P		0.00	464.10	
											2,631.52 *				2,631.52	
000723/00	JIMMY'S CUSTOM TROPHIES															
		180037	PO-018135	04/09/2018	28389					1 01-0000-0-1110-1000-4300-000-000-00000	NN	P		30.83	30.83	
		180037	PO-018135	04/09/2018	28388					1 01-0000-0-1110-1000-4300-000-000-00000	NN	P		92.50	92.50	
		180037	PO-018135	04/30/2018	28431					1 01-0000-0-1110-1000-4300-000-000-00000	NN	P		126.67	128.59	
											251.92 *				251.92	
000973/00	JIVE COMMUNICATIONS INC															
		020783048														
		PO-000442	05/01/2018	MAY DATA IN2000029540						1 01-0000-0-0000-2700-5990-000-000-00000	NN	P		0.00	350.62	
		PO-000442	05/01/2018	MAY VOIP IN2000028858						1 01-0000-0-0000-2700-5990-000-000-00000	NN	P		0.00	1,331.37	
											1,681.99 *				1,681.99	
001388/00	LARRY'S PEST & WEED CONTROL															
		141953612														
		PO-000440	04/22/2018	APR DIST WIDE-W9992						1 01-0000-0-0000-8100-5590-000-000-00000	NY	P		0.00	540.00	
											540.00 *				540.00	
000524/00	MJB WELDING SUPPLY															
		180117	PO-018215	04/30/2018	01203017					3 01-0350-0-6000-1000-5890-000-053-00000	NN	P		0.00	19.00	
											19.00 *				19.00	

Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	ABA num	Sit	Bdr	DD	T9MPS	Account num	Liq Amt	Net Amount	
000309/00	OFFICE DEPOT INC																			

CM-000037	04/16/2018	BCARTER -RET/REFL	132223970001																			
180002	PO-018100	04/26/2018	131940302001																			-15.41
180002	PO-018100	04/26/2018	131940302001																			85.59
180212	PO-018310	04/25/2018	128975984001																			68.46
180212	PO-018310	04/25/2018	128977042001																			490.68
180212	PO-018310	04/25/2018	128977041001																			14.32
180509	PO-018607	04/25/2018	128453448001																			32.15
180512	PO-018610	04/27/2018	132226958001																			30.14
180512	PO-018610	04/25/2018	128835174001																			15.41
180512	PO-018610	04/25/2018	128834877001																			15.41
180519	PO-018617	04/25/2018	130811016001																			157.72
180519	PO-018617	04/25/2018	130810781001																			4.63
180522	PO-018620	04/25/2018	131167851001																			43.36
180522	PO-018620	04/25/2018	131156950001																			45.63
180532	PO-018630	04/25/2018	131375457001																			104.37
180532	PO-018630	04/25/2018	131373064001																			20.46
TOTAL PAYMENT AMOUNT																			1,104.12 *	21.31	1,104.12	

000027/00	ORLAND HARDWARE																					
PO-000417	04/05/2018	357556																				55.48
180102	PO-018200	04/04/2018	357412																			35.39
180102	PO-018200	04/26/2018	359934																			24.08
180102	PO-018200	04/10/2018	358006																			58.14
180102	PO-018200	04/17/2018	358789																			87.21
180102	PO-018200	04/12/2018	358351																			13.95
180102	PO-018200	04/18/2018	358923																			63.92
TOTAL PAYMENT AMOUNT																			338.17 *	63.92	338.17	

000512/00	PLATT ELECTRIC SUPPLY INC																					
PO-000432	04/25/2018	R229840																				197.78
TOTAL PAYMENT AMOUNT																			197.78 *	0.00	197.78	

000134/00	QUILL CORPORATION																					
CM-000039	05/02/2018	6819811																				-33.61
CM-000040	05/09/2018	CM208436																				-97.19
180012	PO-018110	04/16/2018	6393338																			101.22
180012	PO-018110	05/02/2018	6819811																			0.00
180012	PO-018110	05/02/2018	6819809																			33.61
TOTAL PAYMENT AMOUNT																			338.17 *	0.00	33.61	

Vendor/Addr Reg Reference	Remit name Date	Description	Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	Sit	Bdr	DD	T9MPS	ABA num	Account num	Liq Amt	Net Amount
000134 (CONTINUED)																	
180518	PO-018616	04/25/2018 6602445			1	0-	0000-0-	1110-1000	4300-800-000-00000	NN	P					4.28	4.28
180518	PO-018616	04/25/2018 6577522			1	01-	0000-0-	1110-1000	4300-800-000-00000	NN	P					8.86	8.86
180523	PO-018621	04/25/2018 6589050			1	01-	0000-0-	1110-1000	4300-800-000-00000	NN	F					13.50	13.50
180523	PO-018621	04/25/2018 6626598			1	01-	0000-0-	1110-1000	4300-800-000-00000	NN	F					7.20	7.20
180523	PO-018621	04/25/2018 6666146			1	01-	0000-0-	1110-1000	4300-800-000-00000	NN	F					19.27	19.27
180531	PO-018629	04/25/2018 6617987			1	01-	0000-0-	1110-1000	4300-800-000-00000	NN	F					48.53	15.47
180533	PO-018631	04/25/2018 6618393			1	01-	0000-0-	1110-1000	4300-800-000-00000	NN	F					80.77	80.79
180533	PO-018631	04/25/2018 6621848			1	01-	0000-0-	1110-1000	4300-800-000-00000	NN	F					101.49	101.49
180533	PO-018631	04/25/2018 6618512			1	01-	0000-0-	1110-1000	4300-800-000-00000	NN	F					2,175.84	2,175.84
TOTAL PAYMENT AMOUNT															2,464.34 *	2,464.34	

001510/00 RAY MORGAN COMPANY																	
CM-000038 04/16/2018 HS LIB COPIER STAPLE RETURN																	
PO-000413	05/10/2018	2060895-MAY DIST			1	01-	0000-0-	0000-2700	5620-000-000-00000	N							-266.80
PO-000413	05/10/2018	2060895-MAY HS OFF			2	01-	0000-0-	1110-1000	5620-000-000-00000	NN	P					0.00	529.83
PO-000413	05/10/2018	2060895-MAY HS LIB			3	01-	0000-0-	1110-1000	5620-100-000-00000	NN	F					0.00	794.75
PO-000413	05/10/2018	2060895-MAY ELEM			2	01-	0000-0-	1110-1000	5620-800-000-00000	NN	F					0.00	172.69
PO-000413	05/10/2018	2060895-MAY ELLAB			4	01-	0000-0-	3200-1000	5620-000-000-00000	NN	P					0.00	1,838.23
PO-000413	05/10/2018	2060895-MAY COMMDAY			5	01-	0000-0-	3550-1000	5620-000-000-00000	NN	P					0.00	193.31
PO-000413	05/10/2018	2036062-MAY HS LIB MAINT			2	01-	0000-0-	1110-1000	5620-100-000-00000	NN	P					0.00	37.30
TOTAL PAYMENT AMOUNT															3,702.96 *	3,702.96	

000137/00 SCHOOL SERVICES OF CALIF INC																	
PO-000426	04/30/2018	APR 2018 0115462-IN			1	01-	0000-0-	1110-1000	5890-000-000-00000	NN	P						260.00
TOTAL PAYMENT AMOUNT															260.00 *	260.00	

002014/00 SPECIALIZED FIBERS																	
PO-000433	05/01/2018	MAY HS SF5736			1	01-	0000-0-	0000-8100	5590-000-000-00000	NN	P						55.00
PO-000433	05/01/2018	MAY ELEM SF5736			1	01-	0000-0-	0000-8100	5590-000-000-00000	NN	F						55.00
TOTAL PAYMENT AMOUNT															110.00 *	110.00	

000693/00 VERIZON WIRELESS																	
PO-000411	04/30/2018	MAY 9806217157			1	01-	0000-0-	0000-2700	5990-000-000-00000	NN	P						81.98
TOTAL PAYMENT AMOUNT															81.98 *	81.98	

TOTAL Fund PAYMENT															18,421.90 **	18,421.90
TOTAL USE TAX AMOUNT															6.39	



Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type Fd Res	Y	Goal	Func	Obj	ABA num	Account num	Liq Amt	Net Amount	
000309/00	OFFICE DEPOT INC												
180529	PO-018627	04/25/2018 131292477001		1	11-6391-0-4110-1000-4300-000-0000-00000	NN	P				14.99	14.99	
180529	PO-018627	04/25/2018 131287672001		1	11-6391-0-4110-1000-4300-000-0000-00000	NN	F				28.82	28.82	
TOTAL PAYMENT AMOUNT												43.81 *	
000134/00	QUILL CORPORATION												
180530	PO-018628	04/25/2018 6618299		1	11-6391-0-4110-1000-4300-000-0000-00000	NN	F				127.86	207.13	
TOTAL PAYMENT AMOUNT												207.13 *	
001510/00	RAY MORGAN COMPANY												
	PO-000413	05/10/2018 2060895-MAY AD ED		6	11-6391-0-4110-1000-5620-000-0000-00000	NN	P				0.00	74.60	
	PO-000413	05/10/2018 2060895-MAY AE/CC		7	11-6391-0-4110-1000-5620-000-022-00000	NN	P				0.00	37.30	
TOTAL PAYMENT AMOUNT												111.90 *	
TOTAL Fund												PAYMENT	362.84 **
TOTAL Fund													362.84

012 HAMILTON UNIFIED SCHOOL DIST. J72059  
 BATCH 47; JUNE 20 2018

ACCOUNTS PAYABLE PRELIST APY500 L.00.12 05/15/18 13:22 PAGE 6  
 BATCH: 0047 BATCH 47:MAY 22 2018 << Open >>  
 Fund : 12 CHILD DEVELOPMENT

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type Fd Res	ABA num Y Goal	Obj Func	Account num Sit Bdr DD	T9MPS	Liq Amt	Net Amount
000506/00	CVS PHARMACY INC									

180067	PO-018165	04/16/2018	6005432059000825	1	12-6105-0-1110-1000-4300-000-0000-000000	NN	P		0.00	32.78
TOTAL PAYMENT AMOUNT										32.78

000309/00	OFFICE DEPOT INC									
180527	PO-018625	04/25/2018	131266260001	1	12-6105-0-1110-1000-4300-000-0000-000000	NN	P		57.90	57.90
180527	PO-018625	04/25/2018	131266259001	1	12-6105-0-1110-1000-4300-000-0000-000000	NN	P		98.66	98.66
180527	PO-018625	04/25/2018	131262619001	1	12-6105-0-1110-1000-4300-000-0000-000000	NN	F		205.30	205.30
TOTAL PAYMENT AMOUNT										361.86 *

000134/00	QUILL CORPORATION									
180528	PO-018626	04/25/2018	6618228	1	12-6105-0-1110-1000-4300-000-0000-000000	NN	F		28.30	28.31
TOTAL PAYMENT AMOUNT										28.31 *

001510/00	RAY MORGAN COMPANY									
PO-000413	05/10/2018	2060895-MAY PRESCH		8	12-6105-0-1110-1000-5620-000-0000-000000	NN	P		0.00	193.31
TOTAL PAYMENT AMOUNT										193.31 *

TOTAL Fund										PAYMENT	616.26 **
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Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	Sit	BDR	DD	Account num	TMP	PS	Liq Amt	Net Amount	
000762/00	CRYSTAL CREAMERY																			
	PO-000445	03/26/2018	16547341				1	13	-5310	-0	-0000	-3700	-4700	-000	-0000	NN	P	0.00	58.15	
	PO-000445	03/26/2018	16547323				1	13	-5310	-0	-0000	-3700	-4700	-000	-0000	NN	P	0.00	252.09	
	PO-000445	03/29/2018	16547321				1	13	-5310	-0	-0000	-3700	-4700	-000	-0000	NN	P	0.00	122.85	
	PO-000445	04/05/2018	16554482				1	13	-5310	-0	-0000	-3700	-4700	-000	-0000	NN	P	0.00	219.15	
	PO-000445	04/09/2018	16589011				1	13	-5310	-0	-0000	-3700	-4700	-000	-0000	NN	P	0.00	70.65	
	PO-000445	04/12/2018	16589035				1	13	-5310	-0	-0000	-3700	-4700	-000	-0000	NN	P	0.00	291.61	
	PO-000445	04/16/2018	16589052				1	13	-5310	-0	-0000	-3700	-4700	-000	-0000	NN	P	0.00	219.15	
	PO-000445	04/16/2018	16589063				1	13	-5310	-0	-0000	-3700	-4700	-000	-0000	NN	P	0.00	131.33	
	PO-000445	04/19/2018	16589380				1	13	-5310	-0	-0000	-3700	-4700	-000	-0000	NN	P	0.00	231.53	
	PO-000445	04/23/2018	16607784				1	13	-5310	-0	-0000	-3700	-4700	-000	-0000	NN	P	0.00	118.95	
	PO-000445	04/23/2018	16607788				1	13	-5310	-0	-0000	-3700	-4700	-000	-0000	NN	P	0.00	243.90	
	PO-000445	04/26/2018	16608266				1	13	-5310	-0	-0000	-3700	-4700	-000	-0000	NN	P	0.00	254.48	
																			2,213.84	
																				2,213.84

000764/00 DANIELSON CO

	PO-000425	05/07/2018	165364				1	13	-5310	-0	-0000	-3700	-4300	-000	-0000	NN	P	0.00	156.16	
	PO-000425	05/07/2018	165323				1	13	-5310	-0	-0000	-3700	-4300	-000	-0000	NN	P	0.00	35.55	
	PO-000425	05/07/2018	165349				2	13	-5310	-0	-0000	-3700	-4300	-000	-0000	NN	P	0.00	52.23	
	PO-000425	05/07/2018	165349				2	13	-5310	-0	-0000	-3700	-4700	-000	-0000	NN	P	0.00	1,346.52	
	PO-000425	05/07/2018	165323				2	13	-5310	-0	-0000	-3700	-4700	-000	-0000	NN	P	0.00	189.24	
	PO-000425	05/07/2018	165364				2	13	-5310	-0	-0000	-3700	-4700	-000	-0000	NN	P	0.00	1,024.33	
	PO-000425	05/09/2018	165561				2	13	-5310	-0	-0000	-3700	-4700	-000	-0000	NN	P	0.00	184.34	
																			2,988.37	
																				2,988.37

000176/00 GLENN CO ENVIRONMENTAL HEALTH 946000691

	FV-000192	04/16/2018	ELEM CAPE LIC;IN0006322																	
																				200.00
																				200.00
																				200.00

000209/00 GOLD STAR FOODS

	PO-000415	05/07/2018	2406544				2	13	-5310	-0	-0000	-3700	-4700	-000	-0000	NN	P	0.00	963.15	
	PO-000415	05/07/2018	2406547				2	13	-5310	-0	-0000	-3700	-4700	-000	-0000	NN	P	0.00	698.49	
																				1,661.64
																				1,661.64

000763/00 PROPACIFIC FRESH

	PO-000407	05/07/2018	6576067				1	13	-5310	-0	-0000	-3700	-4700	-000	-0000	NN	P	0.00	588.30	
	PO-000407	05/07/2018	6575911				1	13	-5310	-0	-0000	-3700	-4700	-000	-0000	NN	P	0.00	895.51	
	PO-000407	05/07/2018	6575937				3	13	-5310	-0	-0000	-3700	-4700	-000	-049	-0000	NN	P	0.00	145.01

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type Pd Res	ABA num Y Goal Func Obj	Sit Bdr DD T9MPS	Account num	Liq Amt	Net Amount	
-----										
TOTAL PAYMENT AMOUNT			1,628.82	*						1,628.82
-----										
TOTAL Fund			PAYMENT	8,692.67		**				8,692.67
TOTAL BATCH PAYMENT			28,093.67		***	0.00				28,093.67
TOTAL USE TAX AMOUNT			6.39							
-----										
TOTAL DISTRICT PAYMENT			28,093.67		****	0.00				28,093.67
TOTAL USE TAX AMOUNT			6.39							
-----										
TOTAL FOR ALL DISTRICTS:			28,093.67		****	0.00				28,093.67
TOTAL USE TAX AMOUNT			6.39							

Number of checks to be printed: 33, not counting voids due to stub overflows.  
 Number of zero dollar checks: 1, will be skipped.

Printed: 05/15/2018 13:22:27

Prepared by	Date
<i>[Signature]</i>	5/18/18
Authorized by	Date

**HAMILTON UNIFIED SCHOOL DISTRICT  
SPECIAL BOARD MEETING  
MINUTES  
Hamilton High School Library  
Tuesday, April 17, 2018**

5:30 p.m.

Open session

**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 PUBLIC SESSION/FLAG SALUTE: 5:31 p.m.**

**2.0 ADOPT THE AGENDA: (M)**

Motion for approval by Wendall Lower, seconded by Tomas Loera. Motion Carried: 5-0

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

**4.0 DISCUSSION ITEMS:**

1. Hog Barn update and preparations (D. Holliman and M. Cannon).
  - a. *Charles Tracy, Superintendent:* Mike Cannon has worked with Hamilton Unified on several other projects that were completed at Hamilton Elementary School. The process is moving forward and scheduling timing to eliminate the old facility and prep for the new building (i.e. dirt, concrete, etc.) The grant money goes toward building the structure on top of that. We are optimistic of completion by December of 2018 if there are no road block or unexpected issues.
2. Superintendent update and further Board direction to Superintendent and legal counsel. (page 1-4)
  - a. The Superintendent was to investigate the following:
    - i. Possible locations of a future school site in or around Hamilton proper.
    - ii. Investigate the limitations to future developments that protects the school district.
    - iii. Possibility of a location north of the current High School.
  - b. Glenn County Planning Commission (met Friday, March 23, 2018). We learned the following:
    - i. Permitting processes.
    - ii. Mitigation to community services, schools, sewer and water, police, fire and other impacts.
    - iii. The California Land Conservation Act of 1965 (Known as the Williamson Act)  
<http://www.conservation.ca.gov/dlrp/lca>
    - iv. The California Environmental Quality Act (CEQA)  
<https://www.wildlife.ca.gov/Conservation/CEQA/Purpose>
    - v. FEMA flood maps-Flood plane information  
<https://msc.fema.gov/portal/search?AddressQuery=620%20canal%20street%20hamilton%20city%20ca#searchresultsanchor>
    - vi. Permitting process for new developments in most communities is approximately 24 to 36 months if all mitigations are met.
    - vii. Safety nets for schools and other community services (water, sewer, police and fire) Planning & mitigation processes.
    - viii. Elements of a Facilities Master Plan (FMP) for Expansion, New Construction & Modernization.
    - ix. Current District FMP Status
    - x. Steps to Acquiring/Expanding School Sites
    - xi. Identify Program-Appropriate Sites
    - xii. CA Dept. of Ed. School Facilities Site Requirements:

1. County Planning Department & Williamson Act Reviews
  2. California Environmental Quality Act (CEQA) Review
  3. Preliminary Environmental (Toxics) Assessment (PEA/Phase 1)
  4. Geological/Geotechnical Hazards (Traffic, Pipeline, Railway, Airport, Flooding, Liquefaction etc.)
- xiii. Preliminary Site Utilization Design
  - xiv. Board Resolutions on Site Suitability & Hazardous Substances
  - xv. How do we pay for all of this:
    1. Local Bond Funding
    2. Developer Impact Fees
    3. District General Fund Revenues
    4. State Facilities Bond Eligibility & Revenues
  - xvi. Timelines for Funding & Projects
  - xvii. Next Steps:
    1. Discussion & identification program needs and potential properties  
<http://gis.gcppwa.net/zoning/>
    2. Funding & completing projects and new facilities needs in the mean time.
    3. Additional direction from the Board as needed
- c. *Charles Tracy, Superintendent:* We (Mrs. Towne, District Executive Assistant and I) went to the Glenn County Planning Department in Willows.
    - i. Once J levee is complete the FEMA maps will change.
  - d. *Rosalinda Sanchez, Board Member:* Who went?
  - e. *Charles Tracy, Superintendent:* Jolene and I.
  - f. There are other conditions to look at that it may impact. Requirements for us as a school district.
  - g. *Mike Cannon, Educational Facilities Program Management, LLC (Project Manager):* you have sets of requirements from the State of California.
    - i. You need a current demographic – both with and without proposed development, developer fee study; shows you how many children will be generated from it. Needs to be updated every 2 years. Chico Unified School District is looking into a new elementary – they need to do the same thing (developer fee study).
    - ii. State funding eligibility study – how much state funding you are eligible for to match local funds.
    - iii. You already have a design and a layout, you need to do the others, you already identified a possible potential site.
    - iv. School permitting is done by the State of CA.
    - v. You have to do a CEQA review – you have to do a Phase I Assessment of your sight – toxicity (pesticides). How much is there and what do you do.
    - vi. Board resolutions need to be brought before the School Board and approved.
    - vii. The state will fund acquisition of school site and permit the school site – if you want to purchase, look at all of these and do these studies before you purchase land so you know you can use it.
  - h. *Wendall Lower, Board Member:* What is the cost?
  - i. *Mike Cannon, Educational Facilities Program Management, LLC (Project Manager):* \$250,000 approximately. It would take 1 year to complete all studies. Cost is worst case scenario.
  - j. By looking at it, there may be flood issues, traffic issues, prior farm land issues. You would need to prioritize the sites you want to look at.
  - k. *Wendall Lower, Board Member:* Are the studies site specific?
  - l. *Mike Cannon, Educational Facilities Program Management, LLC (Project Manager):* Yes they are.
  - m. *Charles Tracy, Superintendent:* They are stair stepped – if you get to a certain point and spent \$20,000 you can stop investigating in the studies on that piece of land.
  - n. *Mike Cannon, Educational Facilities Program Management, LLC (Project Manager):* How will you pay for all of it? Local bond, Developer impact fees, General fund revenues – small projects, State facilities bonds – modernization piece is still open for another couple years.
    - i. Timelines: another state school bonds in the next couple years.
    - ii. Site expansion – think about starting some of your drop, no drop studies; as a condition of purchasing your property. Sooner rather than later.
  - o. *Charles Tracy, Superintendent:* There are multiple properties around Hamilton City.

- p. Green – Williamson act – requires CA to have areas set aside – discount in property tax.
- q. If a landowner wants to take this out of the Williamson act – it is expensive.
- r. Exception – circumstances change if an entity such as us changes. Takes urgency out of it. Do we propose a bond? Where do we go next? Assemblyman James Gallagher will be coming to HUSD on Friday, May 11, 2018 to tour our facilities and discuss support for small schools. 10:30 to 12:30 to discuss modernization and emergency funding – we hope he supports us. We need direction, we know the survey took place but we do not know the results at this time. We need to hold a stakeholders meeting – if we propose a bond, we need people here to talk about what we would use it for. We still need to do the facilities plan and the developer fees study. The Board needs to give direction to the Superintendent and legal counsel, update facilities plan, and developer fees study (needed whichever we choose to do).
- s. *Rosalinda Sanchez, Board Member*: I just want to make sure there is a good amount of communication to the community on this; more than an auto dialer to parents.
- t. *Charles Tracy, Superintendent*: What would you suggest?
- u. *Rosalinda Sanchez, Board Member*: Mail letters – outreach during Mass?
- v. *Matt Juhl-Darlington, DWK Attorney*: You can do the mailing – hesitant to reach out at Mass. As board members, you can do that. Mailing is good and word of mouth. A lot of school districts face this problem. Your spending money but generating public discussion. You can give your Superintendent direction
- w. *Charles Tracy, Superintendent*: We will also post flyers at local businesses.
- x. *Matt Juhl-Darlington, DWK Attorney*: Post office, yes and where you post normally. As a board you can come up with other ideas.
- y. *Cris Oseguera, Hamilton High School Principal*: School stakeholders and property owners, etc.
- z. *Matt Juhl-Darlington, DWK Attorney*: Identifying different leaders within the community.
- aa. *Wendall Lower, Board Member*: Understanding who those people are – property owners.
- bb. *Mike Cannon, Educational Facilities Program Management, LLC (Project Manager)*: Williams – targeted different types of groups, property owners of all types, voter organizations, organized business communities, we want you to come talk to us about how you feel.
- cc. *Charles Tracy, Superintendent*: The office of the Superintendent will take care of posting, mailing and the auto dialers. It also requires all of us to communicate with the community. You as board members can hear what the desires of the community inviting them to attend.
- dd. *Rod Boone, Board Member*: Post flyers at the Double EE.
- ee. *Charles Tracy, Superintendent*: Yes, I agree Rod. We need to also move in the direction of we need basic planning. We have done maintenance – need to continue it in the future – but cannot just do that in the general funds. Need to get that information out and have conversations. I need direction from the Board on planning a stakeholders meeting, updating facilities plan and developers fees.
- ff. *Rosalinda Sanchez, Board Member*: Hand out info/flyers at the May Dance Festival at Hamilton Elementary School?
- gg. *Charles Tracy, Superintendent*: Yes, that is a great idea.
- hh. *Gabriel Leal, Board President*: Yes, let's move forward.
- ii. *School Board*: Yes, we agree. We should bring back by May with additional info after stakeholder meeting.

5.0 **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.

*Gee Singh, Owner of Double EE*: Gee Zang – do we need all of the acreage north of the high school?

*Charles Tracy, Superintendent*: No, not necessarily but we do need more acreage than we have currently.

*Gee Singh, Owner of Double EE*: Whatever the school needs – have we asked the property owners?

*Charles Tracy, Superintendent*: We are not at that stage yet – if we want to negotiate it, we need the money to purchase it.

*Gee Singh, Owner of Double EE*: Yes, okay. It is definitely worth discussing with the property owner.

*Charles Tracy, Superintendent*: We only have to buy what we need.

*Gee Singh, Owner of Double EE*: You could get them on a contract under promise. They could offer them some concession if they give 50 acres to the school.

*Charles Tracy, Superintendent*: Glenn County gave us two options. The county will not negotiate as a partner but they will hold the developers accountable for mitigating with the developer. You need to bargain with a position of power, and we do not have the funding to do that.

*Gee Singh, Owner of Double EE:* Until you ask some, you do not know. I would like to see a park in Hamilton city. Kids could tell the parents, through Facebook, student council, put on social media. People do not understand as much if they don't see it. Show them pictures.

*Charles Tracy, Superintendent:* Timing is everything – happens after the community chooses how they would like to proceed with funding.

*Tom Conwell, Community Member:* Is there anyone locally you could talk to about the property?

*Charles Tracy, Superintendent:* Sacramento.

*Tom Conwell, Community Member:* Have you reached out to him?

*Charles Tracy, Superintendent:* I talked to him a year ago we began discussing facility needs. He told us we would have to domain it to get it (at that time). It is critical that we do it at the right time.

*Matt Juhl-Darlington, DWK Attorney:* We need to go talk to them – as legal counsel – there are certain things, not to hide things but strategically. If you are doing a bond – you are now representing not just HUSD but all the stakeholders we have been discussing.

**6.0 ACTION:**

1. Consultant contract between Hamilton Unified School District and Educational Facilities Program Management, LLC for Program and Project Management Services, CTE Animal Facilities Building and Infrastructure at Hamilton High School. (page 5-15)

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

Motion Carried: 5-0

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

2. Consultant contract between Hamilton Unified School District and Nichols, Melburg and Rossetto, Architects & Engineers for Hamilton High School Hog Barn. (page 16-22)

*Wendall Lower, Board Member:* In regards to both of those – the process is going to get started now A-Z then go out to bid.

*Diane Holliman, CBO:* fine tune scope of work and then go out to work.

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

Motion Carried: 5-0

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

3. Glenn County Educators Hall of Fame. (page 23)

Motion for approval by Wendall Lower and to nominate Keith Dietle and Shelley Hutchens, seconded by Rosalinda Sanchez.

Motion Carried: 5-0

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

**7.0 ADJOURNMENT: 6:43 p.m.**

Close in memory of Barbara Bush, Leland Sullivan, "DJ" Weber and Axel Hochkoepler.

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Wendall Lower, Clerk

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Charles Tracy, Superintendent



**HAMILTON UNIFIED SCHOOL DISTRICT  
BOARD MEETING  
MINUTES  
Hamilton High School Library  
Wednesday, April 25, 2018**

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5:45 p.m. Public session for purposes of opening the meeting only.  
 5:45 p.m. Closed session to discuss closed session items listed below.  
 6:30 p.m. Reconvene to open session no earlier than 6:30 p.m.

**1.0 OPENING BUSINESS:**

Call to order and roll call

Gabriel Leal, President                       Rosalinda Sanchez (present during closed session only)  
 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 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.*

*Gabriel Leal, Board President:* The Board gave the Superintendent direction on a personnel matter. Please note that Rosalinda Sanchez, Board Member was unable to stay for open session but she was present during closed session.

**5.0 PUBLIC SESSION/FLAG SALUTE:**

**6.0 ADOPT THE AGENDA: (M)**

Motion for approval by Wendall Lower, seconded by Tomas Loera. Motion Carried: 4-0

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

**7.0 COMMUNICATIONS/REPORTS:**

1. Board Member Comments/Reports.
  - a. Mrs. Sanchez was here for closed session but left for open
2. ASB President and Student Council President Reports.
  - a. Hamilton High School, Ofelia Flores
    - i. Not present – FFA trip.
  - b. Hamilton Elementary School, Alexis Villegas
    - i. We are beginning CAASPP testing 3<sup>rd</sup> – 8<sup>th</sup> grade
    - ii. Thursday, May 3<sup>rd</sup> is the May Dance Festival. PTO is helping put it together. Each class will be doing a dance. 5:00 p.m. is food and 6:00 p.m. the dances will begin.
    - iii. Spring dance tomorrow April 26<sup>th</sup>.
    - iv. We will be going to Six Flags for our 8<sup>th</sup> Grade trip.

- v. CJSF – 10 members meeting goal – holding fundraiser on May 9<sup>th</sup> at the Clubhouse in Chico.
3. Principal and Dean of Student Reports
    - a. Cris Oseguera, Hamilton High School Principal
      - i. Junior class testing in Math and English
      - ii. Seniors testing in Science
      - iii. Beginning of 5 AP tests – 73 total tests.
      - iv. The district is paying for every students test.
      - v. Wednesday, May 9<sup>th</sup> is senior project presentations.
      - vi. Spring Concert is in the high school gym at 7:00 p.m. on Thursday, April 26<sup>th</sup>.
      - vii. Track is on-going and hosting home events at Durham.
        1. May 11<sup>th</sup> is league finals.
      - viii. This Friday we have 2 softball games.
      - ix. Carnitas drive through fundraiser for juniors – this Friday April 27<sup>th</sup>.
      - x. We had a great Open House on the April 12<sup>th</sup> – the band played the school song.
      - xi. Need judges for senior projects – 6:00 p.m. on May 9<sup>th</sup>.
      - xii. Awards Night on Wednesday, May 23<sup>rd</sup> at 7:00 p.m. in the gym.
      - xiii. May 24<sup>th</sup> is the senior trip; they will be rafting.
      - xiv. Graduation on Friday June 1<sup>st</sup> please be there by 7:25 p.m. ceremony to start at 8:00 p.m.
    - b. Kathy Thomas, Hamilton Elementary School Assistant Principal
      - i. Perfect Attendance Award drawing sponsored by Golden Apple Insurance – a Kindle will be raffled off.
      - ii. We are in the midst of testing.
      - iii. Working on modeling healthy snacking.
      - iv. At our Morning Coffee for parent outreach – discussion on bullying – definition of bullying how to identify and how to talk to students. Posted on principals corner English and Spanish.
      - v. We are beginning to gear up for the 2018-19 school year.
      - vi. NTSS training – response to intervention – foundation to put our programs.
      - vii. Dual immersion lottery on May 15<sup>th</sup> at 5:30 p.m.
        1. May 16<sup>th</sup> for open spots.
      - viii. Summer school planning, information going out to parents.
    - c. Maria Reyes, District Dean of Students
      - i. Wrapping up CAASPP testing for juniors and starting testing with seniors
      - ii. Took nearly 50 students to complete Reg-to-Go with Butte College.
      - iii. Planning for graduation.
      - iv. Play at HHS is cancelled and should return next school year.
  4. District Reports (written)
    - a. Food Service Report by LeAnn Radtke
    - b. Operations Report by Marc Eddy
    - c. Technology Report by Derek Hawley (page 1)
  5. Chief Business Official/Facilities Report by Diane Holliman
    - a. Tentative schedule of rolling out hog barn – from mike cannon. See handout. Pending weather cooperation.
  6. Superintendent by Charles Tracy
    - a. We have a miniature type of open house on May 16<sup>th</sup>. Information on past projects – history of facilities – general information should the board choose to put a bond on the ballot.
    - b. A letter going out to registered voters and parents inviting them. It will be from 4:30 p.m. to 6:30 p.m.
    - c. Today is Administrative Professionals day and I would like to recognize the District Executive Assistant at HUSD, Jolene Towne, for her continued hard work. We are grateful for and appreciate all the work she does behind the scenes to aid in student success.
    - d. Holidays:
      - i. Monday, May 28, 2018.
    - e. School Board Meetings:
      - i. Tuesday, May 22, 2018.
      - ii. Wednesday, June 6, 2018.
      - iii. Wednesday, June 20, 2018.

## 8.0 CORRESPONDENCE:

- a. Cross walk update from Caltrans. (page 2)

9.0 **DISCUSSION ITEMS:**

1. Local Control and Accountability Plan (LCAP) review and questions to the Superintendent (there were no questions submitted).
2. HUSD 2018 Staff Survey – School Climate Report (Handout).
3. HUSD Student Survey - School Climate spring 2018 Report (Handout).
4. Standards Reflection Tool spring 2018 Report (Handout).
5. HUSD Parent Survey – School Climate spring 2018 Report (Handout).

*Leslie Anderson, TOSA:*

- a. Local Indicator for Local Control Funding Formula (LCFF) priorities include data that is not collected at the state level, LEAs will measure and report on their progress through the Dashboard based on locally collected data.
  - i. Reflects the emphasis on 'local control'
  - ii. LEAs measure priorities that are oriented more to implementation measurement rather than summative outcome...."so...how's it going?"
  - iii. Important for the local community to understand the holistic picture of a LEAs progress
- b. Performance Standards
  - i. The State Board of Education approved standards for the local indicators that support LEAs in measuring and reporting their progress within the appropriate priority area. The approved standards require the LEA to:
    1. Annually measure its progress.
    2. Report the results at a regularly scheduled public meeting of the local governing board.
    3. Upload and publicly report results through the Dashboard.
- c. Performance Levels
  - i. The three performance levels for the local indicators are:
    1. Met
    2. Not Met
    3. Not Met for Two or More Years
  - ii. To demonstrate that the standard is met, a local indicator is based on whether the LEA collected and reported performance data for each local indicator.
- d. Priority 1: Basics
  - i. Use locally available information, including data from the CDE's School Accountability Report Card (SARC), to measure progress and respond to the three prompts in the self-reflection tool included in the Dashboard:
    1. Teacher mis-assignments
    2. Student access to instructional material
    3. Conditions of school facilities
- e. Priority 2: Standards Implementation
  - i. LEAs have two options for the self-reflection tool. The first option allows LEAs to provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools. The second option is to complete the SBE adopted self-reflection tool survey.
  - ii. The SBE adopted self-reflection tool has the following Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability
- f. Priority 3: Parent Involvement
  - i. LEAs provide a narrative summary of their progress toward: (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.
  - ii. The key findings from the survey related to seeking input from parents/guardians in school and district decision making;
  - iii. The key findings from the survey related to promoting parental participation in programs; and
  - iv. Why the local educational agency chose the selected survey and
  - v. Whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.
- g. Staff Survey
  - i. HUSD administered the Staff Survey Spring 2018 in order to gather additional feedback from stakeholders. This is not required for our local priorities reporting.
    1. Highlights from surveys:

- a. School Climate
  - i. 82% believe their school is a “good place” for them “to work and learn.”
  - ii. 75% believe “administrators hold themselves to the same high expectations as others”
  - iii. 85.7% believe “school staff respect and embrace diversity”
- b. Perceptions of Parents
  - i. 64% believe “parents care about how their child performs in school” vs 90% of students believe “parents want them to do well in school”
- c. Behavior
  - i. 45% believe “spend too much time on discipline”
  - ii. 54% believe “some students...cannot be motivated to do the work”

h. Priority 6: School Climate

- i. LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12).

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.

Art Fundraiser participants showed the Board and the public their paintings from the fundraiser this evening.  
*Cris Oseguera, Hamilton High School Principal:* Tomorrow FFA is in route back from conference – will arrive around midnight.

*School Board:* May 22<sup>nd</sup> board meeting – 5:30 p.m. to 6:00 p.m. closed session, 6:00 p.m. open session.

11.0 **ACTION ITEMS:**

1. Hamilton Unified School District Calendar 2020-21. (page 3)

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

Motion Carried: 4-0

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

2. Field Trip to Shasta Caverns 2018 – Ms. Larson’s 5<sup>th</sup> Grade Class from Hamilton Elementary School.

- a. *Lynn Larson, Hamilton Elementary School Teacher:* It is a powerful experience – getting our kids out there and exposing them to their surroundings.
  - i. Next generation standards for science – common core standards, celebration of last year in elementary.
  - ii. Very inquiry based – seeing it for themselves – question and find the answers for themselves.
  - iii. ELA and math standards – providing information and writing about their hands on experiences.
  - iv. Will get minerals and graphing data back at the school. Learn about how caverns are formed.
  - v. Before arrival – experiments and chemical reactions related to caverns at school.
  - vi. Students will identify the minerals and writing essays and supporting their new knowledge.
  - vii. Shasta caverns says it is specifically designed for 2<sup>nd</sup> to 6<sup>th</sup> graders
  - viii. There will be two teachers, three to four parents, one tour guide, one bus driver, 38 students and it is a very directed tour.
  - ix. Safe and reliable – barge moves across Lake Shasta arm – life jacket for everyone.
  - x. Students have raised sufficient funds to pay for this.
- b. *Charles Tracy, Superintendent:* I am confident that our teachers can carry-out this educational experience for our students.
- c. *Wendall Lower, Board Member:* Can students come present to us?
- d. *Lynn Larson, Hamilton Elementary School Teacher:* we will get something for you.

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

Motion Carried: 4-0

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

3. Second reading of: (page 4-12)
  - i. Second reading of Board Policy and Administrative Regulation 3311.1 Uniform Public Construction Cost Accounting Procedures.
  - ii. Second reading of Board Policy and Administrative Regulation 1312.3 Uniform Complaint Procedures (for regular manual maintenance).
  - iii. Second reading of Administrative Regulation 3230 Federal Grant Funds (for regular manual maintenance).
  - iv. Second reading of Administrative Regulation 3514.2 Integrated Pest Management (for regular manual maintenance).
  - v. Second reading of Board Policy and Administrative Regulation 3551 Food Service Operations/Cafeteria Fund (for regular manual maintenance).
  - vi. Second reading of Board Policy and Administrative Regulation 3553 Free and Reduced Price Meals (for regular manual maintenance).
  - vii. Second reading of Board Policy 4111/4211/4311 Recruitment and Selection (for regular manual maintenance).
  - viii. Second reading of Board Policy and Administrative Regulation 4119.11/4219.11/4319.11 Sexual Harassment (for regular manual maintenance).
  - ix. Second reading of Administrative Regulation 4161.1/4361.1 Personal Illness/Injury Leave (for regular manual maintenance).
  - x. Second reading of Administrative Regulation 4161.8/4261.8/4361.8 Family Care and Medical Leave (for regular manual maintenance).
  - xi. Second reading of Administrative Regulation 4261.1 Personal Illness/Injury Leave (for regular manual maintenance).
  - xii. Second reading of Board Policy and Administrative Regulation 5022 Student and Family Privacy Rights (for regular manual maintenance).
  - xiii. Second reading of Board Policy and Exhibit 5145.6 Parental Notifications (for regular manual maintenance).
  - xiv. Second reading of Board Policy 6162.5 Student Assessment (for regular manual maintenance).
  - xv. Second reading of Board Policy and Administrative Regulation 6171 Title I Programs (for regular manual maintenance).

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

Motion Carried: 4-0

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 13-37)
2. Minutes for the Special Board Meeting on March 20, 2018. (page 38-46)
3. Minutes for the Regular Board Meeting on March 28, 2018. (page 47-52)
4. Approve Hamilton Elementary School Single Plan for Student Achievement (SPSA) 2017-18. (page 53-85)
5. Approve Hamilton Elementary School Site Council Agendas for April 12, 2018, and April 18, 2018. (page 86-87)
6. Approve Hamilton Elementary School Site Council Minutes for April 12, 2018, and April 18, 2018. (page 88-89)
7. Interdistrict Transfers (new only; elementary students reapply annually).
  - a. Out
    - i. Hamilton Elementary School
      1. None
    - ii. Hamilton High School
      1. None
  - b. In
    - i. Hamilton Elementary School
      1. Kindergarten X 1 (2018-19)
    - ii. Hamilton High School
      1. 9<sup>th</sup> Grade X 4 (2018-19)

8. Personnel Actions as Presented:

a. New hires:

- i. Shelby Hill Summer School Teacher HES
- ii. Danc'n Sheviya Chanturai-Woelbing Summer School Teacher HES
- iii. Jenny Firth Summer School Director HES/HHS
- iv. Natalie Sturdivant Math Teacher (2018-19) HHS

b. Resignations/Retirement:

- i. Temporary Employment Release Long Term Substitute PE Teacher HES
- ii. Temporary Employment Release Temporary PE Teacher HHS
- iii. Temporary Employment Release Temporary MS intern Teacher HES
- iv. Temporary Employment Release Temporary Part Time Math Intern Teacher HHS
- v. Scott Batchelder Ag Teacher HHS

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

Motion Carried: 4-0

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

13.0 **ADJOURNMENT:** 7:56 p.m.

\_\_\_\_\_  
Wendall Lower, Clerk

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

**Quarterly Report on Williams Uniform Complaints**

(Education Code § 35186)

Person completing this form: Charles Tracy

Title: Superintendent

Quarterly Report Submission Date:

*(check one)*

January 2018

April 2018

July 2018

October 2018

Date for information to be reported publicly at governing board meeting: May 22, 2018

Please check the box that applies:

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

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

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

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



**Hamilton Elementary School**  
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**  
**7**  
**Thursday May 10, 2018 7:40 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 May 7, 2018
- 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.)**  
Special Meeting April 18, 2018

#### **DISCUSSION ITEMS**

- Item 6**                      Prepare for elections for 2018-19 school year  
**3 teachers**  
**1 other school personnel**  
**3 parents (Reyes, Garcia, Vargas)**

#### **ACTION ITEMS**

- Item 7**                      Approve budget expenditures  
Renaissance Learning AR and STAR
- Item 8**                      Determine election procedures/dates
- Item 9**                      Set next meeting time

**ADJOURNMENT**                      By 8:15 AM



**2018-2019 Designation of CIF Representatives to League**

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE) no later than June 29, 2018.**

Hamilton Unified School District/Governing Board at its May 22, 2018 meeting,  
 (Name of school district/governing board) (Date)

appointed the following individual(s) to serve for the 2018-2019 school year as the school's league representative:

**PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES**

NAME OF SCHOOL Hamilton High School  
 NAME OF REPRESENTATIVE Cris Oseguera POSITION Principal  
 ADDRESS P.O. Box 488 CITY Hamilton City ZIP 95951  
 PHONE 530-826-3261 FAX 530-826-0440 E-MAIL COseguera@hwsdschools.org  
 \*\*\*\*\*

NAME OF SCHOOL Hamilton High School  
 NAME OF REPRESENTATIVE Erin Johnson POSITION Athletic Director  
 ADDRESS 620 Canal Street CITY Hamilton City ZIP 95951  
 PHONE 826-3261 FAX 826-0440 E-MAIL ejohnson@hwsdschools.org  
 \*\*\*\*\*

NAME OF SCHOOL Hamilton High School  
 NAME OF REPRESENTATIVE Chuck Tracy POSITION Superintendent  
 ADDRESS PO Box 488 CITY Hamilton City ZIP 95951  
 PHONE 826-3261 FAX 826-0440 E-MAIL ctracy@hwsdschools.org  
 \*\*\*\*\*

NAME OF SCHOOL Hamilton High School  
 NAME OF REPRESENTATIVE Matt Jarvis POSITION FB Coach / PE Teacher  
 ADDRESS 620 Canal Street CITY Hamilton City ZIP 95951  
 PHONE 826-3261 FAX 826-0440 E-MAIL mjarvis@hwsdschools.org

If the designated representative is not available for a given league meeting, an alternate designee of the district governing board may be sent in his/her place. **NOTE:** League representatives from public schools and private schools must be designated representatives of the school's governing boards in order to be eligible to serve on the section and state governance bodies.

Superintendent's or Principal's Name \_\_\_\_\_ Signature \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_

**PLEASE MAIL OR FAX THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.  
 SEE REVERSE SIDE FOR CIF SECTION OFFICE ADDRESSES.**

## SchoolWorks, Inc.

8331 Sierra College., Blvd #221  
 Roseville, CA 95661  
 Ph: (916) 733-0402  
 www.SchoolWorksGIS.com



<b>Date:</b>	<b>Services Performed By:</b>	<b>Services Performed For:</b>
April 30, 2018	SchoolWorks, Inc. 8331 Sierra College., Blvd #221 Roseville, CA 95661 Ph: (916) 733-0402 www.SchoolWorksGIS.com	Hamilton City School District 580 Capay Ave, Hamilton City, CA 95951 Ph: (530) 826-0603

### DEVELOPER FEE STUDY- Level 1, DEMOGRAPHIC CONTRACT and ELIGIBILITY

#### Scope of Work

1. DEVELOPER FEE STUDY – LEVEL 1:

Consultant shall prepare a Level 1 Developer Fee Study to justify the statutory fee rates for both residential and for commercial/industrial development. School Districts are authorized to collect these fees per Education Code Section 17620. The Study will include a sample Board Resolution to be adopted along with a sample Public Notice that needs to be published/posted at least fourteen (14) days prior to School Board approval

The Level 1 Fees are adjusted every two years to account for the changes in the construction cost index.

	2016 Rates	2018 Rates
Residential	\$3.48	\$3.79
Commercial/Industrial	\$0.56	\$0.61

## 2. ENROLLMENT PROJECTIONS & DEMOGRAPHICS:

This Demographic Study provides a comprehensive enrollment analysis. The district-wide and school-specific enrollment projections are meant to serve as a planning tool to help with both long- and short-term planning. Demographic Studies examine the factors that influence school enrollments, namely trends in demographics, birth rates and housing development. It is also used as a tool to identify certain facility planning requirements such as capacity utilization of existing facilities, planning for modernization or new construction and attendance boundary redistricting. This study provides information based on the 2016/17 District enrollments and programs, City planning policies and residential development. As these factors change and timelines are adjusted, the Demographic Study should be revised to reflect the most current information. Analysis. The enrollment projections for each school are generated using a State standard weighted cohort trend analysis. The basic projections are created by studying the individual geographic areas. Once the trends are analyzed for each area, the base projections are modified using the following procedures:

- (a) Birth Rate Analysis: Birth rates are used to project future kindergarten enrollment. It is assumed if the births indicate there was an increase of 4% one year, then there will be a corresponding 4% increase in the kindergarten class five (5) years later.
- (b) Housing Development and Yield Rate Study: New housing development can have a significant impact on future facility and demographic planning. A complete analysis of all current and future new housing developments will be researched by working with city, county and other local municipalities. A student yield rate analysis will also be conducted using the most current Census data. New housing development rates and yield factors are compared to the historical impact of development and if the future projections exceed the historical values, the projections are augmented accordingly.
- (c) Neighborhood School Attendance Area Analysis: Each school attendance boundary will be input into our GIS (Geographic Information Systems) Software. Students are counted in each of the attendance area boundaries based on their residential address and can be studied to view optimum and balanced utilizations. Attendance pattern maps for each individual boundary will analyze impacts of intra

district transfers from within the district boundary, as well as inter-district transfers from neighboring school districts.

Inter-district student counts are not included in the base geographic trend analysis since these students reside outside of the District. Therefore, the current number of students-per-school and students-per-grade are added to the base projections.

Intra-district students are those who transfer from one school to another. The number of students transferring into and out of each school are calculated and used to determine the difference between the projections for students living in each attendance area versus those that are projected to attend the school.

- (d) District Special Education and Alternative Programs: The projections for special education students and alternative programs are created by assuming those programs typically serve a percentage of the total District population. Therefore, as the District grows or declines, the enrollment in those programs would increase or decrease accordingly.
- (e) Cohort Trend Analysis: The number of students living in the boundary are used to generate the cohort factors. The weighted average of the three (3) years is determined with the current year weighted 50%, the prior year 33.3% and the last year 16.7%. This gives the current trends more value in determining the projections. Those cohorts are then used to determine the students who will be residing in each attendance area for the following years.
- (f) Site Capacity and Utilization Analysis: By reviewing current district loading standards and how many available classrooms are situated at each school site, we can determine which schools have room for growth, which schools are overcrowded or which school sites may need to be considered for boundary changes or grade level reconfiguration. The classroom counts may not represent the current classrooms being used, as there may be unused rooms on the school site. In some cases, there may be fewer classrooms counted than current teaching stations if some of the rooms being used were designed for other purposes but are currently being used as classrooms due to overcrowding. The purpose of the classroom count and capacity are to show what the school capacity should be if all teaching spaces are being used in accordance with the educational programs of the District.

### 3. ELIGIBILITY REVIEW:

Each district is unique in maximizing School Facilities Program Eligibility and State Funding within the State School Building Program. Because of these specific issues, different methods are utilized for accomplishing this goal.

SchoolWorks will collect the districts facility data to determine the opportunities for modernization funding over the next six (6) years for each site. We will also analyze the current eligibility for new construction funds. Any projected applications can be completed at an addition cost.

## Pricing

---

Item Description	Cost
2018 Developer Fee Justification Study	
Enrollment Projection & Demographics	
Eligibility Review	
<b>Total Cost</b>	<b>\$6,000</b>

## Payment Schedule

---

The full amount will be billed upon completion of the contracted work. The amount is due within thirty days of the date of the invoice.

If SchoolWorks presence is requested at school board meetings or other committee meetings beyond the scope of work, the District will be billed at \$140 per hour.

## District to Provide

All or some of the information listed below might be requested by SchoolWorks to complete the contracted work:


- (a) CBEDS/CSIS/CALPADS, Non-Severe and/or Severe Special Education Enrollment and/or other enrollment data necessary to complete Application(s). This information should be broken down by school site and then by grade level for each school site.
- (b) Listing of developer fees collected over the past two (2) years. This should include the amount paid and the square footage for each permit
- (c) Latest audit report
- (d) Facilities and/or Financial information needed to complete Application(s)
- (e) Written Confirmation that the need for Vocational and Career Technical Education Facilities is being met relative to the new construction and/or modernization project (Note: not applicable for elementary schools or elementary school districts, but an explanation letter may be required).
- (f) Campus maps, provided by the District, will need to illustrate up-to-date information to be fine-tuned and labeled appropriately by SchoolWorks staff per SFP Application submittal requirements.
- (g) Data from Student Information Data base

# Approval

IN WITNESS WHEREOF, the District and SchoolWorks, Inc. have made and executed this Agreement as set forth below.

**Hamilton City School District**

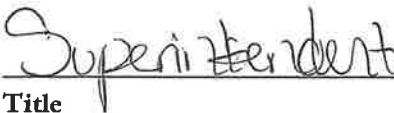
**SchoolWorks, Inc.**

  
\_\_\_\_\_  
**Signature**

  
\_\_\_\_\_  
**Signature**

  
\_\_\_\_\_  
**Name**

Ken Reynolds  
\_\_\_\_\_  
**Name**

  
\_\_\_\_\_  
**Title**

President - SchoolWorks, Inc.  
\_\_\_\_\_  
**Title**

  
\_\_\_\_\_  
**Date**

April 30, 2018  
\_\_\_\_\_  
**Date**

