

Objective 2: Students attending Hamilton Elementary School will have strategies in place to be able to respond when they feel threatened or in need of assistance.

Action Step	Resources	Validation Criteria	Parties Responsible	Start Date	End Date
Hamilton Elementary School's administration will provide strategies to all staff members. A portion of the school day will be used to teach these strategies to the students.	Site Administration; Counselors; Staff; Law Enforcement, Fire Dept.	Strategies taught	School Staff	At implementation of plan	On-going
Hamilton Elementary School's staff will place an article in the school's <u>newsletter</u> <u>handbook</u> outlining the steps to respond to a threat. Parents will be asked to discuss the article with their children.	Site Administration; Counselors; <u>Case Manager/Family Coordinator</u> ; Facilitators, Law Enforcement	<u>Newsletter Handbook</u>	Site Administration	"	Annual
All students <u>and families</u> at Hamilton Elementary School will have access to <u>identify</u> an adult staff member who they can talk to and share any potential problems or situations that could escalate into a genuine conflict.	Faculty; Staff; Site Administration; Counselors; <u>Case Manager/Family Coordinator</u>	Regular communication at staff mtgs.	Site Employees	"	On-going
Hamilton Elementary School staff will work with students and will engage assistance from other school administrations, and/or local law enforcement agencies for conflict involving non-district schools.	Other schools' administration; Sheriff's Dept., Law Enforcement	Record of loitering incidents	Site Administration; Sheriff's Dept. Law Enforcement	"	"
The Healthy Kids Survey will be distributed to Hamilton Elementary School students to solicit their opinions in regards to what is needed to make the school safer and more conducive of learning.	CHKS survey instrument	Distribution and results of survey	Administration; Safe School Committee	"	"

Hamilton Unified School District

Objective 3: Hamilton Elementary Staff will be continuously trained on safety protocols and procedures.

Action Step	Resources	Validation Criteria	Parties Responsible	Start Date	End Date
<p><u>Hamilton Elementary School's administration will provide strategies to obtain "muscle memory" on safety procedures once a month at staff meetings.</u></p>	<p><u>Site Administration;</u> <u>Counselors; Staff.</u> <u>Law Enforcement.</u> <u>Fire Dept.</u></p>	<p><u>Agendas/Strategies</u> <u>Taught</u></p>	<p><u>School Staff</u></p>	<p><u>At</u> <u>implementation</u> <u>of plan</u></p>	<p><u>On-</u> <u>going</u></p>
<p><u>Hamilton Elementary School Staff will practice "What If?" Scenarios at Monthly Staff Meetings.</u></p>	<p><u>Site Administration;</u> <u>Counselors; Staff.</u> <u>Law Enforcement.</u> <u>Fire Dept.</u></p>	<p><u>Agendas/Strategies</u> <u>Taught</u></p>	<p><u>School Staff</u></p>	<p><u>At</u> <u>implementation</u> <u>of plan</u></p>	<p><u>On-</u> <u>Going</u></p>
<p><u>Hamilton Elementary School will periodically complete the Safe School Self-Assessment in order to practice safety protocols and procedures.</u></p>	<p><u>School</u> <u>Administration;</u> <u>Safe School Self-</u> <u>Assessment Form</u></p>	<p><u>Safe School Self-</u> <u>Assessment Form</u></p>	<p><u>Administration;</u> <u>School Staff</u></p>	<p><u>"</u> <u>"</u></p>	<p><u>"</u> <u>"</u></p>
<p><u>Hamilton Elementary School will notify community and staff when student or school safety is a concern in accordance with HIPPA, and other privacy rules and regulations in coordination with Law Enforcement.</u></p>		<p><u>Written</u> <u>communications</u></p>	<p><u>Superintendent;</u> <u>Law Enforcement;</u> <u>Fire Dept.</u></p>	<p><u>"</u> <u>"</u></p>	<p><u>"</u> <u>"</u></p>

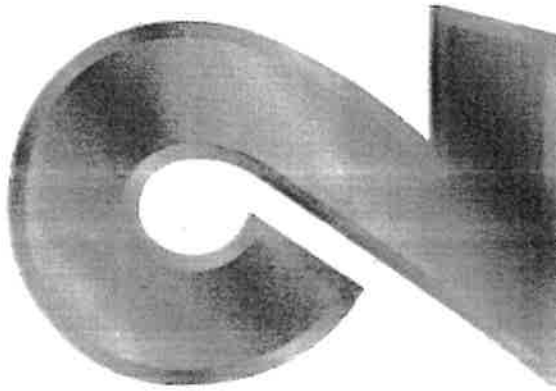
Hamilton Elementary School's Safe School Action Plan

Goal 2: All students and staff members are provided a safe teaching and learning environment.

The School's Physical Environment
(The physical setting and condition of the school)

Objective 1: Hamilton Elementary School has effective strategies to intervene at the earliest possible point when students exhibit anti-social behavior.

Objective 2: Hamilton Elementary School sets a standard for adults and students to interact with each other in a caring, supportive manner.



Note: Action steps must be reviewed and updated annually. Site Council Approval: 2/14/19

Hamilton Unified School District

Hamilton Elementary School's Safe School Action Plan

Goal 2: All students and staff members are provided a safe teaching and learning environment.

Objective 1: Hamilton Elementary School has effective strategies to intervene at the earliest possible point when students exhibit anti-social behavior.

Action Step	Resources	Validation Criteria	Parties Responsible	Start Date	End Date
Hamilton Elementary School shall provide to parents/guardians information of agencies that can provide counseling services.		Completed Directory	Counselors; Administrations	At implementation of plan	On-going
Hamilton Elementary School shall provide to staff identified effective research-based strategies that address anti-social behavior in grades K-8.		Completed Material; Documentation	Site Administration; Counselors	"	"
Hamilton Elementary School shall encourage staff to attend workshops/conferences on identifying academic risk factors and applying effective strategies in dealing with anti-social behavior in schools.		Staff attending workshops	Site Administration; Staff	"	"
Hamilton Elementary School's staff shall work with parents in identifying maladaptive behaviors and developing strategies to address these behaviors.		Number of parent conferences	"	"	"
Hamilton Elementary School shall hold regularly scheduled "Student Study Team (SST) Meetings."		SST Agendas and minutes	Site Administration; Counselors; School Psychologist	"	"
Students with maladaptive behaviors shall be placed on the agenda. The team may include a psychologist, administrator, teacher(s), and a counselor. (A member of the Special Education Department, the student, and parent will be encouraged to attend.)					

Objective 1: Hamilton Elementary School has effective strategies to intervene at the earliest possible point when students exhibit anti-social behavior. (cont.)

Action Step	Resources	Validation Criteria	Parties Responsible	Start Date	End Date
Hamilton Elementary School shall identify students who display gang association, gang membership or are involved in any gang activity.	Law Enforcement; Probation, Administration, Counselors	Individual Identifications	Site Administration; Law Enforcement	At implementation of plan	On-going
Hamilton Elementary School's staff shall contact the counselor or the school psychologist when it is reported to a staff member that a student has discussed the possibility of suicide.	Counselor Dept.; School Psychologist; Mental Health Dept., GCOE	Individual Referrals	Staff, Administration	"	"
Hamilton Elementary School will utilize the District SAS Team (SMART and Safe) to respond to students who exhibit anti-social behavior.	Counselors; Glenn County Mental Health; GCOE; Case Manager/Parent/Family Coordinator	Individual Referrals	Staff, Administration	"	"

Objective 2: Hamilton Elementary School sets a standard for adults and students to interact with each other in a caring, supportive manner.

Action Step	Resources	Validation Criteria	Parties Responsible	Start Date	End Date
Hamilton Elementary School shall develop strategies to encourage parents/guardians to be proactively involved in the education of their children.	District sponsored parenting classes; Parent Newsletter Website; Site Council Meetings	Strategies implemented	Site Administration; Faculty; Counselor; Site Council	At implementation of plan	On-going
Hamilton Elementary School shall encourage parents to volunteer for school-related activities.	Booster Clubs; Parent Volunteer List	Extent of Parent Involvement and Volunteers	Site Administration and Staff; Site council	"	"
Hamilton Elementary School shall encourage all parents to participate on its School Site Council, and the District Advisory Committees (HULC).	Superintendent, School Site Council; Site Administration;	Amount of Parent Participation	District/Site Administration; HULC	"	"
Hamilton Elementary School teachers and counselors shall notify parents/guardians when a student begins to exhibit academic or social problems.	Staff, Counselors, and Administration	Faculty Logs; AERIES documentation	Faculty; Counselors; Administrators	"	"
Hamilton Elementary School shall provide to students, staff, and parents skills to solve problems and resolve conflicts.	GCOE, Crisis phone line, counselors	Documentation of participation in available services	Site Administration and Counselors	"	"
Hamilton Elementary School's staff shall promptly return phone calls to parents, students and community leaders.	Existing Communication system	Records of registered complaints	Faculty; Staff; Counselors; Site Administrators	"	"
Hamilton Elementary School shall hold annual events that bring students, parents and staff members	Parent Nights; Assemblies;	Back-to School;	Site Administration; Site Council	"	Annual

to getl 1 a positive environment.	parent/teacher conference	Open House; Assemblies	“	Review
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Hamilton Unified School District

Promulgation

The School Emergency Operations Plan addresses the Hamilton Unified School District's responsibilities in emergencies associated with natural disaster, human-caused emergencies, and technological incidents. It provides a framework for coordination of response and recovery efforts within the district in coordination and with the county of Glenn, California. The Plan establishes an emergency organization to direct and control operations at the school site during a period of emergency by assigning responsibilities to specific personnel. The School Emergency

Operations Plan:

Conforms to the National Incident Management System (NIMS), the Standardized Emergency Management System (SEMS), and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).

- Establishes response policies and procedures, providing HUSD school sites clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for training and response exercises to ensure compliance.

Requirements

The Plan meets the requirements of the State of California and the County of Glenn policies on Emergency Response and Planning, the National Incident Management System (NIMS), the Standardized Emergency Management System (SEMS), and defines the primary and support roles of the individual schools in after-incident damage assessment and reporting requirements.

Hamilton Unified School District

Purpose

The Purpose of the School Emergency Operations Plan is to protect the safety and welfare of the employees, visitors, volunteers, and students in the Hamilton Unified School District, and to ensure the preservation of public property.

Scope

The Scope encompasses all Hamilton Unified School District site and district facilities. It addresses a broad range of major emergencies. Such events include crimes committed on campus, hazardous materials emergencies, weather emergencies, and fire. Also included are procedures for emergencies that may or may not require the full or partial activation of the School Emergency Response Team (SERT).

Note: HUSD recognizes that due to the limitations of staffing, certain roles and response committees may need to be established as the emergency unfolds. Staff will be trained in the ICS system roles on a bi-annual basis.

The objectives of the plan are to:

- Protect the safety and welfare of students, employees, and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the School's facilities and properties.
- Enable the School to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between the school, District, City, and/or County Emergency Operation Center (EOC).

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities and local governments have a right to use schools for the same purposes. This requires close cooperation between school officials and ARC or local government representatives and should be planned and arranged for in advance.

Responsibility

School administrators have the responsibility to ensure the safety of their students and staff in an emergency. Law requires developing emergency plans and training staff in all-hazards emergency response procedures.

The principles of NIMS, SEMS and ICS are incorporated in this plan and school personnel must be trained in how the system works. All Hamilton Unified School District sites must also have drills and exercises in order to practice using the system. Periodic training will be available to help orient new employees and provide refresher training to current employees on an annual basis.

Emergency Management Resolution

Hamilton Unified School District
Hamilton City, California

RESOLUTION # 18-19-109

WHEREAS, The Hamilton Unified School District has implemented a School Emergency Operations Plan for all school sites and facilities. The objectives of the plan are to: 1) protect the safety and welfare of students, employees and staff, 2) provide a safe and coordinated response to emergencies, 3) protect the district's facilities and property, and 4) Enable the School to restore normal conditions with minimal confusion in the shortest time possible.

WHEREAS, In an effort to fully implement the School Emergency Operations Plan, the Hamilton Unified School District, supports planning, training and exercising the plan at the school site level.

WHEREAS, The Hamilton Unified School District participates with all responding agencies within the State of California and in the National Incident Management System (NIMS) and the Standardized Emergency Management System (SEMS).

NOW, THEREFORE, BE IT RESOLVED, that the Board of Hamilton Unified School District does hereby support the School Emergency Operations Plan.

READ AND ADOPTED THIS _____ DAY OF _____ BY THE GOVERNING BOARD OF THE HAMILTON UNIFIED SCHOOL DISTRICT.

- AYES:
- NOES:
- ABSENT:
- ABSTAINED:

Date

Signature

Submitted annually in February.

Hamilton USD

Board Bylaw

Remuneration, Reimbursement And Other Benefits

BB 9250

Board Bylaws

Compensation

Each member of the Governing Board may receive the maximum monthly compensation as provided for in Education Code 35120.

On an annual basis, the Board may increase the compensation of Board members beyond the limit delineated in Education Code 35120 in an amount not to exceed five percent based on the present monthly rate of compensation. (Education Code 35120)

Board members are not required to accept payment for meetings attended.

Any member who does not attend all Board meetings during the month is eligible to receive only a percentage of the monthly compensation equal to the percentage of meetings he/she attended, unless otherwise authorized by the Board in accordance with law. (Education Code 35120)

A member may be compensated for meetings he/she missed when the Board, by resolution, finds that he/she was performing designated services for the district at the time of the meeting or that he/she was absent because of illness, jury duty, or a hardship deemed acceptable by the Board. (Education Code 35120)

Student Board members shall receive no compensation for meetings attended. (Education Code 35012)

(cf. 9150 - Student Board Members)

Whenever a quorum of Board members serves as another legislative body which will meet simultaneously or in serial order to a Board meeting, the Board clerk or a member of the Board shall verbally announce the amount of any additional compensation or stipend that each member will be entitled to receive as a result of convening the simultaneous or serial meeting. (Government Code 54952.3)

Reimbursement of Expenses

Board members shall be reimbursed for actual and necessary expenses incurred when performing authorized services for the district. Expenses for travel, telephone, business meals, or other authorized purposes shall be in accordance with policies established for district personnel and at the same rate of reimbursement.

(cf. 1160 - Political Processes)
(cf. 3100 - Budget)
(cf. 3350 - Travel Expenses)
(cf. 3513.1 - Cellular Phone Reimbursement)

Board members shall be reimbursed for travel expenses incurred when performing services directed by the Board. (Education Code 35044)

(cf. 9240 - Board Development)

Authorized purposes may include, but are not limited to, attendance at educational seminars or conferences designed to improve Board members' skills and knowledge; participation in regional, state, or national organizations whose activities affect the district's interests; attendance at district or community events; and meetings with state or federal officials on issues of community concern.

Personal expenses shall be the responsibility of individual Board members. Personal expenses include, but are not limited to, the personal portion of any trip, tips or gratuities, alcohol, entertainment, laundry, expenses of any family member who is accompanying the Board member on district-related business, personal use of an automobile, and personal losses and traffic violation fees incurred while on district business.

Any questions regarding the propriety of a particular type of expense should be resolved by the Superintendent or designee before the expense is incurred.

Board members may use district-issued credit cards while on official district business and consistent with the limits established for district personnel. Personal expenses shall not be charged on a district-issued credit card, even if the Board member intends to subsequently reimburse the district for the personal charges.

Health and Welfare Benefits for Current Board Members

Board members may participate, **at their own expense**, in the health and welfare benefits program provided for district employees.

(cf. 4154/4254/4354 - Health and Welfare Benefits)

Health and welfare benefits for Board members shall be no greater than that received by the district's nonsafety employees with the most generous schedule of benefits. (Government Code 53208.5)

~~The district shall pay the premiums required for Board members electing to participate in the district health and welfare benefits program to the same extent that it pays for district employees.~~

Health and welfare benefits ~~provided~~ **will be made available** to Board members, **at their**

expense, shall be extended at the same level to their spouse/registered domestic partner and to their eligible dependent children as specified in law and the health plan.

Health and Welfare Benefits for Former Board Members

Former Board members may participate in the health and welfare benefits program provided for district employees under the conditions specified below.

Health and welfare benefits for former Board members shall be no greater than those received by district nonsafety employees with the most generous schedule of benefits. (Government Code 53208.5)

Any former Board member leaving the Board after at least one term of office may participate in the health and welfare benefits program at his/her own expense if coverage is in effect at the time of retirement. (Government Code 53201)

Health and welfare benefits provided to a former Board member shall be extended, at his/her expense and at the same level, to his/her spouse/registered domestic partner and eligible dependent children as specified in law and the health plan.

Legal Reference:

EDUCATION CODE

- 33050-33053 General waiver authority
- 33362-33363 Reimbursement of expenses for attendance at workshops
- 35012 Board members; number, election and term
- 35044 Payment of traveling expenses of representatives of board
- 35120 Compensation for services as member of governing board
- 35172 Promotional activities
- 44038 Cash deposits for transportation purchased on credit

FAMILY CODE

- 297-297.5 Rights, protections and benefits under law; registered domestic partners

GOVERNMENT CODE

- 8314 Use of public resources
- 20322 Elective officers; election to become member
- 20420-20445 Membership in Public Employees' Retirement System; definition of safety employees
- 53200-53209 Group insurance
- 54952.3 Simultaneous or serial meetings; announcement of compensation

HEALTH AND SAFETY CODE

- 1373 Health services plan, coverage for dependent children

INSURANCE CODE

- 10277-10278 Group and individual health insurance, coverage for dependent children

UNITED STATES CODE, TITLE 26

- 403 Tax-sheltered annuities

UNITED STATES CODE, TITLE 42

18011 Right to maintain existing health coverage

CODE OF FEDERAL REGULATIONS, TITLE 26

1.403(b)-2 Tax-sheltered annuities, definition of employee

COURT DECISIONS

Thorning v. Hollister School District, (1992) 11 Cal.App.4th 1598

Board of Education of the Palo Alto Unified School District v. Superior Court of Santa Clara

County, (1979) 93 Cal.App.3d 578

ATTORNEY GENERAL OPINIONS

91 Ops.Cal.Atty.Gen. 37 (2008)

83 Ops.Cal.Atty.Gen. 124 (2000)

Management Resources:

INSTITUTE FOR LOCAL GOVERNMENT PUBLICATIONS

Sample Expense and Use of Public Resources Policy Statement, January 2006

INTERNAL REVENUE SERVICE PUBLICATIONS

Tax-Sheltered Annuity Plans (403(b) Plans) for Employees of Public Schools and Certain

Tax-Exempt Organizations, Publication 571, rev. February 2013

WEB SITES

CSBA: <http://www.csba.org>

Institute for Local Government: <http://www.ca-ilg.org>

Internal Revenue Service: <http://www.irs.gov>

Public Employees' Retirement System: <http://www.calpers.ca.gov>

Bylaw HAMILTON UNIFIED SCHOOL DISTRICT

adopted: February 22, 2017 Hamilton City, California

POLICY GUIDE SHEET

December 2018

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Note: Descriptions below identify revisions made to CSBA's sample board policies, administrative regulations, board bylaws, and/or exhibits. Editorial changes have also been made. Districts and county offices of education should review the sample materials and modify their own policies accordingly.

BP/AR 0420 - School Plans/Site Councils

(BP/AR revised)

Policy updated to reflect **NEW LAW (AB 716)** which renames the single plan for student achievement as the school plan for student achievement (SPSA), authorizes the use of uniform complaint procedures for complaints alleging noncompliance with requirements related to the establishment of school site councils or the development of the SPSA, and authorizes the use of the SPSA to satisfy the requirement for a school improvement plan when a school is identified for targeted or comprehensive support. Regulation updated to reflect AB 716 which eliminates the authority to use a school advisory committee other than a school site council to develop the SPSA, allows certain small schools to share a school site council, requires a needs assessment to identify school goals, and, if applicable, requires consultation with the school's English learner advisory committee on review of the SPSA.

BP/AR 0450 - Comprehensive Safety Plan

(BP/AR revised)

Policy updated to reflect **NEW LAW (AB 1747)** which requires the California Department of Education (CDE) to post a compliance checklist for developing the comprehensive safety plan and best practices related to reviewing and approving the plan, and requires districts to share their approved comprehensive safety plans with local law enforcement, the fire department, and other first responder entities. Regulation updated to reflect AB 1747, which adds requirements to consult with the fire department and other first responders in developing safety plans and to develop procedures for conducting tactical responses to criminal incidents, including procedures related to individuals with guns on campus and at school-related functions.

BP/AR 0460 - Local Control and Accountability Plan

(BP/AR revised)

Policy and regulation updated to reflect **NEW LAW (AB 2878)** which expands the state priority on parent involvement that must be addressed in the local control and accountability plan (LCAP) to include family engagement. Policy also reflects **NEW LAW (AB 1808)** which requires consultation on plan development with special education local plan administrator(s) and, by July 1, 2019, requires districts to develop a local control funding formula budget overview for parents/guardians in conjunction with the LCAP. Policy reflects **NEW LAW (AB 1840)** which requires the State Board of Education to expand the LCAP template by January 31, 2020 to include specified information. Section on "Technical Assistance/Intervention" updated to reflect AB 1808 which establishes a single statewide system of support for districts and schools, and AB 1840 which provides that a district receiving an emergency apportionment will be deemed to have been referred to the California Collaborative for Educational Excellence. Regulation updated to reflect AB 1840 which requires data in the LCAP to be reported in a manner consistent with the California School Dashboard and requires districts to post their LCAP prominently on the homepage of their web site. Section on "Annual Updates" deleted since the annual updates follow the same process and adhere to the same template as the initial LCAP.

AR 1220 - Citizen Advisory Committees

(AR revised)

Regulation updated to clarify that the parent advisory committee and English learner parent advisory committee established to review and comment on the LCAP are not subject to Brown Act requirements, but

must comply with other, less complex procedural requirements. Legal cites for school site councils revised pursuant to **NEW LAW (AB 716)**.

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AR 3311.1 - Uniform Public Construction Cost Accounting Procedures

(AR revised)

Regulation updated to reflect **NEW LAW (AB 2249)** which revises the threshold amounts that determine the process that may be used to award contracts for public works. Regulation also revised to clarify requirements for informal bid notifications that must be sent to contractors and/or construction journals.

AR 3543 - Transportation Safety and Emergencies

(AR revised)

Regulation updated to reflect **NEW LAW (AB 1798)** which requires that all school buses be equipped with passenger restraint systems by July 1, 2035. Regulation also reflects **NEW LAW (AB 1840)** which delays until March 1, 2019 the requirement that each school bus and student activity bus be equipped with a child safety alert system, and allows for a possible six-month extension for districts with an average daily attendance of 4,000 or less under specified conditions. Regulation adds the conditions under which a student activity bus is exempt from the requirement to install a child safety alert system.

AR 4200 - Classified Personnel

(AR revised)

Regulation updated to reflect **NEW LAW (AB 2160)** which eliminates the exemption of part-time playground positions from the classified service in merit system districts, thereby making those positions part of the classified service. Regulation also reflects **NEW LAW (AB 2261)** which eliminates the exemption from the classified service, in merit system districts, of community representatives employed in advisory or consulting capacities for not more than 90 working days per fiscal year. Paragraph moved to emphasize that employees in either merit or non-merit system districts who are exempted from the classified service must fulfill obligations related to physical examinations, fingerprinting, and tuberculosis tests.

AR 5113 - Absences and Excuses

(AR revised)

Regulation updated to reflect **NEW LAW (AB 2289)** which (1) amends the definition of "immediate family" for the purpose of authorizing certain excused absences, (2) prohibits a district from requiring a physician's note for an absence by a parenting student to care for a sick child, and (3) clarifies that students may be excused from school, under specified conditions, for work in the entertainment or allied industry, participation with a nonprofit performing arts organization in a performance for a public school audience, or other reasons at the discretion of school administrators.

AR 5131.41 - Use of Seclusion and Restraint

(AR added)

New regulation reflects **NEW LAW (AB 2657)** which prohibits seclusion and behavioral restraint of students as a means of discipline, and provides that seclusion and restraint may be used only to control behavior that poses a clear and present danger of serious physical harm to a student or others if that behavior cannot be immediately prevented by a less restrictive response. Regulation specifies the conditions for such use, reporting requirements, and a list of seclusion and behavioral techniques that are always prohibited.

BP/AR 5141.52 - Suicide Prevention

(BP/AR revised)

Policy updated to reflect **NEW LAW (AB 2639)** which requires boards of districts that serve grades 7-12 to review the district's suicide prevention policy at least every five years and update it as necessary.

Regulation updated to reflect **NEW LAW (SB 972)** which requires districts that issue student identification cards to print specified suicide prevention hotline numbers on the cards effective July 1, 2019. Regulation also reflects **NEW LAW (AB 1808)** which requires CDE to identify online training programs that districts can use to train students and staff regarding suicide awareness and prevention.

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BP/AR 5144 - Discipline

(BP/AR revised)

Policy updated to reflect **NEW LAW (AB 2657)** which prohibits seclusion and behavioral restraint of students as a means of discipline, and to encourage staff development regarding equitable implementation of discipline. Regulation updated to revise section on "Detention After School" to more directly reflect state regulations and delete a specific timeline for advance notice to parents/guardians of a student's detention.

BP 5146 - Married/Pregnant/Parenting Students

(BP revised)

Policy updated to reflect **NEW LAW (AB 2289)** which requires notification to parents/guardians and to pregnant and parenting students of their rights under the law; authorizes an excused absence for a parenting student to care for a sick child without a physician's note; provides that a pregnant or parenting student is entitled to eight weeks of parental leave, or longer if deemed medically necessary by the student's physician; and authorizes the use of uniform complaint procedures for complaints alleging noncompliance with the law.

BP 6146.1 - High School Graduation Requirements

(BP revised)

Policy updated to reflect **NEW LAW (AB 2121)** which, under certain conditions, exempts from any district-established graduation requirements migrant students and newly arrived immigrant students participating in a newcomer program who transfer schools in grade 11-12. Policy also reflects **NEW LAW (AB 3022)** which authorizes the granting of a diploma to persons who departed California in grade 12 against their will, and adds section on "Honorary Diplomas" including item reflecting **NEW LAW (AB 2109)** which authorizes the board to grant an honorary diploma to a terminally ill student.

AR 6173.2 - Education of Children of Military Families

(AR revised)

Regulation updated to reflect **NEW LAW (AB 2949)** which allows a child of a military family to continue attending the school of origin regardless of any change of residence of the family. Regulation also adds new section on "Transportation" reflecting AB 2949, which authorizes, but does not require, districts to provide transportation to enable a child of a military family to attend the school or district of origin.

BP/AR 6175 - Migrant Education Program

(BP/AR revised)

Policy updated to include priorities for migrant education services, as amended by the federal Every Student Succeeds Act, and provision of services to private school students, formerly in AR. Policy also adds language encouraging the superintendent to annually report to the board regarding the performance of migrant students. Regulation updated to add definition of "migrant student" and add new section on "Summer School" reflecting requirement for any district receiving federal migrant education funding to conduct summer school programs for eligible migrant students. New section on "Applicability of Graduation Requirements" reflects **NEW LAW (AB 2121)** which, under certain conditions, exempts migrant students who transfer between schools in grades 11-12 from district-established graduation requirements.

AR 6183 - Home and Hospital Instruction

(AR revised)

Regulation reorganized and updated to reflect **NEW LAW (AB 2109)** which expands the parental notification to include information regarding student eligibility for individual instruction and the duration of such instruction, requires that individual instruction in a student's home begin within five days of determining a student's eligibility, provides that students receiving individual instruction in a hospital for a partial week are eligible to attend school on days that they are not at the hospital, and provides that the absences of a temporarily disabled student must be excused until the student is able to return to the regular school program.

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BB 9322 - Agenda/Meeting Materials

(BB revised)

Bylaw updated to reflect requirement effective January 1, 2019 that districts post a direct link on the homepage of their web site to the current board meeting agenda or to the district's agenda management platform. Bylaw also clarifies that the agenda need not provide an opportunity for public comment on any agenda item that has previously been considered at an open meeting of a committee comprised exclusively of board members.

BB 9324 - Minutes and Recordings

(BB revised)

Bylaw updated to reflect **NEW LAW (SB 1036)** which prohibits districts from including in board meeting minutes a student's directory information or a parent/guardian's personal information, as defined, when the student or parent/guardian requests that such information be excluded. Bylaw also includes optional statement that the minutes will summarize topics addressed during the public comment period and need not reflect the names of the individuals who comment.

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	Sit	BA	num	Account num	Liq Amt	Net Amount
001391/00	ABSOLUTE HEATING & AIR INC														
	PO-000435	01/08/2019	7454010819		1	01-8150-0-0000-8100-5630-000-0000	NN	P						0.00	256.00
				TOTAL PAYMENT AMOUNT											256.00 *
001075/00	AT&T														
	PO-000403	01/12/2019	12451737		1	01-0000-0-0000-2700-5990-000-000-000000	NN	P						0.00	95.48
	PO-000403	01/12/2019	12453181		1	01-0000-0-0000-2700-5990-000-000-000000	NN	P						0.00	35.18
				TOTAL PAYMENT AMOUNT											130.66 *
000272/00	BETTY MERCADO														
	PV-000079	12/09/2018	CLTA CONF MEALS/TOLL/PARK		01-4035-0-1110-1000-5200-000-000-000000	NN									217.00
				TOTAL PAYMENT AMOUNT											217.00 *
000104/00	CALIFORNIA SCHOOL BOARDS ASSN														
	PO-019413	01/08/2019	2624180-NOV BROWN BOX FEES		1	01-0000-0-0000-2700-5890-000-000-000000	NN	F						1,875.00	1,875.00
				TOTAL PAYMENT AMOUNT											1,875.00 *
000334/00	CALSTRS-JEM														
	PO-000428	01/09/2019	OCT-DEC 2018 FEES; 158501		1	01-0000-0-0000-2700-5890-000-000-000000	NN	P						0.00	162.00
				TOTAL PAYMENT AMOUNT											162.00 *
000234/00	CAROLINA BIOLOGICAL SPLY CO														
	PO-019123	01/10/2019	50523457 RI		1	01-0008-0-1110-1000-4300-100-000-000000	NN	F						1,371.82	1,219.43
				TOTAL PAYMENT AMOUNT											1,219.43 *
000156/00	CASBO														
	PO-019382	12/12/2018	611489-K HAMMAN REGIST		1	01-0000-0-0000-7300-5200-000-000-000000	NN	F						255.00	255.00
				TOTAL PAYMENT AMOUNT											255.00 *

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
000048/00	COMMISSION ON TEACHER CREDIT																
190344	PO-019417	01/18/2019	FORM 41-1	APP FEE		1	01-0000-0-1110-1000-5890-000-0000-00000	NN	F							100.00	100.00
000424/00	DELL MARKETING																
190312	PO-019381	01/02/2019	10290063275-AIG COMP/MONITORS			1	01-7010-0-3800-1000-4400-000-000-00000	NN	F							1,674.03	1,673.77
000236/00	DIESEL EMISSIONS SERVICE																
190339	PO-019411	12/31/2018	W 4-28046			1	01-0000-0-0000-3600-5630-000-000-00000	NN	F							514.61	514.61
190339	PO-019411	12/19/2018	W 4-28025			1	01-0000-0-0000-3600-5630-000-000-00000	NN	F							683.07	683.07
190339	PO-019411	01/02/2019	W 4-28085			1	01-0000-0-0000-3600-5630-000-000-00000	NN	F							555.00	555.00
190339	PO-019411	01/09/2019	W 4-28105			1	01-0000-0-0000-3600-5630-000-000-00000	NN	F							476.78	476.78
																	2,229.46
001042/00	EDUCATIONAL FACILITIES PROGRAM	050597395															
	PO-018633	01/08/2019	CLOSE BAL; PER DH	1/10/19		1	01-9151-0-0000-8500-5890-000-050-00000	NY	C							0.00	0.00
000201/00	FOLLETT SCHOOL SOLUTIONS INC																
190346	PO-019419	01/16/2019	1344364			1	01-0000-0-0000-2420-5890-000-000-00000	NN	F							247.50	247.50
000113/00	HAMILTON CITY COMMUNITY SVC																
	PO-000414	01/01/2019	JAN-FEB HS			1	01-0000-0-0000-8100-5590-000-000-00000	NN	F							0.00	1,561.87
	PO-000414	01/01/2019	JAN-FEB ELEM			1	01-0000-0-0000-8100-5590-000-000-00000	NN	F							0.00	2,231.24
	PO-000414	01/01/2019	JAN-FEB AD ED			1	01-0000-0-0000-8100-5590-000-000-00000	NN	F							0.00	74.37
	PO-000414	01/01/2019	JAN-FEB ELLAB			2	01-0000-0-3200-8100-5590-000-000-00000	NN	F							0.00	74.37
																	3,941.85
000114/00	HAMILTON UNIFIED REVOLVING FND																
	PV-000080	01/01/2019	REV CK#1641														41.00
	PV-000080	01/01/2019	REV CK#1642														36.00
																	77.00

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	ABA num	Sit	BGR	DD	Account num	T9MPS	Liq Amt	Net Amount
000127/00	NICHOLS MELBURG & ROSSETTO		680009012														
	PO-018615	01/15/2019 CLOSE BAL-TXF TO 18632		1	01-9151-0-0000-8500-5890-000-050-00000											0.00	0.00
	PO-018632	01/11/2019 18-2865-10 HOG BARN		1	01-9151-0-0000-8500-5890-000-050-00000											0.00	2,520.00
	PO-018632	01/11/2019 18-2865-11 FINAL BILLING		1	01-9151-0-0000-8500-5890-000-050-00000											0.00	4,786.00
		TOTAL PAYMENT AMOUNT								7,306.00 *							7,306.00
000719/00	NORTH WOODWINDS		316480153														
	190036	PO-019135 01/10/2019 158807		1	01-0000-0-1110-1000-5890-000-013-00000											69.87	69.87
		TOTAL PAYMENT AMOUNT								69.87 *							69.87
001407/00	PARAMEX SCREENING SERVICE		680179882														
	PO-000431	01/10/2019 007514		1	01-0000-0-0000-3600-5890-000-000-00000											0.00	69.00
		TOTAL PAYMENT AMOUNT								69.00 *							69.00
000134/00	QUILL CORPORATION																
	CM-000009	01/08/2019 3343210-REFUND ON RETURNS		01-0000-0-0000-2700-4300-000-000-00000													-31.47
	190022	PO-019115 12/09/2018 3343210		2	01-0000-0-0000-2700-4300-000-000-00000											144.61	144.61
	190022	PO-019115 12/09/2018 3343210		3	01-0000-0-1110-1000-4300-100-000-00000											186.49	186.49
	PV-000078	12/09/2018 3343210			01-0000-0-3200-1000-4300-000-000-00000												36.38
	PV-000078	12/09/2018 3343210			01-9150-0-0000-2420-4300-000-000-00000												85.80
		TOTAL PAYMENT AMOUNT								421.81 *							421.81
000144/00	ROBERTSON ERICKSON INC		822988190														
	190210	PO-019274 01/08/2019 CLOSE BAL; PER DH 1/10/19		1	01-1400-0-0000-8500-6200-000-050-00000											290.00	0.00
		TOTAL PAYMENT AMOUNT								0.00 *							0.00
000185/00	SAVE MART SUPERMARKETS																
	190209	PO-019273 12/06/2018 6034042		1	01-1100-0-3200-1000-4300-000-000-00000											14.67	14.67
	190209	PO-019273 12/06/2018 6034042		2	01-0801-0-1110-1000-4300-000-521-00000											28.60	28.60
	190209	PO-019273 12/10/2018 0090132		2	01-0801-0-1110-1000-4300-000-521-00000											27.87	27.87
	190209	PO-019273 12/13/2018 3073049		2	01-0801-0-1110-1000-4300-000-521-00000											94.02	94.02
	190209	PO-019273 12/13/2018 3074009		2	01-0801-0-1110-1000-4300-000-521-00000											6.23	6.23
		TOTAL PAYMENT AMOUNT								171.39 *							171.39

012 HAMILTON UNIFIED SCHOOL DIST. J86232
BATCH 34; FEBRUARY 27 2019

ACCOUNTS
BATCH: 0034
Fund : 11

PRELIST
34:JANUARY 23 2019
ADULT EDUCATION

APY500 L.00.12 01/18/19 12:11 PAGE 6
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Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	AEA num	Account num	Sit	Bdr	DD	T9MPS	Liq Amt	Net Amount
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000921/00 CARDIO PARTNERS

190325 PO-019399 12/27/2018 640355-AED PLUS ZOLL
TOTAL PAYMENT AMOUNT

1 11-6391-0-4110-1000-4400-000-000-00000 NN F
1,554.05 *

1,554.05
1,554.05

TOTAL Fund PAYMENT 1,554.05 **

1,554.05

012 HAMILTON UNIFIED SCHOOL DIST. J86232
 BATCH 34; FEBRUARY 27 2019

ACCOUNTS PAYABLE PRELIST
 BATCH: 0034 BATCH 34:JANUARY 23 2019
 Fund : 12 CHILD DEVELOPMENT
 APY500 I.00.12 01/18/19 12:11 PAGE 7
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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	TRMPS	Liq Amt	Net Amount	
000113/00	HAMILTON CITY COMMUNITY SVC																			

PO-000414 01/01/2019 JAN-FEB PRESCH
 3 12-6105-0-1110-1000-5890-000-000-00000 NN P
 TOTAL PAYMENT AMOUNT 74.37 * 0.00
 74.37

TOTAL Fund PAYMENT 74.37 **
 74.37

Vendor/Addr Remit name
 Req Reference Date Description
 000764/00 DANIELSON CO

Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	ABA num	Account num	Liq Amt	Net Amount
PO-000425	01/07/2019	185268	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P			0.00	173.31
PO-000425	01/07/2019	185249	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P			0.00	31.08
PO-000425	01/07/2019	185249	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	1,195.50
PO-000425	01/07/2019	185268	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	1,538.36
PO-000425	01/14/2019	185882	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P			0.00	199.58
PO-000425	01/14/2019	185896	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P			0.00	46.53
PO-000425	01/14/2019	185896	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	1,792.81
PO-000425	01/14/2019	185882	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	1,381.27
TOTAL PAYMENT AMOUNT										6,358.44 *

Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	ABA num	Account num	Liq Amt	Net Amount
000209/00	GOLD STAR FOODS									
PO-000415	01/07/2019	2607216	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P			0.00	23.48
PO-000415	01/07/2019	2607216	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	754.72
PO-000415	01/07/2019	2607221	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	1,898.80
PO-000415	01/08/2019	2623948-OCT BROWN BOX FEES	3	13-5310-0-0000-3700-5890-000-000-00000	NN	P			0.00	15.30
PO-000415	01/08/2019	2624180-NOV BROWN BOX FEES	3	13-5310-0-0000-3700-5890-000-000-00000	NN	P			0.00	14.40
TOTAL PAYMENT AMOUNT										2,706.70 *

Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	ABA num	Account num	Liq Amt	Net Amount
000095/00	NOBLE INDUSTRIAL SUPPLY CORP									
190345	PO-019418	01/03/2019	1	13-5310-0-0000-3700-4300-000-000-00000	YN	P			318.17	300.77
TOTAL PAYMENT AMOUNT										300.77 *
TOTAL USE TAX AMOUNT										21.81

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	01/07/2019	6652192	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	663.11
PO-000407	01/07/2019	6652332	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	1,383.19
PO-000407	01/14/2019	6654793	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	1,022.55
PO-000407	01/14/2019	6654416	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	555.58
TOTAL PAYMENT AMOUNT										3,624.43 *

Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	ABA num	Account num	Liq Amt	Net Amount
002012/00	UNITED GROCERS									
PO-000438	12/31/2018	19946	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	148.13
PO-000438	12/31/2018	10990	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	86.82
PO-000438	12/31/2018	33512	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	29.35
TOTAL PAYMENT AMOUNT										264.30 *
TOTAL Fund PAYMENT										13,254.64 **
TOTAL USE TAX AMOUNT										21.81

012 HAMILTON UNIFIED SCHOOL DIST. J86232
BATCH 34; FEBRUARY 27 2019

ACCOUNTS PAYABLE PRELIST APY500 L.00.12 01/18/19 12:11 PAGE 9
BATCH: 0034 BATCH 34:JANUARY 23 2019 << Open >>
Fund : 14 DEFERRED MAINTENANCE

Vendor/Addr Remit name
Req Reference Date Description

000127/00 NICHOLS MELBURG & ROSSETTO
Tax ID num Deposit type ABA num Account num
FG Res Y Goal Func Obj Sit Bdr DD TRMPS Liq Amt Net Amount

PO-018634 01/15/2019 CLOSE BAL
1 14-0000-0-0000-8100-5890-000-016-00000 NY C 0.00 0.00
TOTAL PAYMENT AMOUNT 0.00 *

TOTAL Fund PAYMENT 0.00 ** 0.00

TOTAL BATCH PAYMENT 43,996.12 *** 0.00 43,996.12
TOTAL USE TAX AMOUNT 54.94

TOTAL DISTRICT PAYMENT 43,996.12 **** 0.00 43,996.12
TOTAL USE TAX AMOUNT 54.94

TOTAL FOR ALL DISTRICTS: 43,996.12 **** 0.00 43,996.12
TOTAL USE TAX AMOUNT 54.94

Number of checks to be printed: 36, not counting voids due to stub overflows.
Number of zero dollar checks: 3, will be skipped.

Printed: 01/18/2019 12:29:38

Prepared by	Date
<i>Chris Sabies</i>	1/18/19
Authorized by	Date

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	Sit	Bdr	DD	T9MPS	Account num	Liq Amt	Net Amount
001388/00	LARRY'S PEST & WEED CONTROL		1411953612													

PO-000440	01/08/2019	JAN W10723		1	01-0000-0-0000-8100-5590-000-000-00000										0.00	540.00
TOTAL PAYMENT AMOUNT																
540.00 *																

000701/00	MAGGIE SAWYER															
PV-000087	01/18/2019	CABE CONF MEALS/PARK/TOLLS		01-4203-0-1110-1000-5200-000-000-00000												268.00
TOTAL PAYMENT AMOUNT																
268.00 *																

001015/00	MARIA ELENA ALVAREZ															
PV-000088	01/18/2019	CABE CONF MEALS/PARK/TOLLS		01-4203-0-1110-1000-5200-000-000-00000												196.00
TOTAL PAYMENT AMOUNT																
196.00 *																

001450/00	MARIA REYES															
PV-000084	01/18/2019	FEB 2ND STEPS TO COLLEGE MEALS		01-7338-0-1110-1000-5200-000-000-00000												52.00
TOTAL PAYMENT AMOUNT																
52.00 *																

000096/00	MILLER GLASS INC															
PO-000434	01/24/2019	3-306497		2	01-0000-0-0000-3600-5630-000-000-00000										0.00	35.00
TOTAL PAYMENT AMOUNT																
35.00 *																

000864/00	MONOPRICE															
567987705																
190349	PO-019422	01/21/2019	18553342	1	01-9150-0-0000-2420-4300-000-000-00000										2.92	2.92
190349	PO-019422	01/22/2019	18560842	1	01-9150-0-0000-2420-4300-000-000-00000										137.70	137.66
TOTAL PAYMENT AMOUNT																
140.58 *																

000027/00	ORLAND HARDWARE															
PO-000417	01/23/2019	386698		1	01-8150-0-0000-8100-4300-000-000-00000										0.00	27.78
190190	PO-019260	01/02/2019	384804	1	01-7010-0-3800-1000-4300-000-000-00000										25.18	25.18
190190	PO-019260	01/03/2019	384967	1	01-7010-0-3800-1000-4300-000-000-00000										53.62	53.62
190190	PO-019260	01/07/2019	385317	1	01-7010-0-3800-1000-4300-000-000-00000										421.20	697.00
190190	PO-019260	01/08/2019	385419	1	01-7010-0-3800-1000-4300-000-000-00000										0.00	8.72
TOTAL PAYMENT AMOUNT																
812.30 *																

012 HAMILTON UNIFIED SCHOOL DIST. J86985
 BATCH 36; FEBRUARY 27 2019

ACCOUNT'S PAYABLE PRELIST
 BATCH: 0036 BATCH 36; FEBRUARY 27 2019
 Fund : 01 GENERAL FUND

APY500 L.00.12 01/31/19 15:04 PAGE 4
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Vendor/Addr Req Reference Date	Remit name Description	Tax ID num	Deposit type Fd Res Y	Goal Func	Obj	ABA num Sit	Account num BDR DD	TRMPS	Liq Amt	Net Amount
000512/00	PLATT ELECTRIC SUPPLY INC									
PO-000432	01/18/2019 Z400714		1	01-8150-0-0000-8100-4300-000-000-00000	NN	P			0.00	1,072.50
PO-000432	01/18/2019 Z400723		1	01-8150-0-0000-8100-4300-000-000-00000	NN	P			0.00	25.95
PO-000432	01/14/2019 U213251		1	01-8150-0-0000-8100-4300-000-000-00000	NN	P			0.00	429.30
PO-000432	01/18/2019 Z400796		1	01-8150-0-0000-8100-4300-000-000-00000	NN	P			0.00	29.45
TOTAL PAYMENT AMOUNT										1,557.20 *
000134/00	QUILL CORPORATION									
CM-000010	01/08/2019 REFUND/19-400 REPL		1	01-0000-0-1110-1000-4300-000-000-00000	NN	P				-7.57
190343	PO-019416 01/17/2019 4367236		1	01-0000-0-1110-2420-4300-000-026-00000	NN	P			90.07	90.07
190343	PO-019416 01/17/2019 4380353		1	01-0000-0-1110-2420-4300-000-026-00000	NN	P			52.20	52.20
190343	PO-019416 01/17/2019 4371596		1	01-0000-0-1110-2420-4300-000-026-00000	NN	P			28.25	28.25
190348	PO-019421 01/18/2019 4419347		1	01-7010-0-3800-1000-4300-000-000-00000	NN	P			51.45	51.45
190348	PO-019421 01/18/2019 4406603		1	01-7010-0-3800-1000-4300-000-000-00000	NN	P			264.24	264.24
FV-000083	01/08/2019 REFUND/19-400 REPL		1	01-0000-0-1110-1000-4300-000-000-00000	NN	P			7.57	7.57
TOTAL PAYMENT AMOUNT										486.21 *
001510/00	RAY MORGAN COMPANY									
PO-000413	01/21/2019 DIST FEB 2380721		1	01-0000-0-0000-2700-5620-100-000-00000	NN	P			0.00	529.83
PO-000413	01/21/2019 HS FEB 2380721		2	01-0000-0-1110-1000-5620-100-000-00000	NN	P			0.00	1,371.09
PO-000413	01/21/2019 ELEM FEB 2380721		3	01-0000-0-1110-1000-5620-800-000-00000	NN	P			0.00	1,838.23
PO-000413	01/21/2019 ELLAB FEB 2380721		4	01-0000-0-3200-1000-5620-000-000-00000	NN	P			0.00	193.31
TOTAL PAYMENT AMOUNT										3,932.46 *
000223/00	RAY ODOM									
FV-000092	01/18/2019 SSSA CONF 2019 MEALS		1	01-0000-0-0000-7110-5200-000-000-00000	NN	P				165.31
TOTAL PAYMENT AMOUNT										165.31 *
000376/00	ROD BOONE									
FV-000094	01/18/2019 SSSA CONF 2019 MEALS		1	01-0000-0-0000-7110-5200-000-000-00000	NN	P				165.31
TOTAL PAYMENT AMOUNT										165.31 *
001311/00	SACRAMENTO COUNTY OFFICE OF ED									
190314	PO-019383 01/16/2019 191631-ELPAC ADMIN BINDERS		1	01-4203-0-1110-1000-4300-000-000-00000	NN	P			229.81	222.67
TOTAL PAYMENT AMOUNT										222.67 *

Vendor/Addr	Req Reference	Remit name	Date	Description	Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	ABA num	Sit	Bdr	DD	Account num	T9MFS	Liq Amt	Net Amount
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000853/00		SUNRISE ENVIRONMENTAL																		
190351	PO-019432		01/17/2019	94421														419.84	419.84	
TOTAL PAYMENT AMOUNT																			419.84	419.84

001382/00		U S BANK CORPORATE																		
190003	PO-000447		01/23/2019	DIRECTOR OF MAIN JOB DES														15.00	15.00	
190003	PO-000447		01/23/2019	DIRECTOR OF FOOD SERV JOB DES														15.00	15.00	
190071	PO-019155		01/23/2019	MISC MTG SUPPLIES														368.89	368.89	
190157	PO-019222		01/23/2019	AIG FUEL														396.44	396.44	
190181	PO-019256		01/23/2019	ACSA HOTEL FOR CONF														271.74	271.74	
190318	PO-019389		01/23/2019	PRINTS/PICS-COSTCO														42.86	42.86	
190347	PO-019420		01/23/2019	HOTEL FOR PIG SALE														350.00	350.00	
190337	PO-019423		01/23/2019	MAINT TRUSCO ORDER														167.00	167.00	
	PV-000098		01/23/2019	DEC-JAN 424604455628555														348.63	348.63	
	PV-000098		01/23/2019	DEC-JAN 424604455628555														69.46	69.46	
	PV-000098		01/23/2019	DEC-JAN 424604455628555														12.47	12.47	
	PV-000098		01/23/2019	DEC-JAN 424604455628555														31.92	31.92	
TOTAL PAYMENT AMOUNT																			2,676.01	2,676.01
TOTAL USE TAX AMOUNT																			12.11	

000654/00		WALMART																		
190189	PO-019258		12/30/2018	ELLA B FOOD ACTIVITY														23.02	23.02	
190191	PO-019290		01/16/2019	EM; SCIENCE CLASS SUPPLIES														97.21	97.21	
TOTAL PAYMENT AMOUNT																			120.23	120.23

000743/00		WEST COAST PAPER																		
	PO-000429		01/23/2019	11038530														0.00	0.00	
	PO-000429		01/24/2019	11040720														0.00	0.00	
TOTAL PAYMENT AMOUNT																			669.41	669.41
TOTAL Fund PAYMENT																			16,190.96	16,190.96
TOTAL USE TAX AMOUNT																			12.11	

012 HAMILTON UNIFIED SCHOOL DIST. J86985
BATCH 36; FEBRUARY 27 2019

ACCOUNTS PAYABLE PRELIST
BATCH: 0036 BATCH 36; FEBRUARY 27 2019
Fund : 11 ADULT EDUCATION

APY500 L.00.12 01/31/19 15:04 PAGE 6
<< Open >>

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
001237/00	COMER'S PRINT SHOP														

190328	PO-019402	01/15/2019	BUS CARDS;IM, SR, AD ED	1 11-6391-0-4110-1000-4300-000-000-00000	NN	F								107.25	107.25
TOTAL PAYMENT AMOUNT															

001510/00	RAY MORGAN COMPANY														
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PO-000413	01/21/2019	ADULT ED FEB 2380721	5 11-6391-0-4110-1000-5620-000-000-00000	NN	F									0.00	149.20
TOTAL PAYMENT AMOUNT															

001382/00	U S BANK CORPORATE														
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PV-000098	01/23/2019	DEC-JAN 424604555628555	11-6391-0-4110-1000-4392-000-021-00000	NN											29.10
TOTAL PAYMENT AMOUNT															

TOTAL Fund PAYMENT														285.55	**
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														29.10	29.10
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012 HAMILTON UNIFIED SCHOOL DIST. J86985
BATCH 36; FEBRUARY 27 2019

ACCOUNTS FILE PRELIST
BATCH: 0036 BATCH 36; FEBRUARY 27 2019
Fund : 12 CHILD DEVELOPMENT
AFY500 L.00.12 01/31/19 15:04 PAGE 7
<< Open >>

Vendor/Addr Remit name
Req Reference Date Description
001510/00 RAY MORGAN COMPANY
Tax ID num Deposit type
Pd Res Y Goal Func Obj ABA num Account num
Sit Bdr DD T9MPS Lig Amt Net Amount

PO-000413 01/21/2019 PRESCH FEB 2380721
6 12-6105-0-1110-1000-5620-000-000-000000 NN P
TOTAL PAYMENT AMOUNT 193.30 * 0.00 193.30
193.30

001382/00 U S BANK CORPORATE
190327 PO-019401 01/23/2019 PRESCHOOL BOOKS
190327 PO-019401 01/23/2019 PRESCHOOL BOOKS
1 12-6105-0-1110-1000-4300-000-000-000000 YN P 15.38
1 12-6105-0-1110-1000-4300-000-000-000000 NN P 6.13
TOTAL PAYMENT AMOUNT 20.73 *
TOTAL USE TAX AMOUNT 1.12

TOTAL Fund PAYMENT 214.03 **
TOTAL USE TAX AMOUNT 1.12
214.03

012 HAMILTON UNIFIED SCHOOL DIST. J86985
BATCH 36; FEBRUARY 27 2019

ACCOUNTS FILE PRELIST APY500 L.00.12 01/31/19 15:04 PAGE 9
BATCH: 0036 BATCH 36; FEBRUARY 27 2019 << Open >>
Fund : 13 CAFETERIA

Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	Liq Amt	Net Amount
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TOTAL DISTRICT PAYMENT					26,460.40	****	0.00			26,460.40
TOTAL USE TAX AMOUNT					13.23					
TOTAL FOR ALL DISTRICTS:					26,460.40	****	0.00			26,460.40
TOTAL USE TAX AMOUNT					13.23					

Number of checks to be printed: 41, not counting voids due to stub overflows.

Printed: 01/31/2019 15:12:22

Prepared by	Chris DePaola	Date	1/31/19
Reviewed by		Date	

012 HAMILTON UNIFIED SCHOOL DIST. J86452
 BATCH 37, FEBRUARY 27, 2019

APY500 L.00.12 01/23/19 10:06 PAGE 1
 BATCH: 0037 BATCH 37; FEBRUARY 27, 2019
 Fund : 01 GENERAL FUND

Vendor/Addr Remit name Date Description
 000008/00 CALIFORNIA'S VALUED TRUST H/W

Tax ID num	Deposit type	ABA num	Account num	Net Amount
1 01-0000-0-0000-0000-9571-000-000-00000 NN P				30,831.36
2 01-0000-0-0000-0000-9572-000-000-00000 NN P				66,406.42
3 01-0000-0-0000-0000-9573-000-000-00000 NN P				3,568.51
TOTAL PAYMENT AMOUNT				100,806.29 *

002047/00 DANNIS WOLLIVER KELLEY 943172834
 PO-000423 12/31/2018 DECEMBER LEGAL FEES
 TOTAL PAYMENT AMOUNT 5,388.00 * 0.00 5,388.00

TOTAL Fund	PAYMENT	TOTAL BATCH PAYMENT	TOTAL DISTRICT PAYMENT	TOTAL FOR ALL DISTRICTS:
106,194.29 **		106,194.29 ***	106,194.29 ****	106,194.29 ****

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

Prepared by Cristen Hamman 1/23/19
 Date
 Authorized by _____
 Date

012 HAMILTON UNIFIED SCHOOL DIST. JB87266
 BATCH 38; FEBRUARY 27 2019

ACCOUNTS PAID PRELIST
 BATCH: 0038 BATCH 38; FEBRUARY 27 2019
 Fund : 01 GENERAL FUND

APY500 L.00.12 02/06/19 16:19 PAGE 1
 << Open >>

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	Sit	Bdr	DD	Account num	Liq Amt	Net Amount
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000253/00	APPEAL-DEMOCRAT		462220622												
PO-000441	01/31/2019	232809-DIR MAINT & TRANS		1	01-0000-0-0000-2700-5990-000-000-000000								NY P	0.00	122.63
PO-000441	01/31/2019	232809-DIR NUT & STUDENT		1	01-0000-0-0000-2700-5990-000-000-000000								NY P	0.00	122.63
		TOTAL PAYMENT AMOUNT													245.26

000053/00	CALIFORNIA WATER SERVICE CO														
PO-000422	01/25/2019	FEB 7314177777		1	01-0000-0-0000-8100-5590-000-000-000000								NN P	0.00	241.80
PO-000422	01/25/2019	FEB 3624177777		1	01-0000-0-0000-8100-5590-000-000-000000								NN P	0.00	13.17
PO-000422	01/25/2019	FEB 4328876467		1	01-0000-0-0000-8100-5590-000-000-000000								NN P	0.00	384.42
PO-000422	01/25/2019	FEB 0669843652		1	01-0000-0-0000-8100-5590-000-000-000000								NN P	0.00	956.50
PO-000422	01/25/2019	FEB 6314177777		1	01-0000-0-0000-8100-5590-000-000-000000								NN P	0.00	99.39
PO-000422	01/30/2019	FEB 4141117777		1	01-0000-0-0000-8100-5590-000-000-000000								NN P	0.00	51.71
PO-000422	01/30/2019	FEB 3141117777		1	01-0000-0-0000-8100-5590-000-000-000000								NN P	0.00	51.71
		TOTAL PAYMENT AMOUNT													1,798.70

000424/00	DELL MARKETING		742616805												
190358	PO-019431	01/30/2019	10295238180-3YR EXT WTTY		1	01-9150-0-0000-2420-5890-000-000-000000							NY P	4,157.68	4,157.68
			TOTAL PAYMENT AMOUNT												4,157.68

000162/00	GRAINGER														
PO-000409	01/29/2019	9071988233		1	01-8150-0-0000-8100-4300-000-000-000000								NN P	0.00	58.39
PO-000409	01/28/2019	9070364188		1	01-8150-0-0000-8100-4300-000-000-000000								NN P	0.00	154.34
			TOTAL PAYMENT AMOUNT												212.73

000072/00	HILLYARD INC														
PO-000412	01/30/2019	603307794		1	01-8150-0-0000-8100-4300-000-000-000000								NN P	0.00	387.75
PO-000412	01/30/2019	603307793		1	01-8150-0-0000-8100-4300-000-000-000000								NN P	0.00	651.13
			TOTAL PAYMENT AMOUNT												1,038.88

000973/00	JIVE COMMUNICATIONS INC		020783048												
PO-000442	02/01/2019	FEB 2019 DATA		1	01-0000-0-0000-2700-5990-000-000-000000								NN P	0.00	340.00
PO-000442	02/01/2019	FEB 2019 VOIP		1	01-0000-0-0000-2700-5990-000-000-000000								NN P	0.00	1,198.35
			TOTAL PAYMENT AMOUNT												1,538.35

012 HAMILTON UNIFIED SCHOOL DIST. J87266
BATCH 38:FEBRUARY 27 2019

ACCOUNTS PAYABLE PRELIST
BATCH: 0038 BATCH 38:FEBRUARY 27 2019
Fund : 01 GENERAL FUND

APY500 L.00.12 02/06/19 16:19 PAGE 2
<< Open >>

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type Fd Res	ABA num Y Goal Func Obj	Account num Sit Bdr DD	Trmmps	Hiq Amt	Net Amount
001136/00	JOLENE TOWNE								
PV-000100	01/30/2019	FEB CASBO MILES/MEALS REIMB		01-0000-0-0000-2700-5200-000-000-000000	NN			196.13	196.13
		TOTAL PAYMENT AMOUNT						196.13 *	
000524/00	MJB WELDING SUPPLY								
190144	FO-019210	12/28/2018 1231397		5 01-7010-0-3800-1000-5630-000-000-000000	NN P			0.00	19.00
190144	FO-019210	01/31/2019 1235449		5 01-7010-0-3800-1000-5630-000-000-000000	NN P			0.00	19.00
190144	FO-019210	01/16/2019 1233365		4 01-7010-0-3800-1000-4300-000-000-000000	NN P			0.00	647.38
		TOTAL PAYMENT AMOUNT						685.38 *	685.38
000309/00	OFFICE DEPOT INC								
190133	FO-019240	01/26/2019 26583104001		1 01-0000-0-0000-2700-4300-800-000-000000	NN P			14.58	14.53
		TOTAL PAYMENT AMOUNT						14.58 *	14.53
000084/00	PG&E								
FO-000416	01/29/2019	JAN ELEM 3699672995-4		1 01-0000-0-0000-8100-5590-000-000-000000	NN P			0.00	3,750.65
FO-000416	01/25/2019	JAN HS 9921774729-6		1 01-0000-0-0000-8100-5590-000-000-000000	NN P			0.00	7,706.57
		TOTAL PAYMENT AMOUNT						11,457.22 *	11,457.22
000418/00	PITNEY BOWES GLOBAL FINCL INC	201344287							
FO-000443	01/30/2019	1011159443-REFILL RED INK		1 01-0000-0-1110-1000-5620-800-000-000000	NN P			0.00	346.37
		TOTAL PAYMENT AMOUNT						346.37 *	346.37
000134/00	QUILL CORPORATION								
190131	FO-019255	01/26/2019 4599052		1 01-0000-0-1110-1000-4300-600-000-000000	NN P			172.50	172.50
		TOTAL PAYMENT AMOUNT						172.50 *	172.50
000185/00	SAVE MART SUPERMARKETS								
190209	FO-019273	01/11/2019 073902		2 01-0801-0-1110-1000-4300-000-521-000000	NN P			88.49	88.43
		TOTAL PAYMENT AMOUNT						88.49 *	88.43
		TOTAL Fund						21,952.27 **	21,952.27

012 HAMILTON UNIFIED SCHOOL DIST. J87266
BATCH 38; FEBRUARY 27 2019

ACCOUNTS PAYABLE PRELIST
BATCH: 0038 BATCH 38; FEBRUARY 27 2019
Fund : 11 ADULT EDUCATION

APY500 L.00.12 02/06/19 16:19 PAGE 3
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Vendor/Addr	Remit name	Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	Sit	Bdr	DD	Account num	Liq Amt	Net Amount
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000407/00 CASAS

190361 FO-019435 02/05/2019 151961-SR REGIST
190361 FO-019435 02/05/2019 153290-LM REGIST

1	11-6391-0-4110-1000-5200-000-00000	NN	F									T9MPS	1,000.00	1,000.00
1	11-6391-0-4110-1000-5200-000-00000	NN	F									T9MPS	1,300.00	1,000.00

TOTAL PAYMENT AMOUNT 2,000.00 *

TOTAL Fund PAYMENT 2,000.00 **

2,000.00

012 HAMILTON UNIFIED SCHOOL DIST. J87266
BATCH 38; FEBRUARY 27 2019

ACCOUNTS PAYABLE PRELIST APY500 L.00.12 02/06/19 16:19 PAGE 4
BATCH: 0038 BATCH 38; FEBRUARY 27 2019 << Open >>
Fund : 13 CAFETERIA

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	Sit	Bdr	DD	Y9MPS	Account num	Liq Amt	Net Amount
000762/00	CRYSTAL CREAMERY															
PO-000445	01/31/2019	JAN 17201759	1	13-5310-0-0000-3700-4700-000-0000-0000	NN	P									0.00	50.90
PO-000445	01/07/2019	JAN 17201756	1	13-5310-0-0000-3700-4700-000-0000-0000	NN	P									0.00	421.02
PO-000445	01/10/2019	JAN 17201692	1	13-5310-0-0000-3700-4700-000-0000-0000	NN	P									0.00	346.86
PO-000445	01/14/2019	JAN 17207672	1	13-5310-0-0000-3700-4700-000-0000-0000	NN	P									0.00	331.58
PO-000445	01/17/2019	JAN 17207675	1	13-5310-0-0000-3700-4700-000-0000-0000	NN	P									0.00	258.92
PO-000445	01/17/2019	JAN 17207599	1	13-5310-0-0000-3700-4700-000-0000-0000	NN	P									0.00	50.44
PO-000445	01/22/2019	JAN 17225270	1	13-5310-0-0000-3700-4700-000-0000-0000	NN	P									0.00	88.27
PO-000445	01/24/2019	JAN 17225309	1	13-5310-0-0000-3700-4700-000-0000-0000	NN	P									0.00	385.94
PO-000445	01/24/2019	JAN 17225310	1	13-5310-0-0000-3700-4700-000-0000-0000	NN	P									0.00	232.74
TOTAL PAYMENT AMOUNT 2,167.67 *																

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	Sit	Bdr	DD	Y9MPS	Account num	Liq Amt	Net Amount
000764/00	DANIELSON CO															
PO-000425	01/28/2019	187296	5	13-5320-0-0000-3700-4300-000-049-00000	NN	P									0.00	194.17
PO-000425	01/28/2019	187296	6	13-5320-0-0000-3700-4700-000-049-00000	NN	P									0.00	1,091.23
PO-000425	02/04/2019	188087	6	13-5320-0-0000-3700-4700-000-049-00000	NN	P									0.00	128.82
PO-000425	01/28/2019	187370	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P									0.00	108.96
PO-000425	01/28/2019	188138	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P									0.00	51.63
PO-000425	02/04/2019	188072	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P									0.00	205.82
PO-000425	02/04/2019	188072	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P									0.00	1,121.81
PO-000425	02/04/2019	188138	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P									0.00	1,356.22
PO-000425	01/28/2019	187370	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P									0.00	1,573.40
TOTAL PAYMENT AMOUNT 5,832.06 *																

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	Sit	Bdr	DD	Y9MPS	Account num	Liq Amt	Net Amount
000592/00	MISSION UNIFORM & LINEN															
PO-000405	02/05/2019	509194447	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P									0.00	73.00
PO-000405	02/05/2019	509194446	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P									0.00	42.68
TOTAL PAYMENT AMOUNT 115.68 *																

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	Fd Res	Y	Goal	Func	Obj	Sit	Bdr	DD	Y9MPS	Account num	Liq Amt	Net Amount
000763/00	PROPACIFIC FRESH															
CM-000011	02/04/2019	RA6659198	13-5310-0-0000-3700-4700-000-000-00000	N												-236.62
PO-000407	02/04/2019	6660776	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P									0.00	558.63
PO-000407	02/04/2019	6660566	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P									0.00	977.57
PO-000407	01/28/2019	6658580	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P									0.00	541.90
PO-000407	01/28/2019	6658580	2	13-5310-0-0000-3700-4300-000-000-00000	NN	P									0.00	33.93
PO-000407	02/04/2019	6660566	5	13-5320-0-0000-3700-4700-000-049-00000	NN	P									0.00	102.74
TOTAL PAYMENT AMOUNT 1,978.15 *																

Vendor/Addr Remit name Description
 Req Reference Date
 002012/00 UNITED GROCERS

PO-000438 15376 & 27978
 PO-000438 02/04/2019 15376 & 27978

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

1 13-5310-0-0000-3700-4300-000-000-00000 NN P 0.00 25.10
 2 13-5310-0-0000-3700-4700-000-000-00000 NN P 0.00 143.34
 TOTAL PAYMENT AMOUNT 168.44 * 168.44

TOTAL FUND PAYMENT 10,262.00 ** 10,262.00

TOTAL BATCH PAYMENT 34,214.27 *** 0.00 34,214.27

TOTAL DISTRICT PAYMENT 34,214.27 **** 0.00 34,214.27

TOTAL FOR ALL DISTRICTS: 34,214.27 **** 0.00 34,214.27

Number of checks to be printed: 19, not counting voids due to stub overflows.

Printed: 02/06/2019 16:19:39

Prepared By: *Chris Weber* 2/6/19
 Date: _____
 Authorized By: _____
 Date: _____

012 HAMILTON UNIFIED SCHOOL DIST. J87744
BATCH 39; FEBRUARY 27, 2019

ACCOUNTS PAYABLE PRELIST
BATCH: 0039 BATCH 39; FEBRUARY 27, 2019
Fund : 01 GENERAL FUND
APY500 L.00.12 02/19/19 11:34 PAGE 1
<< Open >>

Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	Fd Res	Y	Goal Func	Obj	Sit	BDR	DD	Account num	T9MPS	Liq Amt	Net Amount
000008/00	CALIFORNIA'S VALUED TRUST H/W																
		FO-000444	02/15/2019	MARCH 2019	1	01-0000-0-0000-0000-9571-000-000-00000	NN	P								0.00	30,401.22
		FO-000444	02/15/2019	MARCH 2019	2	01-0000-0-0000-0000-9572-000-000-00000	NN	P								0.00	65,458.92
		FO-000444	02/15/2019	MARCH 2019	3	01-0000-0-0000-0000-9573-000-000-00000	NN	P								0.00	3,568.51
																	99,428.65
																	99,428.65

000584/00 STANDARD

PO-000408 01/21/2019 FEBRUARY CT503202 DIV3000 1 01-0000-0-0000-0000-9573-000-000-00000 NN P
TOTAL PAYMENT AMOUNT 348.80 *

TOTAL Fund	PAYMENT	99,777.45	**														99,777.45	
TOTAL BATCH	PAYMENT	99,777.45	***														0.00	99,777.45
TOTAL DISTRICT	PAYMENT	99,777.45	****														0.00	99,777.45
TOTAL FOR ALL DISTRICTS:		99,777.45	****														0.00	99,777.45

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

Prepared by	Walter Hammer 2/19/19
Authorized by	

Vendor/Addr Req Reference Date	Remit name Description	Tax ID num	Deposit type Fd Res	ABA num Y Goal	Account num Func Obj	Sit Bdr DD T9MPS	Liq Amt	Net Amount
001391/00	ABSOLUTE HEATING & AIR INC							
		510664349						
PO-000435	02/07/2019 7539020719			1 01-8150-0-0000-8100-5630-000-000-00000	NN P	393.00 *	0.00	393.00
				TOTAL PAYMENT AMOUNT				393.00
000884/00	AERIES SOFTWARE							
190350	PO-019424 02/06/2019 RW-12092			1 01-0000-0-0000-2700-5200-000-000-00000	NN F	200.00 *	214.50	200.00
				TOTAL PAYMENT AMOUNT				200.00
000281/00	COLLEGE ENTRANCE EXAM BOARD							
190376	PO-019449 01/16/2019 #051125-381900043A			1 01-7338-0-1110-1000-4300-000-000-00000	NN F	336.00 *	336.00	336.00
				TOTAL PAYMENT AMOUNT				336.00
001470/00	CRIS OSEGUERA							
PV-000103	01/16/2019 CANDIDATE SEMINAR MEALS			01-0000-0-0000-2700-5200-000-000-00000	NN	40.00 *	40.00	40.00
				TOTAL PAYMENT AMOUNT				40.00
001042/00	EDUCATIONAL FACILITIES PROGRAM 050597395							
190051	PO-019134 02/06/2019 USD-2018 BOND 007			1 01-0000-0-0000-7110-5890-000-000-00000	NY P	3,120.00 *	3,120.00	3,120.00
				TOTAL PAYMENT AMOUNT				3,120.00
000932/00	FOUNDATION FOR EDUCATIONAL							
190170	PO-019246 02/06/2019 INV16379-TWO YR PRGM MSAWYER			1 01-4035-0-1110-1000-5890-000-000-00000	NN F	2,000.00 *	2,000.00	2,000.00
				TOTAL PAYMENT AMOUNT				2,000.00
000320/00	GERLINGER STEEL & SUPPLY CO							
190140	PO-019205 02/05/2019 4129282			1 01-7338-0-1110-1000-4300-000-052-00000	NN F	445.82 *	445.82	445.82
				TOTAL PAYMENT AMOUNT				445.82
001122/00	LASSEN VIEW UNION							
190377	PO-019450 02/05/2019 DUDLEY LONG TOURN FEE			1 01-0000-0-1110-1000-5890-800-006-00000	NN F	75.00 *	75.00	75.00
				TOTAL PAYMENT AMOUNT				75.00

012 HAMILTON UNIFIED SCHOOL DIST. JB7683
BATCH 40; FEBRUARY 27 2019

ACCOUNTS PAYABLE PRELIST
BATCH: 0040 BATCH 40; FEBRUARY 27 2019
Fund : 01 GENERAL FUND

APY500 L.00.12 02/14/19 16:43 PAGE 2
<< Open >>

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	ED	T9MPS	Liq Amt	Met Amount
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001331/00	PARK SEED WHOLESALE INC																			
190264	PO-019340	02/06/2019	CI9053589															400.93	400.93	
TOTAL PAYMENT AMOUNT																			400.93	
TOTAL USE TAX AMOUNT																			29.07	

000512/00	PLATT ELECTRIC SUPPLY INC																			
PO-000432	02/07/2019	Z407341																0.00		
TOTAL PAYMENT AMOUNT																			44.48	
TOTAL USE TAX AMOUNT																			44.48	

000137/00	SCHOOL SERVICES OF CALIF INC																			
PO-000426	01/31/2019	JAN 0119003-IN																0.00		
190296	PO-019369	01/31/2019	W102970-IN CT															222.75	222.75	
190296	PO-019369	01/31/2019	W102970-IN RH															222.75	222.75	
190296	PO-019369	01/31/2019	W102970-IN JT															229.50	229.50	
TOTAL PAYMENT AMOUNT																			950.00	

000191/00	SMALL SCHOOL DISTRICTS ASSN																			
190352	PO-019428	02/04/2019	17-01635 CT															214.80	214.80	
190352	PO-019428	02/04/2019	17-01635 GL															403.00	403.00	
190352	PO-019428	02/04/2019	17-01635 RB															358.00	358.00	
190352	PO-019428	02/04/2019	17-01635 GR															98.20	98.20	
TOTAL PAYMENT AMOUNT																			1,522.00	

000377/00	WASTE MANAGEMENT																			
PO-000402	02/01/2019	FEB ELEM CAFE																0.00		
PO-000402	02/01/2019	FEB HS CAFE																0.00		
PO-000402	02/01/2019	FEB HS MAINT																0.00		
PO-000402	02/01/2019	FEB ELEM MAINT																0.00		
TOTAL PAYMENT AMOUNT																			2,273.25	

TOTAL Fund	PAYMENT	11,800.48	**
TOTAL USE TAX AMOUNT		29.07	

11,800.48

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

FV-000102 01/16/2019 CASAS INSTITUTE MEALS 11-6391-0-4110-1000-5200-000-000-000000 NN 181.00
 TOTAL PAYMENT AMOUNT 181.00 *

001093/00 SYLVIA ROBLES
 PV-000101 01/16/2019 CASAS INSTITUTE MEALS 11-6391-0-4110-1000-5200-000-000-000000 NN 181.00
 TOTAL PAYMENT AMOUNT 181.00 *

002036/00 TOYOTA MATERIAL HANDLING
 190374 FO-019447 01/31/2019 ISO4MV 1 11-6391-0-4110-1000-5630-000-021-000000 NN P 171.25
 TOTAL PAYMENT AMOUNT 171.25 *

TOTAL Fund PAYMENT 533.25 **

012 HAMILTON UNIFIED SCHOOL DIST. J87683

APY500 L. 00.12 02/14/19 16:43 PAGE 4

ACCOUNTS PAYABLE PRELIST
BATCH: 0040 BATCH 40: FEBRUARY 27 2019
Fund : 12 CHILD DEVELOPMENT

Vendor/addr Remit name
Req Reference Date Description
000134/00 QUILL CORPORATION

190359 PO-019433 01/30/2019 4708572
190359 PO-019433 01/30/2019 4707108

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

1 12-6105-0-1110-1000-4300-000-000-00000 NN F 78.32
1 12-6105-0-1110-1000-4300-000-000-00000 NN F 160.86
TOTAL PAYMENT AMOUNT 239.18 * 239.18

TOTAL FUND PAYMENT 239.18 ** 239.18

TOTAL BATCH PAYMENT 12,572.91 *** 0.00 12,572.91
TOTAL USE TAX AMOUNT 29.07

TOTAL DISTRICT PAYMENT 12,572.91 **** 0.00 12,572.91
TOTAL USE TAX AMOUNT 29.07

TOTAL FOR ALL DISTRICTS: 12,572.91 ***** 0.00 12,572.91
TOTAL USE TAX AMOUNT 29.07

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

Printed: 02/14/2019 16:44:38

Prepared by	Date
<i>Christina Davis</i>	2/14/19
Authorized by	Date

Quarterly Report on Williams Uniform Complaints
(Education Code § 35186)

Person completing this form: Charles Tracy

Title: Superintendent

Quarterly Report Submission Date:
(check one)

- January 2019
- April 2019
- July 2019
- October 2019

Date for information to be reported publicly at governing board meeting: February 27, 2019

Please check the box that applies:

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

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

Charles Tracy, Superintendent

Date Signed

Hamilton High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Hamilton High School
Street	620 Canal Street
City, State, Zip	Hamilton City, CA 95951
Phone Number	530.826.3261
Principal	Cris Oseguera
E-mail Address	coseguera@hudschools.org
Web Site	https://www.hudschools.org/
CDS Code	11765621133701

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

School Description and Mission Statement (School Year 2018-19)

Hamilton High School, with a 2018-2019 current enrollment of 288 students, is located in Hamilton City, along Highway 32 approximately 10 miles from both Chico and Orland. Our school is a 23-acre campus with five main buildings, including a gymnasium, cafeteria, a 15,000 book capacity modern library, and an agricultural farm and facility with maturing olive and mandarin trees. This past school year, we celebrated 100 years of providing an exceptional educational experience for the greater Hamilton City community.

As a comprehensive 9-12 high school, we offer a challenging curriculum for our students and enjoy a strong academic record and reputation. Students at Hamilton High School can choose Advanced Placement courses, Career Tech education courses, fine arts and Spanish language courses, Agricultural-based courses in addition to our rigorous core curriculum offerings in Math, English, Science, and the Social Sciences. In Spring 2015, Hamilton High School was awarded a six year accreditation by the Western Association of Schools and Colleges (WASC)- the highest level that can be achieved by a secondary school.

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

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

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

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

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 9	78
Grade 10	49
Grade 11	89
Grade 12	65
Total Enrollment	281

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.4
American Indian or Alaska Native	1.1
Asian	0.7
Filipino	0.0
Hispanic or Latino	77.9
Native Hawaiian or Pacific Islander	0.0
White	10.0
Socioeconomically Disadvantaged	68.0
English Learners	7.1
Students with Disabilities	13.5
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	15	16	17	
Without Full Credential	1	0	0	
Teaching Outside Subject Area of Competence (with full credential)	3	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	1	0	1
Total Teacher Misassignments *	3	0	1
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: November 2018

With the transition to Common Core State Standards, Hamilton High School will be reviewing and recommending to the HUSD school board California state CDE approved textbooks in the core subject areas. Math adoption occurred in 2014-2015, with state CDE approved textbooks. English Language Arts text book adoptions will occur in the 2016-17 school year. Science and Social Science textbook adoptions have not been scheduled yet by the CDE, but will likely occur within the next three school years.

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Writer's Inc., 2003 The American Reader, 2007 Holt, Literature and Language Arts, 3rd Course, 2003 Holt, Literature and Language Arts, 4th Course, 2003 The Language of Composition, 2nd Edition, 2013	No	0%
Mathematics	CPM-Core Connections, Integrated 1, 2014 CPM-Core Connections, Integrated 2, 2nd Edition, 2015 CPM- Core Connections, Integrated 3, 2nd Edition, 2015 The Practice of Statistics, 5th Edition, 2015 Single Variable Calculus-AP Edition, 2012 Precalculus w/Trigonometry Concepts & Applications, 2003	Yes	0%
Science	Earth Science, Geology, and the Universe, 2007 Physics: Principles & Problems, 2000 Biology: The Dynamics of Life, 2007 Intro to Plant Science, 2002 Chemistry: Concepts & Applications, 1999 Holt's Essentials of Human Anatomy & Physiology, 2005	No	0%
History-Social Science	Psychology: Prentice Hall Psychology, Pearson Education, 2016 U.S. Government: Democracy in Action, 2006 US History: American History; Reconstruction to the Present, Houghton Mifflin Harcourt, 2019 Economics: Principles in Action, 2004 World History: Modern World History, Houghton Mifflin Harcourt, 2019 By The People, A History of the United States, AP Edition- Pearson, 2015	Yes	0%
Foreign Language	Realidades 1, Pearson 2008 Realidades 2, Pearson 2008, 2014 Temas, AP Spanish Language & Culture- Vista, 2014		0%
Science Laboratory Equipment (grades 9-12)	Meets State Standards		0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Hamilton High School, with a current year enrollment of 281 students, is located in Hamilton City on a 23-acre campus. The school library has a 30-station computer lab, two conference rooms, faculty work/copy room, a 30-station computer work area, and a reference area with a capacity of 15,000 books. In Spring 2014, an additional portable classroom was added to our site to provide needed classroom space. Additionally, an upgraded server and technologically updated system were purchased and put into service in 2013-2014. In Spring 2015, the district backup devices were increased from 3TB to 6TB to assist in capacity. Internet and Network speed improvements completed in December 2016 increased network speed to 1,000MB. Our Internet/Network now has 10x faster internet access as well as improved school to school access. Over 200 chromebooks for student use, including one set on a portable chromecart, have been purchased by the district for student use. As well, four classrooms have been outfitted with interactive computerized smart screen monitors for increased technological use.

In the Summer of 2016, HUSD repaired and updated the roofs of Gym, the cafeteria, the library building, and the industrial technology building. In the summer of 2019, the gymnasium will receive a facelift paint job. Previously, in September 2005, a \$2.2 million modernization program was completed on Buildings 100, 200, and 300. The gym has newer locker rooms and public restrooms as well as new bleachers and a refinished floor (the gym floor is refinished each summer). In Buildings 100 and 200, the office was expanded and all classrooms were modernized. Over \$150,000 in new furniture and equipment was purchased. Finally, new state-of-the-art fire and communications systems were installed. The Home Economics and Science rooms were last modernized in the summer of 2008.

In Winter 2018, a new 9,000 square foot hog barn is being completed for use beginning in January 2019. This barn will allow our school agricultural department to double the amount of animals we can house on site and increase the number of students participating in our CTE program.

School and student safety are very important and a priority at Hamilton High School. The site administrator and Deans of Students actively supervise the campus throughout the school day and are present at all extracurricular activities. Emergency drills are conducted regularly with the following drills held during the year: fire drills and lockdown drill.

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

Two maintenance/custodial workers and one grounds person keep the school clean and well maintained. Custodians are on duty from 7 A.M. until 10:00 P.M. on most school days. Restrooms are cleaned daily and kept in good working order.

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

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 9/24/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	100 Bathrooms: urinal leaking
Interior: Interior Surfaces	Fair	Cafeteria: Stained ceiling tile Library Lab: Stained ceiling tile Library: Stained ceiling tile Office: Stained ceiling tile PE Classroom: Stained ceiling tile Room 2: Stained ceiling tile
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	Room 10: Electrical Cover Missing
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 9/24/2018	
Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	57.0	46.0	38.0	42.0	48.0	50.0
Mathematics (grades 3-8 and 11)	24.0	18.0	18.0	20.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	87	87	100.00	45.98
Male	40	40	100.00	30.00
Female	47	47	100.00	59.57
Asian	--	--	--	--
Hispanic or Latino	69	69	100.00	46.38
White	12	12	100.00	50.00
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	58	58	100.00	36.21
English Learners	27	27	100.00	3.70
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	87	87	100	18.39
Male	40	40	100	12.5
Female	47	47	100	23.4
Asian	--	--	--	--
Hispanic or Latino	69	69	100	15.94
White	12	12	100	25
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	58	58	100	8.62
English Learners	27	27	100	3.7
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Programs (School Year 2017-18)

Each year at Hamilton High School, students complete a battery of assessments aimed at assisting the student in choosing possible career paths. Students research a number of careers and the education required for those careers in Career Life Planning (CLP), a required course for all students at Hamilton High School. Approximately 74% of our students are enrolled in Career Technical Education (CTE) classes and these programs provide students with valuable job skills. Similarly, many of the skills taught in CLP are utilized throughout the student's academic career at HHS. Hamilton High has required 10 credits of CTE as a graduation requirement for each student. Each of our special populations receives needed support in all courses, not just CTE.

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

Most of these courses are articulated with Butte College in 2+2 agreements where students can earn college credit for high school courses. Faculty and staff from HHS also meet with Butte College instructors to ensure course curriculum and standards are aligned. Hamilton High participates in the Youth Employment Skills program where students learn job skills and then are placed in paid work experience positions. Additionally, new state funding will allow for increased dual enrollment as well as potentially courses for Butte College offered on site by HHS staff members.

Career preparation courses and programs include the following: Life Skills, Environmental Horticulture. Courses conducted by Career Tech Education teachers (formerly ROP) include: Forensics, Environmental Horticulture, Ag Careers, Ag Mechanics, Floral Design, Careers with Children, Digital Photography, and Web Design.

Career Technical Education Participation (School Year 2017-18)

Measure	CTE Program Participation
Number of pupils participating in CTE	269
% of pupils completing a CTE program and earning a high school diploma	100%
% of CTE courses sequenced or articulated between the school and institutions of postsecondary education	64%

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017-18 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	47.4

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
9	24.3	23.0	

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

Hamilton High staff believes that parent involvement is critical to our student's success. Our school offers Back-to-School Night in the fall and Open House in the spring for parents to meet and communicate with their child's teachers as well as viewing the new, exciting, and challenging curriculum students have completed. Parent/Teacher conferences are held once each semester, in September and February each year, one of the few high schools to offer these conferences. At the Open House, samples of student work from throughout the year are also showcased.

Parents are welcome to visit our campus, take school tours, or visit with the Principal. A visitor's pass and a school information can be obtained in the school office.

Parents have the opportunity to participate in a wide variety of programs including Hamilton High Athletics, Hamilton High School Sports Boosters, Future Farmers of America (FFA), and School Site Council, just to name a few. Also, regular invitations to district level meetings, such as LCAP, are made through the auto-dialing system and school mailings. Parents are always welcome at our school and may contact Principal Cris Oseguera at (530) 826-3261 ext. 1008 or coseguera@hudschools.org for more information about getting involved in the school's programs.

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	0.0	1.4	0.0	0.0	2.4	1.6	10.7	9.7	9.1
Graduation Rate	100.0	98.6	100.0	100.0	97.6	98.4	82.3	83.8	82.7

For the formula to calculate the 2016-17 adjusted cohort graduation rate, see the 2017-18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	100.0	88.7
Black or African American	0.0	0.0	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	100.0	100.0	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	100.0	100.0	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	100.0	100.0	92.1
Two or More Races	100.0	100.0	91.2
Socioeconomically Disadvantaged	100.0	100.0	88.6
English Learners	100.0	100.0	56.7
Students with Disabilities	85.7	100.0	67.1
Foster Youth	0.0	0.0	74.1

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	4.0	3.5	5.2	6.9	6.7	4.5	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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

The HUSD and HHS School Safety Plan of Emergency Operations was adopted by the HUSD School Board on April 14, 2014. HHS Faculty participated in the development of the plan and items are regularly reviewed in HHS Faculty meetings. The HHS School Site Council reviewed and updated the HHS School Safety Plan in Fall 2018, with pending approval by the HUSD School Board by March 2019.

The site administrator regularly provides timely and necessary in-service training for the purpose of prevention, compliance, and, importantly, awareness of issues that may affect our students, staff, and school culture. In Fall 2018, we had various informational meetings with the Glenn County Sheriff's Office regarding lockdown training and procedures- with consideration of the ALICE procedures- as well as on the mental health SMART program and on internet postings concerning students.

Hamilton High School continues to work closely with local law enforcement and the local fire department and we are fortunate that both agencies are attentive to our needs. Our school safety coordinator keeps us well informed of new safety policies and procedures. Our school staff is provided with regular safety training on a variety of topics germane to Hamilton High School.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	18.0	11	5	1	17.0	12	4		17.0	13	4	
Mathematics	17.0	14	4		16.0	12	3		16.0	22	1	
Science	19.0	4	7		16.0	9	3		17.0	8	3	
Social Science	23.0	3	7		20.0	5	6		19.0	7	4	

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

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1.5	187.4
Counselor (Social/Behavioral or Career Development)	0.2	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.8	N/A
Psychologist	.2	N/A
Social Worker	0	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0	N/A
Other	.3	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8,583	2,146	6,437	67,151
District	N/A	N/A	6197	\$62,018
Percent Difference: School Site and District	N/A	N/A	3.8	7.9
State	N/A	N/A	\$7,125	\$63,590
Percent Difference: School Site and State	N/A	N/A	-10.1	5.4

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

The following programs and services represent the sources from which funding is secured to assist students at Hamilton High School- these monetary sources are generally either state or federal programs: Title II (Teacher Quality); Title III (LEP); Career Tech Education (CTE); Carl Perkins Vocational Education; Economic Impact Aid (EIA); Agricultural Incentive Grant; College Readiness Block Grant (CRBG), which expires in 2019.

Funding from these sources allows Hamilton High School to offer support classes, assist new immigrant students, assist our migrant students and families, allow for us to increase the number of agricultural class offerings, and offer nearly a dozen CTE courses. Also, we are able to offer college campus tours, college and financial aid workshops to our students, and cover the costs of Advanced Placement (AP) and PSAT tests for all our students. Additionally, we have been able to provide ongoing professional development opportunities to our staff.

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$39,193	\$42,990
Mid-Range Teacher Salary	\$76,562	\$61,614
Highest Teacher Salary	\$82,989	\$85,083
Average Principal Salary (Elementary)	\$109,474	\$100,802
Average Principal Salary (Middle)	\$0	\$105,404
Average Principal Salary (High)	\$114,688	\$106,243
Superintendent Salary	\$131,327	\$132,653
Percent of Budget for Teacher Salaries	31.0	30.0
Percent of Budget for Administrative Salaries	10.0	6.0

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

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science	0	N/A
English	2	N/A
Fine and Performing Arts	0	N/A
Foreign Language	1	N/A
Mathematics	1	N/A
Science	0	N/A
Social Science	1	N/A
All courses	5	19.9

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

In the 2016-17 school year, Hamilton High School provided four full days and 13 minimum days of professional development, in addition to Professional Learning Community (PLC) time each Monday. Focus areas for staff development for 2014-15 school year were WASC Accreditation, Safety, Aeries Analytics, Common Core State Standards- specifically Integrated Math implementation, and Structured English immersion. These areas of professional development were selected based on the needs of our students, particularly the structured English immersion trainings which are aimed at improving access to our educational programs for all students. EDI (Explicit Direct Instruction)- now the Common Core Cadre- are ongoing trainings for all teachers in our district for the purpose of ensuring a common educational practice in the HUSD classrooms kindergarten through 12th grade. The high school has teacher-coaches to assist in this process through individual meetings and trainings, but also with in-class observation and coaching.

The Math Department teachers have been involved in ongoing training aimed at the implementation of Common Core Math Standards and the varied delivery of curriculum involved in CCSS Math Standards. Implementation is now in its fourth year and has driven weekly collaborative PLC meetings among the Math teachers.

Additionally, beginning with the 2017-18 school year, our master schedule was changed to a true block, with four periods each day. Each student now has the opportunity to take eight courses and we were able to offer more elective courses in various subjects. Additionally, in cooperation with the 6-8th Grades, the bell and master schedule for 6-12th grades is identical. This will assist in preparing students for the rigors of high school whilst allowing middle school grades additional electives as well.

Continued training is provided for the implementation of data analysis and data analysis programs with the intent of improving the teachers use of data to inform and improve instruction to help our students achieve academically. Weekly Monday collaboration time has been changed with the new schedule to Friday afternoon PD and PLC time as every Friday is now a minimum day with the change in master schedule. This time is utilized for the structured department collaboration time, work on pacing guides and essential standards and information on CAASPP and other mandated testing. PLC time is a time during which our teachers fully collaborate, discuss, and seek out solutions to better assist instruction, curriculum, and student achievement.

Hamilton Elementary School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2018-19)

School Contact Information	
School Name	Hamilton Elementary School
Street	277 Capay Avenue
City, State, Zip	Hamilton City, CA 95951
Phone Number	(530) 826-3474
Principal	Kathryn Thomas
E-mail Address	kthomas@husdschools.org
Web Site	www.husdschools.org
CDS Code	11765626007447

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

School Description and Mission Statement (School Year 2018-19)

Hamilton Elementary School, with a current enrollment of 423 students, is located in Hamilton City, is approximately 10 miles from both Chico and Orland. We are the only K-8 school that serves the community of Hamilton City. Our 6th-8th grade middle structure offers junior high students the opportunity to work with highly qualified content specialist instructors to maximize their learning as they prepare for high school. This year is the first year implementing our Dual Immersion Program—at the Kindergarten and first grade level providing bilingual instruction to 47 students. We are pleased to offer middle school athletics: flag football, volleyball, boys and girls basketball. School and student safety are paramount for our students and staff at Hamilton Elementary School. Students are supervised throughout the day. A crossing guard is available before and after school and we have yard duty supervisors that assist with campus safety. Scheduled drills and training for fire, lock-downs, and other emergency situations are conducted monthly to enhance the preparedness of our staff and students if such an event occurred. Our vision is to create a K-8 school that is highly regarded for its academic excellence and for its contribution in actively serving and improving the community in which it operates. The mission of the faculty, staff, and administration of Hamilton Elementary School is to provide a well-rounded and comprehensive academic program to ensure that all students learn at high levels.

Hamilton Elementary School is committed to making a positive difference in the lives our students. We will accomplish this by setting high academic expectations for all children and supporting students socio-emotionally, behaviorally, and academically through our multi-tiered system of supports. By supporting a positive school culture, setting high standards for teacher performance, increasing academic expectations for all students and engaging the community in school-wide events, it is our goal at Hamilton Elementary School to foster independent life-long learners and their college and career preparedness. We welcome parents to work in the classroom, to be involved with our Parent Teacher Organization (PTO), and to participate in all school activities. We embrace the challenges of the future while we celebrate the traditions of the past. Our staff, parents and students are provided opportunities to create a collaborative culture with respect for individual differences and diverse community values.

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

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

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Kindergarten	53
Grade 1	37
Grade 2	47
Grade 3	41
Grade 4	58
Grade 5	36
Grade 6	47
Grade 7	37
Grade 8	45
Total Enrollment	401

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.2
American Indian or Alaska Native	0.0
Asian	1.2
Filipino	0.0
Hispanic or Latino	93.0
Native Hawaiian or Pacific Islander	0.0
White	1.0
Socioeconomically Disadvantaged	90.8
English Learners	33.9
Students with Disabilities	11.5
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	16	20		
Without Full Credential	2	1		
Teaching Outside Subject Area of Competence (with full credential)	0	0		

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	
Total Teacher Misassignments *	0	0	
Vacant Teacher Positions	0	0	

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: 8/2018

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

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark for K-5 grades, Benchmark Education Company Study Sync 6_8th grades, McGraw Hill	Yes	0%
Mathematics	K, U of O, Early Learning in Math 2015 1-5 McGraw-Hill, Everyday Math - Common Core Edition 2015 College Preparatory Math (CPM) - Common Core Edition 2013	Yes	0%
Science	K-5 Pearson Education 2005-06 6-8 Holt, Rinehart, Winston 2005-06	Yes	0%
History-Social Science	K-1 Studies Weekly, 2018 2-8 Pearson, My World Interactive 2018	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

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

A staff of two provides janitorial services. Schedules are arranged so that no classrooms are interrupted during instructional time. Custodial services are available from 6:00 a.m. until 8:30 p.m. The cafeteria is cleaned after both breakfast and lunch and restrooms are cleaned and sanitized daily. The school grounds are clean and well ordered. Trash cans are available throughout the campus.

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

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

Hamilton City has maintained an elementary school on this location since the early 1900s. All of the original buildings have long ago been replaced by modern facilities. All buildings meet current fire and earthquake codes. An OPSC modernization project was completed within the past ten years that completely renovated the primary wing containing four classrooms, two reading labs, and an adult restroom. Within the last seven years, a new kindergarten complex with three classrooms, each containing restrooms, was added to our campus.

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

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

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year)		
Year and month of the most recent FIT report: 10/28/2018		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Fair	201: Stained Tile 203: Stained Tile 205: Stained Tile, Missing Cover 500 Restroom: Panel rust 609: Missing light lens
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Grounds: Gophers

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 10/28/2018	
Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	35.0	41.0	38.0	42.0	48.0	50.0
Mathematics (grades 3-8 and 11)	17.0	21.0	18.0	20.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	273	265	97.07	40.75
Male	135	132	97.78	38.64
Female	138	133	96.38	42.86
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	254	246	96.85	41.87
White	--	--	--	--
Socioeconomically Disadvantaged	254	246	96.85	39.43
English Learners	171	165	96.49	40.00
Students with Disabilities	29	29	100.00	3.45
Students Receiving Migrant Education Services	16	16	100.00	31.25
Foster Youth	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	273	269	98.53	21.19
Male	135	132	97.78	23.48
Female	138	137	99.28	18.98
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Hispanic or Latino	254	250	98.43	21.6
White	--	--	--	--
Socioeconomically Disadvantaged	254	250	98.43	19.2
English Learners	171	169	98.83	19.53
Students with Disabilities	29	29	100	3.45
Students Receiving Migrant Education Services	16	16	100	18.75
Foster Youth	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	27.0	13.5	5.4
7	8.6	17.1	8.6

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

At Hamilton Elementary School, parents are encouraged to actively participate in their child's educational experience. Parents can become involved in our school in various ways. Parents are encouraged to be actively involved in our Site and District committees. Committees such as our District leadership team known as HULC, (Hamilton Unified Leadership Committee) guides curriculum and instruction for all schools in Hamilton Unified. HULC is where all voices can be heard and guide the goals and actions of our school board. Our School Site Council helps school leadership plan for categorical funding expenditures as well as help refine the goals and objectives of Hamilton Elementary School. This hour of commitment deeply affects how we provide a effective instruction for all our students and provide learning opportunities to prepare students for college and career. We also have a monthly parent luncheon that invites parents or guardians to lunch together, with HES leadership, to be kept informed of schoolwide initiatives as well as take part in our ELAC. Finally, the Parent Teacher Organization known to us as PTO. Our PTO parents work tirelessly to provide extra classroom and field trip monies for our elementary staff. Since the last recession, schools have been trying to rebuild funding we once received back in 2008. Prices or cost of operating schools have gone up while funding has not. PTO works to fill in this gap and needs each parent to actively participate in the PTO membership. We encourage parents and grandparents to contact classroom teachers.

Parents are invited each month for morning coffee with the principal to share ideas and voice any concerns. Our monthly parent newsletter, in both Spanish and English, is distributed to parents at our morning coffee as well as any other information about upcoming events. The recent addition of our family case manager/liason provides an additional resource for parent outreach including home visitations and bridging school/home relationships.

Academic Parent Teacher Teams (APTT) have been established in various classrooms on campus. This is an opportunity for parents to meet with their teacher and discuss their children and school performance in comparison with other students. Teachers then create goals with parents and teach parents specific learning activities that support the goals so they can better work with their children at home. After a set amount of time, the teacher reconnects with the parents and discusses assessment results on the learning goals that were established. This process repeats itself and parents become more connected with their child's learning and progress.

For further information on how parents may become involved in our school, please contact Kathryn Thomas, Principal, at (530) 826-3474 or kthomas@hudschools.org.

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	8.5	8.5	3.9	6.9	6.7	4.5	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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

A comprehensive safety plan that outlines all emergency procedures and processes is maintained in the school office. The School Safety Plan was last updated for approval in December of 2018 and was reviewed with staff and School Site Council. As part of the safety plan, a Crisis Response Plan was created and is annually reviewed in conjunction with the Glenn County Sheriff and the Hamilton Fire Department.

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

Keeping students in school even when disciplinary matters occur is a priority. At times, students may be excluded from school because of certain violation of the education code section 48900. Usually such actions as fighting, bringing unsafe objects, including firearms and knives are usually met with immediate exclusion and may result in an expulsion under Education Code Section 48915. At Hamilton Elementary School we work as an administrative team with our Intervention Specialist (Counselor) to find alternatives to removing students from school. Parents are reminded to have conversations with children about school and classroom expectations for schoolwide safety. Join us as a partner in safety by having family talks about how your child can be safe and learn at Hamilton Elementary School.

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	20	4	2		17	3			18	3		
1	22	2	2		23		4		19	4		
2	23		4		26		1		23		4	
3	24		7		26		5		20	7	7	
4	23	2	7		27		13		32		2	5
5	27	2	17		25		14		31		13	1
6	22	1	10		31	1		5	24		18	
Other	9	2										

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

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	1	405
Counselor (Social/Behavioral or Career Development)	.02	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.6	N/A
Psychologist	1.0	N/A
Social Worker	0	N/A
Nurse	.30	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	0	N/A
Other	3	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	8,583	2,146	6,437	62,018
District	N/A	N/A	6,197	62,018
Percent Difference: School Site and District	N/A	N/A	3.8	0.0
State	N/A	N/A	\$7,125	\$63,590
Percent Difference: School Site and State	N/A	N/A	-10.1	-2.5

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

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

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

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

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

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$39,193	\$42,990
Mid-Range Teacher Salary	\$76,562	\$61,614
Highest Teacher Salary	\$82,989	\$85,083
Average Principal Salary (Elementary)	\$109,474	\$100,802
Average Principal Salary (Middle)	\$0	\$105,404
Average Principal Salary (High)	\$114,688	\$106,243
Superintendent Salary	\$131,327	\$132,653
Percent of Budget for Teacher Salaries	31.0	30.0
Percent of Budget for Administrative Salaries	10.0	6.0

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

Professional Development (Most Recent Three Years)

The Hamilton Unified School District has provided four staff development days and calendared seventeen minimum day Fridays to allow for additional hours of staff development. The focus of the staff development has included training to support our effective Professional Learning Communities, English Language Development (Designated and Integrated), Data Analysis and Assessment Implementation, refining pacing guides, ELA Adoption, intervention, and best teaching practices. During the 218-19 school year, the professional development at Hamilton Elementary School has been in alignment with our MTSS grant, and all staff development during the site's 12 staff training afternoons has been focused on supporting academic, behavior, and social-emotional instruction and learning as informed by our SWIS behavioral data and progress monitoring of student achievement (Benchmark Assessments). In addition to districtwide and schoolwide professional development opportunities, coaching opportunities are made available to support our schoolwide initiatives and meeting the needs of our special populations: 1:1 coaching, co-teaching, content and grade-level collaboration with our "Operation Accommodation," and lesson studies with our DI program and NTC (New Teacher Center). A

The Hamilton Unified Leadership Team was established to develop an action plan to increase student achievement and meet federal guidelines for program improvement schools. This team meets monthly.

Ella Barkley High School

School Accountability Report Card

Reported Using Data from the 2017-18 School Year

Published During 2018-19

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2018-19)

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

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

School Description and Mission Statement (School Year 2018-19)

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

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students
Grade 10	1
Grade 11	2
Grade 12	5
Total Enrollment	8

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment
Black or African American	0.0
American Indian or Alaska Native	0.0
Asian	0.0
Filipino	0.0
Hispanic or Latino	87.5
Native Hawaiian or Pacific Islander	0.0
White	0.0
Socioeconomically Disadvantaged	100.0
English Learners	25.0
Students with Disabilities	12.5
Foster Youth	0.0

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	4	5	5	
Without Full Credential	0	0	0	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners	0	0	1
Total Teacher Misassignments *	0	0	1
Vacant Teacher Positions	0	0	0

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

Year and month in which data were collected: 11/2018

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

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

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

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Basic English Grammar 2003 Basic English Composition 2003 English for the World of Work 2003 Exploring Literature 1999 Word Literature 1999	Yes	0%
Mathematics	Life Skills Math 2003 Consumer Mathematics 2003 CPM-Core Connections, Integrated 1, 2014 CPM-Core Connections, Integrated 2, 2nd Edition, 2015 CPM- Core Connections, Integrated 3, 2nd Edition, 2015	Yes	0%
Science	Biology: Cycles of Life 2006 Biology 2004 Physical Science 2004 Earth Science 2004	Yes	0%

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
History-Social Science	Economics 2005 United States History 2008 United States Government 2005	Yes	0%
Health	Life Skill Heath 2005	Yes	
Science Laboratory Equipment (grades 9-12)	Meets State Standards		0

School Facility Conditions and Planned Improvements (Most Recent Year)

The school opens before and after school for students who arrive early and have to be late. The school is located adjacent to the Hamilton High School campus. The design of the classrooms is open and appropriate for individual or group teaching. The buildings and gardens are maintained by the District staff and are in good repair, and 100% of the bathrooms are functioning properly.

Teachers ensure that teaching students is safe, and that classrooms are kept in good order. A District custodian keeps the facility clean during the afternoons. The school has had the benefit of using the traditional school gym for physical education classes when needed.

The District Library serves the school with more than 7,500 books and a capacity of 15,000. The school has 12 computers connected to the internet used for learning and instruction and a greenhouse that is used by the ROP classes of Ornamental Horticulture. The entire school has access for the disabled. There are two class rooms and an administrative building / offices, all built in 1986. All elements of the School Facilities were inspected in September 2018.

The District participates in the State School Deferred Maintenance Program which provides equal dollar-for-dollar funds to support school districts with their expenses for major repairs or replacement of existing school buildings. Typically this includes roof, plumbing, heating, air conditioning, electrical system, interior and exterior paint, flooring system.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 09/24/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Fair	Office: Girls Bathroom Stall lock missing

School Facility Good Repair Status (Most Recent Year) Year and month of the most recent FIT report: 09/24/18		
System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 09/24/18	
Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

**CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students
Grades Three through Eight and Grade Eleven**

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)	--	--	38.0	42.0	48.0	50.0
Mathematics (grades 3-8 and 11)	--	--	18.0	20.0	37.0	38.0

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

**CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
Hispanic or Latino	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2017-18)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	--	--	--	--
Male	--	--	--	--
Hispanic or Latino	--	--	--	--
Socioeconomically Disadvantaged	--	--	--	--
English Learners	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

**CAASPP Test Results in Science for All Students
Grades Five, Eight, and Ten**

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

Career Technical Education Participation (School Year 2017-18)

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

Courses for University of California (UC) and/or California State University (CSU) Admission

UC/CSU Course Measure	Percent
2017-18 Pupils Enrolled in Courses Required for UC/CSU Admission	100.0
2016-17 Graduates Who Completed All Courses Required for UC/CSU Admission	0.0

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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

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

State Priority: Pupil Engagement

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

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

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

Indicator	School			District			State		
	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17	2014-15	2015-16	2016-17
Dropout Rate	--	--	--	0.0	2.4	1.6	10.7	9.7	9.1
Graduation Rate	--	--	--	100.0	97.6	98.4	82.3	83.8	82.7

For the formula to calculate the 2016–17 adjusted cohort graduation rate, see the 2017–18 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Completion of High School Graduation Requirements - Graduating Class of 2017 (One-Year Rate)

Group	Graduating Class of 2017		
	School	District	State
All Students	100.0	100.0	88.7
Black or African American	0.0	0.0	82.2
American Indian or Alaska Native	0.0	0.0	82.8
Asian	0.0	100.0	94.9
Filipino	0.0	0.0	93.5
Hispanic or Latino	85.7	100.0	86.5
Native Hawaiian/Pacific Islander	0.0	0.0	88.6
White	0.0	100.0	92.1
Two or More Races	0.0	100.0	91.2
Socioeconomically Disadvantaged	100.0	100.0	88.6
English Learners	100.0	100.0	56.7
Students with Disabilities	0.0	100.0	67.1
Foster Youth	0.0	0.0	74.1

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	28.6	17.7	6.7	6.9	6.7	4.5	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

The HUSD and EBH School Safety Plan of Emergency Operations was adopted by the HUSD School Board on April 14, 2014. EBHS Faculty participated in the development of the plan and items are regularly reviewed. The School Safety Plan is reviewed and updated yearly. The District’s School Safety Plan details Ella Barkley High School’s policies regarding transportation, student discipline, emergencies and disaster preparedness, dress codes, and child abuse reporting. This plan is available in the District office for public inspection. An updated updated School Safety Plan was reviewed in Fall 2018, with pending approval by the HUSD School Board by March 2019. Our district Safety Coordinator regularly provides timely and necessary in-service training for the purpose of prevention, compliance, and, importantly, awareness of issues that may affect our students, staff, and school culture.

Average Class Size and Class Size Distribution (Secondary)

Subject	2015-16			2016-17			2017-18					
	Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms			Avg. Class Size	Number of Classrooms		
		1-22	23-32	33+		1-22	23-32	33+		1-22	23-32	33+
English	9.0	1			4.0	3			2.0	4		
Mathematics	4.0	4			3.0	4			3.0	3		
Science	8.0	2			2.0	3			4.0	2		
Social Science	5.0	4			4.0	6			3.0	6		

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

Academic Counselors and Other Support Staff (School Year 2017-18)

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	.50	12
Counselor (Social/Behavioral or Career Development)	.10	N/A
Library Media Teacher (Librarian)	0	N/A
Library Media Services Staff (Paraprofessional)	.10	N/A
Psychologist	.10	N/A
Social Worker	.10	N/A
Nurse	0	N/A
Speech/Language/Hearing Specialist	0	N/A
Resource Specialist (non-teaching)	0	N/A
Other	0	N/A

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

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	17447		17447	67161
District	N/A	N/A	6196	\$62,018
Percent Difference: School Site and District	N/A	N/A	181.6	8.9
State	N/A	N/A	\$7,125	\$63,590
Percent Difference: School Site and State	N/A	N/A	215.1	14.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2017-18)

Hamilton Unified, in partnership with Glenn COE, offers a complete list of educational services for our community. Categorical programs provided by the District include: Title I, Title III, GATE, Response to Instruction in Reading, Class Size Reduction K-3, extended day for at-risk students, high school tutorial, and summer school. In the 17-18 and in the current school year 18-19 a music class was added to the master schedule at Ella Barkley taught by the district music teacher.

Glenn County programs include a complete range of Special Education programs that include speech and language services, resource specialist, and a special day class.

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

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

Teacher and Administrative Salaries (Fiscal Year 2016-17)

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	\$39,193	\$42,990
Mid-Range Teacher Salary	\$76,562	\$61,614
Highest Teacher Salary	\$82,989	\$85,083
Average Principal Salary (Elementary)	\$109,474	\$100,802
Average Principal Salary (Middle)	\$0	\$105,404
Average Principal Salary (High)	\$114,688	\$106,243
Superintendent Salary	\$131,327	\$132,653
Percent of Budget for Teacher Salaries	31.0	30.0
Percent of Budget for Administrative Salaries	10.0	6.0

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

Advanced Placement (AP) Courses (School Year 2017-18)

Subject	Number of AP Courses Offered*	Percent of Students in AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All courses	0	.0

Cells with N/A values do not require data.

*Where there are student course enrollments of at least one student.

Professional Development (Most Recent Three Years)

Focus areas for staff development for 2016-17 school year and current school year are: Safety, continue with Professional Learning Communities, Ella Barkley teachers meet with Hamilton High School teachers on Fridays for Professional Learning Community (PLC). Areas of Professional development were selected based on the needs of our students, particularly the structured English immersion training's which are aimed at improving access to our educational programs for all students. The district continues its focus with the implementation of Common Core State Standards- specifically Integrated Math implementation, and ELD standards for designated and integrated instruction. The HUSD also offers ongoing training's for all teachers in our district for the purpose of ensuring a common educational practice in the HUSD classrooms kindergarten through 12th grade. The high school has teacher-coaches to assist in this process through individual meetings and training's, but also with in-class observation and coaching. Continued training is provided for the implementation of data analysis and data analysis programs with the intent of improving the teachers use of data to inform and improve instruction to help our students achieve academically. Professional Learning Communities were established during which our teachers fully collaborate, discuss, and seek out solutions to better assist instruction, curriculum, and student achievement.

Hamilton Community Day School School Accountability Report Card Reported Using Data from the 2017-18 School Year Published During 2018-19

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

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

DataQuest

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

Internet Access

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

About This School

Contact Information (School Year 2018-19)

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

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

School Description and Mission Statement (School Year 2018-19)

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

Student Enrollment by Grade Level (School Year 2017-18)

Grade Level	Number of Students

Student Enrollment by Group (School Year 2017-18)

Student Group	Percent of Total Enrollment

A. Conditions of Learning

State Priority: Basic

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

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

Teacher Credentials

Teachers	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential				
Without Full Credential				
Teaching Outside Subject Area of Competence (with full credential)				

Teacher Misassignments and Vacant Teacher Positions

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners			
Total Teacher Misassignments *			
Vacant Teacher Positions			

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

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

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2018-19)

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

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

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

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

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

Subject	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	Basic English Grammar 2003 Basic English Composition 2003 English for the World of Work 2003 Exploring Literature 1999 Word Literature 1999	Yes	
Mathematics	Life Skills Math 2003 Consumer Mathematics 2003 Pre Algebra 2004 Algebra 2004 Geometry 2005	Yes	
Science	Biology: Cycles of Life 2006 Biology 2004 Physical Science 2004 Earth Science 2004	Yes	
History-Social Science	Economics 2005 United States History 2008 United States Government 2005	Yes	
Health	Life Skills Math	Yes	

School Facility Conditions and Planned Improvements (Most Recent Year)

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

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

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

Overall Facility Rating (Most Recent Year)

Year and month of the most recent FIT report: 10/20/2014	
Overall Rating	Good

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in English Language Arts/Literacy (ELA) and Mathematics for All Students Grades Three through Eight and Grade Eleven

Subject	Percent of Students Meeting or Exceeding the State Standards (grades 3-8 and 11)					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
English Language Arts/Literacy (grades 3-8 and 11)						
Mathematics (grades 3-8 and 11)						

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

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2017-18)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students				

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

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

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Subject	Percentage of Students Meeting or Exceeding the State Standard					
	School		District		State	
	2016-17	2017-18	2016-17	2017-18	2016-17	2017-18
Science (grades 5, 8, and 10)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: The 2016–17 and 2017–18 data are not available. The CDE is developing a new science assessment based on the Next Generation Science Standards for California Public Schools (CA NGSS). The CAST was pilot-tested in spring 2017 and field-tested in spring 2018. The CAST will be administered operationally during the 2018–19 school year. The CAA for Science was pilot-tested for two years (i.e., 2016–17 and 2017–18) and the CAA for Science will be field-tested in 2018–19.

Note: Science test results include the CAST and the CAA for Science. The “Percent Met or Exceeded” is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated on both assessments.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2017-18)

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

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

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2018-19)

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

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

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School			District			State		
	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18	2015-16	2016-17	2017-18
Suspensions	0.0	0.0	0.0	6.9	6.7	4.5	3.7	3.7	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2018-19)

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

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2015-16				2016-17				2017-18			
	Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes			Avg. Class Size	Number of Classes		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+

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

** "Other" category is for multi-grade level classes.

Academic Counselors and Other Support Staff (School Year 2017-18)

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

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

One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted	Basic/ Unrestricted	
School Site	32987		32987	67161
District	N/A	N/A	6196	\$62,018
Percent Difference: School Site and District	N/A	N/A	432.4	8.9
State	N/A	N/A	\$7,125	\$63,590
Percent Difference: School Site and State	N/A	N/A	495.8	14.6

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Types of Services Funded (Fiscal Year 2017-18)

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

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

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

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

Teacher and Administrative Salaries (Fiscal Year 2016-17)

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

Professional Development (Most Recent Three Years)

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



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

**Hamilton Elementary School
School Site Council Meeting**

**Thursday January 10, 2019 7:30 AM
Hamilton Elementary School—Conference Room 204**

Agenda

ORDER OF BUSINESS

Item 1 Call to Order

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

Staff Present:

Parents Present:

Item 3 Verification of Posting of the Agenda—72 Hours in Advance
Anticipated posting by January 8, 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.)

DISCUSSION ITEMS

Item 6 Discuss process for replacing members: Reyes and Garcia

Item 7 Safety Plan: Review/revise Goals, Objectives, and Action Steps. Anticipate approval at the February SSC meeting.

ACTION ITEMS

None

ADJOURNMENT

By 8:15 AM



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Hamilton Elementary School
School Site Council Meeting

Thursday January 10, 2019 7:30 AM

Hamilton Elementary School—Conference Room 204

Minutes

ORDER OF BUSINESS

Item 1 Call to Order

Meeting called to order at 7:30 a.m.

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

Staff Present: Anderson, Thomas, Whittaker, Heffley, Sawyer, Campbell, Firth,

Parents Present: Reyes, Vargas

Item 3 Verification of Posting of the Agenda—72 Hours in Advance

Anticipated posting by January 8, 2018

Item 4 Public Comment

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Thomas update regarding the training she attended, it was not an active shooter training.

Sawyer update regarding the Parent visitation to Rosedale Elementary School was canceled due to the Camp Fire. Heffley reminded all Kindergarten registration coming up and suggested we have Dual Immersion brochures and provide information to TK parents ahead of time.

Item 5 Approval of Minutes— (5 minutes.)

Motion to approve the November HES SSC minutes (Sawyer): 2nd (Heffley)

Motion approved.

DISCUSSION ITEMS

Item 6 Discuss process for replacing members: Reyes and Garcia

Anderson reviewed the Bylaws. We discussed options and decided to send out a flyer to all parents asking for interest to serve on SSC (and also ELAC) we will appoint or conduct an election depending on the results we receive from parents.

Item 7 Safety Plan: Review/revise Goals, Objectives, and Action Steps. Anticipate approval at the February SSC meeting.

Anderson highlighted changes (items that were added or deleted). After the quick overview, it was requested that all members read through the Safety Plan and provide suggestions, comments, questions, or concerns and email to D.Camarena.

It was suggested that the counselor Bryan have a trifold (like Camarena) to communicate with families and staff the services offered.

Another suggestion discussed was having walkie-talkies for all teachers during recess. This will be investigated.

ACTION ITEMS

None

ADJOURNMENT By Anderson at 8:12 AM



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277 Capay Avenue • P.O. Box 277
Hamilton City, CA 95951-0277
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**Hamilton Elementary School
School Site Council Meeting**

**Thursday February 14th, 2019 7:30 AM
Hamilton Elementary School—Conference Room 204**

Agenda

ORDER OF BUSINESS

- Item 1** **Call to Order**
- Item 2** **Establish Quorum (3 HES Staff, 2 Parents/Community Members)**
Staff Present:
Parents Present:
- Item 3** **Verification of Posting of the Agenda—72 Hours in Advance**
Anticipated posting by February 12th
- 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.)**

DISCUSSION ITEMS

- Item 6** Discuss SPSA – L. Anderson

ACTION ITEMS

- Item 7** Approve new members to replace G. Reyes and Lenia Garcia (Asha Mundo Parent, Marcie Rivera Parent)
- Item 8** Approve HES 18-19 Site Safety Action Plan Recommendation
(Approved safety plan with signatures will be put on Board Meeting agenda on Feb. 27, 2019 for Board Approval)

ADJOURNMENT

By 8:15 AM

School Site Council Minutes 2/14/19

Item 1 Call to Order 7:38

Item 2 Established quorum

Parents: G. Reyes, M. Rivera, A. Mundo

Staff: J. Campbell, L. Anderson, K. Thomas, N. Heffley, S. Whittaker, D. Camarena, M. Sawyer

Item 3 Verification of agenda posting Tuesday February 12th

Item 4 Public comment: No public comment

Item 5 Approval of the minutes: G. Reyes makes a motion to approve January minutes, Shelley seconded.

Item 6 Discussion of SPSA-L. Anderson

Rough draft of the SPSA. Changes in CA accountability system, ESSA (every student succeeds act). Federal laws are important to us, because we receive substantial funding here at our Site. First year that the state and federal gov't have decided how funding will look like in CA. SPSA slight change in title, Single plan to School Plan for Student Achievement. Last school year, our school site fell into technical assistance due to not making progress in some areas (suspensions). We have partnered with GCOE and MTSS. SPSA template first draft shared. Discuss Goal 1 (increase literacy skills...) in next SSC meeting.

Action Items

Item 7 Approve new members to replace G. Reyes (*president*) and L. Garcia (*parent member*)

All in favor of the new parent members (Asha Mundo and Marcie Rivera). Unanimous.

Item 8 Approve HES site safety plan 18-19

Campbell made motion to approve HES 18-19 Safety Plan, Nancy seconded. Motion carried. HES Safety plan will go to the board meeting on Feb 27. Site is working on gathering signatures from Law Enforcement/Fire

Topics for next meeting: bring back SPSA for discussion for March meeting, and approval in April 2019.

Meeting adjourned: 8:10

**HAMILTON UNIFIED SCHOOL DISTRICT
BOARD MEETING
MINUTES**

**Hamilton High School Library
Wednesday, January 23, 2019**

- 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.
- 6:15 p.m. Reconvene to open session no earlier than 6:15 p.m.

1.0 OPENING BUSINESS:

Call to order and roll call

_____ Gabriel Leal, President
_____ Genaro Reyes

_____ Hubert "Wendall" Lower, Clerk
_____ Ray Odom

_____ 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.
4. *Conference with Real Property Negotiators.* Property: Westermann property north of Hamilton High School, approximately located at 500 Sixth Street, Hamilton City, CA 95951 (APN: 032-230-015-000). Agency Negotiator: Charles Tracy, Superintendent; Matt Juhl-Darlington, Attorney for District. Negotiating Parties: Westermann Family and Hamilton Unified School District. Under negotiation: Price and terms of payment.

Report out action taken in closed session.

Start: 7:05 p.m.

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

5.0 PUBLIC SESSION/FLAG SALUTE:

6.0 ADOPT THE AGENDA: (M)

Motion for approval by Wendall Lower, seconded by Genaro Reyes.

Motion Carried: 4-0

Leal: Aye	Lower: Aye
Boone: Absent	Reyes: Aye
Odom: Aye	

7.0 COMMUNICATIONS/REPORTS:

1. Board Member Comments/Reports.
 - a. Board President, Gabriel Leal: Last Wednesday, January 16, 2019 we held a Board Workshop/community meeting, regarding flyer building and recruitment for a new superintendent. It was a productive and successful workshop. There will be a survey available on the HUSD website from now until February 22. Please take the time to submit your input to the school board. The survey is available in English and Spanish.
2. ASB President and Student Council President Reports.

- a. Hamilton High School, Ofelia Flores
 - i. Basketball Homecoming is Friday, January 25, 2019.
 - 1. The dance will be held after the game.
 - ii. The new hog barn is complete and pigs are in there. It is a very nice facility and will accommodate the needs of our animals.
 - iii. Seniors are currently selling Sober Grad Tickets for \$10 each so please support us in purchasing a ticket from a senior if you get the opportunity.
 - b. Hamilton Elementary School, Ximena Hernandez
 - i. Tuesday, February 12, 2019 are parent conferences, these will be student led.
 - ii. We are planning our upcoming Valentines Dance and we will also be doing Valentine grams.
 - iii. We are sad to see Mrs. Mitchell leave but are excited to continue to have a program with Mrs. Knutson.
3. District Reports (written)
- a. Food Service Report by LeAnn Radtke (written) (page 1)
 - i. Board Member, Ray Odom: The number of lunches do not appear to add up correctly.
 - ii. Superintendent, Charles Tracy: I will confirm with LeAnn.
 - b. Operations Report by Marc Eddy (written) (page 2)
 - c. Technology Report by Derek Hawley (written) (page 3)
4. Principal and Dean of Student Reports
- a. Kathy Thomas, Hamilton Elementary School Principal
 - i. Current enrollment is at 423.
 - ii. January 2019 attendance rates: K – 5th are 93.35% and 6th – 8th are 94%. This lower number is due to a few families who are taking extended vacations.
 - 1. Upcoming events:
 - a. Kindergarten registration.
 - b. World Read Aloud day on February 1st.
 - c. Stomp Chomp book fair.
 - d. Trudy Bryan and Emily Peery will be attending the Latino Youth Conference at Chico State with a group of our students.
 - e. February 12th and 13th Parent Conferences – Student led.
 - f. MTSS update: We are seeking feedback from staff and leading into plan for next year.
 - g. Leadership Team meetings: we are looking at data, analyzing data and behavior – teachers will be working on culture classroom walkthrough.
 - h. Dual Immersion: Mrs. Sawyer is leading the new committee – meeting Monday at 3:30 p.m. Advertising program to new students.
 - i. Working on safety plan – bringing to board next month.
 - i. Developing muscle memory and working on our protocols and reflecting on needs.
 - b. Maria Reyes, District Dean of Students
 - i. We will be taking students to Steps to College at the consulate.
 - ii. Reg-to-Go came and presented to seniors.
 - 1. Will come back to do a career assessment
 - iii. Our students visited the recording studio in Orland.
 - iv. Students continuing to work on credit recovery.
 - c. Cris Oseguera, Hamilton High School Principal
 - i. Current attendance & enrollment:
 - 1. 290 students (9th Grade = 76. 10th Grade = 77, 11th Grade = 50, 12th Grade = 87). 93 attendance days, 97.03% attendance rate.
 - ii. Professional Development:
 - 1. Mrs. Mercado will attend the CLTA Conference
 - 2. Mrs. Funderburk and her student teacher, Cecilia Romero will be attending the CATE Conference in late February.
 - 3. Mr. Martin continues his ATE meeting to meet requirements for his CTE credential.
 - 4. Mr. Oseguera continues his ACSA Special Education Academy trainings through March 2019

5. All teachers continue with collegial conversations during PLC time each Friday.
- iii. School activities & events:
 1. Numerous winter sports nearing completion of the league season and getting prepped for playoffs (Girls and Boys Basketball; Girls and Boys Soccer; Wrestling). Playoffs for basketball and soccer begin the week of February 11th – 15th; wrestling league finals begin on Friday, February 8, 2019.
 2. Counselors will be taking a group of students to Sacramento for Steps for College on February 2, 2019.
 3. Sober Grad Ticket Raffle Sales continue through February 16, 2019.
 4. We have Frosh Incoming 9th Grader Info Night on February 12, 2019 at 6:00 p.m.
 5. We are hosting the Lions Club Speaker contest on February 25, 2019 at 6:30 p.m. with this year's topic being "Freedom of the Press – What does it mean?"
 6. English Enrichment will travel to San Francisco on February 27, 2019 to watch the play Hamilton.
 7. We have two holidays in February: the 11th & 18th.
 8. Met with Kathy Thomas and Stacey Garrett at HES regarding GEAR UP grant for next years 7th & 8th graders.
 9. Parent Teacher Conferences are on February 21, 2019.

5. Superintendent Report by Charles Tracy

- a. Form 700 – Annual Statement of Economic Interests, file electronically with Glenn County.
 - i. Please also remember to complete your Target Solutions.
- b. Citizens' Oversight Committee Member – 7 members needed.
- c. Governor's Budget Workshop – Tuesday, January 15, 2019.
 - i. Just a hair at 3.5% change in COLA – good and bad news – forecasting a dip in the economy in 2021. Do not overspend and be conservative over the next couple years.
- d. Ms. Janice Lohse applied for a recent grant to upgrade sheep barn and possibly other equipment.
- e. Upcoming School Board Meetings:
 - i. Thursday, January 31, 2019 (Special)
 - ii. Wednesday, February 27, 2019
 - iii. Wednesday, March 27, 2019
- f. Holidays:
 - i. Lincoln's Birthday – Observed, Monday, February 11, 2019.
 - ii. President's Day – Observed, Monday, February 18, 2019.

8.0 **PRESENTATIONS:**

1. None.

9.0 **CORRESPONDENCE:**

1. None

10.0 **DISCUSSION ITEMS:**

1. Hamilton High School Expansion, next steps-planning phases (Mike Cannon). (page 4)
 - a. Attorney and School District are in discussion of purchase for the land north of the high school.
 - b. Preliminary environmental assessment is next.
 - i. Scheduling site testing, hope to be complete and report back to you in 3 months.
 - c. Also, CEQA testing – bring back to you during February meeting – consultant for that.
 - d. Potential utility issues, it is near the highway and it is in a partial flood plane – hopefully bring back in February, a consultant, cost and timeline.
 - e. Lastly, Title 5 Environmental Study – deals with specific requirements for schools. Closing for that proposal is next Friday the 1st. We hope to get 3 total proposals to bring back to you.
 - f. I would expect most studies to be completed by August or September. We are approaching this as though it is a phased project. Options will be available in the future to you as far as expansion.
 - g. Board Member, Ray Odum: All these preliminary steps to purchasing the land. Is it wise to wait to purchase the land until after we get these back?

- h. Project Manager, Mike Cannon: The initial preliminary report came back well. As you move forward there are ways of writing purchase agreements to mitigate or recind the agreement if needed.
 - i. Superintendent, Charles Tracy: Matt Juhl-Darlington referenced in public session recently – there are contingencies in the agreement that prevent us from being in a bind.
 - j. Board Member, Rod Boone: Why is it in the flood plane – because they haven't finished the levy?
 - k. Project Manager, Mike Cannon: According to current FEMA maps, it would flood a foot or less.
 - l. Parent, Froylan Mendoza: Is this the same issue at the park?
 - m. Board Members: The park is much lower.
 - n. Board Member, Rod Boone: would the planning commission even approve a housing development with them being in the flood plane?
 - o. Community Member, Tom Conwell: The whole town is in a flood plane.
2. Replace CELDT with the new ELPAC as the state adopted Assessment of English Language Proficiency (ELP). The other three criteria stay the same as set forth in California Education Code Section 313, and further detailed in Title 5 California Code of Regulations 5 CCR) section 11303 (Maggie Sawyer). (page 5-7)
 - a. Board Member, Ray Odom: Why would they change?
 - b. Hamilton Elementary School Assistant Principal & ELD Coordinator, Maggie Sawyer: To match the ELPAC that was approved in recent years – next generation standards imbedded. You can view same assesments also if you are interested on the ELPAC section of the CDE website.
 3. Overview of current LCAP and review of next steps and timeline (Leslie Anderson).
 - a. The new funding model is LCFF, and then came the accountability piece – the LCAP.
 - b. This spring we are writing for next fall – the last year in the 3 year cycle.
 - c. Next LCAP meeting will be in March on a Saturday.
 4. Addition of Health Kids Survey for 4th and 6th Grade for Spring 2019 administration (Leslie Anderson). (page 8-21)
 - a. We already do this survey through Glenn County and Friday Night Live. I would like to do it every year. I would like to jump into that survey cycle.
 5. Healthy Kid Survey Plan (Leslie Anderson). (page 22)
 - a. Review questions – parents can opt out if needed.
 - b. Board Member, Ray Odom: What has your expereicen been with opting in?
 - c. Teacher on Special Assignment, Leslie Anderson: This is new for us beause it is a lower grade.
 - d. Board Member, Ray Odom: The survey is public to parents – the reulsts?
 - e. Teacher on Special Assignment, Leslie Anderson: Yes, there is a report that is generated.
 6. "Data Required – what you need to know to meet the new ESSA reporting requirements." (page 23-29)
 - a. Good information for the Board. Providng model for the plan but not a template.
 7. First reading of Board Bylaw 9250 Renumeration, Reimbursement and Other Benefits. (page 30-33)
 - a. Approved prior, and there is an error that Mr. Odom caught.
 8. First reading of Board Policy and Adminstrative Regulation 0420 School Plans/Site Councils (for regular manual maintenance). (page 34-37)
 9. First reading of Board Policy and Administrative Regulation 0450 Comprehensive Safety Plan (for regular manual maintenance). (page 34-37)
 10. First reading of Board Policy and Administrative Reguation 0460 Local Control and Accountability Plan (for regular manual maintenance). (page 34-37)
 11. First reading of Administrative Regulation 1220 Citizen Advisory Committee (for regular manual maintenance). (page 34-37)
 12. First reading of Administrative Regulation 3311.1 Uniform Public Construction Cost Accounting Procedures (for regular manual maintenance). (page 34-37)
 13. First reading of Administrative Regulation 3543 Transportation Safety and Emergencies (for regular manual maintenance). (page 34-37)
 - a.
 14. First reading of Administrative Regulation 4200 Classified Personnel (for regular manual maintenance). (page 34-37)
 15. First reading of Adminsitrative Regulation 5113 Absences and Excuses (for regular manual maintenance). (page 34-37)
 16. First reading of Administrative Regulation 5131.41 Use of Seclusion and Restraint (for regular manual maintenance). (page 34-37)
 17. First reading of Board Policy and Administrative Regulation 5141.52 Suicide Prevention (for regular manual maintenance). (page 34-37)

18. First reading of Board Policy and Administrative Regulation 5144 Discipline (for regular manual maintenance). (page 34-37)
19. First reading of Board Policy 5146 Married/Pregnant/Parenting Students (for regular manual maintenance). (page 34-37)
20. First reading of Board Policy 6146.1 High School Graduation Requirements (for regular manual maintenance). (page 34-37)
21. First reading of Administrative Regulation 6173.2 Education of Children of Military Families (for regular manual maintenance). (page 34-37)
22. First reading of Board Policy and Administrative Regulation 6175 Migrant Education Program (for regular manual maintenance). (page 34-37)
23. First reading of Administrative Regulation 6183 Home and Hospital Instruction (for regular manual maintenance). (page 34-37)
24. First reading of Board Bylaw 9322 Agenda/Meeting Materials (for regular manual maintenance). (page 34-37)
25. First reading of Board Bylaw 9324 Minutes and Recordings (for regular manual maintenance). (page 34-37)

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.

None

12.0 **ACTION ITEMS:**

1. Chief Business Official Employment Contract for Hamilton Unified School District 2019 – 2022. (page 38-44)

Motion to accept the candidate for hire and salary but would like to revisit specific language and bring back to the Board on Wednesday, February 27, 2019 Board Meeting by Wendall Lower, seconded by Genaro Reyes. Motion Carried: 5-0

Leal: Aye	Lower: Aye
Boone: Aye	Reyes: Aye
Odom: Aye	

2. Replace CELDT with the new ELPAC as the state adopted Assessment of English Language Proficiency (ELP). The other three criteria stay the same as set forth in California Education Code Section 313, and further detailed in Title 5 California Code of Regulations 5 CCR) section 11303.

Motion for approval by Ray Odom, seconded by Rod Boone.

Motion Carried: 5-0

Leal: Aye	Lower: Aye
Boone: Aye	Reyes: Aye
Odom: Aye	

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 45-72)
2. Williams Quarterly October 2018. (page 73)
3. Certificated and Classified Seniority Lists 2018-19. (page 74-75)
4. Director of Nutrition and Student Welfare job description updates. (page 76-78)
5. Director of Maintenance and Transportation job description updates. (page 79-82)
6. Minutes for the Regular Board Meeting on December 12, 2019. (page 83-88)
7. Minutes for the Special Board Meeting on January 9, 2019. (page 89-91)
8. 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. None
 - ii. Hamilton High School
 - 1. None

9. Personnel Actions as Presented:

- a. New hires:
 - i. Heather Knutson Temporary Music Teacher HES/HHS
- b. Resignations/Retirement:
 - i. Marc Eddy Director of Maintenance & Transportation (June) District
 - ii. Mona Moon Child Nutrition Assistant (June) HES
 - iii. Karissa Sywulka (Mitchell) Music Teacher HES/HHS
 - iv. Diane Holliman CBO (June) District
 - v. Teresa Leal Preschool Teacher (June) Preschool

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

Motion Carried: 5-0

Leal: Aye	Lower: Aye
Boone: Aye	Reyes: Aye
Odom: Aye	

14.0 **ADJOURNMENT:**

Close in memory of Guy Mason and Louis Miller. **END: 8:39 p.m.**

Wendall Lower, Clerk

Charles Tracy, Superintendent

**HAMILTON UNIFIED SCHOOL DISTRICT
BOARD MEETING
AGENDA**

**Hamilton High School Library
Thursday, January 31, 2019**

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

1.0 OPENING BUSINESS:

Call to order and roll call

_____ Gabriel Leal, President
_____ Genaro Reyes

_____ Hubert "Wendall" Lower, Clerk
_____ Ray Odom

_____ 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; Matt Juhl-Darlington, Attorney for District 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.
4. *Conference with Real Property Negotiators.* Property: Westermann property north of Hamilton High School, approximately located at 500 Sixth Street, Hamilton City, CA 95951 (APN: 032-230-015-000). Agency Negotiator: Charles Tracy, Superintendent; Matt Juhl-Darlington, Attorney for District. Negotiating Parties: Westermann Family and Hamilton Unified School District. Under negotiation: Price and terms of payment.

Start: 6:44 p.m.

Report out action taken in closed session.

Board President, Gabriel Leal: The Board gave the Superintendent direction on a personnel matter.

5.0 PUBLIC SESSION/FLAG SALUTE:

6.0 ADOPT THE AGENDA: (M)

Motion for approval by Wendall Lower, seconded by Genaro Reyes.

Motion Carried: 4-0

Leal: Aye	Lower: Aye
Boone: Absent	Reyes: Aye
Odom: Aye	

7.0 DISCUSSION ITEMS:

1. Hamilton Unified School District General Obligation Bond.
 - a. Dannis Woliver Kelly, Attorney at Law, Meredith Johnson: Voters gave you 7 million ability to access the bond. Resolutions: Certification of election results, entering results into the minutes. The second is a citizens oversight committee – ensure that you, the District, will spend the funds for the bond, and obligated to spend based on project list. The District will provide oversight committee with admin support, the committee will request

- information from District – their job is to make sure the District is spending it in the correct way. Need to create the committee within 60 days of resolution.
- b. Board Member, Gabriel Leal: Are their guideline on how we need to to form it? Special process?
 - c. Dannis Woliver Kelly, Attorney at Law, Meredith Johnson: Members must be indepent of the District, cannot be a board member. Needs 7 members: 5 designated representatives - parent, parent in a PTO or SSC, representative of local business organization, tax payer organization, senior citizens organization.
 - d. Superintendent, Charles Tracy: We have parents who have students that are on interdistricts that would be interested – can they be on the committee?
 - e. Dannis Woliver Kelly, Attorney at Law, Meredith Johnson: Yes, they can.
 - f. Board Member, Wendall Lower: Can it b a tax payer in general?
 - g. Dannis Woliver Kelly, Attorney at Law, Meredith Johnson: You will need to find some one who is part of an organization and connect them to paying taxes. CDE does not have a list of what qualifies. It is more political.
 - h. Board President, Gabriel Leal: What if they live out of district?
 - i. Dannis Woliver Kelly, Attorney at Law, Meredith Johnson: No, not typically.
 - j. Superintendent, Charles Tracy: AARP will qualify?
 - k. Dannis Woliver Kelly, Attorney at Law, Meredith Johnson: Yes that qualifies.
 - l. Board Member, Ray Odom: What would this look like, publize it and they would apply? We would select from that group?
 - m. Dannis Woliver Kelly, Attorney at Law, Meredith Johnson: There is no legal requirement for how to do this.
 - n. Board President, Gabriel Leal: you could hand pick? 3 or 5 is a quorum?
 - o. Dannis Woliver Kelly, Attorney at Law, Meredith Johnson: 5. This board sets the priority for the District. The committee has no authoiry to tell them how to spend the money. The ed code is clear on that.
 - p. Superintendent, Charles Tracy: We will create a flyer, post around town, on our website, our Instagram, auto dialer, text message and email.
 - q. Board President, Gabriel Leal: Clock starts from today?
 - r. Dannis Woliver Kelly, Attorney at Law, Meredith Johnson: Yes.
 - s. Community Member, Tomas Loera: What about the other two members to total the 7?
 - t. Dannis Woliver Kelly, Attorney at Law, Meredith Johnson: It can be any other people in addition to the required. Once that is complete you can begin issuing a series of bonds. And what amount. You do not issue more than you can spend in 3 years. The bonds are sold publically. Isom advisors will help you with the process. All proceeds are held at the County Office.
 - u. Board Member, Wendall Lower: Is it true that you should only 2 or 3 draw to expend the bond.
 - v. Dannis Woliver Kelly, Attorney at Law, Meredith Johnson: There are costs of issuance of the bond. Per issue and it is about 150,000 to 200,000. You have to issue bonds, the legal limit is 60 assessed. Greg will do those calculations for you. It is not like a credit line. You will issue a bond .. spend the funds within 3 years, ideas on where you will spend it.

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

Parent, Froylan Mendoza: On the Superintendent flyer that is on Edjoin, it does not specifically outline ELD. Can it be changed to say the Superintendent be fully knowledgable in ELD, can you make change to flyer?
 Board President, Gabriel Leal: Thank you for the suggestion, I will contact our consulant with SSDA on this.

9.0 **ACTION ITEMS:**

- 1. Resolution 18-19-107 of the Board of Trustees of the Hamilton Unified School District Certifying to the Board of Supervisors All Preceedings in the November 6, 2018 General Obligation Bond Election (page 1-4).

Motion for approval by Wendall Lower, seconded by Genaro Reyes.

Motion Carried: 4-0

Leal: Aye	Lower: Aye
Boone: Absent	Reyes: Aye
Odom: Aye	

2. Resolution 18-19-108 of the Board of Trustees of the Hamilton Unified School District to Establish a Citizens' Bond Oversight Committee for General Obligation Bonds Approved Pursuant to Propostion 39 and Related Law (page 5-7).
 Motion for approval by Ray Odom, seconded by Genaro Reyes. Motion Carried: 4-0

Leal: Aye	Lower: Aye
Boone: Absent	Reyes: Aye
Odom: Aye	

10.0 **PRESENTATIONS:**

1. Brown Act Training, Matt Juhl-Darlington, Attorney, Dannis Woliver Kelley.
 - a. Mr. Juhl-Darlington presented to the board on the rules and regulations in regards to the Brown Act.

9:34 p.m. Board President, Gabriel Leal: Prior to adjournment, et. al, the Board gave direction to return to Closed Session to discuss Student #400784 et, al.

Motion to amend the agenda: Motion for approval by Wendall Lower, seconded by Genaro Reyes. Motion Carried: 4-0

Leal: Aye	Lower: Aye
Boone: Absent	Reyes: Aye
Odom: Aye	

11.0 **ADJOURNMENT:**

Board President, Gabriel Leal: There was no action taken in closed session.

End: 10:30 p.m.

Wendall Lower, Clerk

Charles Tracy, Superintendent

