

**HAMILTON UNIFIED SCHOOL DISTRICT
REGULAR BOARD MEETING AGENDA
Hamilton High School Library/Zoom/Facebook Live
Wednesday, June 23, 2021**

- 5:30 p.m. Public session for purposes of opening the meeting only via Zoom:
- 5:30 p.m. Closed session to discuss closed session items listed below via Zoom (For Board Only)
- 6:00 p.m. Reconvene to open session no **later** than 6:30 p.m. via Facebook Live or Zoom (see below)

Hamilton Unified School District Board Meetings are open to the public. We are still adhering to social distancing for public safety so in-person seating capacity in the Hamilton High School Library is limited to thirteen attendees. As authorized by the Governor's Emergency Executive Orders issued on March 12 and 17, 2020, the Hamilton Unified School District Board of Education will continue to conduct Board of Education meetings by video conference until further notice. Please join the meeting by attending the livestream via Facebook Live on the District's Facebook page or through the below Zoom link or dial by phone as listed below:

Join Zoom Meeting

<https://us02web.zoom.us/j/82794304936?pwd=cGpDS3dLcm11QXpOYXhLNjYxZXJiZz09>

Meeting ID: 827 9430 4936
Passcode: board

Dial in:

+1 669 900 6833

Meeting ID: 827 9430 4936
Passcode: 024993

1.0 OPENING BUSINESS:

- a. Call to order and roll call

_____ Hubert "Wendell" Lower, President
_____ Genaro Reyes

_____ Rod Boone, Clerk
_____ Ray Odom

_____ Gabriel Leal

2.0 IDENTIFY CLOSED SESSION ITEMS:

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

4.0 ADJOURN TO CLOSED SESSION: To consider qualified matters.

- a. Government Code Section 54957 (b), Personnel Issue. To consider the employment, evaluation, reassignment, resignation, dismissal, or discipline of a classified and certificated employees.
- b. Public Employee Performance Evaluation. Government Code section 54957, subdivision (b)(1). Superintendent.
- c. Government Code Section 54957.6, Labor Negotiations. To confer with the District's Labor Negotiator, Superintendent Jeremy Powell regarding HTA and CSEA negotiations.
- d. 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: Jeremy Powell, Superintendent; Matt Juhl-Darlington, Attorney for District. Negotiating Parties: Westermann Family and Hamilton Unified School District. Under negotiation: Price and terms of payment.
- e. Conference with labor Negotiator Gov. Code sec. 54957.6, subd. (a). Agency designated representative: Dr. Jeremy Powell; Employee Organization: Hamilton Teachers Association.

Report out action taken in closed session.

5.0 PUBLIC SESSION/FLAG SALUTE:

6.0 ADOPT THE AGENDA: (M)

7.0 COMMUNICATIONS/REPORTS:

- a. Board Member Comments/Reports.
- b. District Reports (written)
 - i. Technology Report by Frank James & Derek Hawley (p. 4)
 - ii. Nutrition Services Report by Sean Montgomery (p. 5)
 - iii. Operations Report by Alan Joksch (p.6)
- c. Principal and Dean of Student Reports (written)
 - i. Kathy Thomas, Hamilton Elementary School Principal (p. 7)
 - ii. Maria Reyes, District Dean of Students (p. 8)
 - iii. Cris Oseguera, Hamilton High School Principal (p. 9)
 - iv. Sylvia Robles, Adult School (p. 11)
- d. Chief Business Official Report by Kristen Hamman (written) (p. 12)
- e. Superintendent Report by Jeremy Powell (written) (p. 14)

8.0 PRESENTATIONS:

- a. Ed Specification Presentation – Tim Haley iEP2 (handout)

9.0 CORRESPONDENCE:

- a. None

10.0 INFORMATION ITEMS:

- a. HUSD Enrollment History for 5 years (p. 15)
- b. Bond Status (Fund 21) Update (p. 17)
- c. HHS Site Expansion Permitting Status Update – Mike Cannon (p. 20)
- d. HUSD CDE Final Site Approval Letter May 10, 2021 (p. 22)

11.0 DISCUSSION ITEMS:

- a. Local Indicators Report Results (p. 24)
- b. Return to in-person Board Meetings July 2021

12.0 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.

13.0 ACTION ITEMS:

- a. Approve Program Self-Evaluation State Preschool (p. 43)
- b. Declaration of Need for Fully Qualified Educators 2021-22 School year (p. 49)
- c. Adopt 2021-22 District Original Budget (available for public review at District Office and on our website: www.husdschools.org in the board packet for the June 9, 2021 Special Board Meeting) (p. 53)
- d. Adopt 2021-22 Local Control Accountability Plan (LCAP) and all related documents: (p. 54)
 - i. Budget Overview for Parents (p. 105)
 - ii. LCAP Federal Addendum (p. 110)
 - iii. LCAP/LCP Annual Update (p. 130)
- e. Approve quote from Ferguson HVAC for air scrubbers filtration system. (p. 179)
- f. Appoint Scott Miller to serve on Citizens’ Bond Oversight Committee (p. 181)
- g. Appoint Vicky Casillas to serve on Citizens’ Bond Oversight Committee (p. 182)
- h. Approve Classified Management/Confidential, Certificated Management, Chief Business Official, Other Duty (1% for Adult Ed Teacher 1 position only) 2020-21 salary schedules containing 1% retro (1% retro approved at 5/19/21 board meeting) (p. 183)
- i. Approve Classified, Classified Management/Confidential, Certificated Management, Chief Business Official, Other Duty, Certificated 2021-22 Salary Schedules (p. 189)
- j. Approve Superintendent 2020-21 salary schedule containing 1% retro (1% retro approved at 5/19/21 board meeting) (p. 196)
- k. Approve Superintendent 2021-22 Salary Schedule (p. 198)
- l. Approve Safe Return to In-Person Instruction and Continuity Plan (ESSER III) (p. 200)
- m. Accept HUSD CDE ESSER III Assurances (p. 204)
- n. Approve HUSD EFPM Agreement for Services 2021-22 (p. 215)

14.0 **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.

- a. Minutes from Regular Board Meeting on May 19 2021 (p. 227)
- b. Minutes from Special LCAP/Budget Hearing Meeting June 9, 2021 (p. 233)
- c. Williams Quarterly April 2021 (p. 235)
- d. National FFA Convention in person in Indianapolis, IN Tentative Dates: October 25-30, 2021 (p. 236)
- e. Hamilton Elementary School Site Staff Calendar 2021-22 School Year (p. 237)
- f. Hamilton High School Site Staff Calendar 2021-22 School Year (p. 238)
- g. Hamilton Unified School District Updated Calendar 2021-22 School Year (p. 239)
- h. Warrants and Expenditures (p. 240)
- i. Interdistrict Transfers (new only; elementary students reapply annually).
 - i. Out
 - 1. Hamilton Elementary School
 - a. None
 - 2. Hamilton High School
 - a. None
 - ii. In
 - 1. Hamilton Elementary School
 - a. None
 - 2. Hamilton High School
 - a. 9th x 3 (2021-22)

j. Personnel Actions as Presented:

i. New hires:

Doris Velasquez	Child Nutrition Assistant (7 hours per day) Effective 7/1/2021	HES
Aaron Johnson	Temporary Science Teacher 2021-22	HES
Ashley Hautala	Ag Teacher (starting 2021-22)	HHS
Trevor Heyl	Temporary Multiple Subject Teacher (starting 2021-22)	HES
Derek Nall	Temporary Physical Education Teacher (starting 2021-22)	HES
Tim DeVries	Additional Summer Maintenance Help (starting 6/10/2021-ending 7/30/2021)	HUSD
Susan Song	Temporary Science Teacher (starting 2021-22)	HHS

ii. Resignations/Retirement:

Doris Velasquez	Child Nutrition Assistant (5.5 hours per day) Effective June 30, 2021	HES/HHS
Martha Jaeger	7 th /8 th Grade Volleyball	HES

15.0 **ADJOURNMENT:**

Technology Report
Board Meeting on June 23, 2021
Frank James, Director of Technology
Derek Hawley, Information Systems Technician

Completed and in Progress Tasks – June 2021

- **Chromebook Preparation:** Chromebooks have been sorted at HES. We have begun cleaning them (physically and virtually). We hope to finish at HES within the next week and move to HHS after that.
- **APC Project:** Installation has started on the APC Project. So far, all smaller switches at HHS have new APC connected to them. We anticipate HES being completed by the end of week. After that we can move into the larger units that will have to be installed during off hours.
- **Paging System:** Wiring has begun on the Paging System Project. We hope to have approval from the state soon and get the equipment order placed.
- **Dell Smart Classrooms:** An order has been started with Dell that will bring all HES classroom up to Smart Classrooms. We hope to have the equipment in hand before July and finish install before the start of school.

HUSD Food Service Report

Board Meeting on June 23, 2021

Sean Montgomery, Director of Nutrition and Student Welfare

Summer break is here and the HUSD Food Service continues!

The US Department of Agriculture Food & Nutrition Services recently released policy memos for School Year 2021-22 including:

- Covid-19 child nutrition response #85 allowing for operation of the National School Lunch Program
- Seamless Summer Option and Covid-19 child nutrition response #93 waiving the area eligibility requirements of NSLP After School Meal Supplement Program or after school supper and snack.

Under the new policy memos:

- We can keep serving under the Seamless Summer Program for the whole school year,
- We will have the freedom to keep serving the way we have been throughout the pandemic.
- We will have the ability to make changes during the school year if need be.
- It gives us more options and flexibility if we were to be put back into a lockdown situation again.

On Wednesday, June 9th, we started our summer food program:

- We serve about 40 students on the HES campus through the Boys & Girls Club.
- Breakfast 8:00 AM-9:00 AM
- Lunch 12:15 PM -12:45 PM
- Supper 3:00 PM -3:30 PM
- Snack at 5:00 PM.

We are also providing a daily curbside pick-up program.

- Anyone, parent of guardian can pick up meals for anybody 18 years or younger.
- Service is from 9:00 AM -11:00 AM.
- We provide a breakfast and a lunch in one convenient package, including milk and fruit juice.

Meal Totals for first week of summer program.

	June 9	June 10	June 11	June 14
Breakfast	41	51	50	60
Lunch	45	71	65	58
Supper/Snack	26	32	40	40
Curbside	0	18		

HUSD Maintenance Report

Board Meeting on June 23, 2021

Alan Joksch, Director of Maintenance and Transportation

Transportation:

- With the School year over, we will be servicing most of the school vehicles.
 - We will have yearly inspections performed, tires rotated and fluids changed as needed on the car, vans and maintenance trucks.
 - The buses need a few small issues fixed, per the last CHP inspection. Bus 1 needs a repair to the exhaust cleaning system and needs to be taken to Redding for this service. All buses will then go to Willows for oil changes and safety inspections.

Custodial:

- Summer Deep Cleaning has begun.
 - We have already begun our summer cleaning routine; Light bulbs are being replaced and light lenses are being cleaned. Windows are being washed and cobwebs removed. Carpets are being cleaned and we will begin to wax the hard floors once carpets are finished.
 - Counters and sinks will be washed down and checked for maintenance needs.
 - Restrooms are being cleaned and any needed repairs made or added to a work order.
 - We may topcoat the gym floor ourselves if a full recoat is not needed after the limited use this past school year. A floor rep will be providing guidance this week.

Maintenance:

- There is an extensive list we are hoping to work through this summer if time allows.
- HV/AC maintenance is being performed.
 - New ion particle air scrubbers are being installed to help remove the tiny particles that may get past the new filters. New AC units have been ordered for the Computer Server rooms to replace the small outdated units. Also, an upgrade is planned for the AG floral room.
 - Final documentation and planning for the Gym paint and the tree removal project are being finalized and will be scheduled soon.
 - Plans have been submitted to the county health inspector as we plan to replace the failing 20-year-old water heater in the Elementary Kitchen.
 - Yard maintenance is ongoing as always, with plans to improve some issues with the sprinkler system.
 - Job tickets are being handled as soon as we receive them whenever possible. These have slowed down as teachers have left for the summer.

HAMILTON ELEMENTARY SCHOOL

Board Meeting on 6/23/2021

Submitted by

Kathryn Thomas, Principal

Enrollment: 422

Attendance: May

6-8: 97.55%

Tk-5: 96.41%

Grade	Mode	Percentage
TK	Synchronous/Asynchronous	95.41%
K	Synchronous/Asynchronous	96.43%
1	Synchronous/Asynchronous	94.85%
2	Synchronous/Asynchronous	97.11%
3	Synchronous/Asynchronous	96.34%
4	Synchronous/Asynchronous	96.60%
5	Synchronous/Asynchronous	95.74%
6	Synchronous/Asynchronous	95.92%
7	Synchronous/Asynchronous	97.62%
8	Synchronous/Asynchronous	99.03%

Campus News:

- Our 44 8th grade students met all expectations, were celebrated, and honored on 6/3/2021 with our promotion ceremony followed by the "Under the Stars" dance.
- The drive-by graduation ceremony for our Kindergarteners was a great success. Professional photos were taken with the child and teacher and will be gifted to our families. Thanks goes to PTO for popsicles for all "graduates" and for the teachers who provided gifts for each child.
- 296 received Lobo Bucks, our positive incentive award for meeting our 3 "B's: Be Safe, Be Responsible and Be Respectful. Donations from PTO and business and staff included: gift cards, a drone, and blue-tooth earbuds for our quarterly drawing of 8 lucky students.
- Thanks to our partnership with the Boys and Girls club and our maintenance team, we now have shade covering over our main four-square quad area.

Instructional News:

- Plans are under way for a project-based boot camp the last two weeks of July. We are working with the Rainforest Art Project in Chico for the academic content and materials for "Pirate's Boot Camp" --- a two-week session with the history of pirates at the center. Reading, research, writing and math will come alive for our students with history and art at the center. All student participants will build their own unique and "jeweled" treasure chest. We are currently looking for two teachers to lead the boot camp sessions.
- Teachers and administration are busy over the summer with many professional development opportunities: CABE's summer Spanish Dual Language Immersion Virtual Institute, UDL Now modules (universal design for learning) through Katie Novak's online workshops, CIELO (Community and Instruction for Expanding English Learners' Opportunities to improve instructional practice and educational outcomes for English Learners, and trainings through Glenn County Office of Education.

Coming Up:

- Summer Session July 12-30 (pending staffing)
- Kindergarten Meet and Greet: August 4th, 9:30-11:00
- APTT training/prep: August 4th, 11:30-3:30

Alternative Education Report

Board Meeting on Wednesday June 23, 2021

Maria Reyes, Dean of Students

- We finished the 2020-2021 school with seven graduates and we now prepare for the 2021-2022 school year.
- Seniors were able to participate in Sober Grad this year and it was held at Cal-Skate.
- Due to COVID-19 guidelines we did not have an end of year trip for seniors; this graduating class received \$82.00 from the ASB 2020 class that was fundraised during this past school year.
- This last quarter had its success and challenges yet students were able to focus on their academic goals.
- Summer School is offered this summer from June 10th to June 30th from 8:00 AM to 12:00 PM at Ella Barkley.
- As we prepare for the new school year, the maintenance staff will begin cleaning classrooms and office after summer school ends.
- For the 2021-22 school we will continue to have shared staff to provide core classes and electives for students.

Have a Wonderful Summer!

**Hamilton High School
HUSD Board Report
June 2021
(created 6/14/21)**

1. ***Congratulations to the Hamilton High School Class of 2021!*** Hamilton High completed a successful, though unique, school year with a well-attended and safe Graduation Ceremony on Friday June 4! All 72 eligible students earned their diploma and every one participated in the very nice event with excellent speeches given by our valedictorians and salutatorian. Please refer to the HHS June Newsletter for all Graduate names, as well as scholarship award recipients, specialty recognitions, and photos of that lovely evening! After, the Sober Grad event was great fun with students from all grades attending. Special thanks to Cristina Rios for her publishing of the newsletter and double-checking all my writings.

2. **Event Participation:** Since the last board meeting, HHS students and staff participated successfully in Glenn County Fair, with over \$180,000 going to our students for their auctioned livestock. Specific Grand Champions were Kaitlyn Kampmann (lambs) and Makenna Botts (chickens). Congratulations to all HCFFA student participants and to our advisors Janice Lohse and Andrew Martin.

As well, HHS student-athletes completed the seasons on sport in early June, with baseball, softball, and Track & Field completing their seasons! We are very proud to have offered our student-athletes the opportunity to participate in extra-curricular activities. It took quite a bit of coordination with so many activities and sports ongoing at the same time, but with a strong team, we were able to ensure successful opportunity and participation for all students.

On May 26, HHS Awards Night was held in the gym. With so many accomplished students, we were able to see our students earn over \$40,000 in scholarships! Additionally, special recognition was given to those in CSF, Seal of Biliteracy recipients, Golden State Seal Merit Diploma recipients, our Outstanding Male & Female Athletes, and our Valedictorians and Salutatorian. Congratulations to all recipients! Special Thank You to Kelly Langan and Maria Reyes for their coordination of awards night and for providing each student with information on scholarships, applications, financial aid, and other opportunities throughout the school year- due to the pandemic, their efforts are even more remarkable considering the limitations imposed by state and local agencies these last 16 months.

A very fun Prom was held on May 29 at the Meadows near Willows. Approximately 100 students attended and had a good time. This event allowed our students to dance, enjoy camaraderie, and some excellent snacks. Thank you to AS B for their work on this event!

3. **Teacher/Staff Appreciation:** The success of the school year for our students could only be attained by the supreme dedication of the HHS Staff! Since March of 2020, when the schools were closed by local agencies, our teachers committed to being a source of compassion and grace for our students and families who were enduring so many coronavirus unknowns. We ended the 19-20 school year with a distinct to us drive-in graduation.

When the 20-21 school year began on time, we utilized our normal schedule, albeit by zoom, to ensure solid lessons and instruction for our students. We maintained the same schedule upon student 50% return in November, though with teachers advocating for and doing zoom+ in-person instruction at the same time to meet the needs (social, emotional, academic) of every student.

When it was voted to do am/pm for second semester, the teachers again adjusted their teaching, this time to that double day dynamic. Once the routines settled in for the semester, it was clear that we had much to be proud of in our teaching staff and I very strongly here state that our success with the HHS students and community was on the shoulders of our teachers/staff!

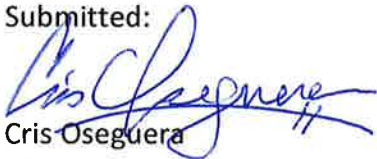
From my standpoint, I am proud to state that, since March of 2020, myself and primarily Maria Reyes, but also Kelly Langan and Cristian Rios, made over 3,000 visits to student family homes, with over 1,200 family phone calls as well. This outreach engendered trust, knowledge, and communication with Hamilton High School vital to our school year being a success despite the changes and adjustments imposed on our school, staff, and students. This was powerful in being available, visible, and present as a resource and support for my families as we all worked through the various situations.

I take pride in having been accessible to the families through some very difficult times and in not having missed any days due to quarantine, vaccination, vacation, or illness, which not many can similarly state. At the same time, our outreach greatly assisted with school and district goals of bringing unity and togetherness to k-12 as we were able to communicate with families with younger local students. As I proclaimed last year at the onset of the pandemic, how we responded to the needs of our families may not be recorded, but it will be remembered by those we served, and I stand proud that me and my team were, and are, there for our students and families! Go Braves!

4. Upcoming Events:

- a. Summer School, June 10-30.
- b. Glenn Literacy Projects- June 29, July 16, July 22, August 5. HC Downtown Community Park
- c. All Ages Community Event. July 10. HC Sac Avenue Community Park
- c. Community BBQ, sponsored by local churches & HC Lions Club- July 24. HHS
- d. Frosh Orientation. August 3. HHS
- e. First Day of School. August 10. HHS

Submitted:



Cris Oseguera

Principal

Hamilton High School

Hamilton Adult Education
Board Meeting Report-June 23, 2021
Silvia Robles/Director

Completed and in Progress Tasks – May, 2021

1. Enrollment and students served to date for all 2020-2021 programs:

a. Citizenship.....	17
b. Computer Basics	17
c. CPR/First Aid	14
d. ESL.....	34
e. Floral Design.....	23
f. Forklift Training.....	36
g. High School Diploma.....	31
h. Job Readiness.....	11

TOTAL:183

2. Assist participants with the barriers and challenges of distance learning.
3. Connecting with adult students who chose to continue with distance learning via Zoom or phone.
4. Concurrent students completed credit deficiencies.
5. Enrollment for ESL and Citizenship ongoing.
6. Forklift Training for June is full.
7. Agency end of year testing is in progress.
8. Dr. Garrison from Glenn County Public Health provided a special Zoom meeting to adult students on COVID Vaccines, Q&A.
9. Network meeting with Hispanic Resource Council.

**Hamilton Unified School District
General Fund - Unrestricted and Restricted
June 23, 2021 Board Report**

	2020-21 Estimated Actuals at time of 2021-22 Budget	2020-21 Year To Date As of 6/15/21	2019-20 Estimated Actuals at time of 2020-21 Budget	2019-20 Year To Date As of 6/15/20
Revenues				
LCFF Sources	\$ 7,735,887	\$ 5,892,365	\$ 7,833,272	\$ 7,001,454
All Other Federal Revenue	\$ 1,705,302	\$ 958,558	\$ 332,568	\$ 318,814
Other State Revenue	\$ 1,199,897	\$ 957,359	\$ 518,023	\$ 238,062
Other Local Revenue	\$ 150,442	\$ 172,185	\$ 109,577	\$ 79,180
Other Financing Sources	\$ -	\$ -	\$ -	\$ -
Total Revenues	\$ 10,791,528	\$ 7,980,467	\$ 8,793,440	\$ 7,637,510
Expenditures				
Certificated Personnel Salaries	\$ 3,200,617	\$ 3,007,524	\$ 3,470,915	\$ 3,173,540
Classified Personnel Salaries	\$ 1,094,499	\$ 1,002,905	\$ 1,196,522	\$ 1,083,058
Employee Benefits	\$ 1,792,555	\$ 1,671,469	\$ 1,986,270	\$ 1,785,826
Books and Supplies	\$ 761,060	\$ 650,185	\$ 486,374	\$ 272,151
Travel and Conferences	\$ 79,245	\$ 12,467	\$ 132,133	\$ 55,335
Dues and Memberships	\$ 15,920	\$ 10,334	\$ 12,000	\$ 14,843
Other Insurance	\$ 93,766	\$ 93,766	\$ 100,695	\$ 100,695
All Other Utilities	\$ 275,450	\$ 229,449	\$ 275,450	\$ 248,884
Rents/Leases/Repairs	\$ 61,745	\$ 48,633	\$ 77,099	\$ 50,088
Other Operating Expenditures	\$ 619,921	\$ 519,656	\$ 292,626	\$ 286,545
Capital Outlay	\$ 490,472	\$ 461,608	\$ 472,555	\$ 242,032
Other Outgo	\$ 998,074	\$ 35,167	\$ 861,565	\$ 392,678
Total Expenditures	\$ 9,483,324	\$ 7,743,163	\$ 9,364,204	\$ 7,705,675
Net Increase (Decrease) in Fund	\$ 1,308,204	\$ 237,304	\$ (570,764)	\$ (68,165)
Beg. Fund Bal. (2019-20 Unaudited Actuals)	\$ 887,322			
Projected End. Fund Bal.	\$ 2,195,526			

Fund Definitions

Fund 11 – Adult Education Fund: This fund is used to account separately for federal, state, and local revenues that are restricted or committed for adult education programs. Money in this fund shall be expended for adult education purposes only.

Fund 12 – Child Development Fund: This fund is used to account separately for federal, state, and local revenues to operate child development programs. All moneys received by an LEA for, or from the operation of, child development services covered under the Child Care and Development Services Act shall be deposited into this fund. The money may be used only for expenditures for the operation of child development programs.

Fund 13 – Cafeteria Special Revenue Fund: This fund is used to account separately for federal, state, and local resources to operate the food service program. The Cafeteria Special Revenue Fund shall be used only for those expenditures authorized by the governing board as necessary for the operation of the LEA's food service program.

Fund 14 – Deferred Maintenance Fund: This fund is used to account separately for revenues that are restricted or committed for deferred maintenance purposes. Common expenditures from this fund are: major repair or replacement of plumbing, heating, air-conditioning, electrical, roofing, and floor systems; exterior and interior painting of school buildings; inspection, sampling and analysis to determine presence of asbestos or lead.

Fund 17 – Special Reserve Fund for Other Than Capital Outlay Projects Fund: This fund is used primarily to provide for the accumulation of general fund moneys for general operating purposes other than for capital outlay. Amounts from this special reserve fund must first be transferred into the general fund or other appropriate fund before expenditures may be made.

Fund 20 – Special Reserve Fund for Postemployment Benefits: This fund may be used to account for amounts the LEA has earmarked for the future cost of postemployment benefits but has not contributed irrevocably to a separate trust for the postemployment benefit plan. Amounts accumulated in this fund must be transferred back to the general fund for expenditure.

Fund 21 – Building Fund: This fund exists primarily to account separately for proceeds from the sale of bonds and may not be used for any purposes other than those for which the bonds were issued. Other authorized revenues to the Building Fund are proceeds from the sale or lease-with-option-to-purchase of real property specifically authorized for deposit into the fund by the governing board. Expenditures in Fund 21 are most commonly made for capital outlay.

Fund 25 – Capital Facilities Fund: This fund is used primarily to account separately for moneys received from fees levied on development projects as a condition of approval. The authority for these levies may also be county or city ordinances or private agreements between the LEA and the developer. Interest earned in the Capital Facilities Fund is restricted to that fund. Expenditures in this fund are restricted to the purposes specified in certain Government Code sections or to the items specified in agreements with the developer. (Education Code sections 17620-17626, Government Code sections 65970-65981, 65995, 66006)

Fund 51 – Bond Interest and Redemption Fund: This fund is used for the repayment of bonds issued for an LEA. Bonds may be issued either by the county board of supervisors on behalf of the school district, or by the school district. The proceeds from the sale of the bonds are deposited in the county treasury to Fund 21 of the LEA. Any premiums or accrued interest received from the sale of the bonds must be deposited in Fund 51 of the LEA. The county auditor maintains control over Fund 51. The principal and interest on the bonds must be paid by the county treasurer from taxes levied by the county auditor-controller. Expenditures in this fund are limited to bond interest, redemption, and related costs.

HUSD Superintendent Report
Board Meeting on June 23, 2021
Jeremy Powell, Ed. D.

Target Goals created by District Cabinet:

- All students at Standard and Achievement Gap Closed
- Focus on Dual Immersion-Bilingual/Biliterate/Bicultural
- Graduates who are College and Career Ready

This most unique of school years has come to a close. Looking back, I feel the steps the district has taken to support our students, staff, and community have provided strong guidance and support for our students. Our 8th Grade Promotion and High School Graduation were both an amazing success and a step towards normalcy as we look ahead to the 2021-2022 school year!

2021-2022 Budget:

- The Legislature has yet to formally approve the governor's budget, however, we are hopeful this will be completed in the next few weeks.
- Our spending plans are strong and we are continuing to look for avenues of additional funding for the students' academics and support, as well as District facilities.

Educational Services:

- We have finalized all staffing for the 2021-2022 school year!

Upcoming District Events:

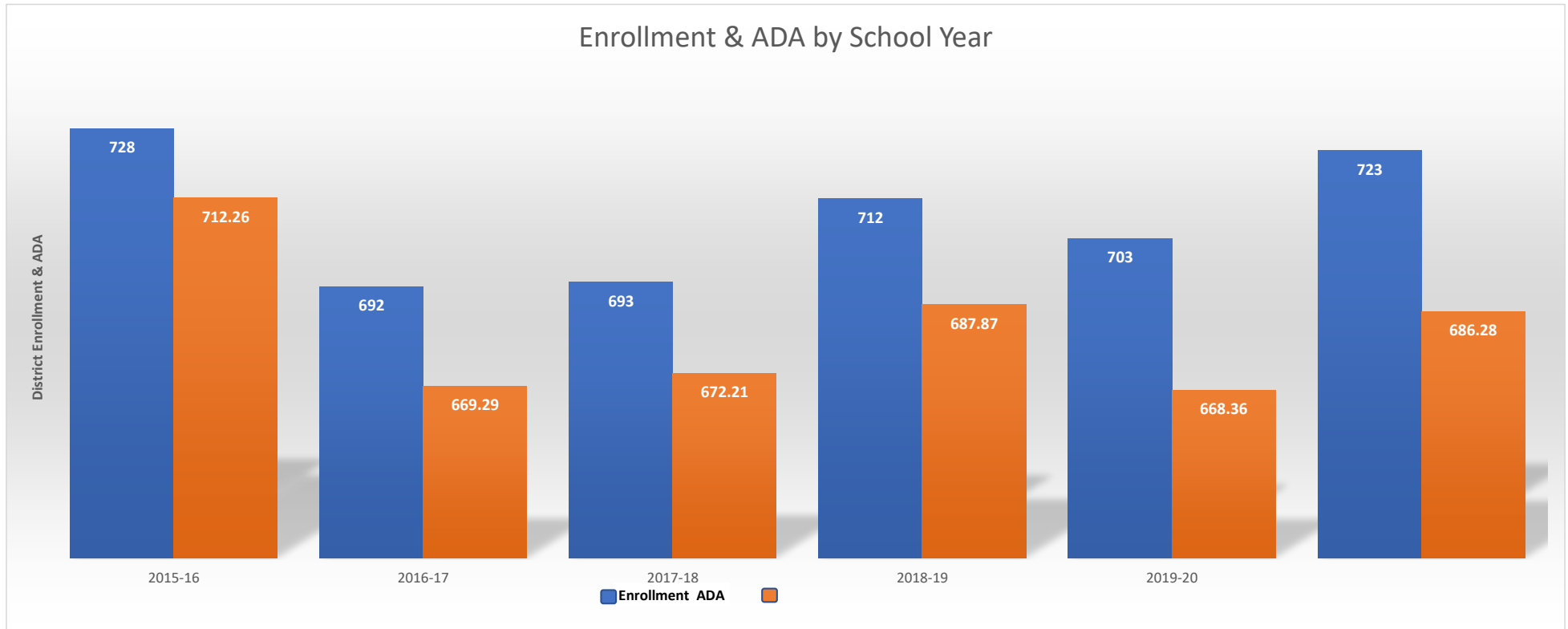
- 8/6: District In-Service Day
- 8/9: Teacher In-Service Day
- 8/10: First Day of School!

HUSD ENROLLMENT OVER SIX YEARS 2015-2021

1	2	3	4	5	6
2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
304 HHS	264 HHS	269 HHS	286 HHS	265 HHS	295 HHS
9 EBHS	14 EBHS	12 EBHS	9 EBHS	13 EBHS	11 EBHS
415 K-5	414 K-5	279 K-5	292 K-5	272 K-5	269 K-5
6-8	6-8	133 6-8	125 6-8	153 6-8	146 6-8
728 ENROLLMENT	692 ENROLLMENT	693 ENROLLMENT	712 ENROLLMENT	703 ENROLLMENT	723 ENROLLMENT
712.26 ADA	669.29 ADA	672.21 ADA	687.87 ADA	668.36 ADA	686.28 ADA

Enrollment and ADA totals above are based on P2 Data Reporting except current year based on current reporting

2020-21 ADA based on Month 11 report (5/17/2021-46/11/2021)



HUSD ENROLLMENT OVER SIX YEARS 2015-2021

2020-21 8/11-8/17/20		ADA
#STU	GRADE	
13	TK	
42	K	
41	1	
47	2	
40	3	
42	4	
50	5	
41	6	
60	7	
44	8	
74	9	
65	10	
80	11	
74	12	
713 TOTAL		

2020-21 8/05-8/30/20		ADA
#STU	GRADE	
13	TK	12.11
42	K	41.11
40	1	40.53
45	2	43.11
40	3	37.84
42	4	40.11
49	5	48.05
41	6	39.21
59	7	59.68
44	8	43.05
76	9	73.68
66	10	62.63
79	11	76.85
74	12	70.57
710 TOTAL		688.53

2020-21 09/07-10/02		ADA
#STU	GRADE	
13	TK	12.08
43	K	41.30
40	1	40.16
43	2	42.95
40	3	38.14
42	4	40.51
48	5	47.81
41	6	39.78
60	7	59.54
44	8	43.32
77	9	74.35
67	10	63.62
77	11	77.41
74	12	72.13
709 TOTAL		693.1

2020-21 11/2-11/27		ADA
#STU	GRADE	
13	TK	11.93
41	K	35.59
40	1	38.14
43	2	41.11
40	3	37.34
42	4	39.70
48	5	46.21
39	6	39.21
60	7	59.61
43	8	42.23
78	9	75.15
68	10	64.46
77	11	75.94
73	12	70.94
705 TOTAL		677.56

2020-21 11/2-12/25		ADA
#STU	GRADE	
13	TK	11.91
41	K	39.40
40	1	38.05
44	2	41.08
40	3	37.44
42	4	39.79
49	5	46.21
40	6	38.95
61	7	59.59
43	8	42.91
79	9	75.82
70	10	65.66
79	11	77.31
73	12	70.51
714 TOTAL		684.63

2020-21 12/28-1/22/2021		ADA
#STU	GRADE	
13	TK	11.96
40	K	39.29
41	1	37.97
42	2	41.13
39	3	37.38
41	4	39.68
48	5	46.2
41	6	38.87
61	7	59.43
44	8	42.74
80	9	75.69
70	10	65.17
73	11	73.67
74	12	72.92
707 TOTAL		682.1

2020-21 01/25-2/19/2021		ADA
#STU	GRADE	
14	TK	11.79
42	K	39.13
41	1	38.18
45	2	41.26
41	3	37.50
43	4	39.84
47	5	46.12
41	6	38.87
60	7	59.36
44	8	42.75
81	9	76.02
71	10	65.22
76	11	75.00
74	12	70.73
720 TOTAL		681.77

2020-21 3/22-4/16/2021		ADA
#STU	GRADE	
14	TK	12.14
42	K	39.39
42	1	38.48
46	2	41.74
41	3	37.87
42	4	40.10
47	5	46.03
42	6	39.16
60	7	59.14
44	8	42.51
84	9	76.52
71	10	65.35
78	11	75.57
74	12	73.23
727 TOTAL		687.23

2020-21 4/19-5/14/2021		ADA
#STU	GRADE	
14	TK	12.25
42	K	39.52
43	1	38.80
47	2	42.08
41	3	37.99
42	4	40.18
47	5	45.95
42	6	39.39
60	7	58.99
44	8	42.60
84	9	77.04
70	10	65.35
79	11	75.76
74	12	70.52
729 TOTAL		686.42

2020-21 5/17-6/11/2021		ADA
#STU	GRADE	
14	TK	12.33
42	K	39.60
43	1	38.96
47	2	42.36
41	3	38.11
42	4	40.21
47	5	45.88
42	6	39.51
60	7	59.03
44	8	42.73
83	9	77.07
68	10	64.82
77	11	75.12
73	12	70.55
723 TOTAL		686.28

**Building Fund 21 (Bond) Expenditures for 2020-21
For June 23, 2021 HUSD Board Meeting
Total Expenditures through June 15, 2021**

PO #	Date	Vendor	Description	Amount	Reimbursable*
PV 1	7/22/2020	Bank of New York Mellon	Paying Agent Fee; RE: Election of 2018, GO Bonds, Series A	\$ 750.00	No
423	9/23/2020	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 490.50	Yes
423	10/21/2020	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 2,256.00	Yes
423	12/2/2020	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 90.00	Yes
423	12/9/2020	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 12,913.50	Yes
423	2/3/2021	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 3,598.50	Yes
423	2/24/2021	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 10,069.50	Yes
423	3/24/2021	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 14,973.00	Yes
423	4/28/2021	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 8,113.50	Yes
423	5/26/2021	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 5,380.50	Yes
PV 12	10/7/2020	Department of Toxic Substances Control - DTSC	Property purchase testing	\$ 577.58	Yes
21-150	8/19/2020	Educational Facilities Program Management LLC	Program Management Services	\$ 3,360.00	Yes
21-150	9/16/2020	Educational Facilities Program Management LLC	Program Management Services	\$ 4,480.00	Yes
21-150	10/14/2020	Educational Facilities Program Management LLC	Program Management Services	\$ 3,920.00	Yes
21-150	11/10/2020	Educational Facilities Program Management LLC	Program Management Services	\$ 4,200.00	Yes
21-150	12/9/2020	Educational Facilities Program Management LLC	Program Management Services	\$ 2,520.00	Yes
21-150	1/13/2021	Educational Facilities Program Management LLC	Program Management Services	\$ 1,120.00	Yes
21-150	2/10/2021	Educational Facilities Program Management LLC	Program Management Services	\$ 1,120.00	Yes
PV 32	11/10/2020	Hamilton Unified Revolving Fund for Glenn County	File a parcel map in Glenn County	\$ 1,136.00	No
PV 91	6/2/2021	Hamilton Unified Revolving Fund for Glenn County	Timios Title - closing costs for purchase of property	\$ 2,335.28	No
19-515	11/10/2020	Placeworks Inc.	CEQA Study/Expansion	\$ 2,097.38	Yes
19-515	11/10/2020	Placeworks Inc.	CEQA Study/Expansion	\$ 2,186.63	Yes
21-152	8/19/2020	Robertson Erickson Inc	Final survey and map package for county recorder	\$ 1,650.00	Yes
21-152	10/21/2020	Robertson Erickson Inc	Final survey and map package for county recorder	\$ 740.00	Yes
21-152	12/16/2020	Robertson Erickson Inc	Final survey and map package for county recorder	\$ 540.00	Yes
21-152	12/16/2020	Robertson Erickson Inc	Final survey and map package for county recorder	\$ 1,105.00	Yes
21-152	2/3/2021	Robertson Erickson Inc	Final survey and map package for county recorder	\$ 180.00	Yes
21-152	2/24/2021	Robertson Erickson Inc	Final survey and map package for county recorder	\$ 740.00	Yes
448	9/2/2020	Sacramento Valley Mirror	Legal ad for public hearing related to high school expansion	\$ 82.00	Yes
TV 301	3/19/2021	Timios Escrow	Deposit into escrow for acquisition of property	\$ 50,000.00	Yes
TV 353	5/7/2021	Timios Escrow	Purchase of property	\$ 1,073,500.00	Yes
Total expenditures through 6/15/2021				\$ 1,216,224.87	

* YES means the expenditure is eligible for state reimbursement using a formula depending on the type of expenditure.

**FUND 21 (Bond) Expenditures
FY 2019-2020**

PO #	Date	Vendor	Description	Amount	Reimbursable
423	9/27/2019	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 802.00	Yes
423	10/30/2019	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 1,126.00	Yes
423	11/13/2019	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 165.00	Yes
423	12/11/2019	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 2,969.00	Yes
423	1/8/2020	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518/1103	\$ 807.00	Yes
423	5/6/2020	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 754.50	Yes
423	5/20/2020	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 1,833.50	Yes
423	6/24/2020	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 1,194.50	Yes
423	6/30/2020	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 2,179.50	Yes
423	6/30/2020	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 9,317.00	Yes
19397	9/27/2019	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 1,057.63	Yes
19397	9/27/2019	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 1,445.00	Yes
19397	10/16/2019	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 2,960.00	Yes
19397	10/23/2019	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 171.62	Yes
19397	12/11/2019	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 12,940.58	Yes
19397	2/5/2020	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 12,895.93	Yes
19397	2/5/2020	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 560.00	Yes
19397	3/18/2020	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 4,475.12	Yes
19397	3/18/2020	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 1,252.38	Yes
19397	6/17/2020	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 1,366.98	Yes
19515	9/27/2019	Placeworks Inc.	CEQA Review; expansion project	\$ 4,692.02	Yes
19515	10/2/2019	Placeworks Inc.	CEQA Review; expansion project	\$ 5,009.48	Yes
19515	11/20/2019	Placeworks Inc.	CEQA Review; expansion project	\$ 9,667.98	Yes
19515	11/20/2019	Placeworks Inc.	CEQA Review; expansion project	\$ 14,715.59	Yes
19515	6/17/2020	Placeworks Inc.	CEQA Review; expansion project	\$ 15,933.69	Yes
19515	6/30/2020	Placeworks Inc.	CEQA Review; expansion project	\$ 430.49	Yes
19515	6/30/2020	Placeworks Inc.	CEQA Review; expansion project	\$ 9,341.19	Yes
19515	6/30/2020	Placeworks Inc.	CEQA Review; expansion project	\$ 2,588.26	Yes
20202	9/27/2019	Department of Toxic Substances Control - DTSC	Property Purchase Testing	\$ 14,480.00	Yes
20219	9/27/2019	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 5,040.00	Yes
20219	9/27/2019	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 4,200.00	Yes
20219	11/13/2019	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 4,480.00	Yes
20219	12/11/2019	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 3,080.00	Yes
20219	1/15/2020	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 2,520.00	Yes
20219	2/12/2020	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 2,380.00	Yes
20219	3/11/2020	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 4,480.00	Yes
20219	4/15/2020	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 5,320.00	Yes
20219	5/20/2020	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 3,920.00	Yes
20219	6/17/2020	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 4,200.00	Yes
20219	6/30/2020	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 5,180.00	Yes
20247	11/20/2019	Timios Title	Title Report for new property	\$ 400.00	Yes
20287	10/9/2019	Robertson Erickson Inc.	Survey for land	\$ 3,250.00	Yes
20287	6/30/2020	Robertson Erickson Inc.	Survey for land	\$ 3,250.00	Yes
20495	6/30/2020	Integrated Educational Planning & Programming	Building/Expansion Project	\$ 4,800.00	No
PV 98	3/11/2020	Sacramento Valley Mirror	Legal Ad - Notice of Prep. of a Prelim. Environmental Assess.	\$ 90.20	Yes
PV 119	6/17/2020	Sacramento Valley Mirror	Legal Ad - Expansion Project	\$ 139.40	Yes
Total expenditures through 6/30/2020				\$ 193,861.54	

2018-2019 Bond and Property Related Expenses

Vendor	PO #	Description	Amount	Reimbursable
California Appraisals	19-567	Appraisal for future site	\$ 4,000.00	Yes
Educational Facilities Program Management LLC	19-134	Bond Development & Election	\$ 34,440.00	Yes
Glenn County Elections	PV#69	Bond Election Fees	\$ 3,466.00	No
Holdrege & Kull (NV5)	19-309	Environmental Site Assessment	\$ 4,600.00	Yes
Holdrege & Kull (NV5)	19-397	Prelim Assessment #032-230-015	\$ 4,060.62	Yes
HUSD Revolving Fund	19-524	New property project	\$ 1,500.00	Yes
Placeworks Inc.	19-514	Title 5 Risk Assessment	\$ 15,210.00	Yes
Placeworks Inc.	19-515	CEQA Review; Expansion Project	\$ 5,877.75	Yes
School Works Inc.	18-639	Development Fee Study	\$ 6,000.00	No
Western Valuation Professional	19-596	Appraisal - new property	\$ 3,500.00	Yes
Dannis Woliver Kelley	423	matter # 10518 Property Purchase Negotiaion	\$ 6,470	Yes
Dannis Woliver Kelley	423	matter # 10418 2018 Bond Discussions	\$ 1,017	No

Total Amount Expended \$ 90,140.87

Reimbursable Total \$ 79,657.87

HAMILTON UNIFIED SCHOOL DISTRICT
HAMILTON HIGH SCHOOL SITE EXPANSION-PERMITTING STATUS
BOARD INFORMATION & DISCUSSION ITEM

June 23, 2021

CURRENT SITE PURCHASE STATUS & TIMELINE- (Defer to Supt. & Legal Counsel)

CDE SITE PERMITTING REQUIREMENTS

DEPARTMENT OF TOXIC SUBSTANCES CONTROL (NV5)

- Final PEA completed; submitted to DTSC 2/11/2020. Required 30-day Public Comment Period opened 2/17/2020; closed 3/20/2020. Public Comment Hearing completed at Board Meeting 2/26/2020. No adverse comments from DTSC received; No Further Action (Final Approval Letter) from DTSC (see attached) received 4/29/2020. No further action required by the District; requirements completed.

CALIFORNIA ENVIRONMENTAL QUALITY ACT (PLACEWORKS)

- CEQA Final Report now completed; Initial Study/Mitigated Negative Declaration on District Agenda for review 4/22/2020 (see separate Agenda item). Notice of Intent to Adopt and 30 Public Comment period from 4/20/2020 through 5/20/2020; no public comments received to date. Board adoption and final Notice of Determination on August 26, 2020 Board Agenda for approval. Final Notices of Determination filed with Glenn County Planning Commission and California Office of Planning and Research. CEQA requirements completed.

TITLE 5 REPORTS (PLACEWORKS)

- Pipeline Safety Study: Research & Report Complete. SUMMARY-No mitigation measures required.
- Railway Safety Study: Research & Report Complete. SUMMARY: No special risks or mitigation required.
- Dam Inundation Study: Research & Report Complete. SUMMARY: Dam Inundation: No special risks or mitigation required.

EDUCATIONAL SPECIFICATIONS (iep2)

- Initial Steering Committee Meeting held 2/11/2020; focus group meetings now completed for functional interest groups, parents, students and community members. Board to be briefed at June meeting; final report at July 2021 Board Meeting.

GEOLOGICAL HAZARDS STUDIES (EFPM/LLC)

- Geological Hazards Study completed by EFPM/LLC after consultation with Department of Education/Facilities Division.

HAMILTON UNIFIED SCHOOL DISTRICT
HAMILTON HIGH SCHOOL SITE EXPANSION-PERMITTING STATUS
BOARD INFORMATION & DISCUSSION ITEM

June 23, 2021

FINAL SITE SURVEY

- Fieldwork for final site survey for escrow closure and recording completed by Robertson Erickson Surveying & Engineering in August 2020; final report now being held pending final resolution of specified metes & bounds.

PLANNING COMMISSION SUBMITTAL (EFPM/LLC)

- Request for Glenn County Planning Commission review (per Section 21151.2. Public Resources Code) submitted on 6/10/2020, with a requested return within 45 days. Public hearing and comments by Planning Commission at its August 19, 2020 Commission Meeting (see attached Glenn County Planning Commission Staff Report). Planning Commission submission requirement completed.

WILLIAMSON ACT FILINGS (EFPM/LLC)

- Initial Williamson Act abatement filings to County Planning Office and State Department of Conservation reviewed by District Legal Counsel and submitted to the State Department of Conservation and the Glenn County Planning Commission on 6/15/2020. Approval by Department of Conservation on 7/23/2020; review and comment by Glenn County Planning Commission at its August 19, 2020 Commission Meeting (see above). Department must file copy of final executed purchase agreement with Department of Conservation.

DEPARTMENT OF EDUCATION FILINGS

- CDE Initial Filings & SFPD 4.03 submitted, including all completed studies/documents noted above. CDE Site Approval Letter attached; all CDE approval requirements now met.



**CALIFORNIA DEPARTMENT
OF EDUCATION**

TONY THURMOND
STATE SUPERINTENDENT OF
PUBLIC INSTRUCTION

1430 N STREET, SACRAMENTO, CA 95814-5901 • 916-319-0800 • WWW.CDE.CA.GOV

May 10, 2021

Governing Board
Hamilton Unified
PO Box 488
Hamilton City, CA 95951

Project Tracking No: 76562-7
Re: Hamilton High School
620 Canal St.
Hamilton City, CA 95951-0488
County: Glenn
Acres: 44.94
Grade Level: 9 - 12

Dear Governing Board:

Subject: Final Site Approval

The California Department of Education approves the acquisition of and/or use of, for school purposes, the parcel of property described on the attachment. This site meets the California Department of Education's standards for educational adequacy (California Code of Regulations, Title 5, 14001 et seq. and Education Code 17251(c) and (d)). It is the responsibility of the district to complete all of the mitigation measures identified in the documents submitted to the California Department of Education for review.

The property approved for acquisition is an addition to an existing school site. The property approved for acquisition and/or use is 44.94 gross acres of which 44.94 are usable for school purposes. The property approved for acquisition and/or use and the existing school site total 70.94 usable acres. This represents 305.78% of the California Department of Education's recommended master plan site size of 23.2 acres as contained in the California Department of Education's "Guide to School Site Analysis and Development (2000)."

As required by Education Code 17072.12(b) and State Allocation Board Regulation 1859.75(b) for districts requesting state aid in site acquisition, the district has certified to the California Department of Education that there are no district owned sites that are usable for this project.

Due to potential hazards that were identified in the review of the site, the CDE recommends that the District include the following items in their LEA Safety Plans:

- Provide a safety and evacuation plan in case of a natural gas pipeline break.
- Provide a safety and evacuation plan in case of a dam break.
- Protect students from any unfenced access to the Glenn-Colusa Canal as part of the Safe Routes to School Plan.

-Address railroad crossing for student/pedestrian safety in Safe Routes for School Plan. The rail study (completed by Placeworks, June 2019) points out the risk to student pedestrians at the unfenced access to the rail crossing at 6th Street and State Route 32.

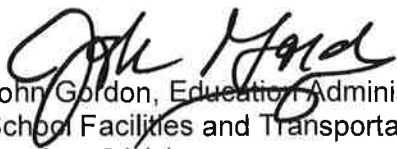
The applicant has certified that this project is either exempt from, or has completed, the California Environmental Quality Act (CEQA) process.

The district has met the requirements of Education Code 17213.1 regarding the preparation of a Phase I environmental assessment or a Preliminary Endangerment Assessment (PEA), and/or the completion of a Response Action, and the Department of Toxic Substances Control has issued a determination letter dated April 29, 2020 indicating that no action or no further action/investigation is required for this site.

This site approval is valid for a maximum of five (5) years from the date of this approval letter. However, if prior to acquisition and/or initiation of the response action, changes take place within this five-year period which would affect or alter the Department of Education's original approval--including but not limited to, changes in surrounding land uses or CEQA determination, the master plan capacity of the site and changes in code and/or regulation--the site may be subject to reevaluation using the current standards in effect at the time of reevaluation.

Please contact the undersigned if you have questions regarding this letter.

Sincerely,

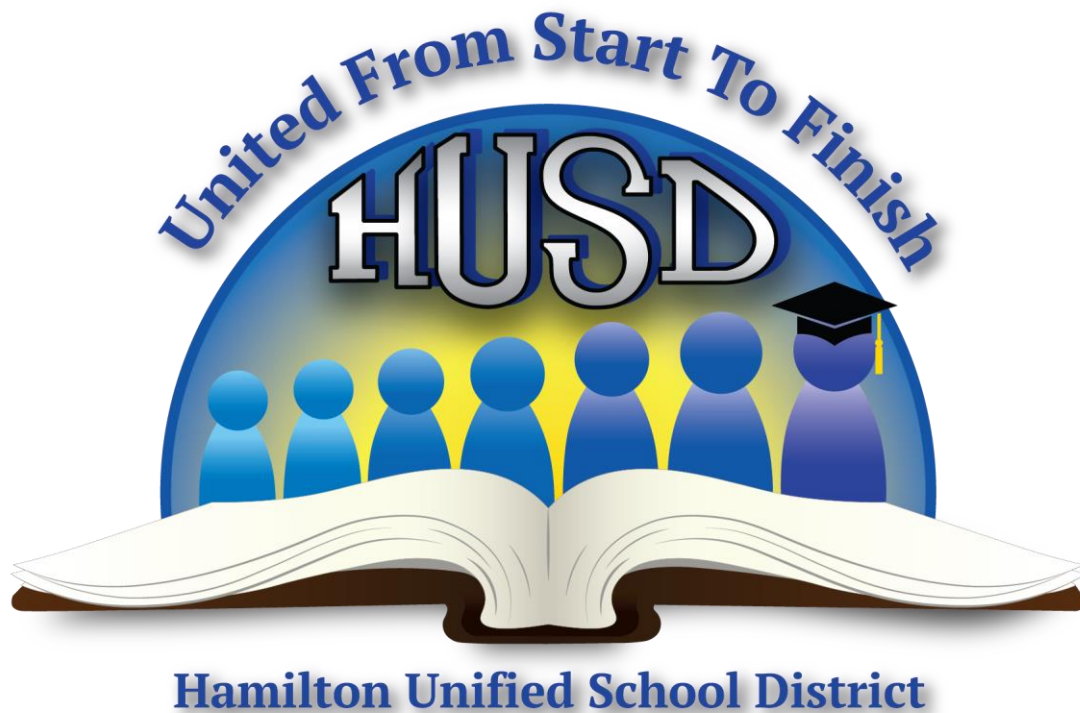


John Gordon, Education Administrator I
School Facilities and Transportation
Services Division



For
Jennifer Schwinn, Consultant
School Facilities and Transportation
Services Division

DP11544/S6508
cc: OPSC Real Estate



Local Performance Indicator Quick Guide

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure its progress in meeting the requirements of the specific LCFF priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code (EC)* for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA’s progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA’s progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards			X		
History-Social Science				X	

2. **Rate the LEA’s progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards				X	
History-Social Science				X	

3. **Rate the LEA’s progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				X	
ELD (Aligned to ELA Standards)				X	
Mathematics – Common Core State Standards for Mathematics				X	
Next Generation Science Standards			X		
History-Social Science				X	

Other Adopted Academic Standards

4. **Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education				X	
Health Education Content Standards				X	
Physical Education Model Content Standards				X	
Visual and Performing Arts				X	
World Language				X	

Support for Teachers and Administrators

5. **Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				X	
Identifying the professional learning needs of individual teachers				X	

Activities	1	2	3	4	5
Providing support for teachers on the standards they have not yet mastered			X		

Optional Narrative (Limited to 1,500 characters)

6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Hamilton Unified School District has worked hard to provide materials and training that are fully aligned with the Common Core and Next Generation Standards. We have developed Professional Development strategies to continue to support our staff. We are looking forward to continued implementation in the coming year.

Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
 - 1 – Exploration and Research Phase
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability
4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA’s progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				X	
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.					X
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.				X	
4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				X	

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				X	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.			X		
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				X	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.			X		

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Seeking Input for Decision Making

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.			X		

Seeking Input	1	2	3	4	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			X		
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				X	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.			X		

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	No response required				
a. Review of required outcome data.			X		
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.				X	
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.				X	
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.				X	

Coordinating Instruction	1	2	3	4	5
<p>3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.</p>				X	
<p>4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.</p>				X	

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).				X	
2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).				X	
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.				X	

Coordinating Services	1	2	3	4	5
<p>4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.</p>				X	
<p>5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.</p>				X	
<p>6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.</p>				X	
<p>7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.</p>			X		

Coordinating Services	1	2	3	4	5
8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.			X		

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13a	Date: 6/23/2021
Agenda Item Description: Approve 2020-21 Program Self-Evaluation State Preschool.	
Background: Each year, program self-evaluation is completed by program staff and reviewed by board members. The teachers helped complete evaluations and create goals. The evaluation is submitted to Early Learning and Care Division of California Department of Education each year by June 1 st .	
Status: Pending board approval.	
Fiscal Impact: None.	
Educational Impact: None.	
Recommendation: Recommend the board approve 2020-21 Program Self-Evaluation State Preschool.	

Hamilton High State Preschool 20-21 Program Self- Evaluation Summary

1. The 2020-2020 program self-evaluation was completed by program staff, and reviewed by board members. Teachers, Margrit Vogelesang, Irma Garcia, Liliana Magona, and Shannon Taylor, helped complete evaluations and create goals. Margrit completed the report.
2. **Environment Rating scale** – All staff completed the evaluation in the fall. Goals included:
 - a. Outdoor quiet spaces were created with purchasing large form squares, and adding blankets to the weekly rotation.
 - b. A yearly art calendar was created to highlight 3 D art activities.
 - c. Staff will watch development videos in May during staff meetings.
 - d. Follow up goals: The director will create more art activities which extent over several days and add them to the art calendar.
 - e. Follow up goals: The director will create monthly staff development activities.
3. **Desired Results Developmental Profile:** The modified essential view was use for fiscal year 20-21. Observations and information of children were taken from in class attendance, zoom meetings, and/ or parent interview. Parent conferences where taken place over zoom, phone or in person. Children’s goals were created and incorporated into the lesson plan.
Goals included:
 - a. Address children’s feelings with care box, second step curriculum.
 - b. Continue to use CROWD method on reading to children.
 - c. More shapes in environment; dismiss, puzzles, calendar, and using tangrams.
4. **5 CCR Program Instrument:** Margrit reviewed program instrument and created goals where the school was deficient. Goals included
 - a. New documentation and file system were created for inventory records.
 - b. New documentation created upon enrollment for non-working parents to sign.
 - c. List of services in community updated.
5. **Parent Survey:** Parent survey was completed during spring conference in April, and results shared with families, staff, and board members. Surveys were reviewed and goals created in May.

- a. Parents would like more information on parenting, services in the community, health, and shape activities. Two more parenting informational handouts will be given during the next school year.
- b. Three parents felt satisfied with parent involvement. More after school parent meetings will be offered next year.

Hamilton High State preschool
 Name of Agency _____ Site/Program _____

Date: May 2021

Desired Results Parent Survey Tally Sheet

Question 5 - Has your child's enrollment in this program made it easier for you to:			
Section A - Accept a job?	15	1	9
Section B - Keep a job?	6	1	6
Section C - Accept a better job?	2	1	10
Section D - Attend educational or training programs?	2	1	10

N/A
9
6
10
10

Question 6 - How satisfied are you with these characteristics of your child's program?

	Very Satisfied	Satisfied	Not Satisfied
Section A - Hours of operation	16	4	1-Covid
Section B - Location of program	15	1	
Section C - Number of adults working with children	15	1	
Section D - Background and experience of staff	14	1	
Section E - Languages spoken by staff	15	1	
Section F - How program staff communicate with you	15	1	
Section G - Meeting the individual needs of your child	15	1	
Section H - Interaction between staff and children	15	1	
Section I - Interaction with other parents	12	3	
Section J - Parent involvement	13	3	
Section K - Equipment and materials	15	1	
Section L - Cultural activities	15	1	
Section M - Daily activities	15	1	
Section N - Environment	15	1	
Section O - Nutrition	15	1	
Section P - Health and safety policies and procedures	15	1	
Section Q - How the program promotes your child's learning and development	14	1	

more time

Desired Results Parent Survey Tally Sheet

Name of Agency _____ Site/Program _____ Date: _____

Question 1 - How satisfied are you with the overall quality of this program?			
	Very Satisfied	Satisfied	Not Satisfied
1	19		
Question 2- Do you feel that:			
	Yes	No	
Section A – Your child is safe in this program?	18		
Section B – Your child is happy in this program?	15		
Question 3 - Have you received information from the program about the following:			
Section A – How children develop at different ages?	17		
Section B – How your child is growing and developing?	18		
Section C – How your child is doing in the program?	18		
Section D – Schedule of daily activities?	18		
Section E – What you can do to help your child learn and develop?	18		
Section F - Parenting skills?	16	1	
Section G – How to find other services in the community?	16	1	
Section H – Where to report health or safety concerns and complaints?	17		
Section I - Experience and training of program staff?	17		
Section J - Discipline problems?	17		
Section K – How you can get involved with your child's program?	17		
Question 4 - Would you like more information about any topics related to your child's care and development?			
Specify Topics:	Yes	No	
1- shape 2- Health 3- Everything we can do to help him 4- why my son is required to go to TK instead of staying in preschool if he is not ready. He has Down Syndrome.	4	13	

Desired Results Parent Survey Tally Sheet

Name of Agency _____ Site/Program _____ Date: _____

Question 7 - Is there anything else you would like to say about how this program meets your family's needs?

- * Overall, this program has met all my expectations. The program has helped my child with early learning development and has also helped me help my child with materials provided. I've seen a great amount of growth since my child has been in the program.
- * Great job, nice communication and respectful.
- * Very helpful in getting his language improved.
- * Teachers are very involved with students.

Question 8 - Do you have any suggestions about how this program could be improved?

- * I believe parent involvement would help the program improve.
- * Longer days/ every weekday. In person speech therapy.

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13b	Date: 6/23/2021
Agenda Item Description: Approve Declaration of Need for Fully Qualified Educators 2021-22 school year.	
Background: Each year, school districts must file a Declaration of Need with the California Commission on Teacher Credentialing (CCTC). The document gives an estimate of the number of Emergency Permits, Limited Assignment, and Internship Credentials that may be needed in the upcoming school year and must be filed with the CCTC before any application for these types of permits/credentials can be processed. While approval of the Declaration is legally required, the District is not obligated to fill vacancies in exact accordance with the subjects or numbers identified.	
Status: Pending board approval.	
Fiscal Impact: None.	
Educational Impact: None.	
Recommendation: Recommend the board approve Declaration of Need for Fully Qualified Educators 2021-22 school year.	



State of California
 Commission on Teacher Credentialing
 Certification Division
 1900 Capitol Avenue
 Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
 Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

Original Declaration of Need for year: _____

Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: _____ District CDS Code: _____

Name of County: _____ County CDS Code: _____

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on ___/___/___ certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► ***Enclose a copy of the board agenda item***

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, _____.

Submitted by (Superintendent, Board Secretary, or Designee):

_____ *Name* _____ *Signature* _____ *Title*

_____ *Fax Number* _____ *Telephone Number* _____ *Date*

_____ *Mailing Address*

_____ *E-Mail Address*

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____/____/____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

<i>Name</i>	<i>Signature</i>	<i>Title</i>
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
<i>Mailing Address</i>		
<i>E-Mail Address</i>		

► *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
CLAD/English Learner Authorization (applicant already holds teaching credential)	_____
Bilingual Authorization (applicant already holds teaching credential)	_____
List target language(s) for bilingual authorization: _____	
Resource Specialist	_____
Teacher Librarian Services	_____

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	
Single Subject	
Special Education	
TOTAL	

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved internship program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? Yes No

If no, explain. _____

Does your agency participate in a Commission-approved college or university internship program? Yes No

If yes, how many interns do you expect to have this year? _____

If yes, list each college or university with which you participate in an internship program.

If no, explain why you do not participate in an internship program.

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13c	Date: 6/23/2021
Agenda Item Description: Adopt 2021-22 District Original Budget.	
Background: The 2021-22 Original Budget includes the 2020-21 Estimated Actuals Budget which estimates the ending fund balance as of June 30, 2021. The ending fund balance becomes the estimated beginning fund balance for the 2021-22 fiscal year. The 2021-22 Original Budget is presented for public hearing and approval and appropriates dollars for the activities identified in the Local Control Accountability Plan (LCAP).	
Status: Pending Board Approval.	
Fiscal Impact: The 2020-21 Estimated Actuals Budget estimates a positive change in fund balance of \$1,308,204. HUSD's General Fund ending balance as of June 30, 2021 is projected to be \$2,195,525. The 2021-22 Original Budget estimates a negative change in fund balance of - \$871,655. The Original Budget is based on the Governor's May Revise Budget Proposal. HUSD's General Fund ending balance as of June 30, 2022 is projected to be \$1,323,870. The large fluctuation between years in fund balances is due to the influx of funds related to COVID and when those revenues are recognized and when the expenditures are planned for.	
Educational Impact: The 2021-22 Original Budget is the financial planning document for HUSD. It supports the educational programs by allocating resources to meet the district's goals.	
Recommendation: Recommend the board adopt the 2021-22 District Original Budget.	

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13D	Date: 6/23/2021
Agenda Item Description: Adopt 2021-22 Local Control Accountability Plan (LCAP) and all related documents	
Background: The Local Control Funding Formula (LCFF) represents the most significant change in California's funding system in the past 40 years. One part of the new law is to improve academic outcomes by providing more money to school districts that serve high-needs students. Another part is to give local school districts and stakeholders more authority to decide how to spend education dollars, and also hold districts accountable for obtaining results. As part of the LCFF, school districts, charter schools and county offices of education are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP), beginning on July 1, 2014. The LCAP is required to identify goals and measure progress for student subgroups across multiple performance indicators. The LCAP must focus on eight areas identified as California's educational priorities. The eight areas of specified State priorities are intended to encompass the key ingredients of high-quality educational programs. The plan must include the overall vision for students, annual goals, and strategic actions needed to achieve the goals. The district must engage parents, employees, students and the community to assist in developing this plan.	
Status: Pending Board Approval	
Fiscal Impact: This is the basis for Educational Spending for the District	
Educational Impact: This is the guide to support all students including our Unduplicated students.	
Recommendation: Recommend the board adopt 2021-22 Local Control Accountability Plan (LCAP) and all related documents	



Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Hamilton Unified School District	Jeremy Powell, Ed.D. Superintendent	jpowell@husdschools.org 530 826 3261

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Hamilton Unified School District (HUSD) is located in Hamilton City, a rural agricultural community in Northern California; approximately 15 miles east of Chico. We consist of 5 schools serving approximately 780 students, Hamilton Elementary School (HES), Hamilton High School (HHS), Ella Barkley alternative education, Hamilton State Pre-School, and Hamilton Adult School.

HUSD serves the town of Hamilton City, population of 1,759 and the outlying farming community.

All schools in the HUSD family strive to close the achievement gap, beginning with the consistent commitment to the professional learning communities model. Teachers are all highly qualified within their specific content areas. A systemic intervention plan is in place for K-12 with additional support before, during and after school. This year resources were utilized to implement Academic Parent Teacher Teams in order to increase parent academic skills as they assist their children.

In addition, HHS prides itself on its academics, athletics, and agriculture programs. There are six different AP courses offered to students, and a full complement of classes that meet the A-G requirements for UC/CSU. Athletics are highly supported by the community. Each year we typically send athletes to championship competitions. Agriculture is one of the premier CTE pathways in Glenn County. We are the only high school in Glenn county that has a school farm where students can raise animals to show at the Glenn County Fair. Our District continues to embrace our mission which is "Academic success for every child we serve. The development of good character in all."

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

2018-2019 CAASPP Results: According to the LCFF Rubric, the RFEP students out performed their peers on status level metrics for CAASPP ELA and Math. Additionally both ELA and Math (3-8) CAASPP scores increased from the prior year.

EL Progress:

English Learner Progress Indicator has a status rating: VERY HIGH.

HUSD has seen great success with the implementation of Benchmark Advanced, Elevate for progress monitoring, and Quality Teaching for English Learners in our approach to supporting our EL students. The District plans to build on this model by expanding this methodology to integrated ELD.

Over the last 5 years we have had an average re-designation rate of approximately 22%. Additionally, the numbers of EL students continue to decline as student are exiting the designated ELD track sooner.

Graduation Rate:

Hamilton High School (HHS) continues to have a VERY HIGH Status rating for all significant subgroups.

Technology:

The District has implemented a full 1:1 student/Chromebook ratio during the 2020-2021 school year with strong use of Google Classroom to support All students in their learning, especially during Distance Learning.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Math:

Although the LCFF Rubric for 2018-2019 CAASPP Mathematics had a performance level of 74.2 points below standard with a decline of 3.5 points. There were three subgroups with an overall performance in "ORANGE" (English Learners at 87.8 points below standard, Hispanic 74.3 points below standard and Socioeconomically Disadvantaged at 76.7 points below standard) and one subgroup in the "RED" (Students with Disabilities 145.4 points below standard). In order to address the performance of these sub-groups, HUSD plans to increase professional development services to teachers and increase the length and frequency of math offering.

ELA:

In ELA, overall, Hamilton Unified received a performance level of "ORANGE" with a score of 31.4 points below standard. All four of our identified student subgroups scored in the ORANGE performance level (English Learners at 52.8 points below standard, Hispanic at 31.1 points below standard, Socioeconomically Disadvantaged at 33.8 points below standard, and Students with Disabilities at 117.5 points below standard). In order to address performance of this sub-group, HUSD plans to increase professional development services to teachers. This will include increased coaching and full implementation of the peer coaching group trained in the New Teacher Center (NTC) methodologies. For ELA we have adopted Common Core Aligned materials while working with our Special Education staff to increase our instructional capabilities and providing increased push in support.

Suspension Rate:

Overall Performance Indicators for the 2018-2019 School Year are very positive. Hamilton High School had a 4.1% suspension rate which was a decline of 1.1% from the previous year, while Hamilton Elementary had a suspension rate of 2.5% which was a decline of 1.4% from the previous year.

An intensified effort will be given to enhancing the PBIS techniques that are embedded in the district as well as exploring all MTSS practices. Training will be provided by our special education staff in order to support our students with special needs. Additional support will be provided through Glenn County Office of Education (GCOE) as part of our MTSS funding.

HUSD qualifies for Technical Assistance through 2018-2019 Pupil Achievement Criteria. HUSD will use MTSS training to better meet the social-emotional needs of our special population students, improving academics and behaviors.

Facilities:

Our aging facilities are small and initially were constructed from 1950-1970. Although modernization and upgrades have taken place over the years, problems continue to arise.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Through analysis of our state and local indicators, LCFF rubrics and input from staff and stakeholders we identified our focus areas to be addressed to achieve our two main goals that drive everything we do at Hamilton Unified School District: "Academic success for every child we serve. The development of good character in all."

Based on this process, the District has identified three goals:

Goal 1: HUSD will provide high quality classroom instruction to promote college and career readiness: The District anticipates increasing staffing in order to provide access to additional courses/enrichment activities that will promote college and career readiness.

Goal 2: HUSD will increase student performance (for all subgroups) on State and Local achievement metrics: The District plans on increasing/enhancing coaching and professional development support for staff to improve instructional practices and fully implement common core state standards for all students and sub-groups.

Goal 3: HUSD will improve stakeholder participation in the learning process: The District intends on expanding Academic Parent Teacher Teams and continuing with the numerous parent/community outreach events that currently take place at HUSD including attendance at Multilingual California Parent Summit.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

As part of the planning process for this LCAP/Strategic Planning guiding document, the District involved all stakeholders through the following:

- HES ELAC Meetings - Oct 2017, Dec 2017, April 2018, May 2018
- HHS ELAC Meetings – in conjunction with School Site Council Meetings
- DELAC Meetings - Oct 2017
- DAC - Nov. 13, 2017

The District held staff meetings, district and site leadership meetings, and staff development to discuss the LCFF and LCAP.

District leadership:

- Hamilton Unified Leadership Team (HULC) - meetings are the third Wednesday of each month.
- HUSD District Services and Educational Services meetings weekly
- HUSD Academic Counseling/School Based Counseling Program meetings bimonthly

Site leadership:

- HES Site Leadership Meetings
- HHS/Ella Barkley Leadership Meetings - as needed bi-monthly
- Boys & Girls Club steering committee meetings monthly
- Student Council, Student Leadership Meetings - monthly

Staff meetings:

- HES Staff Meeting - monthly
- HES MTSS Leadership Meetings - bimonthly
- HHS/Ella Barkley - bimonthly

Parent Surveys:

- 7/20/2020
- 9/10/2020
- 12/9/2020
- 2/24/2021

Student Surveys:

- 2/18/2021

Specific information shared with stakeholders:

District Board Meeting:

- An overview of the LCAP goals and State priorities -March 10, 2021

Stakeholders LCAP/Strategic Planning Review and Input Sessions:

- Staff Meetings- March 17, 2021
- District, staff, community Board Workshop – March 10, 2021
- Hamilton Unified Leadership Committee-February 17, 2021; March 17, 2021; April 21, 2021
- Final review and input to the Superintendent – April 28, 2021

The Superintendent will address questions from the community, union, parent, student, staff and administration questions regarding a draft of the LCAP.

Meeting was held on April 28, 2021; during the regular Board meeting to update the Board on stakeholder input.

A summary of the feedback provided by specific stakeholder groups.

The HULC had a direct influence on the LCAP as we discussed instructional practices, staff development and student support and assessment information. The evidence is contained in our monthly HULC agendas. Staff, Students, Community Members and Union affiliated members of the HULC attend and participate in the process. The impact on the LCAP for board review was to set policy to impact the conditions of learning, student achievement and engagement of all stakeholders. These meetings were also designed for the board to monitor and hear regular updates on the progress of the district as it related to all areas of student/school needs. Stakeholders were informed of these meetings through District Calendar, site and district news letters, auto dialer and personal invitations. There has been consistent participation of all stakeholders in our board meetings.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Stakeholder input helped to guide slight changes from past LCAPs. One specific example is the change from a focus on development of a Dual Immersion Program in HUSD to now growing the established program and developing a K-12 plan to support our Dual Language students. Another specific aspect that was influenced by stakeholder input is the need for social/emotional supports. Through parent surveys and staff input, the need is clearly seen and the District is working to respond to that need.

Goals and Actions

Goal

Goal #	Description
1	Hamilton Unified School District will provide highly qualified instructors, books/supplies/materials and district infrastructure to promote college and career readiness to help all students succeed.

An explanation of why the LEA has developed this goal.

The cornerstone of what we do as educators is to provide our students with highly qualified teachers who have the skills and materials to provide the highest quality of education. Along those same lines, HUSD is committed to supporting ALL students in their future be it attending college or moving into a chosen career field.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 1: Local Indicator/Teacher credential	100% of teachers at HUSD are highly qualified in core content areas				Maintain 100% of teachers at HUSD are highly qualified in core content areas
Priority 1: Local Indicator/ Instructional materials	100% of students will have access to newly adopted and Common Core aligned instructional materials in Mathematics, ELA, Social Studies, and Science Curriculum				Maintain 100% of students will have access to newly adopted and Common Core aligned instructional materials in Mathematics, ELA, Social Studies, and Science Curriculum
Priority 1: Local Indicator/ Facilities in good repair	FIT Reports referenced in the SARC for all				The District plans to maintain facilities "Good" Category

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	campuses all have an overall "Good" rating				
Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool	Teacher self ratings on the California State Standards Implementation Metric will be created and calculated , as well as, use of the the CDE Local Indicators will be provided to the School Board. Growth is needed specifically in the Next Generation Science Standards.				Increase to full implementation and sustainability in all areas with a focus on Next Generation Science Standards.
Priority 7: Local Metric/A broad course of study	AP: 11.1 % of students passing Dual Enrollment: No mini Pathways in Place, two courses offered. No current Art offered and one period of music.				Continued support and growth of elective offerings, AP, and dual enrollment courses with a focus in Agriculture and Biology/Medical Field. AP: 20% passing rate Dual Enrollment: 2 Mini Pathways Offered Full time Art and Music Teachers.
Priority 7: Local Metric/Programs/services developed and provided to individuals	Current SELPA staffing levels include: HES				Continue to provide the necessary staffing levels as determined by the GCOE SELPA.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
with exceptional needs	<p>2 FTE Education Specialists 4 - 6 hour aides 1 – 3.9 aide 2 days/week school psychologists 4 days/week speech therapist 1 day week program specialist</p> <p>HHS 1.8 FTE Education Specialist 2- 6 hour aides 3.9 open position 1 1/2 days school psychologist Speech as needed – only 1-2 cases 1/2 day program specialist</p> <p>Additional Social/Behavioral & Academic Counselors: HES: .75 HHS: 1.5</p>				
Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils	The current participation rate for the HES After School Program, the Boys and Girls Club, is currently 95 students with a summer				Increase enrollment of the after school program by 5% and maintain summer program and Nutrition Services.

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	program provided with access to Nutrition Services				

Actions

Action #	Title	Description	Total Funds	Contributing
1	Certificated and Counseling Staff	Increase current levels of certificated staff to provide instruction and counseling services.	\$2,466,119.00	No
2	Special Education Services	Maintain Special Education services contracted with GCOE county office.	\$406,978.00	No
3	Textbooks/Materials	Provide Textbooks/Materials/Supplies and other necessities needed to maintain instruction in classrooms aligned to the Common Core Standards	\$256,142.00	No
4	Classified Staffing	Maintain Classified staffing (including Salaries and Benefits) in the area of custodial and transportation services	\$778,789.00	No
5	Safe and Secure School Facilities	Provide services and maintenance of District facilities to maintain a safe and secure facility at all school sites. Buildings and other infrastructure added as enrollment, staffing, and needs of the District dictate.	\$310,300.00	No
6	Library Update	Update library facilities at both the Elementary and High School with new books, computer software, other updated resources, and facility improvements that encourage literacy for our unduplicated pupils.	\$83,138.00	Yes

Action #	Title	Description	Total Funds	Contributing
7	Increased Course Offerings	Increase offerings to allow a broad course of study principally directed at the unduplicated students. Proposed courses include but not limited to Spanish 6-8; CTE, and additional math support. Costs may include certificated/classified staff, curriculum, professional development, materials, and capital outlay for facility upgrades for full implementation.	\$961,362.00	No
8	Technology Access	Continue to provide access to technology; including hardware, software, staff development training.	\$160,736.00	No
9	Additional Counseling and Intervention Services	Maintain current levels of support for counseling and intervention services. This includes certificated and classified staffing, supplies, and facility needs primarily directed for the unduplicated students.	\$470,180.00	Yes
10	Provide after-school and extended year learning including intervention and enrichment through the Boys & Girls Club		\$40,750.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	HUSD strives to provide the highest quality education for our students. We are focused on high academic standards while also providing college and career awareness and experiences for all students.

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results Page 67 of 264	ELA CAASPP Indicator: 2018-2019 % Meeting or Exceeding Standard: 40.45% HES grades 3-8: <ul style="list-style-type: none"> • All Students: Yellow Tier • -Growth from previous year: Decline 5.3 points • Socioeconomically Disadvantaged Students: Yellow Tier • -Growth from previous year: 				HES grades 3-8 ELA: Increase students meeting or exceeding standard by 5% annually to 55.45%. To reach the Green Tier based on the CAASPP Indicator by the 2023-2024 school year, the following growth must occur: <ul style="list-style-type: none"> • All Students: Growth of 16.4 points from previous year annually • Socioeconomically Disadvantaged

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • English Learners: Orange Tier • -Growth from previous year: Decline 16.3 points • Students with Disabilities: Orange Tier • -Growth from previous year: Hispanic or Latino Students: Orange Tier • -Growth from previous year: Decline 7 points 				<ul style="list-style-type: none"> ed Students: Growth of 17.2 points from previous year annually • English Learners: Growth of 20.9 points from previous year annually • Students with Disabilities: Growth of 37.5 points from previous year annually <p>Hispanic or Latino Students: Growth of 16.1 points from previous year annually</p>
Priority 4: State Indicator/Academic Indicator/Grades 3-8 Mathematics SBAC results	Math CAASPP Indicator: 2018-2019 % Meeting or Exceeding Standard: 16.14% HES grades 3-8: Growth from previous year: Decline 3.5 points HES grades 3-8:				HES grades 3-8 Math: Increase student meeting or exceeding standard by 7% annually to 37.14% To reach the Green Tier based on the CAASPP Indicator by the 2023-2024 school year, the following growth must occur:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • All Students: Yellow Tier • -Growth from previous year: Decline 5.3 points • Socioeconomically Disadvantaged Students: Orange Tier • -Growth from previous year: Decline 3.3 points • English Learners: Orange Tier • -Growth from previous year: Decline 4.7 points • Students with Disabilities: Red Tier • -Growth from previous year: Maintained - 2.1 points <p>Hispanic or Latino Students: Orange Tier</p> <ul style="list-style-type: none"> • -Growth from previous year: 				<ul style="list-style-type: none"> • All Students: Growth of 8.8 points from previous year annually • Socioeconomically Disadvantaged Students: Growth of 9.6 points from previous year annually • English Learners: Growth of 15.9 points from previous year annually • Students with Disabilities: Growth of 40.1 points from previous year annually <p>Hispanic or Latino Students: Growth of 8.8 points from previous year annually</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Maintained - 2.8 points				
Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator	HUSD will increase the performance levels for all EL/RFEP metrics on all LCFF rubrics by 1 level for each student. For the 2018-2019 CAASPP 57.4% of students made progress towards English Language Proficiency				Increase % of students making English Language Arts Proficiency by 5% annually to 62.4%.
Priority 4: State Indicator/College and Career Indicator/Career pathway completion	The percent of students completing a CTE course and earning a HS Diploma. Baseline: 97.7% of students completed a CTE program and earned a HS Diploma				Maintain the percentage of students who have completed a CTE course and earned a High School Diploma.
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	HUSD will increase parental participation for Exceptional Needs Students through the following: HES: Continued and expanded use of APTT (Academic Parent Teacher Time) from TK-3 to all grades TK-8				HUSD will increase parental participation for Exceptional Needs Students through the following: HES: Continued and expanded use of APTT (Academic Parent Teacher Time) from TK-3 to all grades TK-8

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Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	HHS: Quarterly parent meetings hosted by High School Administration/Staff focusing on issues specific to our Exceptional Needs Students and Families. Parent attendance will include 25% of all Exceptional Needs Students. Attendance will be measured by parent sign in sheets.				HHS: Quarterly parent meetings hosted by High School Administration/Staff focusing on issues specific to our Exceptional Needs Students and Families. Parent attendance will include 50% of all Exceptional Needs Students. Attendance will be measured by parent sign in sheets.
Priority 4: State Indicator/College and Career Indicator/AP pass rate	The pass rate for all subject areas offering AP courses by 3% and maintain the Spanish Language percent of students passing. Hamilton High School is currently at 11.1%				Increased AP pass rate to 20.1%
Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results	College and Career Readiness: College/Career Readiness 11th Grade SBAC as measured by the CAASPP Indicator: 2018-2019 % Meeting or Exceeding Standard:				To reach the Green Tier based on the College and Career Readiness/A-G indicator as measured by the CAASPP Indicator by the 2023-2024 school year, the following growth must occur:

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<ul style="list-style-type: none"> • All Students: Orange Tier • -Growth from previous year: 41.4% prepared; Decline 4.7% • Socioeconomically Disadvantaged Students: Orange Tier • -Growth from previous year: 36.4% prepared; Decline 5.1% • Hispanic Students: Yellow Tier • -Growth from previous year: 38.9% prepared; Maintained - 1.5% 				<ul style="list-style-type: none"> • All Students: Growth of 15.4% from previous year annually • Socioeconomically Disadvantaged Students: Growth of 15.6% from previous year annually <p>Hispanic or Latino Students: Growth of 16.7% previous year annually</p>
<p>Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator</p> <p style="font-size: small; font-weight: bold;">Page 72 of 264</p>	<p>HUSD will increase the performance levels of Proficient and Intermediate English learner for all EL/RFEP metric on all ELPAC rubrics by 5% each year</p>				<p>HUSD increased the performance levels of Proficient and Intermediate English learner for all EL/RFEP metric on all ELPAC rubrics by 5% each year</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Baseline: 2019-2020 ELPAC results HUSD Performance: 20.23% Proficient 20.88% Intermediate English Learner 58.89% Novice English Learner				Baseline: 2019-2020 ELPAC results HUSD Performance: 35.23% Proficient 35.88% Intermediate English Learner 28.89% Novice English Learner
Priority 2: Local Indicator/Implementation of State Standards/ELD	HUSD will work to ensure all English Learners have access to CCSS/ELD standards as measured by the Illuminate Assessment Platform, STAR Screener, and Review of Master Schedules.				All English Learners have access to CCSS/ELD standards as measured by the Illuminate Assessment Platform, STAR Screener, and Review of Master Schedules.
Priority 4: State Indicator/Academic Indicator/Reclassification rates	According to CDE data, HUSD currently has a reclassification rate for the 2019-2020 school year of 10.1%. The county total is 15.3%.				HUSD will have a reclassification rate equal to that of Glenn County.
Priority 8: State Indicator/College/Care or Indicator (HS only)	Increase by 5% the Percent Cohort Students at the Prepared Level % at Each Level based on 2018-2019 CAASPP Data: Prepared 46% prepared				Increased by 5% the Percent Cohort Students at the Prepared Level being: 61% Prepared 34.6% Approaching 18.9% Not Prepared

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Approaching Prepared 19.6% Not Prepared 33.9%				
Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.)	HUSD is implementing a new data system for the 2021-2022 school year (Illuminate) and will use district created benchmarks to monitor and improve student performance on these benchmarks. Student growth is expected to be 5% in each subject over the next three years.				Student growth of 5% in each area over the last three years in all subject areas.
Priority 4: College and Career Ready/A-G course completion	48.3% of students completed the A-G course sequence (SARC)				Increase annually by 3% to 63.3% completing A-G

Actions

Action #	Title	Description	Total Funds	Contributing
1	Staff Development	Provide ongoing staff development for the professional learning communities (PLC) process, continued technology implementation, focus on literacy across the disciplines, integrated ELD, and common core implementation for all discipline focused to support teachers of the unduplicated student populations.	\$468,853.00	No

Action #	Title	Description	Total Funds	Contributing
2	Designated ELD	Provide designated time for unduplicated students focused on consulting, coaching, and support services to teachers to improve integrated and designated ELD.	\$778,820.00	Yes
3	Classified Professional Development	Provide staff development and coaching to classified and certificated staff for reading instruction directed towards the unduplicated students.	\$435,618.00	No
4	Professional Development focused on Students with Disabilities	Implement professional development to enhance instructional practices related to improve services for students with disabilities	\$677,092.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Engagement: District will improve parent participation, community input and student engagement through inclusion of all stakeholders in the learning process.

An explanation of why the LEA has developed this goal.

Hamilton Unified School District has a long and rich tradition of treating our parents and community as important stakeholders. We will continue to focus on this as we look to improve learning outcomes for all of our students by providing our families and community with the necessary resources to be fully engaged in the learning process as partners with our schools.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5: Local Metric/Student Engagement/School attendance rates	<p>The District has a current enrollment of 727 (as of April 16, 2021) with an SIS (AERIES) Average Daily Attendance rate of 687.23 (94.5% average daily attendance).</p> <p>HHS & EBHS: 307 enrollment and ADA of 290.67 (94.6%) HES: 420 enrollment and ADA of 396.56 (94.4%)</p>				Attendance rates for both the high school and elementary school will improve by .5% each year to HES attendance at 96% District wide; 96.1% at HHS and EBHS; and 95.9 at HES.
Priority 5: State Indicator/Student	According to the 2019-2020 CAASPP, the District has a				The District will lower Chronic Absentee

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Engagement/Chronic absenteeism rates	current Chronic Absentee rate overall of 6% HES: 6% HHS: 7.2%				rates by 1% each of the three years: HES at 3% HHS at 4.2%
Priority 6: Local Indicator/Local tool for school climate	The 2018-2019 Healthy Kids Survey taken by the following grades at the following completion rates: 4th Grade: 60% 6th Grade 69% The 2019-2020 Healthy Kids Survey taken by the following grades at the following completion rates 7th Grade: 100% 9th Grade: 99% 11th Grade: 82%				The District will increase the total number of students completing the Healthy Kids survey to 100% in the grades completing it.
Priority 6: Local Metric/Expulsion rate	HUSD Expulsion Rates for 2019-2020 as reported by the California Department of Education via Data Quest is as follows: HUSD: 0 Expulsions HHS: 0 Expulsions EBH:0 Expulsions HES: 0 Expulsions				Maintain current rate of 0 Expulsions

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 6: State Indicator/Student Suspension Indicator	HUSD Suspension Rates for 2019-2020 as reported by the California Department of Education via Data Quest is as follows: HUSD: 12 suspensions totaling 1.4% HHS: 6 suspensions totaling 1.8% EBH: 0 suspensions HES: 6 suspensions totaling 1.1%				Maintain suspension rates below 1.5% District-wide
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	During the 2020-2021 school year, the District sent out six parent surveys focused on school safety, school climate, and educational program. Each survey had a response rate of over 50% of total households in the District.				Continue to have a response rate for parent surveys of over 50% of total households in the District.
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	A specific focus will be placed on supporting parental participation for Unduplicated students through the following:				HUSD will increase parental participation for Unduplicated Students through the following: HES: Expanded use of APTT (Academic

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>HES: Continued and expanded use of APTT (Academic Parent Teacher Teams) from TK-4 to all grades TK-8</p> <p>HHS: Quarterly parent meetings hosted by High School Administration/Staff focusing on issues specific to our Unduplicated Students and their families.</p> <p>Parent attendance will include 25% of all Exceptional Needs Students. Attendance will be measured by parent sign in sheets.</p>				<p>Parent Teacher Time) to all grade levels TK-8.</p> <p>HHS: Quarterly parent meetings hosted by High School Administration/Staff focusing on issues specific to our Unduplicated Students and Families.</p> <p>Parent attendance will include 50% of all Unduplicated students and students with Exceptional Needs. Attendance will be measured by parent sign in sheets.</p>
<p>Priority 5: Local Metric/Middle school dropout rate</p>	<p>HUSD Middle School Drop out Rate for 2019-2020 as reported by the California Department of Education via Data Quest is as follows:</p> <p>HES: 0</p>				<p>Maintain current rate of 0 Middle School Dropouts</p>
<p>Priority 5: Local Metric/Student Engagement/High school dropout rate</p>	<p>Hamilton High School Dropout Rate for 2019-2020: 0%</p>				<p>Maintain current rate of 0 High School Dropouts</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator	According to the 2019-2020 CAASPP, the High School Graduation Rate for Hamilton High School was 96.8% and in the highest tier.				The High School Graduation Rate for Hamilton High School will remain above 96% and in the highest tier.
Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool	A specific focus will be placed on supporting parental participation for Students with Exceptional Needs through the following: HES: Continued and expanded use of APTT (Academic Parent Teacher Teams) from TK-4 to all grades TK-8 HHS: Quarterly parent meetings hosted by High School Administration/Staff focusing on issues specific to our Students with Exceptional Needs and their families. Parent attendance will include 25% of all Exceptional Needs Students. Attendance will be measured by parent sign in sheets.				HUSD will increase parental participation for Students with Exceptional Needs students through the following: HES: Expanded use of APTT (Academic Parent Teacher Time) to all grade levels TK-8. HHS: Quarterly parent meetings hosted by High School Administration/Staff focusing on issues specific to our Unduplicated Students and Families. Parent attendance will include 50% of all students with Exceptional Needs. Attendance will be measured by parent sign in sheets.

Actions

Action #	Title	Description	Total Funds	Contributing
1	Continue Academic Parent Teacher Teams (APTT) and other family education programs.	These will be directed primarily for the unduplicated students and their families.	\$674,747.00	Yes
2	Provide professional development for systematic implementation of individualized education plan (IEP) goals.	This will continue to support our large number of students with disabilities by providing additional professional development and services for these students.	\$352,674.00	No
3	Maintain school based counseling services primarily directed for the unduplicated students.(Mental Health)	Maintain school based counseling services primarily directed for the unduplicated students.	\$79,767.00	Yes
4	Parent outreach events	Primarily for our unduplicated students, maintain parent outreach events, for example: Parent Conferences, HES Parent Lunch, ELAC/DELAC, Coffee with the Principal, SSC, Student Celebrations, PTO/Boosters, DAC (HES), Senior Projects, 10th Grade Counseling, Clubs and Organizations, Back to School, Open House, Adult Education, News Letters, HUSD Web Site.	\$32,270.00	Yes
5	Employ classified staff to provide supervision to maintain a safe environment.	Continue to employ classified staff to provide supervision to maintain a safe environment.	\$27,500.00	No
6	Provide coaching assistance to	Provide coaching assistance to teachers for full implementation for behavior supports for unduplicated students.	\$104,496.00	Yes

Action #	Title	Description	Total Funds	Contributing
	teachers for full implementation for behavior supports for unduplicated students.			
7	English Language Language Support Team	Establish a Spanish Language Support Team to investigate and make recommendation for continued growth of our English Language Learners.	\$8,977.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
27.83%	1,742,377

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

To support our Foster Youth, English Learners, and Low-income students we focused on:

- Increased Classified Professional Development: Provide additional training to classified personnel focused on reading, behavioral supports, and reporting requirements
- Library Upgrades: Provide additional texts in student native language, as well as, increased overall resources, circulation resources, and classroom libraries.
- Broad Course of Study: Support for teachers in specific training and courses that will support additional needs
- Counseling and Intervention: To target specific and individualized needs
- Extended Year: Providing additional time for intervention and enrichment during the summer and after school.
- Increased Staffing: Smaller class size ratios and additional counseling services for more individualized attention
- Additional time and training for Designated and Integrated ELD within the regular schedule
- Staff development on Reading instructional practices for Certificated and Classified employees.
- Parent Education Programs to support struggling families

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Although, Hamilton Unified School District does not have a great number of Foster Youth, our Homeless population makes up 8% our student demographics. We have a partnership with social services and our county foster youth coordinator to ensure that any needs these

youths may have are being met. Additionally high poverty youth seem to have an increased need for these services as well. Last year, HUSD augmented on-site counseling services for all schools within the District in order to better serve the unduplicated students. This year's plan is to maintain school based counseling services to meet those challenges and provide additional staff training to enhance teachers ability to provide accommodations to all students, particularly the unduplicated students. At HES, there has been additional support/training for behavioral supports through the lens of MTSS and positive behavior intervention supports. Because of this shift, HES has moved toward a data driven behavior support system, including a mechanism to monitor interventions. In order to improve school culture, the district anticipates increasing staff development for Positive Behavioral Intervention Strategies (PBIS), and Restorative Justice which emphasizes the impact on the social, emotional and academic outcomes for students.

English Language Development:

EL account for about 25% of our student demographic. The District has aggressively worked to improve English language acquisition for our second language learners and our special education students. The District continues to provide on-site ELD coaching for integrated and designated ELD. These services are principally to provide professional development for the ELA/ELD Standards in order to increase access to the integrated ELD standards. These services will be expanded to support long term ELD students in order to decrease the long term ELD count and minimize potential long term ELD status. In anticipation of the complete rollout of the ELPAC test, HUSD will increase efforts to coordinate curriculum support with integrated ELD practices.

Curriculum Supports:

HUSD has established strong Professional Learning Communities that meet on a regular basis. This year's primary focus is on Universal Design of Learning to increase specifically scaffolding of instructional strategies for all grades and all subjects to meet the needs of all students. HUSD plans to increase the frequency, duration, and intensity of this interdisciplinary collaboration. Student assessment data will be used to design and implement professional development Districtwide. Data will also be used to refine curriculum and instruction decisions in order to meet the needs of our unduplicated students who are the most at risk academically through the PLC process.

Additional Support:

Intervention will be used to principally serve unduplicated students to improve academic achievement in all subjects. HUSD anticipates adding another para-professional to increase adult support in classrooms throughout the District. HUSD will also begin implementation of Read 180 intervention program to support our English Learners and Special Education students.

Hamilton Elementary School has implemented a universal screener/data system (Illuminate) to identify students in need of academic support. Based on results of the universal screener the majority of students will benefit from strategic or intensive interventions. Work through the PLC process will be used to examine student data and make decisions regarding first instruction, interventions, reteaching as warranted. Students are monitored regularly for growth and instructional modifications will be made accordingly. The district hopes to maintain staffing in intervention next year principally directed towards serving the unduplicated students who do not meet the universal screener benchmark. This will be effective in meeting the district's goal of increasing student achievement. Additionally, afterschool academic support is provided 3 times per week for 30 minutes.

The District has expanded the afterschool program in order to extend the learning time for students in partnership with the Boys & Girls Club. This includes a evening meal service. This specifically affects the unduplicated students. HUSD anticipates increasing services to the

unduplicated students through increasing staffing. HUSD Braves time/Advisement time is primarily used to serve the unduplicated student population at the high/middle school to prepare students for career and college readiness through an academic support time. The District anticipates maintaining the number of intervention sections offered next year which should be effective in increasing math and literacy success rates. Including but not limited to an increase in AP scores, A-G success rates and an increase in the number of students that exhibit college readiness (EAP program). In addition, a college/career readiness and social/emotional elective has been added to 6-8 grades to serve the unduplicated student population. Accelerated Math will continue to be utilized as a skills based math support for grades 5-12. Teachers will be trained on how to monitor student progress and provide individual support. This is primarily used to serve our unduplicated students. The District has completed the process of departmentalizing 6th, 7th, and 8th grade for the purpose of cultivating subject specific curriculum and instruction, in order to better serve our unduplicated student populations. Our goal is for the content-specialist teachers to not only support students in the upper elementary grades but to work with the multiple subjects teachers to support lower grade teaching and learning in specific content. This will be critical with the roll-out of NGSS and the next pilot and adoption for next year. HUSD should expect to incur costs related to improving lab facilities for science education. The goal is to improve and increase district wide vertical alignment between multiple subject teachers through the content specialist teachers. This will provide sufficient access to standards aligned instructional content for our unduplicated students.

Facilities:

Through our Strategic Planning Process, the District has identified multiple projects to be completed during the 2021-2022 school year. These projects will improve and increase facilities for our unduplicated students, this includes increased access to Chromebooks. The district also hopes to maintain service hours to classified custodial as a means to help meet cleaning standards as set forth in our Williams Act Requirements.

Community Outreach:

The district anticipates expanding Academic Parent-Teacher Teams. In these Academic Parent-Teacher Teams (APTT) the district wishes to increase and improve parent-teacher communication and enhance academic learning for our unduplicated students by:

- *Using family engagement as an instructional strategy
- *Implementing a systemic approach to family engagement focused on student academic goals
- *Developing foundational grade-level skills for parent meetings
- *Effectively sharing data with families to establish academic goals
- *Developing tools and strategies for measuring and evaluating system effectiveness
- *Enlisting parents as classroom leaders
- *Creating effective classroom networks focused on student success

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$7,347,572.00	\$2,227,736.00			\$9,575,308.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$6,817,524.00	\$2,757,784.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Certificated and Counseling Staff	\$1,835,032.00	\$631,087.00			\$2,466,119.00
1	2	All Students with Disabilities	Special Education Services	\$406,978.00				\$406,978.00
1	3	All	Textbooks/Materials	\$205,615.00	\$50,527.00			\$256,142.00
1	4	All	Classified Staffing	\$513,489.00	\$265,300.00			\$778,789.00
1	5	All	Safe and Secure School Facilities		\$310,300.00			\$310,300.00
1	6	English Learners Foster Youth Low Income	Library Update	\$21,750.00	\$61,388.00			\$83,138.00
1	7	All	Increased Course Offerings	\$900,059.00	\$61,303.00			\$961,362.00
1	8	All	Technology Access	\$131,264.00	\$29,472.00			\$160,736.00
1	9	English Learners Foster Youth Low Income	Additional Counseling and Intervention Services	\$337,580.00	\$132,600.00			\$470,180.00
1	10	English Learners Foster Youth Low Income	Provide after-school and extended year learning including intervention and enrichment through the Boys & Girls Club	\$40,750.00				\$40,750.00
2	1	All	Staff Development	\$361,380.00	\$107,473.00			\$468,853.00
2	2	English Learners Foster Youth Low Income	Designated ELD	\$558,173.00	\$220,647.00			\$778,820.00
2	3	All	Classified Professional Development	\$249,770.00	\$185,848.00			\$435,618.00

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Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	4	Students with Disabilities	Professional Development focused on Students with Disabilities	\$584,960.00	\$92,132.00			\$677,092.00
3	1	English Learners Foster Youth Low Income	Continue Academic Parent Teacher Teams (APTT) and other family education programs.	\$674,747.00				\$674,747.00
3	2	Students with Disabilities	Provide professional development for systematic implementation of individualized education plan (IEP) goals.	\$344,385.00	\$8,289.00			\$352,674.00
3	3	English Learners Foster Youth Low Income	Maintain school based counseling services primarily directed for the unduplicated students.(Mental Health)	\$70,033.00	\$9,734.00			\$79,767.00
3	4	English Learners Foster Youth Low Income	Parent outreach events	\$32,270.00				\$32,270.00
3	5	All	Employ classified staff to provide supervision to maintain a safe environment.	\$27,500.00				\$27,500.00
3	6	English Learners Foster Youth Low Income	Provide coaching assistance to teachers for full implementation for behavior supports for unduplicated students.	\$42,860.00	\$61,636.00			\$104,496.00
3	7	English Learners	English Language Language Support Team	\$8,977.00				\$8,977.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$1,787,140.00	\$2,273,145.00
LEA-wide Total:	\$1,746,390.00	\$2,232,395.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$1,074,827.00	\$1,268,815.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds	
1	6	Library Update	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$21,750.00	\$83,138.00	
1	9	Additional Counseling and Intervention Services	LEA-wide Schoolwide	English Learners Foster Youth Low Income		\$337,580.00	\$470,180.00	
1	10	Provide after-school and extended year learning including intervention and enrichment through the Boys & Girls Club	Schoolwide	English Learners Foster Youth Low Income		\$40,750.00	\$40,750.00	
2	2	Designated ELD	LEA-wide	English Learners Foster Youth Low Income		\$558,173.00	\$778,820.00	
Page 88 of 264	3	1	Continue Academic Parent Teacher Teams (APTT) and other family education programs.	LEA-wide Schoolwide	English Learners Foster Youth Low Income	All Schools	\$674,747.00	\$674,747.00
	3	3	Maintain school based counseling services primarily directed for the unduplicated	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$70,033.00	\$79,767.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
		students.(Mental Health)					
3	4	Parent outreach events	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$32,270.00	\$32,270.00
3	6	Provide coaching assistance to teachers for full implementation for behavior supports for unduplicated students.	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$42,860.00	\$104,496.00
3	7	English Language Language Support Team	LEA-wide	English Learners	All Schools	\$8,977.00	\$8,977.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures

Totals:	Planned Expenditure Total	Estimated Actual Total
Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA’s final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA’s diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

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- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

As a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Global Analysis:

Enter the LCAP Year

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

Percentage to Increase or Improve Services: Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40% or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

2021-22 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Hamilton Unified School District
CDS Code:	11765620000000
LEA Contact Information:	Name: Jeremy Powell, Ed.D. Position: Superintendent Phone: 530 826 3261
Coming School Year:	2021-22
Current School Year:	2020-21

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2021-22 School Year	Amount
Total LCFF Funds	\$8,125,100
LCFF Supplemental & Concentration Grants	\$1,742,377
All Other State Funds	\$553,175
All Local Funds	\$46,669
All federal funds	\$236,750
Total Projected Revenue	\$8,961,694

Total Budgeted Expenditures for the 2021-22 School Year	Amount
Total Budgeted General Fund Expenditures	\$9,730,349
Total Budgeted Expenditures in the LCAP	\$9,575,308
Total Budgeted Expenditures for High Needs Students in the LCAP	\$1,787,140
Expenditures not in the LCAP	\$155,041

Expenditures for High Needs Students in the 2020-21 School Year	Amount
Total Budgeted Expenditures for High Needs Students in the Learning Continuity Plan	\$685,682
Actual Expenditures for High Needs Students in Learning Continuity Plan	\$685,682

Funds for High Needs Students	Amount
2021-22 Difference in Projected Funds and Budgeted Expenditures	\$44,763
2020-21 Difference in Budgeted and Actual Expenditures	\$0

Required Prompts(s)	Response(s)
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Hamilton Unified School District

CDS Code: 11765620000000

School Year: 2021-22

LEA contact information:

Jeremy Powell, Ed.D.

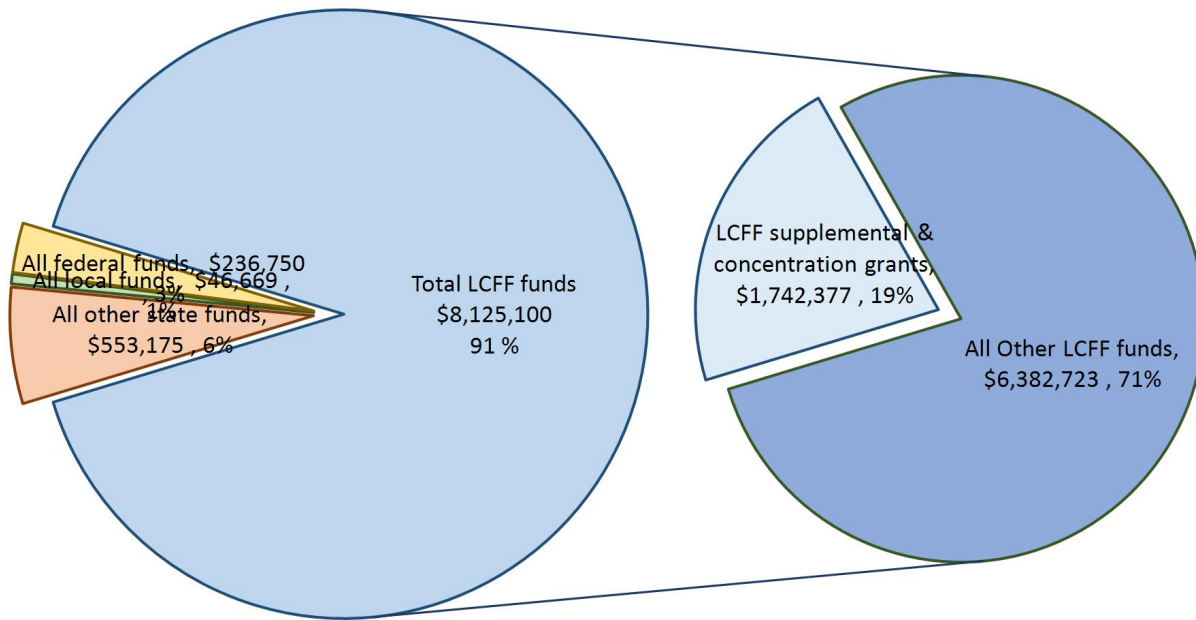
Superintendent

530 826 3261

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021-22 School Year

Projected Revenue by Fund Source

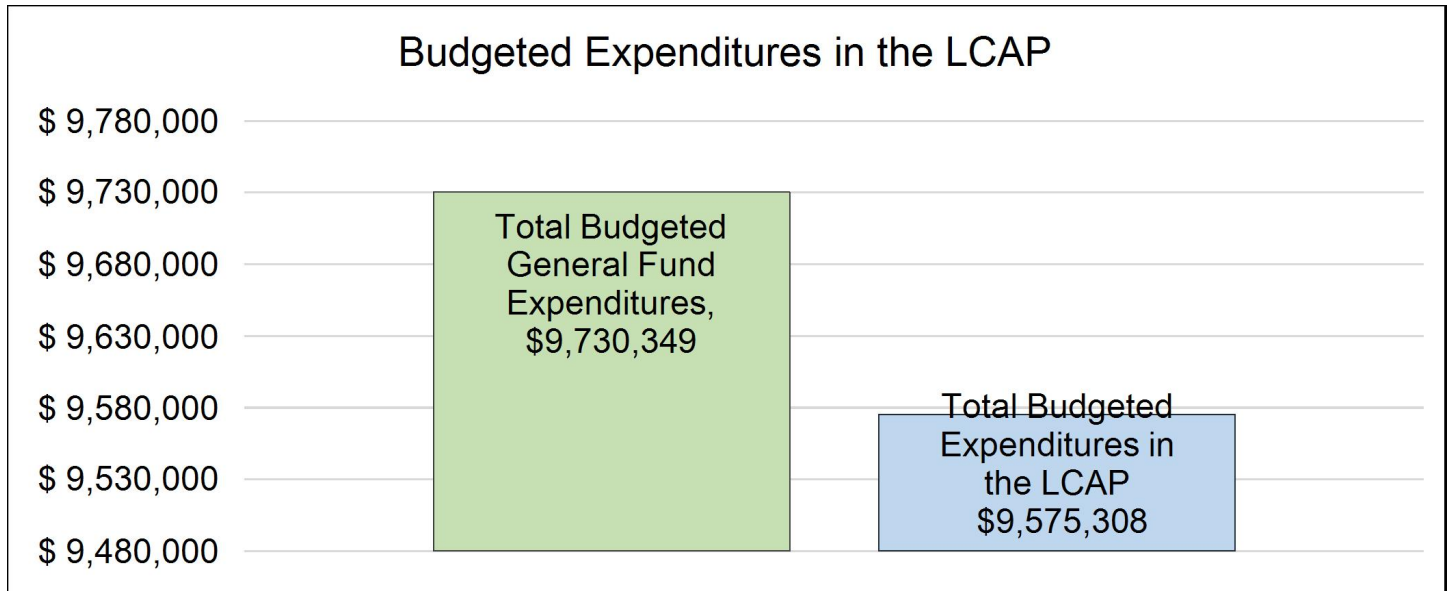


This chart shows the total general purpose revenue Hamilton Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Hamilton Unified School District is \$8,961,694, of which \$8,125,100 is Local Control Funding Formula (LCFF), \$553,175 is other state funds, \$46,669 is local funds, and \$236,750 is federal funds. Of the \$8,125,100 in LCFF Funds, \$1,742,377 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Hamilton Unified School District plans to spend for 2021-22. It shows how much of the total is tied to planned actions and services in the LCAP.

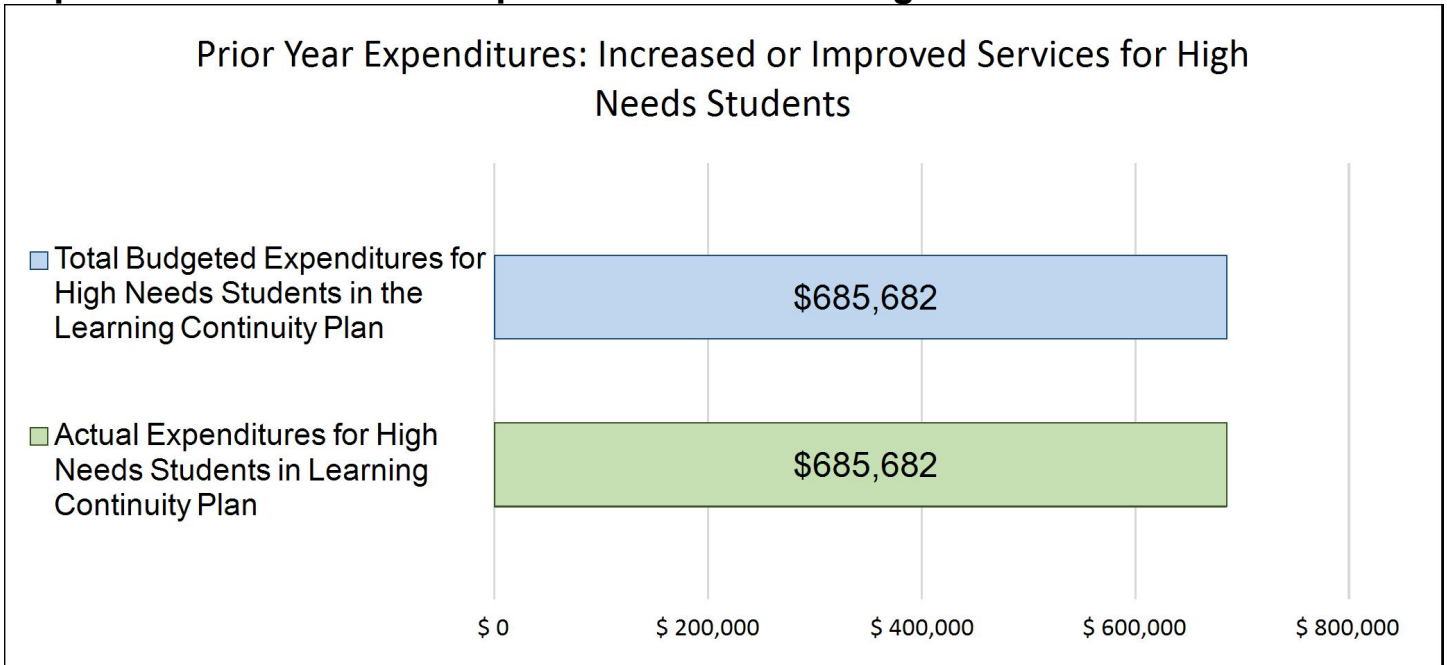
Hamilton Unified School District plans to spend \$9,730,349 for the 2021-22 school year. Of that amount, \$9,575,308 is tied to actions/services in the LCAP and \$155,041 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2021-22 School Year

In 2021-22, Hamilton Unified School District is projecting it will receive \$1,742,377 based on the enrollment of foster youth, English learner, and low-income students. Hamilton Unified School District must describe how it intends to increase or improve services for high needs students in the LCAP. Hamilton Unified School District plans to spend \$1,787,140 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020-21



This chart compares what Hamilton Unified School District budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Hamilton Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020-21, Hamilton Unified School District's Learning Continuity Plan budgeted \$685,682 for planned actions to increase or improve services for high needs students. Hamilton Unified School District actually spent \$685,682 for actions to increase or improve services for high needs students in 2020-21.

**Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template**

LEA Name

Hamilton Unified School District

CDS Code:

11765620000000

Link to the LCAP:

(optional)

<https://www.husdschools.org/Page/1850>

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A

Improving Basic Programs Operated by
State and Local Educational Agencies

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners
and Immigrant Students

TITLE IV, PART A

Student Support and Academic
Enrichment Grants

(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed, unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

Hamilton Unified School District's (HUSD) plan to utilize state and federal funds to augment the following LCAP Actions and Services aligned to LCAP Goals and LCFF priorities:

Provide highly qualified instructors, books/supplies/materials and district infrastructure to promote college and career readiness.

Provide supports in order that all students are achieving college and career readiness status.

Improve parent participation, community input and student engagement through inclusion of all stakeholders in the learning process.

Based on local and state data, HUSD plans to use funds for on-going professional development in the areas of behavior supports, academic interventions/supports, behavior data collection, including universal screeners and other assessment systems. Professional development will also extend to providing induction, and administrator training and implementation of the community requested dual immersion program. Additionally personnel such as ELD coordinator, Literacy Coach, Family Support Services Coordinator have been added to ensure faculty and students are supported for the various initiatives. Funds will also be leveraged for expanding access to technology and maintaining district infrastructure. Based on parent input, HUSD plans on maintaining outreach events such as Academic Parent Teacher Teams, Coffee with the Principal, ELAC/DELAC during parent lunch meetings, biannual parent conferences as well as other community celebratory events.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

HUSD will evaluate the alignment of activities funded by local, state and federal funds through required annual audits. HUSD will make data based decisions using information generated for the CA Schools Dashboard, SBAC testing, local testing measures, and feedback from all stakeholders. Stakeholder feedback will come from surveys, informal meetings (parent lunches, coffee with principal, celebrations, parent conferences, sporting events, etc), school site counsel, ELAC, DELAC, dual immersion committee meetings, staff meetings/district inservices. Federal funds will support efforts and initiatives provided by LCFF/LCAP district funds and other grant funding such as GEAR-UP, Low Performing Student Block Grant, VPA consortium grant, etc.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students’ progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 <i>(as applicable)</i>

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 (<i>as applicable</i>)

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

HUSD uses the CALPADS report to determine how many students qualify for free and reduced meals. These counts determine the poverty count.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Currently HUSD meets all requirements for highly qualified teachers. In the future, if HUSD finds it must hire an intern the district will assign to those interns a subject component master teacher.

Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).

HUSD works to ensure communication between school and home are consistent and relevant. Planned parent workshops will be scheduled throughout the school year and at differing times to meet the needs of working families.

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

THIS ESSA PROVISION IS ADDRESSED BELOW:

HUSD believes in the importance of strong relationships with students and families. HUSD provides many opportunities for family engagement in our school system. The overriding strategy is to offer multiple opportunities, multiple times throughout the day and year, and multiple engagement commitments. This allows parents to participate on a variety of levels. As part of a School Site Council, parents are an integral part of the development of the School Plan for Student Achievement including but not limited to the expenditures of those funds. This is a monthly commitment, all voices are welcome and can be heard through data collection at Parent Lunches or Coffee with the Principal which are drop in commitments scheduled around HES drop off or pick up times. At the high school, parents participate in School Site Council as well. There are also active sports boosters, sober grad, and FFA parent support opportunities to work with faculty, staff, students and administration. HUSD has a Student and Family Services Coordinator to ensure that families are supported with services to guarantee a successful school experience for their children.

As HUSD is made up of 4 distinct schools; one TK-8 elementary school, one high school, one adult education, and one preschool there are many occasions for invitations for family participation. Below is listed a small sample:

- Aeries (SIS) (parent portal for TK-12)
- Aeries Communication (text, email, and voice in home language for messages home)
- Academic Parent Teacher Teams (Teachers work with parents building student capacity on essential standards; Preschool-8)
- School Site Councils (HES, and HHS)
- Hamilton Unified Leadership Committee HULC (open to all stakeholders)
- School Events (Back to School, Open House)
- Community Events (Sports, Dance Festival, Carnival, Musical events)
- Dual Immersion Committee
- Parent Conferences (TK-12; twice per year)
- Parent Surveys (Annually)
- District Website
- District English Learner Advisory Committee
- English Learner Advisory Committee
- Monthly Parent Lunch (HES)
- Monthly Coffee with the Principal (HES)
- PTO (monthly meetings with community and staff)
- Quarterly grades/progress reports (8 total)
- Positive messages home (TK-8)
- Workshops available for parents (autism, bully prevention, professional learning communities)
- Student and Family Services Coordinator
- Sports Booster Club/Sober Grad/Various Fundraisers

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

NA

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Homeless Children and Youth Services

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Annually, in each student's Back to School Packet, HUSD sends home the Student Residency Questionnaire, McKinney-Vento, to identify eligible students. During the 2017-18 school year HUSD had 55 such students (CASchoolsDashboard) classified as Homeless. Once students are identified our Student and Family Services Coordinator works with HUSD Counselors to ensure these students are given priority counseling services, and academic supports. This team of district counselors and our Family Services Coordinator meets monthly to work with Glenn County Office of Education's Foster Youth Services Coordinating Program arranging programs and services for foster youth/homeless students to be complementary. They also share data and information among the courts, child welfare, probation, and education agencies as necessary for student support academic success. In addition students are given vouchers and other necessary items such as: transportation, backpacks, school supplies, etc. from the County Office to help support these students. HUSD also provides training for school and district staff specific to the needs of this population, as well as more generalized staff development for all teachers and administrators via MTSS and PBIS.

Student Transitions

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

NA

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

HUSD believes in a coordinated plan for preschool through 12th grade and beyond to Adult Education. Quarterly district-wide cabinet meetings include all support personnel and administration. Additionally, monthly Hamilton Unified Leadership Committee meetings are convened to discuss district-wide initiatives and make stakeholder informed decisions/recommendations.

Early Childhood Education

HUSD has 2 feeder preschools located on site at the high school, and the elementary school. The preschool located at the high school offers child care classes as a high school elective. Additionally, the preschool teacher participated in Academic Parent Teacher Teams in coordination with the elementary school in order to build capacity for families of preschool students. Families have multiple opportunities for interactions with kinder teachers and staff at the elementary school prior transition from preschool to kindergarten. Flyers are posted around the town, prior to registration and Kindergarten Round-up. Prior to the start of school there is a Meet and Greet for all incoming parents/students. As part of our newly formed dual immersion track, there are multiple meetings to identify interested dual immersion families. This includes discussions related to the objectives of the program and commitments.

HUSD provides multiple opportunities for students to gain experiences moving from middle school to high school and into college and career readiness status.

Middle school students attend/participate in:

Latina Youth Conference

GEAR UP(UC Davis sponsored events)

8th Grade Career Expo (Glenn County Office of Ed)

Youth Empowered (Catalyst/Boys & Girls Club)

Summer Connection (Butte College)

Butte College Parent/Student Outreach Events (Brenda Rodriguez)

8th Grade visitation day at the high school

Ag day at the high school

Consistent curriculum (ELA and Math) for middle school to 9th grade.

High School

Talent Search

Upward Bound

Campus Tours (twice annually)

Senior Project (career based research project includes: mentor time, research paper, presentation, community service, portfolio)

Dual Enrollment (3 classes taught at HHS coordinated through Butte College)

2+2 Classes

Sophomore student/family counseling

CTE pathways: (Ag Mechanics, Ornamental Horticulture, Ag Business, Patient Care (Health), Plant Science)

Career Focused Electives (Forensics, Ag, Child Care, Medical Terminology, Sports Medicine, Advanced Welding, Floral Design, CAD)

Butte College Registration support at the HS campus, including a tour of the Butte College Campus.

Financial/Scholarship Planning nights for families

STEM Career day (Shasta Office of Ed)

HESI (Health Occupations Internships)

Additional Information Regarding Use of Funds Under this Part

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and

(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Gifted and Talented
NA

Developing effective school libraries

The high school and elementary school each have a librarian technician/aide who works with students to manage circulation, and the library technology. HUSD has moved to a online system managing the book collections. At the elementary school the librarian tech works with teachers to provide regular access to the library for all classes. The District Literacy Coach works with the elementary librarian technician to improve reading selections and student access for Spanish language literature. Additionally there is a countywide librarian/literacy resource staff that provides access to online and print resources.

TITLE I, PART D

Description of Program ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Formal Agreements ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the LEA and correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Comparable Education Program ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Successful Transitions ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Educational Needs ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Social, Health, and Other Services

ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Postsecondary and Workforce Partnerships

ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Parent and Family Involvement

ESSA SECTION 1423(8)

Provide a description of formal agreements, regarding the program to be assisted, between the

- (A) LEA; and
- (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Program Coordination

ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Probation Officer Coordination

ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Individualized Education Program Awareness

ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

Alternative Placements

ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

NA

TITLE II, PART A

Professional Growth and Improvement

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Induction for new teachers/administrators

HUSD supports new teachers with a two year induction commitment through the Alliance for Teacher Excellence (ATE) at Tehama County Office of Education. Through this program candidates are paired with like discipline mentors through the district. This develops professional relationships between educators. HUSD also supports induction for the new administration as well through ASCA.

MTSS

Three teachers at the elementary school have been selected to act as leaders in our collaboration, PLC time. These teachers have been involved in multiple days of training in MTSS, UDL, and PBIS in order to provide direction and support to their grade level teams. These teachers serve on the school-wide leadership team, and facilitate PLC work.

Co-Teaching Student Teacher Mentorship

Seven teachers at the secondary level have been trained through CSU Chico Department of Education in the co-teaching method for developing student teachers. These teachers have had student teachers placed in their classes, in order to plan and co-teach lessons with their partner student teachers. These student teachers have an experience and responsibilities that are similar to the veteran teacher, while still being guided and working in partnership through the reflective practice cycle.

Prioritizing Funding

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

THIS ESSA PROVISION IS ADDRESSED BELOW:

HUSD will prioritize funds for implementing comprehensive support and improvement activities through data analysis to identify our greatest needs.

Data and Ongoing Consultation to Support Continuous Improvement

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

HUSD will use data generated from multiple sources in order to define professional development needs teachers and district staff. These include:

Annual Staff Surveys
Common Core State Standards Surveys (progress towards implementation)
SBAC Math and ELA data for grades 3-8,11
STAR Test Grades 1-8 (Universal Screener for ELA, Math and SLA)
STAR Early Literacy Test TK-1 (Universal Screener ELA, Math)
Healthy Kids Surveys
Parent Surveys
Suspension Rates
Chronic Absenteeism Rates
Graduation Rates
College and Career Readiness distribution
AP pass rates
English Learner Progress (includes LTELS and RFEPS)
Administration Walkthroughs
SWIS behavior data/Staff Managed Behavior Forms
SWIFT-FIA
Unit Assessments/Benchmark Exams

Each of the above measures will be examined by staff and teachers during weekly PLC/collaboration time, monthly district inservice times or staff meetings. This data will be shared publicly during Board meeting, School Site Council meetings, ELAC/DELAC, Dual Immersion Committee Meetings, Parent Lunches, Morning Coffee with the Principal.

This data will identify areas of concern, along with any sub groups that may need additional resources. The sources above also represent the types of data that will be collected and monitored for effective use of resources for intervention purposes and for Tier 1 instruction.

TITLE III, PART A

Title III Professional Development

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

THIS ESSA PROVISION IS ADDRESSED BELOW:

HUSD believes in providing on going, sustained professional development services, to the extent possible, in house. This includes support for all staff in integrated ELD practices based on the new ELA/ELD framework. Including work emphasizing addition of a language objective for all classes.

Although, this year as part of our introduction of dual language instruction to our K-5 grades, HUSD is working with a bilingual educational specialist through Santa Clara University, Dr. Rodriguez-Mojica. This professional development work includes lesson development for our dual immersion teachers, but also instruction for all elementary staff in language acquisition and literacy for all students.

In addition to Dr. Rodriguez, HUSD provides infield coaching in order to implement the Language Star Principles for designated ELD within the context of the adopted ELA curriculum. Our ELD coordinator is part of a regional consortium that meets regularly to discuss local and state policies and procedures for ELD practices.

Enhanced Instructional Opportunities

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

HUSD provides enhanced instructional opportunities for immigrant children and families by providing robust academic support services. In addition to these services, HUSD provides extra time during the school day for intervention services through Braves Time and Advisement.

Based on recommendations from a committee made up of parents, staff, teachers and administrators HES launched a dual language immersion program during the 2019-2020 school year. This year we will expand our Dual Immersion Program to include 4th grade. The long range plan for instruction will enhance Spanish language instruction continuing at the 6-8 grades levels and expanding the Spanish language selections at the high school. Although this is a program within a school, language acquisition training for all staff has been a critical component of the rollout. HUSD continues to make every effort to add bilingual aides and teachers in order to reflect the community served by our district. The commitment to bilingual education is evident through the district commitment to funding curriculum/materials, staffing, and professional development to improve educational outcomes for all immigrant students.

Title III Programs and Activities

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

HUSD is committed to developing academic English language proficiency, a positive self image, and reclassification to Fluent English proficiency as well as developing an appreciation of the culture and linguistic diversity English learners bring to the community. In order to achieve these district, state and federal goal, using the California English Learner Roadmap as a guide for the ELD program.

Annual review of the EL Master Plan, up-date as necessary

Follow the adopted assessment plan in order to monitor EL progress

Increased support for students identified as LTEL or in danger of being LTEL.

Track/maintain progress data in an assessment database (IO) for all EL students.

Professional development for teachers of integrated ELD. Focused on ELD standards for all disciplines using content rich academic language.

Professional development for all teachers in designated ELD; using the Language Star methodologies including in field coaching.

Provide a dual language immersion program for K-8.

Require Spanish language classes for all students from grades 6-8.

Support/Celebrate Seal of Biliteracy as an avenue to college and career readiness.

Schoolwide build language and culturally rich environments.

Professional development in Quality Teaching of English Learners (QTEL).

The goal of the HUSD ELD program for EL students is to develop the student's oral and academic language skills in English, enabling students to attain grade level proficiency. The curriculum focuses on the developmental acquisition of language.

English Proficiency and Academic Achievement

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (C) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (D) meeting the challenging State academic standards.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Teachers and administrators will monitor EL students to ensure that they are developing academic, linguistic and social skills to their fullest potential in order to participate in our multicultural society as specified in the HUSD EL Master Plan. EL students are monitored through our quarterly ELD benchmark exam and other curriculum measures as well as through the new ELPAC. These students are also screened via our Star Reading and Star Math. In addition newcomers are assessed in Spanish as well, to understand a student's academic level in their native language. Teachers, in PLC groups identify EL students in danger of LTEL status in coordination with the ELD Coordinator to develop an individualized plan intervention.

HUSD has adopted ELA/ELD curriculum aligned to the California State Standards. Every student has access to a highly qualified teacher, and literacy coach as needed. All EL students receive integrated ELD services throughout all subjects. Designated ELD is one hour five days each week. For newcomers, access to the core content is available in Spanish as well. This supports the students, but also supports parents at home as well. Support staff, such as counselors, office staff, administration, and family services coordinator are bilingual.

TITLE IV, PART A

Title IV, Part A Activities and Programs

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

In order to implement our dual immersion program HUSD enlisted the support of Dr. Rodriguez-Mojica from Santa Clara University. She has provided coaching and support for our new dual language teachers, in addition she worked closely with administration to develop a plan for continued program evaluation and improvement. She has also provided whole staff services to build the culture of bilingualism throughout the district. Evaluation will be based on teacher feedback, and student progression towards bilingualism, via the Seal of Biliteracy.



Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Hamilton Unified School District	Jeremy Powell, Ed.D. Superintendent	jpowell@husdschools.org 530 826 3261

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Conditions of Learning: Provide highly qualified instructors, books/supplies/materials and district infrastructure to promote college and career readiness to help all students succeed.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 1: Local Indicator/Teacher credential</p> <p>19-20 Maintain 100% highly qualified staff in core content areas</p> <p>Baseline 100% of teachers at HUSD are highly qualified in core content areas.</p>	<p>Maintained 100% highly qualified staff in core content areas of ELA and Mathematics.</p>
<p>Metric/Indicator Priority 1: Local Indicator/ Instructional materials</p> <p>19-20 100% Students will have access to the most current Common Core Standards aligned instructional materials.</p> <p>Baseline Mathematics (adopted 2015) ELA (pilot/adoption 2016/17)</p>	<p>100% Students have access to the most current Common Core Standards aligned instructional materials. Mathematics (adopted 2015) ELA (adopted 2017) History Social Studies (adoption 2018) Science (adoption 2019)</p>

Expected	Actual
<p>History Social Studies (pilot/adoption 2017/18) Science(pilot/adoption 2018/19)</p>	
<p>Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/ELD</p> <p>19-20 Increase by 5 the number of teachers implementing a language objective regularly.</p> <p>Baseline Language Objective (integrated ELD)</p> <p>24 of 50 teachers district-wide regularly implement a language objective based on the LCAP Staff Survey Spring 2017.</p>	<p>This year the LCAP Staff Survey instrument was modified and ELD integration was discussed and input was received during MTSS, Site Level Meetings, and Hamilton Unified Leadership Committee (HULC) Meetings. A focus from these meetings were on professional development, district policies and procedures for ELD. In order to improve our integrated ELD, a team of teachers and administrators attended QTEL training during 2019-20 school year and our professional development will focused on expanding this to Universal Design of Learning.</p>
<p>Baseline</p>	
<p>Baseline</p>	
<p>Metric/Indicator Priority 1: Local Indicator/ Facilities in good repair</p>	<p>The District maintained facilities. FIT reports referenced in the SARC: HES: Overall Facilities rated Good</p>

Expected	Actual												
<p>19-20 The District plans to maintain facilities to Exemplary status</p> <p>Baseline FIT reports referenced in the SARC (2015-16): HES: Overall Facilities rated Good HHS: Overall Facilities rated Good HHS: Overall Facilities rated Good</p>	<p>HHS: Overall Facilities rated Good HHS: Overall Facilities rated Good</p>												
<p>Metric/Indicator Priority 2: Local Indicator/Implementation of State Standards/Local Evaluation Tool</p> <p>19-20 Increase by 10% the number of responses in the Student Awareness and Student Ownership Categories.</p> <p>Baseline Teacher self ratings on the California State Standards Implementation Metric. Based on total responses for 4 critical areas: Standards/Framework, Planning, Instruction, Assessment</p> <table border="1" data-bbox="109 1047 724 1266"> <thead> <tr> <th>Rating</th> <th>Total Responses</th> </tr> </thead> <tbody> <tr> <td>Initial Awareness</td> <td>4</td> </tr> <tr> <td>Developing</td> <td>32</td> </tr> <tr> <td>Full Awareness</td> <td>56</td> </tr> <tr> <td>Student Awareness</td> <td>34</td> </tr> <tr> <td>Student Ownership</td> <td>11</td> </tr> </tbody> </table>	Rating	Total Responses	Initial Awareness	4	Developing	32	Full Awareness	56	Student Awareness	34	Student Ownership	11	<p>This year the LCAP Staff Survey instrument was modified and standards implementation was discussed and input was received during MTSS, Site Level Meetings, and Hamilton Unified Leadership Committee (HULC) Meetings. A focus from these meetings were on professional development and further support needed for quality standards implementation. In order to improve our student awareness and implementation of new state standards, teachers will develop common Benchmark Exams per grade and subject level. Teachers will also work for vertical articulation between grades.</p>
Rating	Total Responses												
Initial Awareness	4												
Developing	32												
Full Awareness	56												
Student Awareness	34												
Student Ownership	11												
<p>Metric/Indicator Priority 7: Local Metric/A broad course of study</p> <p>19-20 Maintain current elective counts.</p>	<p>According to the master schedule, elective counts for 2020-2021 were are follows: AP courses: 4 SS: 1 Fine Arts: 3</p>												

Expected	Actual
<p>Baseline According to the master schedule, planned elective counts for 2016-17 (6-12)</p> <p>AP courses: 4 SS: 1 Fine Arts: 7 Science: 2 CTE Ag: 7 Physical Education: 2 Technology/Engineering: 1</p>	<p>Science: 2 CTE/ROP Ag: 9 Physical Education: 2 Technology/Engineering: 0</p>
<p>Metric/Indicator Priority 7: Local Metric/Programs/services developed and provided to individuals with exceptional needs</p> <p>19-20 Maintain staffing levels</p> <p>Baseline Current staffing levels through the SELPA:</p> <p>3.4 Resource Specialist Teachers 4.5 Aides 0.4 Speech 0.6 Psychologist</p> <p>Additional Social/Behavioral & Academic Counselors</p> <p>HES: 0.75 HS: 1.5</p> <p>Intervention/Reading Specialist Personnel</p>	<p>Staffing levels for the 2020-2021 school year are as follows:</p> <p>HES: 2 FTE Education Specialists 4-6 hour aides 1-3.9 hour aide 2 days/week school psychologists 4 days/week speech therapist 1 day week program specialist</p> <p>HHS: 2 FTE Education Specialist 2-6 hour aides 1 1/2 days school psychologist 1/2 Program specialist</p> <p>Additional Social/Behavioral & Academic Councilors: HHS: 2</p>

Expected	Actual
<p>HES: 1.25 Aides: 2</p> <p>ELD Coach</p> <p>District: 1.0</p>	
<p>Metric/Indicator Priority 7: Local Metric/Programs/services developed and provided to unduplicated pupils</p> <p>19-20 Maintain enrollment for the school year and summer program. Maintain access to food services.</p> <p>Baseline The participation rate for the HES after-school program, The Boys & Girls Club, is currently 134 students.</p>	<p>Due to COVID, our student enrollment in the Boys and Girls Club was down to 90 students for the 2020-2021 school year. We look to bring those numbers back to the previous levels in 2021-2022.</p>

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Increase current levels of certificated staff to provide instruction and counseling services.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 100214</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 32564</p> <p>1000-1999: Certificated Personnel Salaries Base 512448</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 100214</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration 32564</p> <p>1000-1999: Certificated Personnel Salaries LCFF Base 512448</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	3000-3999: Employee Benefits Base 168304 1000-1999: Certificated Personnel Salaries Other 74249 3000-3999: Employee Benefits Other 42934	3000-3999: Employee Benefits LCFF Base 168304 1000-1999: Certificated Personnel Salaries Other 74249 3000-3999: Employee Benefits Other 42934
Maintain Special Education services contracted with GCOE county office, NPS	7000-7439: Other Outgo Base 242088	7000-7439: Other Outgo LCFF Base 242088
Provide textbooks/materials/supplies and other necessities needed to maintain instruction in classrooms aligned to the Common Core State Standards.	4000-4999: Books And Supplies Base 7932 5000-5999: Services And Other Operating Expenditures Base 35919 4000-4999: Books And Supplies Other 30320 5000-5999: Services And Other Operating Expenditures Other 18863	4000-4999: Books And Supplies LCFF Base 7932 5000-5999: Services And Other Operating Expenditures LCFF Base 35919 4000-4999: Books And Supplies Other 30320 5000-5999: Services And Other Operating Expenditures Other 18863
Maintain classified staffing in the area of custodial and transportation services.	3000-3999: Employee Benefits Supplemental and Concentration 32564 2000-2999: Classified Personnel Salaries Other 32129 3000-3999: Employee Benefits Other 42934 2000-2999: Classified Personnel Salaries Base 227057 3000-3999: Employee Benefits Base 168304 2000-2999: Classified Personnel Salaries Other 48194	3000-3999: Employee Benefits LCFF Supplemental and Concentration 32564 2000-2999: Classified Personnel Salaries Other 32129 3000-3999: Employee Benefits Other 42934 2000-2999: Classified Personnel Salaries LCFF Base 227057 3000-3999: Employee Benefits LCFF Base 168304 2000-2999: Classified Personnel Salaries Other 48194

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 34518 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 2700 7000-7439: Other Outgo Other 596	2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 34518 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 2700 7000-7439: Other Outgo Other 596
Provide services and maintenance of district facilities, to maintain a safe and secure facility at all school sites. Buildings and other infrastructure added as enrollment, staffing and needs of the district dictate.	6000-6999: Capital Outlay Other 0 7000-7439: Other Outgo LCFF Base 564873 7000-7439: Other Outgo Other 1390	6000-6999: Capital Outlay Other 0 7000-7439: Other Outgo LCFF Base 564873 7000-7439: Other Outgo Other 1390
Update library facility with new books, software, computer stations and other facility improvements that encourage literacy for our unduplicated pupils.	4000-4999: Books And Supplies Supplemental and Concentration 1148 5000-5999: Services And Other Operating Expenditures Base 35919 4000-4999: Books And Supplies Other 30320 5000-5999: Services And Other Operating Expenditures Other 18863	4000-4999: Books And Supplies LCFF Supplemental and Concentration 1148 5000-5999: Services And Other Operating Expenditures LCFF Base 35919 4000-4999: Books And Supplies Other 30320 5000-5999: Services And Other Operating Expenditures Other 18863
Increase offerings to allow a broad course of study principally directed at the unduplicated students. Proposed courses include but not limited to Spanish 6-8; CTE, and additional math support. Costs may include certificated/classified staff, curriculum, professional development, materials, and capital outlay for facility upgrades for full implementation.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 100214 3000-3999: Employee Benefits Supplemental and Concentration 32564	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 100214 3000-3999: Employee Benefits LCFF Supplemental and Concentration 32564

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies Supplemental and Concentration 1148 4000-4999: Books And Supplies Base 7932 5000-5999: Services And Other Operating Expenditures Base 35919 1000-1999: Certificated Personnel Salaries Other 74249 2000-2999: Classified Personnel Salaries Other 32129	4000-4999: Books And Supplies LCFF Supplemental and Concentration 1148 4000-4999: Books And Supplies LCFF Base 7932 5000-5999: Services And Other Operating Expenditures LCFF Base 35919 1000-1999: Certificated Personnel Salaries Other 74249 2000-2999: Classified Personnel Salaries Other 32129
Increase access to technology; including hardware, software, staff development training. Currently there are 4 computer labs district wide for over 700 students.	4000-4999: Books And Supplies Supplemental and Concentration 1148 4000-4999: Books And Supplies Base 7932 5000-5999: Services And Other Operating Expenditures Base 35919 4000-4999: Books And Supplies Other 30320 5000-5999: Services And Other Operating Expenditures Other 18863	4000-4999: Books And Supplies LCFF Supplemental and Concentration 1148 4000-4999: Books And Supplies LCFF Base 7932 5000-5999: Services And Other Operating Expenditures LCFF Base 35919 4000-4999: Books And Supplies Other 30320 5000-5999: Services And Other Operating Expenditures Other 18863
Maintain current levels of support for counseling and intervention services. This includes certificated and classified staffing, supplies, and facility needs primarily directed for the unduplicated students.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 100214 3000-3999: Employee Benefits Supplemental and Concentration 32564	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 100214 3000-3999: Employee Benefits LCFF Supplemental and Concentration 32564

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies Supplemental and Concentration 1148 1000-1999: Certificated Personnel Salaries Other 74249 2000-2999: Classified Personnel Salaries Other 32129 3000-3999: Employee Benefits Other 42934 4000-4999: Books And Supplies Other 30320	4000-4999: Books And Supplies LCFF Supplemental and Concentration 1148 1000-1999: Certificated Personnel Salaries Other 74249 2000-2999: Classified Personnel Salaries Other 32129 3000-3999: Employee Benefits Other 42934 4000-4999: Books And Supplies Other 30320
Primarily for our unduplicated students, provide after-school enrichment through the Boys & Girls Club. 134 students (2016-17)	5000-5999: Services And Other Operating Expenditures Base 35928	5000-5999: Services And Other Operating Expenditures LCFF Base 35928

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Overall the actions/services for this goal were implemented as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

This goal is primarily related to student achievement. Most subgroups showed improvement, with the exception of ELA (students with disabilities declined). Overall, when examining local, state, and federal data, our students grew and the funds put forth were effectively managed.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results 19-20 Increase by 1 level for at least one; status or change.</p>	<p>Students did not complete the SBAC for the 2019-2020 school year due to COVID School closure. Using local measures, including STAR Screening and Teacher Developed Assessments, the District has seen a slight drop in overall student achievement.</p>

Expected	Actual
<p>Baseline ELA CAASPP Indicator 3-8</p> <p>All Students: Yellow Status Level: Low DL3: -57.6 Change Level: Increased Change:11.5</p> <p>English Learners: Yellow Status Level: Very Low DL3: -64 Change Level: Increased Change: 18</p> <p>Socioeconomically Disadvantaged: Yellow Status Level: Low DL3: -60.1 Change Level: Increased Change: 12.2</p> <p>Students with Disabilities: Orange Status Level: Very Low DL3: -155.3 Change Level: Increased Change: 12.2</p> <p>Hispanic or Latino: Yellow Status Level: Low DL3: - 57.1 Change Level: Increased Change:20.3</p> <hr/> <p>EL - EL Only Status Level: Very Low DL3: -4.9 Change Level: Increased Significantly Change:36</p> <p>EL - Reclassified Only Status Level: Medium DL3: -46.5 Change Level: Increased Significantly Change: 20</p>	

Expected	Actual
<p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results</p> <p>19-20 Increase the performance levels for all EL/RFEP metrics on all LCFF rubrics by 1 level for each; Status and Change.</p> <p>Baseline Mathematics CAASPP Indicator 3-8</p> <p>All Students: Yellow Status Level: Low DL3: -88.7 Change Level: Maintained Change: 4.9</p> <p>English Learners: Red Status Level: Very Low DL3: -95.9 Change Level: Maintained Change: 4.1</p> <p>Socioeconomically Disadvantaged: Yellow Status Level: Low DL3: -91.4 Change Level: Maintained Change: 2.7</p> <p>Students with Disabilities Red Status Level: Very Low DL3: -217.2 Change Level: Decreased Significantly Change: -24.8</p> <p>Hispanic or Latino Yellow Status Level: Low DL3: -87.6 Change Level: Increased Change: 5.7</p> <hr/> <p>EL - EL Only Status Level: Very Low DL3: -139</p>	<p>Students did not complete the SBAC for the 2019-2020 school year due to COVID School closure. Using local measures, including STAR Screening and Teacher Developed Assessments, the District has seen a slight drop in overall student achievement.</p>

Expected	Actual
<p>Change Level: Increased Change:7.3</p> <p>EL - Reclassified Only Status Level: Low DL3: -46.5 Change Level: Increased Significantly Change: 20</p>	
<p>Metric/Indicator Priority 4: State Indicator/College and Career Indicator/AP pass rate</p> <p>19-20 Increase the pass rate for all subject areas by 3%; maintain the Spanish Language % passing score.</p> <p>Baseline The AP pass rates for 2019-2020 are as follows:</p> <p>US History 53.8%; English Literature 16%; Statistics 67%; Spanish Language 100%</p>	<p>Students did not complete the AP Exam for the 2019-2020 school year due to COVID School closure.</p>
<p>Metric/Indicator Priority 4: State Indicator/College and Career Indicator/EAP-11th Grade SBAC results</p> <p>19-20 Increase the % of students classified as Exempt (College Ready) by 5% for each discipline.</p> <p>Baseline The EAP Test results 2015-16 for the % of 11th grade test takers being classified as Exempt in math or English was as follows:</p>	

Expected	Actual
Math 10.3% English 20.7%	
<p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/English Language Progress Indicator</p> <p>19-20 Increase the performance levels for all EL/RFEP metrics on all LCFF rubrics by 1 level for each; Status and Change.</p> <p>Baseline English Learner Progress</p> <p>HUSD Performance: Orange Status: Medium (68.7%) Change: Declined (-5.9%)</p>	<p>Students did not complete the SBAC for the 2019-2020 school year due to COVID School closure. Using local measures, including STAR Screening and Teacher Developed Assessments, the District has seen a slight drop in overall student achievement for English Learners.</p>
<p>Metric/Indicator Priority 4: State Indicator/College and Career Indicator/Career pathway completion</p> <p>19-20 Increase Prepared and Approaching Prepared by 5% each</p> <p>Baseline College/Career Indicator Reports & Data (spring 2018)</p> <p>Prepared: 27.4% Approaching Prepared: 37% Not Prepared: 35.6%</p>	<p>College/Career Indicator Reports & Data (spring 2018)</p> <p>Prepared:41.4%</p>

Expected	Actual
<p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/CELDT proficiency rates</p> <p>19-20 AMAO #1: The goal is to increase the number of students making annual progress by 5%.</p> <p>Baseline AMAO #1 According to our assessment management system EADMS, 66.2% of EL students met AMAO #1</p>	<p>Due to COVID School closure end of the year assessment data was incomplete.</p>
<p>Metric/Indicator Priority 4: State Indicator/Academic Indicator/Reclassification rates</p> <p>19-20 AMAO #2:</p> <p>(Less than 5 years) The goal is to increase the number of students attaining the English Proficient Level by 5%.</p> <p>(5 years or more) The goal is to increase the number of LTEL students attaining the English Proficient Level on the CELDT by 5%.</p> <p>Baseline AMAO #2</p>	<p>Based on 2019-2020 ELPAC Results HUSD Performance: 20.23% Proficient 20.88% Intermediate English Learners 58.89% Novice English Learner</p>

Expected	Actual								
<p>(Less than 5 years) According to our assessment management system, 28.9% of EL students met AMAO #2</p> <p>(5 years or more) The percentage of ELs attaining the English Proficient Level on the CELDT (after 5 years or more in US schools), across the District is 37.0%.</p>									
<p>Metric/Indicator Priority 8: State Indicator/College/Career Indicator (HS only)</p> <p>19-20 Increase by 5% the Percent Cohort Students at the Prepared Level</p> <p>Baseline Indicator (caschoolsdashboard.org) HHS May 2017.</p> <table border="0"> <thead> <tr> <th>Level</th> <th>% at Each Level</th> </tr> </thead> <tbody> <tr> <td>Prepared</td> <td>41.2%</td> </tr> <tr> <td>Approaching Prepared</td> <td>45.1%</td> </tr> <tr> <td>Not Prepared</td> <td>13.7%</td> </tr> </tbody> </table>	Level	% at Each Level	Prepared	41.2%	Approaching Prepared	45.1%	Not Prepared	13.7%	<p>College/Career Indicator Reports & Data (spring 2018)</p> <p>Prepared:41.4%</p>
Level	% at Each Level								
Prepared	41.2%								
Approaching Prepared	45.1%								
Not Prepared	13.7%								
<p>Metric/Indicator Priority 8: Local Metric/Other student outcomes (Reach Higher Shasta K-3 reading, Reach Higher Shasta K-2 math, iReady, local benchmarks, PSAT 8-9, SBAC interims, STAR reading assessment, DIBELS Plus, etc.)</p> <p>19-20 EADMS Benchmark: Increase % Proficient by 5% by Spring 2019.</p> <p>STAR Reading/Math: Increase by 0.3 grade level equivalent by August 2019.</p>	<p>Due to COVID School closure end of the year assessment data was incomplete.</p>								

Expected	Actual																																
<p>Baseline District Assessments Results</p> <p>EADMS Benchmark Results Spring 2016</p> <table border="1"> <thead> <tr> <th>Grade Level</th> <th>% Proficient ELA/Math</th> </tr> </thead> <tbody> <tr><td>2</td><td>40/55.2</td></tr> <tr><td>3</td><td>32.3/31.7</td></tr> <tr><td>4</td><td>40.9/25.2</td></tr> <tr><td>5</td><td>33.9/17.2</td></tr> <tr><td>6</td><td>29/32.2</td></tr> <tr><td>7</td><td>22.5/25.6</td></tr> <tr><td>8</td><td>***/25.6</td></tr> </tbody> </table> <p>STAR Reading/Math Nov 2016</p> <table border="1"> <thead> <tr> <th>Grade</th> <th>Ave. Grade Equivalent ELA/Math</th> </tr> </thead> <tbody> <tr><td>2</td><td>1.9/2.0</td></tr> <tr><td>3</td><td>2.6/2.9</td></tr> <tr><td>4</td><td>3.1/3.6</td></tr> <tr><td>5</td><td>3.5/3.8</td></tr> <tr><td>6</td><td>4.2/5.1</td></tr> <tr><td>7</td><td>5.3/5.3</td></tr> <tr><td>8</td><td>5.4/***</td></tr> </tbody> </table>	Grade Level	% Proficient ELA/Math	2	40/55.2	3	32.3/31.7	4	40.9/25.2	5	33.9/17.2	6	29/32.2	7	22.5/25.6	8	***/25.6	Grade	Ave. Grade Equivalent ELA/Math	2	1.9/2.0	3	2.6/2.9	4	3.1/3.6	5	3.5/3.8	6	4.2/5.1	7	5.3/5.3	8	5.4/***	
Grade Level	% Proficient ELA/Math																																
2	40/55.2																																
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4	40.9/25.2																																
5	33.9/17.2																																
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2	1.9/2.0																																
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5	3.5/3.8																																
6	4.2/5.1																																
7	5.3/5.3																																
8	5.4/***																																
<p>Metric/Indicator Priority 4: College and Career Ready/A-G course completion</p> <p>19-20 Increase by 3%</p> <p>Baseline</p>	<p>86.1% of graduates completed the A-G course sequence.</p>																																

Expected	Actual
48.3% of graduates completed the A-G course sequence (SARC)	
<p>Metric/Indicator Priority 4: State Indicator/College and Career Indicator/Career pathway completion</p> <p>19-20 Maintain % of students completing a CTE program and earning a HS diploma</p> <p>Baseline 97.7% of students completed a CTE program and earned a HS diploma. (SARC)</p>	97.8% of students completed a CTE program and earned a HS diploma.
<p>Metric/Indicator Priority 4: State Indicator/College and Career Indicator/Dual enrollment completion rate</p> <p>19-20 Maintain the number number of students participating in dual enrollment.</p> <p>Baseline According to the District Dean of Students, approximately 10 students participated in a dual enrollment program for 2019-2020</p>	Over 35 students participated in dual enrollment courses during the 2019-2020 school year.

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Provide on-going staff development for the professional learning community (PLC) process, technology implementation, literacy across the disciplines, integrated ELD and common core implementation for all disciplines principally directed to support teachers of the unduplicated student populations.	1000-1999: Certificated Personnel Salaries Base 469744 2000-2999: Classified Personnel Salaries Base 208136 3000-3999: Employee Benefits Base 308557	1000-1999: Certificated Personnel Salaries LCFF Base 469744 2000-2999: Classified Personnel Salaries LCFF Base 208136 3000-3999: Employee Benefits LCFF Base 308557

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies Base 21812 5000-5999: Services And Other Operating Expenditures Base 164630 4000-4999: Books And Supplies Other 74116 5000-5999: Services And Other Operating Expenditures Other 25936	4000-4999: Books And Supplies LCFF Base 21812 5000-5999: Services And Other Operating Expenditures LCFF Base 164630 4000-4999: Books And Supplies Other 74116 5000-5999: Services And Other Operating Expenditures Other 25936
Primarily designated for the unduplicated students, provide consulting, coaching and support services to teachers to improve integrated and designated ELD.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 275588 2000-2999: Classified Personnel Salaries Supplemental and Concentration 31642 3000-3999: Employee Benefits Supplemental and Concentration 119403 4000-4999: Books And Supplies Supplemental and Concentration 4209 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2475 1000-1999: Certificated Personnel Salaries Other 136123 2000-2999: Classified Personnel Salaries Other 58904 3000-3999: Employee Benefits Other 78713	1000-1999: Certificated Personnel Salaries LCFF Base 275588 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 31642 3000-3999: Employee Benefits LCFF Supplemental and Concentration 119403 4000-4999: Books And Supplies LCFF Supplemental and Concentration 4209 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 2475 1000-1999: Certificated Personnel Salaries Other 136123 2000-2999: Classified Personnel Salaries Other 58904 3000-3999: Employee Benefits Other 78713

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	4000-4999: Books And Supplies Other 74116 5000-5999: Services And Other Operating Expenditures Other 25936	4000-4999: Books And Supplies Other 74116 5000-5999: Services And Other Operating Expenditures Other 25936
Provide staff development and coaching to classified and certificated staff for reading instruction directed towards the unduplicated students.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 275588 2000-2999: Classified Personnel Salaries Supplemental and Concentration 31642 3000-3999: Employee Benefits Supplemental and Concentration 119403 4000-4999: Books And Supplies Supplemental and Concentration 4209 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 2475 1000-1999: Certificated Personnel Salaries Other 136123 2000-2999: Classified Personnel Salaries Other 58904 3000-3999: Employee Benefits Other 78713 5000-5999: Services And Other Operating Expenditures Other 25936	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 275588 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 31642 3000-3999: Employee Benefits LCFF Supplemental and Concentration 119403 4000-4999: Books And Supplies LCFF Supplemental and Concentration 4209 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 2475 1000-1999: Certificated Personnel Salaries Other 136123 2000-2999: Classified Personnel Salaries Other 58904 3000-3999: Employee Benefits Other 78713 5000-5999: Services And Other Operating Expenditures Other 25936

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Implement professional development to enhance instructional practices related to improve services for students with disabilities.	1000-1999: Certificated Personnel Salaries Base 469744 2000-2999: Classified Personnel Salaries Base 208136 3000-3999: Employee Benefits Base 308577 4000-4999: Books And Supplies Base 21812 5000-5999: Services And Other Operating Expenditures Base 164630 1000-1999: Certificated Personnel Salaries Other 136123 2000-2999: Classified Personnel Salaries Other 58904 3000-3999: Employee Benefits Other 78713 4000-4999: Books And Supplies Other 74116 5000-5999: Services And Other Operating Expenditures Other 25925	1000-1999: Certificated Personnel Salaries LCFF Base 469744 2000-2999: Classified Personnel Salaries LCFF Base 208136 3000-3999: Employee Benefits LCFF Base 308577 4000-4999: Books And Supplies LCFF Base 21812 5000-5999: Services And Other Operating Expenditures LCFF Base 164630 1000-1999: Certificated Personnel Salaries Other 136123 2000-2999: Classified Personnel Salaries Other 58904 3000-3999: Employee Benefits Other 78713 4000-4999: Books And Supplies Other 74116 5000-5999: Services And Other Operating Expenditures Other 25925

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Overall actions/services for this goal were implemented as planned as the District was able to measure due to COVID school closure.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

HUSD showed continued growth in many of the areas we were able to measure. With the closure of our campus on March 16, 2020, our entire academic structure was disrupted. The District responded as best we could and quickly implemented Distance Learning for all grades we serve.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Priority 5: Local Metric/Student Engagement/School attendance rates</p> <p>19-20 Increase attendance rate to 95% or higher</p> <p>Baseline SIS (AERIES) Funded Average Daily Attendance (ADA) is 695 students.</p> <p>HHS 92.5% HES 94.4%</p>	<p>Due to COVID closures, ADA was frozen at the P2 report. Data is as follows: ADA is 668.36 with an overall enrollment of 703 students.</p> <p>HHS: 94.7% HES: 96.5%</p>
<p>Metric/Indicator Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates</p> <p>19-20 Decrease Chronic Absenteeism by 1%</p> <p>Baseline SIS (AERIES) 2016-17</p>	<p>Chronic Absenteeism for 2019-2020: HES: 6%; maintained .2%</p>

Expected	Actual
<p>HES 5.6% HHS 7.2%</p>	
<p>Metric/Indicator Priority 6: Local Indicator/Local tool for school climate</p> <p>19-20 LCAP Student Survey Spring 2017</p> <p>Maintain the % of respondents</p> <p>Baseline LCAP Student Survey Spring 2017</p> <p>Approximately 86% of grade 4 through 12 participated in the on-line survey.</p>	<p>Due to COVID closure, LCAP survey was not given for 2019-2020 school year.</p>
<p>Metric/Indicator Priority 6: Local Metric/Expulsion rate</p> <p>19-20 Maintain 0% for all schools.</p> <p>Baseline SARC Expulsion Rates 2015-16</p> <p>HHS: 0% HES: 0%</p>	<p>Expulsion Rate: 0</p>
<p>Metric/Indicator Priority 6: State Indicator/Student Suspension Indicator</p> <p>19-20 Improve status or change by 1 level</p> <p>Baseline</p>	<p>2019-2020 Suspension Rate:</p> <p>HES: 2.5% Decline of 1.4% HHS: 4.1% Decline of 1.1%</p>

Expected	Actual
<p>HUSD Suspension Rates</p> <p>Overall: Green Status: Medium Change: Declined Significantly</p>	
<p>Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</p> <p>19-20 Increase the number of respondents by 10%.</p> <p>Baseline Parent input in decision making</p> <p>LCAP Parent Survey 2017</p> <p>There were approximately 55 respondents.</p>	<p>Due to COVID closure, LCAP survey was not given for 2019-2020 school year.</p>
<p>Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</p> <p>19-20 Maintain the number of teacher participants for APTT</p> <p>Baseline Parent participation in programs for unduplicated students.</p> <p>Academic Parent Teacher Teams (APTT) had 5 teachers participants.</p>	<p>Due to COVID closure, LCAP survey was not given for 2019-2020 school year.</p>

Expected	Actual
<p>Metric/Indicator Priority 3: Local Indicator/Parent Involvement/Local Evaluation Tool</p> <p>19-20 Maintain SELPA parent involvement at 1 parent</p> <p>Baseline Parent participation in programs for students with special needs.</p> <p>1 parent serves on SELPA Parent Advisory Committee, as allowed.</p>	<p>1 parent served on SELPA Parent Advisory Committee, as allowed.</p>
<p>Metric/Indicator Priority 5: Local Metric/Middle school dropout rate</p> <p>19-20 Maintain Middle School Dropout Rate at 0</p> <p>Baseline 0</p>	<p>2019-2020 Dropout Rate: 0</p>
<p>Metric/Indicator Priority 5: Local Metric/Student Engagement/High school dropout rate</p> <p>19-20 Maintain Dropout Rate 0%</p> <p>Baseline HS SARC Dropout Rate 0%</p>	<p>2019-2020 HS SARC Dropout Rate 0%</p>
<p>Metric/Indicator Priority 5: State Indicator/Student Engagement/High School Graduation Rate Indicator</p>	<p>2019-2020 Graduation Rate: 94.3%, Decline of 2.6%</p>

Expected	Actual
<p>19-20 Maintain Graduation Rate</p> <p>Baseline Graduation Rate 100%</p> <p>Overall: Blue Status: Very High Change: Increased</p>	

Actions / Services

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
<p>Continue Academic Parent Teacher Teams APTT directed primarily for the unduplicated students.</p> <p>HES 5 Teacher Participants (2016-17)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 30064</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 16282</p> <p>4000-4999: Books And Supplies Supplemental and Concentration 459</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 5753</p> <p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 450</p> <p>1000-1999: Certificated Personnel Salaries Base 85408</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 30064</p> <p>3000-3999: Employee Benefits LCFF Supplemental and Concentration 16282</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 459</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 5753</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 450</p> <p>1000-1999: Certificated Personnel Salaries LCFF Base 85408</p>

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	2000-2999: Classified Personnel Salaries Base 37843 3000-3999: Employee Benefits Base 56101 4000-4999: Books And Supplies Base 3966 5000-5999: Services And Other Operating Expenditures Base 29932	2000-2999: Classified Personnel Salaries LCFF Base 37843 3000-3999: Employee Benefits LCFF Base 56101 4000-4999: Books And Supplies LCFF Base 3966 5000-5999: Services And Other Operating Expenditures LCFF Base 29932
Provide professional development for systematic implementation of individualized education plan (IEP) goals. Monitor through the LCFF Rubric Suspensions.	1000-1999: Certificated Personnel Salaries Base 85408 2000-2999: Classified Personnel Salaries Base 37843 3000-3999: Employee Benefits Base 56101 4000-4999: Books And Supplies Base 3966 5000-5999: Services And Other Operating Expenditures Base 29932 1000-1999: Certificated Personnel Salaries Other 55687 3000-3999: Employee Benefits Other 32201 4000-4999: Books And Supplies Other 30320	1000-1999: Certificated Personnel Salaries LCFF Base 85408 2000-2999: Classified Personnel Salaries LCFF Base 37843 3000-3999: Employee Benefits LCFF Base 56101 4000-4999: Books And Supplies LCFF Base 3966 5000-5999: Services And Other Operating Expenditures LCFF Base 29932 1000-1999: Certificated Personnel Salaries Other 55687 3000-3999: Employee Benefits Other 32201 4000-4999: Books And Supplies Other 30320
Involve parents in the District and SELPA Advisory group. 1 parent serves on SELPA Parent Advisory Committee (2016-17)	1000-1999: Certificated Personnel Salaries Base 85408	1000-1999: Certificated Personnel Salaries LCFF Base 85408

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures Base 29932	5000-5999: Services And Other Operating Expenditures LCFF Base 29932
Maintain school based counseling services primarily directed for the unduplicated students.(Mental Health)	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 30064 3000-3999: Employee Benefits Supplemental and Concentration 16282 4000-4999: Books And Supplies Supplemental and Concentration 459 7000-7439: Other Outgo Supplemental and Concentration 0 5000-5999: Services And Other Operating Expenditures Other 28295	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 30064 3000-3999: Employee Benefits LCFF Supplemental and Concentration 16282 4000-4999: Books And Supplies LCFF Supplemental and Concentration 459 7000-7439: Other Outgo LCFF Supplemental and Concentration 0 5000-5999: Services And Other Operating Expenditures Other 28295
Primarily for our unduplicated students, maintain parent outreach events, for example: Parent Conferences, HES Parent Lunch, ELAC/DELAC, Coffee with the Principal, SSC, Student Celebrations, PTO/Boosters, DAC (HES), Senior Projects, 10th Grade Counseling, Clubs and Organizations, Back to School, Open House, Adult Education, News Letters, HUSD Web Site.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 30064 3000-3999: Employee Benefits Supplemental and Concentration 16282 4000-4999: Books And Supplies Supplemental and Concentration 459 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5753	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 30064 3000-3999: Employee Benefits LCFF Supplemental and Concentration 16282 4000-4999: Books And Supplies LCFF Supplemental and Concentration 459 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 5753

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 450	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 450
Employ classified staff to provide supervision to maintain a safe environment.	2000-2999: Classified Personnel Salaries Base 37843 2000-2999: Classified Personnel Salaries Supplemental and Concentration 5753 3000-3999: Employee Benefits Base 56101 4000-4999: Books And Supplies Base 3966	2000-2999: Classified Personnel Salaries LCFF Base 37843 2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 5753 3000-3999: Employee Benefits LCFF Base 56101 4000-4999: Books And Supplies LCFF Base 3966
Provide coaching assistance to teachers for full implementation for behavior supports for unduplicated students.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 30064 3000-3999: Employee Benefits Supplemental and Concentration 16282 4000-4999: Books And Supplies Supplemental and Concentration 459 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 450 1000-1999: Certificated Personnel Salaries Other 55687 3000-3999: Employee Benefits Other 32201 4000-4999: Books And Supplies Other 30320	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 30064 3000-3999: Employee Benefits LCFF Supplemental and Concentration 16282 4000-4999: Books And Supplies LCFF Supplemental and Concentration 459 5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 450 1000-1999: Certificated Personnel Salaries Other 55687 3000-3999: Employee Benefits Other 32201 4000-4999: Books And Supplies Other 30320

Planned Actions/Services	Budgeted Expenditures	Actual Expenditures
Convene a Spanish Language Task Force to investigate and make recommendation for implementation of Spanish Language instructional options directed primarily towards the low income, EL students.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 30064 4000-4999: Books And Supplies Supplemental and Concentration 465	1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 30064 4000-4999: Books And Supplies LCFF Supplemental and Concentration 465

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Overall actions/services for this goal were implemented as planned as the District was able to measure due to COVID school closure.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

HUSD showed continued growth in many of the areas we were able to measure. With the closure of our campus on March 16, 2020, our entire parent engagement structure was disrupted. The District responded as best we could and quickly began to send surveys and contact parents directly through phone calls and home visits to ensure their children's needs were met.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Hiring Additional Certificated Staff (4 long term substitutes)	67,000	\$67,000	Yes
Hiring of Additional Classified Staff (2 Para Professionals, 4 Custodial Services, 1 Special Education Aide, 1 Cafeteria Support, LVN)	\$70,000	\$70,000	Yes
Extended Learning for Additional instructional time for academic support at Hamilton High and Elementary	\$20,000	\$20,000	Yes
Extended Support from Boys and Girls Club for child care.	\$40,000	\$40,000	Yes
Purchase of PPE for Staff and Student Safety	\$51,682	\$51,682	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

There was no substantive difference

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

The every shifting rules and regulations were difficult challenges.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Upgrade/Purchase Core Curriculum to provide both print and digital resources.	\$65,000	\$65,000	Yes
Certificated and Classified Staff Professional Development Days (3 in total-August 6th, 7th, and Sept 21st)	\$82,000	\$82,000	Yes
Upgrade of instructional technology including devices and accessories for staff and staff connectivity.	\$55,000	\$55,000	Yes
Upgrade of instructional technology including devices and accessories for students including internet security.	\$65,000	\$65,000	Yes
Additional Materials and Supplies	\$90,000	\$90,000	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

There were no substantive differences between what has planned and what was implemented.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

Our quick implementation of Distance Learning that included teacher training on the Google Platform, coupled with the use of Zoom, helped to provide students with a strong foundation for their Distance Learning. The District struggled with internet connectivity and devices initially, however, we were able to provide devices to all students by mid-August and Hot Spots for students by early September.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

There were no substantive differences between the planned actions and implemented actions.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

Our quick implementation of Distance Learning that included teacher training on the Google Platform, coupled with the use of Zoom, helped to provide students with a strong foundation working to limit learning loss. As a District, student schedules changed and adapted to changing rules, policies, and community needs effectively. The most significant challenge was meeting the learning needs of students in a shortened school day (due to our schedule). Both in full Distance Learning and Hybrid, students only attended school for roughly 1/2 of the time they would during a regular school year.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

From our first meetings after school closure, the focus was on the social and emotional well being of our students and staff. Through phone calls, home visits, and personal letters, the District worked to meet the initial needs of our students and families. During the 2020-2021 school year, the District hired additional counseling staff through GCOE to provided needed mental and emotional support as needed. A struggle was reaching out to students who had disconnected from the school and their friends. The District worked tirelessly to continue these connections, however, there were still students who struggled.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

From our first meetings after school closure, the focus was on the social and emotional well being of our students and staff. Through phone calls, home visits, and personal letters, the District worked to meet the initial needs of our students and families. As COVID restrictions have eased, the District has provided as many on campus events and meetings as possible for parents to engage. The District worked tirelessly to continue these connections, however, there were still students and families we were unable to engage frequently.

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

Our school nutrition services were a constant during the COVID school closures. We began offering to-go Breakfast and Lunch the day after our schools were closed. These to-go meals have continued throughout the 2020-2021 school year. As students returned, we adapted from to-go only to serving students in the classroom. Our biggest struggle was with providing the same variety of meals that we have when students were in person. Putting items in to-go containers limited many options.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	Additional Mental Health Clinician time at both the Elementary and High School	\$65,000	\$65,000	Yes
Pupil Engagement and Outreach	Community Liaison	\$15,000	\$15,000	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

There was no substantive differences between the planned actions and budgeted expenditures.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

There was much effort put in to in-person and distance learning during the 2020-2021 school year. The goals for 2021-2024 are focused on assessment of student learning for the 2020-2021 school and filling in holes/gaps that may exist.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The District has developed Benchmark assessments, as well as, implemented Illuminate assessment system to help track federal, state, and local assessment data and make quick decisions based on this data.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

No substantive differences.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Through the analysis of the various data sources from 2019-20 LCAP and 2020-2021 Learning Continuity and Attendance Plan, the 2021-2022 through 2023-2024 LCAP reflects the continued need to support all learners with additional focus on our unduplicated students.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education’s (CDE’s) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	8,735,699.00	8,735,699.00
Base	4,507,129.00	0.00
LCFF Base	564,873.00	5,347,590.00
LCFF Supplemental and Concentration	37,218.00	1,300,112.00
Other	2,087,997.00	2,087,997.00
Supplemental and Concentration	1,538,482.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	8,735,699.00	8,735,699.00
1000-1999: Certificated Personnel Salaries	3,452,788.00	3,452,788.00
2000-2999: Classified Personnel Salaries	1,193,212.00	1,193,212.00
3000-3999: Employee Benefits	1,985,578.00	1,985,578.00
4000-4999: Books And Supplies	498,897.00	498,897.00
5000-5999: Services And Other Operating Expenditures	796,277.00	796,277.00
6000-6999: Capital Outlay	0.00	0.00
7000-7439: Other Outgo	808,947.00	808,947.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	8,735,699.00	8,735,699.00
1000-1999: Certificated Personnel Salaries	Base	1,708,160.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	1,983,748.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	726,550.00
1000-1999: Certificated Personnel Salaries	Other	742,490.00	742,490.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	1,002,138.00	0.00
2000-2999: Classified Personnel Salaries	Base	756,858.00	0.00
2000-2999: Classified Personnel Salaries	LCFF Base	0.00	756,858.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	34,518.00	115,061.00
2000-2999: Classified Personnel Salaries	Other	321,293.00	321,293.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	80,543.00	0.00
3000-3999: Employee Benefits	Base	1,122,045.00	0.00
3000-3999: Employee Benefits	LCFF Base	0.00	1,122,045.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	0.00	434,190.00
3000-3999: Employee Benefits	Other	429,343.00	429,343.00
3000-3999: Employee Benefits	Supplemental and Concentration	434,190.00	0.00
4000-4999: Books And Supplies	Base	79,318.00	0.00
4000-4999: Books And Supplies	LCFF Base	0.00	79,318.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	15,311.00
4000-4999: Books And Supplies	Other	404,268.00	404,268.00
4000-4999: Books And Supplies	Supplemental and Concentration	15,311.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	598,660.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	598,660.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	2,700.00	9,000.00
5000-5999: Services And Other Operating Expenditures	Other	188,617.00	188,617.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	6,300.00	0.00
6000-6999: Capital Outlay	Other	0.00	0.00
7000-7439: Other Outgo	Base	242,088.00	0.00

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
7000-7439: Other Outgo	LCFF Base	564,873.00	806,961.00
7000-7439: Other Outgo	LCFF Supplemental and Concentration	0.00	0.00
7000-7439: Other Outgo	Other	1,986.00	1,986.00
7000-7439: Other Outgo	Supplemental and Concentration	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	3,235,167.00	3,235,167.00
Goal 2	4,359,713.00	4,359,713.00
Goal 3	1,140,819.00	1,140,819.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$248,682.00	\$248,682.00
Distance Learning Program	\$357,000.00	\$357,000.00
Pupil Learning Loss	\$15,000.00	
Additional Actions and Plan Requirements	\$80,000.00	\$80,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$685,682.00	\$685,682.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings		
Distance Learning Program		
Pupil Learning Loss		
Additional Actions and Plan Requirements		
All Expenditures in Learning Continuity and Attendance Plan		

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$248,682.00	\$248,682.00
Distance Learning Program	\$357,000.00	\$357,000.00
Pupil Learning Loss	\$15,000.00	
Additional Actions and Plan Requirements	\$80,000.00	\$80,000.00
All Expenditures in Learning Continuity and Attendance Plan	\$685,682.00	\$685,682.00

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13e	Date: 6/23/2021
Agenda Item Description: Approve quote from Ferguson HVAC for air scrubbers filtration system.	
Background: By approving the quote from Ferguson HVAC for the air scrubbers filtration system, the air conditioning units through the District will be upgraded with HEPPA micro filtration to clean the air in the classrooms. The Ferguson HVAC system using "Ion Wave" Air Scrubbers.	
Status: Pending board approval.	
Fiscal Impact: The units will cost a total of \$26,201.18 and will be purchased using COVID funds for cleaning the air.	
Educational Impact: Better air quality provides a healthier learning environment for students and staff.	
Recommendation: Recommend board approve quote from Ferguson HVAC for air scrubbers filtration system.	



FERGUSON HVAC #1877
 2138 FAIR STREET
 CHICO, CA 95928-6746

Phone: 530-893-2114
 Fax: 530-893-4631

Deliver To: From: Jordan Funk Comments:
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15:50:49 FEB 05 2021

Page 1 of 1

FERGUSON ENTERPRISES HVAC #794

Price Quotation
 Phone: 530-893-2114
 Fax: 530-893-4631

Bid No: B224848
Bid Date: 02/05/21
Quoted By: JJF

Cust Phone: 530-826-3261
Terms: CASH ON DEMAND

Customer: HAMILTON UNIFIED SCHOOL DIS
 620 CANAL ST HWY 32 & CANAL
 HAMILTON CITY, CA 95951

Ship To: HAMILTON UNIFIED SCHOOL DIS
 620 CANAL ST HWY 32 & CANAL
 HAMILTON CITY, CA 95951

Cust PO#:

Job Name: IWAVE

Item	Description	Quantity	Net Price	UM	Total
N490020	IWAVE-R IAQ ION GEN 1-6 TONS	70	349.000	EA	24430.00

Net Total: \$24430.00
Tax: \$1771.18
Freight: \$0.00
Total: \$26201.18

Quoted prices are based upon receipt of the total quantity for immediate shipment (48 hours). SHIPMENTS BEYOND 48 HOURS SHALL BE AT THE PRICE IN EFFECT AT TIME OF SHIPMENT UNLESS NOTED OTHERWISE. QUOTES FOR PRODUCTS SHIPPED FOR RESALE ARE NOT FIRM UNLESS NOTED OTHERWISE.

CONTACT YOUR SALES REPRESENTATIVE IMMEDIATELY FOR ASSISTANCE WITH DBE/MBE/WBE/SMALL BUSINESS REQUIREMENTS.

Seller not responsible for delays, lack of product or increase of pricing due to causes beyond our control, and/or based upon Local, State and Federal laws governing type of products that can be sold or put into commerce. This Quote is offered contingent upon the Buyer's acceptance of Seller's terms and conditions, which are incorporated by reference and found either following this document, or on the web at <https://www.ferguson.com/content/website-info/terms-of-sale>
 Govt Buyers: All items are open market unless noted otherwise.

LEAD LAW WARNING: It is illegal to install products that are not "lead free" in accordance with US Federal or other applicable law in potable water systems anticipated for human consumption. Products with "NP" in the description are NOT lead free and can only be installed in non-potable applications. Buyer is solely responsible for product selection.
 WATER FLOW RATE NOTICE: Lavatory Faucets with flow rates over 0.5 GPM are not allowed for 'public use' in California.



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HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13f	Date: 6/23/2021
Agenda Item Description: Appoint Scott Miller to serve on Citizens' Bond Oversight Committee	
Background: With the passing of Measure "C" on November 6, 2018, state law required that Hamilton Unified School District appoint a Citizens' Bond Oversight Committee to review the District's expenditure of bond proceeds. Per Education Code 15278-15282 , the committee must consist of at least seven (7) members who shall serve for a minimum term of two (2) years, without compensation, for no more than three (3) consecutive terms. Committee Responsibilities In accordance with Education Code Section 15278(b), the Citizens' Oversight Committee shall: <ul style="list-style-type: none">• Actively inform the public concerning the expenditure of bond revenues.• Review and report on the proper expenditure of taxpayers' money for school construction.• Advise the public as to whether the District is in compliance with applicable laws, rules and regulations.• Ensure that Bond funds are spent only on projects listed in the Bond Project Lists• Monitor progress of Bond projects• Receive and review the annual performance and financial audits of bond projects.• Provide information to the public on the progress of Bond projects and expenditures of Bond funds. Application on file at the Hamilton Unified School District Office. All committee appointments are made by the Board of Education from applications submitted to the District.	
Status: Pending board approval	
Fiscal Impact: n/a	
Educational Impact: n/a	
Recommendation: Recommend board appoint Scott Miller to serve on the Citizens' Bond Oversight Committee	

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13g	Date: 6/23/2021
Agenda Item Description: Appoint Vicky Casillas to serve on Citizens' Bond Oversight Committee	
Background: With the passing of Measure "C" on November 6, 2018, state law required that Hamilton Unified School District appoint a Citizens' Bond Oversight Committee to review the District's expenditure of bond proceeds. Per Education Code 15278-15282 , the committee must consist of at least seven (7) members who shall serve for a minimum term of two (2) years, without compensation, for no more than three (3) consecutive terms. Committee Responsibilities In accordance with Education Code Section 15278(b), the Citizens' Oversight Committee shall: <ul style="list-style-type: none">• Actively inform the public concerning the expenditure of bond revenues.• Review and report on the proper expenditure of taxpayers' money for school construction.• Advise the public as to whether the District is in compliance with applicable laws, rules and regulations.• Ensure that Bond funds are spent only on projects listed in the Bond Project Lists• Monitor progress of Bond projects• Receive and review the annual performance and financial audits of bond projects.• Provide information to the public on the progress of Bond projects and expenditures of Bond funds. Application on file at the Hamilton Unified School District Office. All committee appointments are made by the Board of Education from applications submitted to the District.	
Status: Pending board approval	
Fiscal Impact: n/a	
Educational Impact: n/a	
Recommendation: Recommend board appoint Vicky Casillas to serve on the Citizens' Bond Oversight Committee	

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13h	Date: 6/23/2021
Agenda Item Description: Approve Classified Management/Confidential, Certificated Management, Chief Business Official, Other Duty (1% for Adult Ed Teacher 1 position only) 2020-21 salary schedules containing 1% retro (1% retro approved at 5/19/21 board meeting)	
Background: The School Board approved a 1% retro on the 2020-21 Classified Management/Confidential, Certificated Management, Chief Business Official, Other Duty (Adult Ed Teacher I position only) salary schedules on 5/19/2021.	
Status: Pending board approval	
Fiscal Impact: A 1% retro will be paid in 2020-21. Cost of a 1% increase is referenced on Action Item number 13s from the 5/19/2021 board meeting. Anticipated pay date is 6/30/2021.	
Educational Impact: None.	
Recommendation: Recommend board approve the Classified Management/Confidential, Certificated Management, Chief Business Official, Other Duty 2020-21 Salary Schedules containing 1% retroactive.	

**HAMILTON UNIFIED SCHOOL DISTRICT
MANAGEMENT SALARY SCHEDULE
2020-2021
CAP \$11,370**

	ELEMENTARY SCHOOL PRINCIPAL	HIGH SCHOOL PRINCIPAL	ALTERNATIVE ED. PRINCIPAL/ASSISTANT PRINCIPAL
1	\$100,811	\$108,082	\$83,556
2	\$104,844	\$112,406	\$86,900
3	\$109,038	\$116,903	\$90,375
4	\$113,400	\$121,580	\$93,988
5	\$117,937	\$126,445	\$97,751
DAYS	210 (207 for 20-21)	220 (217 for 20-21)	200 (197 for 20-21)

Note: After serving 5 years as a full time administrator in the district, administrator will receive a 1% increase and every 5 years thereafter*.

(5 years = 1%, 10 years = 1%, 15 years = 1%, 20 years = 1%)

* Must serve as a full time administrator.

1% retro board approved 5/19/2021

Effective July 1, 2020
CAP \$11,370
Master's stipend \$800

**HAMILTON UNIFIED SCHOOL DISTRICT
MANAGEMENT SALARY SCHEDULE
2020-2021
CAP \$11,370**

Salary Schedule

Chief Business Official

2020-2021

\$116,894

Days: 225 (222 in 20-21)

Effective 7/1/20

Cap of \$11,370 effective 10/1/17

Master's stipend \$800, BS/BA stipend \$600, AS/AA stipend \$400

With 1% retro, Board approved 5/19/2021.

HAMILTON UNIFIED SCHOOL DISTRICT
 CLASSIFIED MANAGEMENT/CONFIDENTIAL
 SALARY SCHEDULE FOR 2020-21
 CAP \$11,370

Step	1	2	3	4	5	6	7	8	9-10	11 1%	12-15	16 1%	17-21	22 1%	23-26	27-30	31 5%	
Range										Longevity				Longevity				Longevity
1	62,818	65,331	67,943	70,661	73,487	76,427	79,485	82,665	85,972	86,831	90,305	91,208	94,856	95,804	99,636	103,622	108,804	
2	53,251	55,381	57,598	59,901	62,297	64,789	67,380	70,076	72,878	73,608	76,551	77,317	80,410	81,213	84,462	87,840	92,233	
3	49,354	51,331	53,384	55,517	57,739	60,049	62,450	64,947	67,545	68,221	70,950	71,660	74,527	75,271	78,281	81,414	85,484	
4	44,029	45,791	47,623	49,528	51,508	53,569	55,712	57,941	60,259	60,862	63,296	63,929	66,486	67,151	69,837	72,631	76,262	

- Range 1 Director of Technology
- Range 2 Director of Maintenance & Transportation
- Range 3 Director of Nutrition & Student Welfare
 Confidential HR and Payroll Specialist
 District Executive Assistant
- Range 4 Administrative Assistant
 Social Services Coordinator

Salaries are based on 260 day contracts (257 for 2020-21)*
 *Director of Nutrition & Student Welfare is an 11 month employee (contract prorated for 11 months), and
 Social Services Coordinator is an 11 month employee (contract prorated for 11 months).

1% retro board approved 5/20/21

Effective July 1, 2020
 CAP \$11,370
 Master's stipend \$800, BS/BA stipend \$600, AS/AA stipend \$400

**Removed District Case Manager/Parent/Family Coordinator from
 Range 3 on 12/15/20 per Board action on job description at 12/9/20
 board meeting. Position title is now: Social Services Coordinator
 and is paid on Range 4.*

**Hamilton Unified School District
OTHER DUTY
Salary Schedule 2020-21**

<u>Position</u>	<u>Pay</u>
Driver Training	\$ 35.00
Gate Duty	\$ 30.00
Football Gate Duty	\$ 37.00
AG Project Visitation	One Period
Adult Ed. Teacher I	\$ 29.22
Student Helpers	\$ Minimum
Summer School Teacher	\$ 30.00

COLA - 1% approved 5/19/21 - retroed 7/10/21 to all staff paid on this 20-21 salary schedule

retro 2/2016: Adult Ed. Teacher I - 3.6% increase

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13i	Date: 6/23/2021
Agenda Item Description: Approve Classified, Classified Management/Confidential, Certificated Management, Chief Business Official, Other Duty, Certificated 2021-22 Salary Schedules	
Background: Salary schedules presented are for the 2021-22 school year. Furlough days have been reinstated.	
Status: Pending Board Approval	
Fiscal Impact: n/a since this agenda item is just to approve the salary schedules. Salaries for employees have been built into the 2021-22 Original Budget.	
Educational Impact: None	
Recommendation: Recommend that the board approve Classified, Classified Management/Confidential, Certificated Management, Chief Business Official, Other Duty, Certificated 2021-22 Salary Schedules	

Salary Schedule

Chief Business Official

2021-2022 \$118,473

225 Days

Effective 7/1/21

COLA of 1% effective 5/19/21 – was retried to all staff on the 20-21 salary schedule

Cap of \$11,370 effective 10/1/17

Master’s stipend \$800, BS/BA stipend \$600, AS/AA stipend \$400

**HAMILTON UNIFIED SCHOOL DISTRICT
MANAGEMENT SALARY SCHEDULE
2021-2022
CAP \$11,370**

	ELEMENTARY SCHOOL PRINCIPAL	HIGH SCHOOL PRINCIPAL	ALTERNATIVE ED. PRINCIPAL/ASSISTANT PRINCIPAL
1	\$102,272	\$109,576	\$84,829
2	\$106,363	\$113,960	\$88,224
3	\$110,618	\$118,520	\$91,752
4	\$115,043	\$123,261	\$95,420
5	\$119,647	\$128,193	\$99,240
DAYS	210	220	200

Note: After serving 5 years as a full time administrator in the district, administrator will receive a 1% increase and every 5 years thereafter*. (5 years = 1%, 10 years = 1%, 15 years = 1%, 20 years = 1%)

* Must serve as a full time administrator.

Effective July 1, 2021

COLA of 1.0% effective 5/19/21 - was retroed to all staff on the 20-21 salary schedule

CAP \$11,370

Master's stipend \$800

HAMILTON UNIFIED SCHOOL DISTRICT
 CERTIFICATED SALARY SCHEDULE
 TEACHERS
 DISTRICT COUNSELORS/DEAN OF STUDENTS
 2021-2022
 CAP \$11,370

STEP	COLUMN I Less than clear BA+	COLUMN II BA + 30	COLUMN III BA + 45	COLUMN IV MA + 12 BA + 60	COLUMN V* MA + PPS
1	42,835	48,321	50,819	53,275	66,979
2	44,113	49,771	52,262	54,875	68,579
3	45,443	51,269	53,830	56,522	70,224
4	50,764	52,805	55,443	58,215	71,918
5		54,391	57,107	59,961	73,663
6		56,021	58,818	61,765	75,466
7		57,703	60,585	63,615	77,318
8		59,433	62,402	65,522	79,224
9			64,276	67,488	81,190
10			66,201	69,513	83,215
11			68,188	71,596	85,299
12			70,236	73,750	87,452
13				75,959	89,661
14				78,240	91,941
15				80,584	94,285
16 - 19				83,010	96,714
20 - 23				86,046	99,748
24 - 27				88,055	101,759
28 over				90,700	104,402

184 days for Teachers (Columns I - IV)

*194 days for District Counselors/Dean of Students (Column V)

Effective July 1, 2021

COLA of 1.0% effective 4/28/21 - was retroed to all staff on 20-21 salary schedule

CAP \$11,370

Master's stipend \$800

HAMILTON UNIFIED SCHOOL DISTRICT
 CLASSIFIED MANAGEMENT/CONFIDENTIAL
 SALARY SCHEDULE FOR 2021-22
 CAP \$11,370

Step	1	2	3	4	5	6	7	8	9-10	11 1%	12-15	16 1%	17-21	22 1%	23-26	27-30	31 5%	
Range										Longevity				Longevity				Longevity
1	63,551	66,093	68,737	71,486	74,345	77,320	80,413	83,630	86,975	87,845	91,360	92,273	95,963	96,923	100,799	104,832	110,074	
2	53,872	56,028	58,270	60,600	63,024	65,545	68,167	70,894	73,729	74,467	77,445	78,219	81,348	82,161	85,448	88,866	93,310	
3	49,930	51,930	54,007	56,165	58,413	60,749	63,179	65,706	68,334	69,017	71,779	72,497	75,397	76,150	79,195	82,365	86,482	
4	44,543	46,326	48,179	50,106	52,109	54,195	56,362	58,617	60,963	61,573	64,035	64,675	67,262	67,935	70,653	73,479	77,152	

- Range 1 Director of Technology
- Range 2 Director of Maintenance & Transportation
- Range 3 Director of Nutrition & Student Welfare
 Confidential HR and Payroll Specialist
 District Executive Assistant
- Range 4 Administrative Assistant
 Social Services Coordinator

Salaries are based on 260 day contracts.

*Director of Nutrition & Student Welfare is an 11 month employee (contract prorated for 11 months), and Social Services Coordinator is an 11 month employee (contract prorated for 11 months).

**Removed District Case Manager/Parent/Family Coordinator from Range 3 on 12/15/20 per Board action on job description at 12/9/20 board meeting. Position title is now: Social Services Coordinator and is paid on Range 4.*

Effective July 1, 2021
 COLA of 1.0% effective 5/19/21 - was retroed to all staff on the 20-21 salary schedule
 CAP \$11,370
 Master's stipend \$800, BS/BA stipend \$600, AS/AA stipend \$400

HAMILTON UNIFIED SCHOOL DISTRICT
CLASSIFIED SALARY SCHEDULE

2021-2022
CAP \$11,370

STEP	1	2	3	4	5	6-9	10-14	15-19	20-24	25-29	30
RANGE											
1.00	12.20	12.72	13.23	13.72	14.27	14.85	15.35	15.78	16.25	16.90	17.71
2.00	12.71	13.23	13.72	14.27	14.86	15.45	15.93	16.37	16.88	17.53	18.42
3.00	13.23	13.72	14.27	14.86	15.45	16.05	16.55	17.06	17.60	18.29	19.21
4.00	13.72	14.27	14.86	15.45	16.05	16.73	17.22	17.72	18.29	19.04	19.99
5.00	14.27	14.86	15.45	16.05	16.73	17.36	17.89	18.43	18.97	19.73	20.70
6.00	14.86	15.45	16.05	16.73	17.36	18.05	18.60	19.14	19.69	20.47	21.56
7.00	15.50	16.05	16.73	17.36	18.05	18.77	19.36	19.95	20.54	21.35	22.46
8.00	16.05	16.73	17.36	18.05	18.77	19.53	20.12	20.73	21.32	22.25	23.34
9.00	16.73	17.36	18.05	18.77	19.53	20.28	20.94	21.56	22.20	23.15	24.26
10.00	17.32	18.05	18.77	19.53	20.28	21.12	21.76	22.41	23.12	24.06	25.24
11.00	18.05	18.77	19.53	20.28	21.12	21.92	22.61	23.26	24.00	25.02	26.27
12.00	18.77	19.53	20.28	21.12	21.92	22.78	23.48	24.15	24.95	26.03	27.29
12.25	18.97	19.69	20.54	21.32	22.20	23.00	23.74	24.44	25.17	26.28	27.57
13.00	19.52	20.31	21.09	21.96	22.80	23.69	24.42	25.12	25.95	27.07	28.38
14.00	20.30	21.12	21.93	22.84	23.71	24.64	25.40	26.12	26.99	28.15	29.52

- RANGE
- 4.00 Yard Duty Supervisor/Crossing Guard
 - 5.00 Child Nutrition Assistant
 - 6.00 District Custodian
 - 6.00 Paraeducator
 - 6.00 Preschool Assistant
 - 7.00 Office Assistant I (formerly at Range 5.00)
 - 7.00 Library Media Technician
 - 7.00 Paraeducator/Library Media Technician (consolidated effective 7/1/19 - YD Sup/CG & Paraeducator & Library Media Tech)
 - 8.00 Child Nutrition Lead
 - 8.00 District Bus Driver
 - 9.00 Special Education Paraprofessional
 - 10.00 Administrative Technician
 - 10.00 District Data Analyst
 - 10.00 Preschool Teacher
 - 10.00 Student Services and Library Coordinator
 - 12.25 District Universal - Maintenance & Transportation
 - 14.00 Business Services Technician (formerly at Range 10.00 and known as District Account Clerk)
 - 14.00 Information Systems Technician (formerly at Range 10.00)
 - 14.00 Licensed Vocational Nurse (LVN)

Effective July 1, 2021
COLA N/A 7/1/21
CAP \$11,370
Master's stipend \$800, BS/BA stipend \$600, AS/AA stipend \$400

**Hamilton Unified School District
OTHER DUTY
Salary Schedule 2021-22**

<u>Position</u>	<u>Pay</u>
Driver Training	\$ 35.00
Gate Duty	\$ 30.00
Football Gate Duty	\$ 37.00
AG Project Visitation	One Period
Adult Ed. Teacher I	\$ 29.22
Student Helpers	\$ Minimum
Summer School Teacher	\$ 30.00

COLA - 1% approved 5/19/21

retro 2/2016: Adult Ed. Teacher I - 3.6% increase

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13j	Date: 6/23/2021
Agenda Item Description: Approve Superintendent 2020-21 salary schedule containing 1% retro (1% retro approved at 5/19/21 board meeting).	
Background: The School Board approved a 1% retro on the 2020-21 Superintendent salary schedule on 5/19/2021.	
Status: Pending board approval	
Fiscal Impact: Superintendent contract 2020-21 prior to 1% retro = \$151,011. Superintendent contract 2020-21 with 1% retro approved on 5/19/21 for 2020-21 = \$152,521. Increase for 2020-21 = \$1,510 which is a 1% increase.	
Educational Impact: None.	
Recommendation: Recommend board approve the Superintendent 2020-21 Salary Schedule containing 1% retroactive increase.	

Superintendent/Principal Salary Schedule

2020-2021

\$152,521

Days: 240 (235 in 2020-21)
Effective July 1, 2020
COLA N/A 7/1/20
CAP of \$11,370 effective 10/1/17
Master's stipend \$800
Doctorate stipend \$2,000

With 1% retro, Board approved 5/19/2021.

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13k	Date: 6/23/2021
Agenda Item Description: Approve Superintendent 2021-22 Salary Schedule	
Background: The School Board approved a 1% retro on the 2020-21 Superintendent salary schedule on 5/19/2021. 5 furlough days from 2020-21 have been reinstated so the 2021-22 Superintendent contract is based on 240 days.	
Status: Pending Board Approval	
Fiscal Impact: Superintendent contract 2019-20 at 240 days = \$154,224. Superintendent contract 2020-21 at 235 days with 1% retro approved on 5/19/21 for 2020-21 = \$152,521. Superintendent contract 2021-22 at 240 days = \$155,766. Increase from 2019-20 to 2021-22 = \$1,542 which is a 1% increase.	
Educational Impact: None	
Recommendation: Recommend that the board approve Superintendent 2021-22 Salary Schedule	

Superintendent/Principal Salary Schedule

2021-2022

\$155,766

240 Days

Effective July 1, 2021

COLA of 1% effective 5/19/21 – was retroed to all staff on the 20-21 salary schedule

CAP of \$11,370 effective 10/1/17

Master's stipend \$800

Doctorate stipend \$2,000

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13I	Date: 6/23/2021
Agenda Item Description: Approve Safe Return to In-Person Instruction and Continuity Plan (ESSER III)	
Background: <p>The Safe Return to In-Person Instruction and Continuity Plan (ESSER III) is a federal funding plan for LEAs from American Rescue Plan Act (ARP Act) Elementary and Secondary School Relief (ESSER III) related to the consequences of COVID-19. This funding will provide local educational agencies (LEAs) with emergency relief funds to address the impact COVID-19 has had, and continues to have, on elementary and secondary schools across the nation. IT is comprised of two parts:</p> <ol style="list-style-type: none">1. Safe Return to In-Person Instruction and Continuity of Services Plan (Plan)2. Expenditure Plan <p>LEAs must seek public comment and take those comments into account in the development of the Plan. Hamilton Unified as previously created plans (Expanded Learning Opportunities Grant and the COVID-19 Prevention Program (CPP) that meet the requirements of the Safe Return to In-Person Instruction and Continuity of Services Plan. Additionally, the District must periodically, but no less frequently than every six months, review and, as appropriate, revise the Plan. Public comment must be taken into account in determining whether to revise the Plan.</p> <p>The ESSER III funds may be used for any allowable expenditure incurred on or after March 13, 2020, and are available for obligation until September 30, 2024. LEAs that apply for the funds before June 25, 2021, may expect to receive their first apportionment in August 2021. In accordance with the federal cash management rules, the first apportionment will equal 10% of an LEA's ESSER III allocation, and subsequent apportionments will be based on quarterly expenditure reporting.</p> <p>The District is expecting an allocation of \$1,208,620 and these funds need to be spent by September 30, 2024</p>	
Status: Pending Board Approval	
Fiscal Impact: Increase of \$1,208,620 to support student learning and social/emotional well-being.	
Educational Impact: These funds will be used to continue to support our District as we work to mitigate learning loss and safety concerns stemming from the COVID-19 pandemic.	
Recommendation: Recommend board approve Safe Return to In-Person Instruction and Continuity Plan (ESSER III)	

American Rescue Plan Act Elementary and Secondary School Relief Fund (ESSER III) Safe Return to In-Person Instruction Local Educational Agency Plan Template

Background on ESSER

The American Rescue Plan Act (ARP) signed into law on March 11, 2021, provided nearly \$122 billion for the Elementary and Secondary School Relief Fund (ESSER). ARP ESSER, also known as ESSER III, funds are provided to State educational agencies in the same proportion as each State received under Title I-A of the Elementary and Secondary Education Act (ESEA) in fiscal year (FY) 2020. The U.S. Department of Education (ED) published Interim Final Requirements (IFR) on April 22, 2021 requiring Local Educational Agencies (LEAs) receiving ESSER III funds to submit an LEA Plan for the Safe Return to In-Person Instruction and Continuity of Services. If an LEA had already developed a plan for safe return to in-person instruction and continuity of services prior to the enactment of ARP that meets the statutory requirements of section 2001(i) but did not address all of the requirements in the IFR, the LEA must revise and post its plan no later than six months after receiving its ESSER III funds. This applies even if an LEA has been operating full-time in-person instruction but does not apply to fully virtual schools and LEAs.

The IFR and ARP statute, along with other helpful resources, are located here:

- April 2021 IFR: <https://www.govinfo.gov/content/pkg/FR-2021-04-22/pdf/2021-08359.pdf>
- ARP Act text: <https://www.congress.gov/117/bills/hr1319/BILLS-117hr1319enr.pdf>
- Centers for Disease Control and Prevention (CDC) COVID-19 School Operation Guidance: https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/operation-strategy.html#anchor_1616080023247
- ED COVID-19 Handbook Volume I: <https://www2.ed.gov/documents/coronavirus/reopening.pdf>
- ED COVID-19 Handbook Volume II: <https://www2.ed.gov/documents/coronavirus/reopening-2.pdf>
- ESEA Evidence-Based Guidance: <https://oese.ed.gov/files/2020/07/guidanceeusesinvestment.pdf>
- ED FAQs for ESSER and Governor’s Emergency Education Relief (GEER): https://oese.ed.gov/files/2021/05/ESSER.GEER_FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf

Purpose of the Template

The IFR issued by ED outlines several requirements for all LEAs that receive ESSER III funds, including that LEAs have in place a plan for ensuring safety during in-person instruction (either in-progress or planned) as well as ensuring continuity of services should the LEA or one or more of its schools be required to close temporarily for COVID-19-related public health reasons in the future. LEAs who had a plan in place by March 11, 2021, which incorporated opportunity for public comment and was posted publicly have six months from the date their ESSER III Assurances were completed to update and revise the plans to meet those requirements. Examples of previous plans that may be allowable would be a completed Cal/OSHA or Assembly Bill 86 plan, as long as it meets the requirements previously stated. LEAs which did not have a statutorily compliant plan in place as of March 11, 2021, must create and post this plan within 30 days of completing their ESSER III Assurances.

If you have questions as to which category applies to your LEA, please contact EmergencyServices@cde.ca.gov. Plans are required for all LEAs, regardless of operating status, unless an LEA is fully virtual with no physical location. All plans must be reviewed, and, as appropriate, revised, at least every six months to incorporate new or revised CDC guidance and other changed factors.

This template has been created to assist LEAs in the creation of these plans and to ensure all required elements are met. The following requirements and assurances pertain to both the statutory requirements and the IFR published by ED. LEAs may provide any additional information they believe are helpful in assessing their plan. If you have any questions, please contact EmergencyServices@cde.ca.gov.

LEA Plan for Safe Return to In-Person Instruction and Continuity of Services

LEA Name:

Hamilton Unified School District

Option for ensuring safe in-person instruction and continuity of services:
has developed a plan

1. Please choose one:

- The LEA had a plan, as of March 11, 2021, that is already compliant with the ARP statute and will review and, as appropriate, revise it every six months to take into consideration the additional requirements of the IFR; or

NOTE: If your LEA already has a compliant plan as of March 11, 2021, and has assured such by checking the box above, then you may skip questions 2-4 and complete the Assurance and Contact sections.

- The LEA has amended/created a plan compliant with the IFR using this template and has posted/will post it within 30 days of completing the ESSER III Assurances.

NOTE: If checking the box above that you are using this template to meet the 30 day plan requirements, you must respond to each question in the template.

Please note whether the LEA has a compliant plan and include a link to the plan, or acknowledge that the LEA is submitting a new plan and will post it within 30 days of receiving funds.

2. The LEA will maintain the health and safety of students, educators, and other school and LEA staff, and the extent to which it has adopted policies, and a description of any such policies, on each of the CDC's safety recommendations, including: universal and correct wearing of masks; modifying facilities to allow for physical distancing; handwashing and respiratory etiquette; cleaning and maintaining healthy facilities, including improving ventilation; contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments; diagnostic and screening testing; efforts to provide vaccinations to school communities; appropriate accommodations for children with disabilities with respect to health and safety policies; and coordination with State and local health officials.

Describe how the LEA will maintain, or continue to maintain, health and safety policies and procedures. Include a description of any adopted policies and procedures regarding the CDC's safety recommendations (or available LEA website links to such policies). Include descriptions of appropriate accommodations adopted and coordination efforts conducted with outside State and local health officials. Please include or describe current public health conditions, applicable State and local rules and restrictions, and other contemporaneous information that informs your decision-making process.

3. The LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health and other needs, which may include student health and foodservices.

Describe how the LEA will ensure continuity of services in case isolation, quarantine, or future school closures are required, including how the LEA will meet the needs of students with disabilities and English learners.

4. The LEA sought public comments in the development of its plan and took those comments into account in the development of its plan.

Describe the LEA's policy or practice that provided the public with an opportunity to provide comments and feedback and the collection process. Describe how any feedback was incorporated into the development of the plan.

In addition, the LEA provides the following assurances:

- The LEA has made (in the case of statutorily compliant plans) or will make (in the case of new plans) its plan publicly available no later than 30 days after receiving its ARP ESSER allocation.

- o Please insert link to the plan:

<https://www.husdschools.org/Page/1990>

- The LEA sought public comment in the development of its plan and took those public comments into account in the development of its plan.
- The LEA will periodically review and, as appropriate revise its plan, at least every six months.
- The LEA will seek public comment in determining whether to revise its plan and, if it determines revisions are necessary, on the revisions it makes to the plan.
- If the LEA revises its plan, it will ensure its revised plan addresses each of the aspects of safety currently recommended by the Centers for Disease Control(CDC), or if the CDC has revised its guidance, the updated safety recommendations at the time the LEA is revising its plan.
- The LEA has created its plan in an understandable and uniform format.
- The LEA's plan is, to the extent practicable, written in a language that parent scan understand, or if not practicable, orally translated.
- The LEA will, upon request by a parent who is an individual with a disability, provide the plan in an alternative format accessible to that parent.

The following person or persons is/are the appropriate contact person for any questions or concerns about the aforementioned plan.

Please list name(s), title(s), address, county, and contact information for the person or persons responsible for developing, submitting, and amending the LEA plan.

Jeremy Powell, Ed.D., Superintendent,
620 Canal Street; PO Box 488, Hamilton City, Ca 95951
530-826-3261
Glenn County

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13m	Date: 6/23/2021
Agenda Item Description: Accept HUSD CDE ESSER III Assurances	
Background: These are the corresponding assurances that District submitted to the California Department of Education on June 15, 2021 to ensure the receipt of the ESSER III funds. The District is expecting an allocation of \$1,208,620 and these funds need to be spent by September 30, 2024	
Status: Pending Board Approval	
Fiscal Impact: Increase of \$1,208,620 to support student learning and social/emotional well-being.	
Educational Impact: These funds will be used to continue to support our District as we work to mitigate learning loss and safety concerns stemming from the COVID-19 pandemic.	
Recommendation: Recommend the board accept HUSD CDE ESSER III Assurances	

ESSER III Assurances



ESSER III was allocated through the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 to assist local educational agencies respond to the 2019 Novel Coronavirus.

Submission Confirmation

Hamilton Unified (CDS Code **1176562000000**) successfully completed submission for ESSER III funds on **6/15/2021 1:06:36 PM**.

You may print a copy of this confirmation for your records.

- ✳ As a reminder, you are required to create and post a Safe Return to In-Person Instruction and Continuity of Services plan within 30 days of your submittal of these assurances. Additional information about the plan, including how to use an existing plan, is available at: <https://www.cde.ca.gov/fg/cr/arpact.asp>.
- ✳ As a reminder, you are required to develop an ESSER III Expenditure plan by September 30, 2021. Additional information about the Expenditure plan is available at: <https://www.cde.ca.gov/fg/cr/arpact.asp>.

[ESSER III Home](#)

[ESSER III search](#)

Hamilton Unified

Contact Information

- ✳ **If your DUNS number is blank or incorrect, then**
 - ❖ please work with your CDS coordinator to update or revise your information. Your CDS coordinator can be found on your LEA's profile on the California School Directory at <https://www.cde.ca.gov/schooldirectory>.
 - ❖ please contact the Charter Schools Division at charters@cde.ca.gov.

LEA:

Hamilton Unified

DUNS Number:

100006170

First Name:

Jeremy

Last Name:

Powell

Job Title:

Superintendent

E-mail:

jpowell@husdschools.org

Telephone:

(530) 826-3261

Question:

[REDACTED]

Answer:

[REDACTED]

Certification

The checkbox was selected, certifying that I have read the applicable certifications, assurances, terms, and conditions identified on this grant application and I agree to comply with all requirements as a condition of funding.

On behalf of Hamilton Unified, I hereby apply to the California Department of Education for ESSER III funds and agree to all of the following assurances:

PART I: General Assurances for Local Educational Agencies (LEAs)

Hamilton Unified will comply with the requirements in Section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e):

- (1) The LEA will administer each program covered by the application in accordance with all applicable statutes, regulations, program plans, and applications;
- (2) The control of funds provided to the LEA under each program, and title to property acquired with those funds, will be in a public agency and that a public agency will administer those funds and property;
- (3) The LEA will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, federal funds paid to that agency under each program;
- (4) The LEA will make reports to the State agency or board and to the U.S. Secretary of Education, as requested, as may reasonably be necessary to enable the State agency or board and the Secretary to perform their duties and that the LEA will maintain such records, including the records required under Section 1232f of this title, and provide access to those records, as the State agency or board or the Secretary deem necessary to perform their duties;
- (5) The LEA will provide reasonable opportunities for the participation by teachers, parents, and other interested agencies, organizations, and individuals in the planning for and operation of

- each program;
- (6) Any application, evaluation, periodic program plan or report relating to each program will be made readily available to parents and other members of the general public;
- (7) In the case of any project involving construction, the LEA will provide reasonable assurances that—
- (A) The project is not inconsistent with overall State plans for the construction of school facilities, and
- (B) In developing plans for construction, due consideration will be given to excellence of architecture and design and to compliance with standards prescribed by the Secretary under Section 794 of title 29 in order to ensure that facilities constructed with the use of Federal funds are accessible to and usable by individuals with disabilities.
- (8) The LEA has adopted effective procedures for acquiring and disseminating to teachers and administrators participating in each program significant information from educational research, demonstrations, and similar projects, and for adopting, where appropriate, promising educational practices developed through such projects;
- (9) None of the funds expended under any applicable program will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity or its employees or any affiliate of such an organization. (20 U.S.C. 1232e)

PART II: ESSER III Usage of Funds Assurances

Hamilton Unified assures that funds will be used in accordance with section 2001(e) of the American Rescue Plan Act of 2021 (ARP Act). Under that Act, LEAs receiving ESSER III funds under this title may use the funds for any of the following:

- (1) Shall reserve not less than 20 percent of such funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs, and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of the coronavirus on the student subgroups described in section 1111(b)(2)(B)(xi) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6311(b)(2)(B)(xi)), students experiencing homelessness, and children and youth in foster care; and
- (2) Shall use the remaining funds for any of the following:
- (A) Any activity authorized by the Elementary and Secondary Education Act of 1965.
- (B) Any activity authorized by the Individuals with Disabilities Education Act.
- (C) Any activity authorized by the Adult Education and Family Literacy Act.

- (D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- (E) Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to coronavirus.
- (F) Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
- (G) Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs.
- (H) Training and professional development for staff of the LEA on sanitation and minimizing the spread of infectious diseases.
- (I) Purchasing supplies to sanitize and clean the facilities of a LEA, including buildings operated by such agency.
- (J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- (K) Purchasing educational technology (including hardware, software, and connectivity) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
- (L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
- (M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- (N) Addressing learning loss among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care, of the LEA, including by—
 - (i) Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;

- (ii) Implementing evidence-based activities to meet the comprehensive needs of students;
 - (iii) Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and
 - (iv) Tracking student attendance and improving student engagement in distance education.
- (O) School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
- (P) Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
- (Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.
- (R) Other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA.

The U.S. Department of Education generally does not consider the following to be an allowable use of ESSER III funds, under any part of 2001: 1) subsidizing or offsetting executive salaries and benefits of individuals who are not employees of the state educational agency (SEA) or LEAs or 2) expenditures related to state or local teacher or faculty unions or associations.

PART III: Programmatic, Fiscal, and Reporting Assurances

Hamilton Unified will comply with all of the accountability, transparency, and reporting requirements that apply to the program, which the Governor has already assured.

- (1) ARP Act funds generally will not be used for bonuses, merit pay, or similar expenditures, unless related to disruptions or closures resulting from COVID-19.
- (2) The LEA receiving ESSER III funds will comply with all reporting requirements. The SEA may require additional reporting in the future, which may include: the uses of funds by the LEAs or other entities and demonstration of their compliance with section 2001(e).
- (3) The LEA receiving ESSER III funds will comply with Title 2, Code of Federal Regulations, Section 200.305 that requires sub-grantees to remit interest earned on advances to the federal agency.
- (4) The LEA receiving ESSER III funds will comply with the Federal Funding Accountability and Transparency Act, as defined in 2 CFR Part 25 (PL 109-282; PL 110-252) regarding the

establishment of a Data Universal Numbering System (DUNS) number and maintaining a current/active registration in the System for Award Management.

- (5) Each LEA that receives ESSER III funds must submit to the CDE, no later than September 30, 2021, an expenditure plan that contains any information reasonably required by the CDE.
- (A) The plan, and any revisions to the plan submitted consistent with procedures established by the CDE, must describe —
- (i) The extent to which and how the funds will be used to implement prevention and mitigation strategies that are, to the greatest extent practicable, consistent with the most recent CDC guidance on reopening schools, in order to continuously and safely open and operate schools for in person learning;
 - (ii) How the LEA will use the funds it reserves under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs;
 - (iii) How the LEA will spend its remaining ESSER III funds consistent with section 2001(e) of the ARP Act; and
 - (iv) How the LEA will ensure that the interventions it implements, including but not limited to the interventions under section 2001(e)(1) of the ARP Act to address the academic impact of lost instructional time, will respond to the academic, social, emotional, and mental health needs of all students, and particularly those students disproportionately impacted by the COVID-19 pandemic, including students from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students.
- (v) Any information reasonably required by the CDE.
- (B) In developing its ESSER III plan, an LEA must—
- (i) Engage in meaningful consultation—
 - (a) With stakeholders, including: students; families; school and district administrators (including special education administrators); and teachers, principals, school leaders, other educators, school staff, and their unions; and
 - (b) To the extent present in or served by the LEA: Tribes; civil rights organizations (including disability rights organizations); and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migratory students, children who are incarcerated, and other underserved students; and
 - (c) Provide the public the opportunity to provide input and take such input into account.

- (ii) An LEA's ARP Act ESSER III plan must be—
 - (a) In an understandable and uniform format;
 - (b) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent;
 - (c) Upon request by a parent who is an individual with a disability as defined by the ADA, provided in an alternative format accessible to that parent; and
 - (d) Be made publicly available on the LEA's website.
- (6) An LEA receiving ESSER III shall develop and make publicly available on the LEA's website, not later than 30 days after completing these assurances, a plan for the safe return to in-person instruction and continuity of services.
 - (A) An LEA must describe in its plan under section 2001(i)(1) of the ARP Act for the safe return to in-person instruction and continuity of services—
 - (i) How it will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policies, on each of the following safety recommendations established by the CDC:
 - (a) Universal and correct wearing of masks.
 - (b) Modifying facilities to allow for physical distancing (e.g., use of cohorts/podding).
 - (c) Handwashing and respiratory etiquette.
 - (d) Cleaning and maintaining healthy facilities, including improving ventilation.
 - (e) Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments.
 - (f) Diagnostic and screening testing.
 - (g) Efforts to provide vaccinations to school communities.
 - (h) Appropriate accommodations for children with disabilities with respect to health and safety policies.
 - (i) Coordination with State and local health officials.
 - (ii) How it will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff social, emotional, mental health, and other needs, which may include student health and food services.

- (B) During the period of the ESSER III award established in section 2001(a) of the ARP Act, an LEA must regularly, but no less frequently than every six months (taking into consideration the timing of significant changes to CDC guidance on reopening schools), review and, as appropriate, revise its plan for the safe return to in person instruction and continuity of services.
- (i) In determining whether revisions are necessary, and in making any revisions, the LEA must seek public input and take such input into account.
 - (ii) If at the time the LEA revises its plan the CDC has updated its guidance on reopening schools, the revised plan must address the extent to which the LEA has adopted policies, and describe any such policies, for each of the updated safety recommendations.
- (C) If an LEA developed a plan prior to enactment of the ARP Act that meets the statutory requirements of section 2001(i)(1) and (2) of the ARP Act but does not address all the requirements in paragraph (A), the LEA must, pursuant to paragraph (B), revise and post its plan no later than six months after receiving its ESSER III funds to meet the requirements in paragraph (A).
- (D) An LEA's plan under section 2001(i)(1) of the ARP Act for the safe return to in-person instruction and continuity of services must be—
- (i) In an understandable and uniform format;
 - (ii) To the extent practicable, written in a language that parents can understand or, if it is not practicable to provide written translations to a parent with limited English proficiency, be orally translated for such parent; and
 - (iii) Upon request by a parent who is an individual with a disability as defined by the ADA, provided in an alternative format accessible to that parent.
- (7) As a condition of receiving funds under section 2001 of the ARP Act, a LEA shall not, in fiscal year 2022 or 2023—
- (A) Reduce per-pupil funding (from combined State and local funding) for any high-poverty school served by such LEA by an amount that exceeds—
 - (i) The total reduction in LEA funding (from combined State and local funding) for all schools served by the LEA in such fiscal year (if any); divided by
 - (ii) The number of children enrolled in all schools served by the LEA in such fiscal year; or
 - (B) Reduce per-pupil, full-time equivalent staff in any high-poverty school by an amount that exceeds—
 - (i) The total reduction in full-time equivalent staff in all schools served by such LEA in such fiscal year (if any); divided by

- (ii) The number of children enrolled in all schools served by the LEA in such fiscal year.
- (8) Paragraph (7) of this part shall not apply to a LEA in fiscal year 2022 or 2023 that meets at least 1 of the following criteria in such fiscal year:
- (A) Such LEA has a total enrollment of less than 1,000 students.
 - (B) Such LEA operates a single school.
 - (C) Such LEA serves all students within each grade span with a single school.
 - (D) Such LEA demonstrates an exceptional or uncontrollable circumstance, such as unpredictable changes in student enrollment or a precipitous decline in the financial resources of such agency, as determined by the Secretary of Education.

PART IV: Other Assurances

Hamilton Unified assures that:

- (1) The LEA will comply with all applicable assurances in OMB Standard Forms 424B and D (Assurances for Non-Construction and Construction Programs), including the assurances relating to the legal authority to apply for assistance; access to records; conflict of interest; merit systems; nondiscrimination; Hatch Act provisions; labor standards; flood hazards; historic preservation; protection of human subjects; animal welfare; lead-based paint; Single Audit Act; and the general agreement to comply with all applicable Federal laws, executive orders and regulations.
- (2) With respect to the certification regarding lobbying in Department Form 80-0013, no Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making or renewal of Federal grants under this program; the State will complete and submit Standard Form-LLL, "Disclosure Form to Report Lobbying," when required (34 C.F.R. Part 82, Appendix B); and the State will require the full certification, as set forth in 34 C.F.R. Part 82, Appendix A, in the award documents for all subawards at all tiers.
- (3) Any LEA receiving funding under this program will have on file a set of assurances that meets the requirements of Section 442 of the General Education Provisions Act (GEPA) (20 U.S.C. 1232e).
- (4) To the extent applicable, an LEA will include a description of how the LEA will comply with the requirements of Section 427 of GEPA (20 U.S.C. 1228a) in future reports. The description must include information on the steps the LEA proposes to take to permit students, teachers, and other program beneficiaries to overcome barriers (including barriers based on gender, race, color, national origin, disability, and age) that impede access to, or participation in, the program.
- (5) The State will comply with the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance) requirements in Subpart D—Post Federal

- Award Requirements (2 CFR §§200.300-345) and Subpart E—Cost Principles (2 CFR §§200.400-475) to ensure that LEAs, including charter schools that are LEAs, are using ESSER III funds for purposes that are reasonable, necessary, and allocable under the ARP Act.
- (6) The State and other entities will comply with the provisions of all applicable acts, regulations and assurances; the following provisions of Education Department General Administrative Regulations (EDGAR) 34 CFR parts 76, 77, 81, 82, 84, 97, 98, and 99; the OMB Guidelines to Agencies on Governmentwide Debarment and Suspension (Nonprocurement) in 2 CFR part 180, as adopted and amended as regulations of the Department in 2 CFR part 3485; and the Uniform Guidance in 2 CFR part 200, as adopted and amended as regulations of the Department in 2 CFR part 3474.

Questions: The Federal Stimulus Team | EDReliefFunds@cde.ca.gov

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13n	Date: 6/23/2021
Agenda Item Description: Approve HUSD EFPM Agreement for Services 2021-22	
Background: This contract will continue to services of Mike Cannon in support of ongoing and future construction projects the District is working towards. HUSD has a long-standing partnership with Mr. Cannon and he has provided valuable information on multiple construction projects.	
Status: Pending Board Approval	
Fiscal Impact: Cost is NOT TO EXCEED \$34,800	
Educational Impact: None	
Recommendation: Recommend the board approve HUSD EFPM Agreement for Services 2021-22	

AGREEMENT

Between

Hamilton Unified School District

And

Educational Facilities Program Management, LLC

For

Program Management Services

**Capital Facilities & Maintenance Program
Consulting Services**

DOCUMENTS BOUND HEREWITH

Agreement Form

Exhibit A: Program Manager's Basic Services

HAMILTON UNIFIED SCHOOL DISTRICT
Agreement for Program Management Services

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HAMILTON UNIFIED SCHOOL DISTRICT

Agreement for Program Management Services

THIS AGREEMENT, made in three originals on the 1st day of July, 2021 by and between the **HAMILTON UNIFIED SCHOOL DISTRICT**, hereinafter called **DISTRICT**, and **EDUCATIONAL FACILITIES PROGRAM MANAGEMENT, LLC**, hereinafter called **EFPM** - which is used to include Program Management, as defined in the Scope of Work.

DISTRICT desires to retain EFPM to provide program management services in connection with the Capital Facilities and Maintenance Programs of the DISTRICT.

ARTICLE 1: DEFINITIONS

DESIGN PROFESSIONAL: Those licensed Architects, Professional Engineers and/or Landscape Architects retained by DISTRICT to provide design and construction oversight services for this Project.

DISTRICT: Hamilton Unified School District

ARCHITECT-ENGINEER (A/E): The organization or individual providing those professional design services associated with construction, alteration, or repair of real property.

DISTRICT'S PROGRAM MANAGER (EFPM): The agent as DISTRICT's representative to provide program and project management services.

PROJECT BUDGET: The total available funding as set forth by DISTRICT and approved to be used for the acquisition of the Project. It is the intent of DISTRICT that the Project Budget include all costs for acquisition, permitting, design, project contingencies, and such administrative costs as DISTRICT shall deem appropriate.

ARTICLE 2: RELATIONSHIP OF THE PARTIES

- A. DISTRICT and Program Manager: The Program Manager, hereinafter referred to as EFPM, shall be DISTRICT's agent in providing the Program Manager's Services described in Article 3 and Exhibit "A" of this Agreement. The EFPM and DISTRICT shall perform as stated in this Agreement and EFPM and DISTRICT accept the relationship of trust and confidence between them, which is established herein.
- B. DISTRICT and Design Professional: DISTRICT may enter into a separate agreement with one or more Design Professionals to provide architectural and engineering design for the Project.

- C. Relationship of the EFPM to Other Project Participants: In providing the Program Manager's Services described in this Agreement, EFPM shall endeavor to maintain a working relationship with all other parties on behalf of DISTRICT. However, nothing in this Agreement shall be construed to mean that EFPM assumes any of the responsibilities or duties of any of the other parties. There are no third-party beneficiaries of this DISTRICT-EFPM agreement and no one except the parties to the EFPM agreement may seek to enforce its terms.
- D. EFPM affirms that, to the best of its knowledge, there exists no actual or potential conflict between family, business, or financial interests of EFPM and performance of its services under this Agreement. In the event of change in either interests or services under this Agreement, EFPM affirms that it will immediately notify DISTRICT any question regarding possible conflict of interest that may arise as a result of such change.
- E. At its sole cost and expense, EFPM shall give all notices and comply with all laws, ordinances, rules, regulations, and lawful orders of any public authority directly bearing on the performance of EFPM's work, including those relating to safety, hazardous materials, and equal employment opportunities; obtain all permits and licenses necessary for performance of EFPM's work; pay all local, state, and federal taxes associated with its work; and pay all benefits, workers' compensation insurance, taxes, and contributions for Social Security and Unemployment which are measured by wages, salaries, or other remuneration paid to EFPM's employees. Upon DISTRICT'S request, EFPM shall furnish evidence satisfactory to Foundation that any or all of the foregoing obligations have been fulfilled.
- F. EFPM accepts the relationship of trust and confidence established between Foundation and EFPM by this agreement. EFPM covenants with DISTRICT to furnish its skill and judgment with due care and in accordance with applicable federal, state and local laws and regulations in carrying out its responsibilities defined in Article 3 of this contract.

ARTICLE 3: PROGRAM MANAGER'S BASIC SERVICES

Program Manager's Basic Services are included as Exhibit "A".

ARTICLE 4: DURATION OF THE PROGRAM MANAGER'S SERVICES

- A. The duration of the EFPM's Basic Services under this Agreement shall be from July 1, 2021 through June 30, 2022.
- B. Extensions to duration of the EFPM's basic services shall be dealt with as outlined in Article 5.

ARTICLE 5: CHANGES IN THE PROGRAM MANAGER'S BASIC SERVICES AND ADDITIONAL COMPENSATION

- A. DISTRICT, without invalidating this Agreement, may make changes in EFPM's Basic Services specified in Article 3 of this Agreement. EFPM shall promptly notify DISTRICT of changes that increase or decrease EFPM's compensation or the duration of EFPM's Basic Services or both.
- B. Additional Compensation and Changes in Duration: EFPM shall be entitled to receive additional compensation when the scope of Basic Services is significantly increased or extended through no fault of EFPM. A written request for additional compensation shall be given by EFPM to DISTRICT describing the circumstances or event precipitating the additional work. In no event will EFPM begin additional work without prior written approval by DISTRICT.
- C. Changes in EFPM's Basic Services: Upon mutual agreement between DISTRICT and EFPM, changes in the EFPM's Basic Services or duration of the Agreement, and entitlement to additional compensation, shall be made by a written Amendment to this Agreement. The Amendment shall be executed by DISTRICT and EFPM prior to EFPM performing the Services required by the Amendment. EFPM shall proceed to perform the Services required by the Amendment only after receiving written notice directing EFPM to proceed.
- D. Payment of Additional Compensation: EFPM shall submit invoices for additional compensation with its invoice for Basic Services and payment shall be made pursuant to the provisions of Article 7 of this Agreement.

ARTICLE 6: DISTRICT'S RESPONSIBILITIES

- A. DISTRICT shall provide to EFPM all necessary information regarding DISTRICT's requirements for the Program.
- B. DISTRICT shall examine information submitted by EFPM and shall render decisions pertaining thereto promptly.
- C. DISTRICT shall furnish legal, accounting, contract review and insurance counseling services as may be necessary for the Program.
- D. DISTRICT shall furnish insurance for the Program as specified in Article 8.
- E. If DISTRICT observes or otherwise becomes aware of any fault or defect in the Program or EFPM's services, or any nonconformity with the Contract Documents, DISTRICT shall give prompt written notice thereof to EFPM.
- F. DISTRICT shall furnish required information and approvals and perform its responsibilities and activities in a timely manner to facilitate orderly progress of the

work in cooperation with EFPM, consistent with this Agreement and in accordance with the planning and scheduling requirements and budgetary constraints of the Project.

- G. DISTRICT may retain other parties to assist in this Program, whose services, duties and responsibilities will be described in written agreements between DISTRICT and these other parties. The services, duties and responsibilities set out in the agreement between DISTRICT and other parties shall be compatible and consistent with this Agreement.
- H. DISTRICT shall, in a timely manner secure, submit and pay for necessary approvals, easements, assessments, permits and charges required for the construction, use or occupancy of permanent structures or for permanent changes in existing facilities.
- I. DISTRICT shall designate an officer, employee or other authorized representatives to act in DISTRICT's behalf with respect to the Program. The DISTRICT'S representative shall be Dr. Jerome Powell, Superintendent. This representative shall be available as often as may be reasonably required to render decisions and to furnish information in a timely manner.

ARTICLE 7: COMPENSATION AND PAYMENT

A. Compensation for Basic Services

DISTRICT shall compensate EFPM's for performing the Basic Services described in Article 3, within timeframes established in Exhibit C as follows:

The fee shall be based upon EFPM' estimate of Two Hundred and Forty Hours (240) Hours to complete the Basic Services noted in Exhibit C, compensated at a rate of One Hundred and Forty-Five Dollars (\$145.00) per hour. EFPM's fee shall not exceed **Thirty-Four Thousand Eight Hundred Dollars (\$34,800.00)** for work associated with the basic Scope of Work of the Program, without the prior written consent of the DISTRICT.

EFPM will not accept any additional fees for this Project without amendment to this Agreement. DISTRICT will not reimburse EFPM for any expenses unless mutually agreed to in writing prior to incursion of the expense.

EFPM will invoice monthly indicating the project worked, time spent on the job and the phase of planning.

B. Payment:

Payment shall be made monthly by DISTRICT to EFPM for basic services covered in Exhibit C as submitted by EFPM and approved by DISTRICT. Invoices submitted by EFPM shall be based upon actual hours completed as outlined in Exhibit C. Additional services shall be paid for as invoiced by EFPM and approved by DISTRICT.

EFPM will submit an invoice monthly to DISTRICT. DISTRICT shall make payment to the EFPM of one hundred percent (100%) of DISTRICT-approved invoiced amount within forty-five (45) days of DISTRICT's receipt of the invoice.

C. Accounting Records

Record of EFPM's personnel expense, consultant fees and direct expenses pertaining to the Program shall be maintained on the basis of generally accepted accounting practices and shall be available for inspection by DISTRICT or DISTRICT's representative at mutually convenient times for a period from the date of this Agreement through two years after completion of the contracted Services.

D. Compensation for Additional Services

If DISTRICT and EFPM agree to additional services in writing, EFPM shall be compensated and payments shall be made for performing Additional Services in the same manner as provided in Article 7 for Basic Services. There shall be an increase in the fee set out in Paragraph 7A in an amount which is mutually agreed upon in writing between DISTRICT and EFPM. EFPM shall receive all such written agreements in advance of performing extra duties.

ARTICLE 8: INSURANCE AND MUTUAL INDEMNITY

- A. EFPM shall as necessary procure and maintain insurance on all of its operations during the progress of its work on the Project, with reliable insurance companies, on forms acceptable to Foundation, for the following minimum insurance coverage:
1. Workers' Compensation insurance and occupational disease insurance, as required by law, and employer's liability insurance, with minimum limits of \$500,000, covering all workplaces involved in this Agreement.
 2. Commercial general liability insurance, with limits of not less than as indicated in either (1) or (2) as follows: (1) Bodily Injury Liability - \$500,000 each person, \$500,000 each occurrence; Property Damage Liability - \$500,000 each occurrence, \$500,000 aggregate; (2) A single limit for Bodily Injury Liability and Property Damage Liability Combined of \$500,000 each occurrence and \$500,000 aggregate. Insurance is to be placed with insurers admitted by the State of California Department of Insurance and with a Bests' rating of no less than (A) Level VII.
 3. EFPM shall provide Certificates of Insurance, or other evidence of insurance, to DISTRICT within thirty (30) days after receipt by EFPM of a signed version of this Agreement. The certificates shall provide that there will be no cancellation, reduction, or modification of coverage without ten (10) days' prior written notice to Foundation.

B. Indemnity

1. EFPM shall indemnify and hold harmless DISTRICT and its employees, agents and representative from and against any and all claims, demands, suits and damages for bodily injury and property damage for which the EFPM is liable that arise out of the solely negligent acts or omissions of EFPM in performing the Project Manager's Services under this Agreement.
2. DISTRICT shall indemnify and hold harmless EFPM and its employees, agents and representative from and against any and all claims, demands, suits and damages for bodily injury and property damage for which DISTRICT is liable that arise out of the solely negligent acts or omissions of DISTRICT in connection with the performance of the Project Manager's Services under this Agreement.

ARTICLE 9: TERMINATION AND SUSPENSION

A. Termination

1. This Agreement may be terminated in whole or in part in writing by either party in the event of substantial failure by the other party to fulfill its obligations under this Agreement through no fault of the terminating party; providing that no such termination may be effected unless the other party is given:
 - a) Written notification (delivered by certified mail) that the other party is in material breach of the contract and the notification specify the circumstances of the breach.
 - b) Ten (10) calendar days to cure the breach.
 - c) An opportunity for consultation with the terminating party prior to the termination.
 - d) Termination notification (delivered by certified mail) that the breach has not been cured and providing an additional seven (7) calendar days prior to termination.
2. This Agreement may be terminated in whole or in part in writing by DISTRICT for its convenience without cause; provided EFPM is given (i) not less than thirty (30) days written notice (delivered by certified mail) of intent to terminate and (ii) an opportunity for consultation with DISTRICT prior to termination. In the event of notice of termination, EFPM shall take reasonable measures to mitigate termination expenses.

3. If termination pursuant to Subparagraph 9.A.1 is effected by DISTRICT, EFPM will be paid for work actually performed to the date of last service as specified in the termination notice.
4. Upon receipt of a termination notice pursuant to Paragraph 9.A.1 or 9.A.2, EFPM shall (i) promptly discontinue all services affected (unless the notice directs otherwise), and (ii) within 10 days deliver or otherwise make available to DISTRICT all data, documents, procedures, reports, estimates, summaries, and such other information and materials as may have been accumulated by EFPM in performing this Agreement, whether completed or in process.

B. Suspension

DISTRICT may in writing order EFPM to suspend all or any part of the Program Manager's Services for the Project for the convenience of DISTRICT. If the performance of all or any part of the Services for the project is so suspended, an adjustment in EFPM's compensation shall be made for the increase, if any, in the cost of EFPM's performance of this Agreement caused by such suspension. Upon mutual agreement the compensation shall be modified in writing accordingly.

ARTICLE 10: ADDITIONAL PROVISIONS

A. Confidentiality

EFPM shall not disclose or permit the disclosure of any confidential information, except to its agents, employees and other consultants who need such confidential information in order to properly perform their duties relative to this Agreement.

B. Limitations and Assignment

1. DISTRICT and EFPM each bind themselves, their successors, assigns and legal representatives to the terms of this Agreement.
2. Neither DISTRICT nor EFPM shall assign or transfer its interest in this Agreement without the written consent of the other.

C. Governing Law

Unless otherwise provided, the laws of the State of California shall govern this Agreement.

D. Extent of Agreement

This Agreement represents the entire and integrated agreement between DISTRICT and EFPM and supersedes all prior negotiations, representations or agreements, either written or oral. This Agreement may be amended only by written instrument signed by both DISTRICT and EFPM. Nothing contained in this Agreement is intended to benefit any third party. The Contractors and Design Professionals are not intended third party beneficiaries of this Agreement.

E. Severability

If any portion of this Agreement is held as a matter of law to be unenforceable, the remainder of this Agreement shall be enforceable without such provisions.

F. Meaning of Terms

References made in the singular shall include the plural and the masculine shall include the feminine or the neuter.

G. Notices

All Notices required by this Agreement or other communications to either party by the other shall be deemed given when made in writing and deposited in the United States Mail, first class, postage prepaid, addressed as follows:

To DISTRICT:

Dr. Jeremy Powell, Superintendent
Hamilton Unified School District
P.O. Box 488
Hamilton City, CA 95951

To EFPM:

Michael S. Cannon, Principal
Educational Facilities Program Management, LLC
129 Rideout Way
Marysville, CA 95901

This Agreement is executed as of the day and year first written above.

By: Dr. Jeremy Powell Superintendent
Hamilton Unified School District

By: Michael S. Cannon, Principal
Educational Facilities Program Management, LLC

EXHIBIT “A”: PROGRAM MANAGER’S BASIC SERVICES:

EFPM shall perform the Basic Services described in this Article. It is not required that the Basic Services be performed in the sequence in which they are described.

BASIC SERVICES

EFPM may assist the District in developing Capital Facility and Maintenance Program processes and documentation, including but not limited to bidding processes and documents; contracts for construction and inspection services; and other such items as needed.

EFPM may assist the District in reviewing the suitability of acquisition or disposal of real property, including initial reviews for suitability for permitting by the California Department of Education (CDE). This does NOT include the complete permitting process for site approval by CDE.

EFPM may assist the District in determining any alternative uses or adaption of District facilities, including feasibility studies for expansion or conversion of existing spaces.

EFPM may assist the DISTRICT, at the request of the DISTRICT, with such other matters pertaining to the Capital Facilities and Maintenance Programs.

**HAMILTON UNIFIED SCHOOL DISTRICT
REGULAR BOARD MEETING MINUTES
Hamilton High School Library/Zoom/Facebook Live
Wednesday, May 19, 2021**

- 5:30 p.m. Public session for purposes of opening the meeting only via Zoom:
 - 5:30 p.m. Closed session to discuss closed session items listed below via Zoom (For Board Only)
 - 6:00 p.m. Reconvene to open session no **later** than 6:30 p.m. via Facebook Live or Zoom (see below)
-

Hamilton Unified School District Board Meetings are open to the public. We are still adhering to social distancing for public safety so in-person seating capacity in the Hamilton High School Library is limited to thirteen attendees. As authorized by the Governor's Emergency Executive Orders issued on March 12 and 17, 2020, the Hamilton Unified School District Board of Education will continue to conduct Board of Education meetings by video conference until further notice. Please join the meeting by attending the livestream via Facebook Live on the District's Facebook page or through the below Zoom link or dial by phone as listed below:

Join Zoom Meeting

<https://us02web.zoom.us/j/82815747439?pwd=STQ0MldBR1ITcm5CRUFlazMzZEZUdz09>

Meeting ID: 828 1574 7439

Passcode: board

Dial in:

+1 669 900 6833

Meeting ID: 828 1574 7439

Passcode: 893952

1.0 OPENING BUSINESS:

- a. Call to order and roll call at 5:30 p.m.

Hubert "Wendell" Lower, President

Rod Boone, Clerk

Gabriel Leal

Genaro Reyes

Ray Odom

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. [None](#)

4.0 ADJOURN TO CLOSED SESSION: To consider qualified matters.

- a. Government Code Section 54957 (b), Personnel Issue. To consider the employment, evaluation, reassignment, resignation, dismissal, or discipline of a classified and certificated employees.
- b. Public Employee Performance Evaluation. Government Code section 54957, subdivision (b)(1). Superintendent.
- c. Government Code Section 54957.6, Labor Negotiations. To confer with the District's Labor Negotiator, Superintendent Jeremy Powell regarding HTA and CSEA negotiations.
- d. 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.
- e. 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: Jeremy Powell, Superintendent; Matt Juhl-Darlington, Attorney for District. Negotiating Parties: Westermann Family and Hamilton Unified School District. Under negotiation: Price and terms of payment.
- f. Conference with labor Negotiator Gov. Code sec. 54957.6, subd. (a). Agency designated representative: Dr. Jeremy Powell; Employee Organization: Hamilton Teachers Association.

Report out action taken in closed session:

The board was updated by the Superintendent on litigation matter of Crews v. Hamilton Unified.

5.0 PUBLIC SESSION/FLAG SALUTE: [Lead by Mr. Reyes](#)

6.0 ADOPT THE AGENDA: (M)

Mr. Lower noted that on p. 22 of the packet, item 13.0.a. the high school start time should be 8:10 a.m., not 8:15 a.m.

Motion to adopt the agenda with that change by Mr. Odom 2nd by Mr. Boone. Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

7.0 COMMUNICATIONS/REPORTS:

- a. Board Member Comments/Reports
 - i. Mr. Leal & Mr. Odom made comments about the parade
- b. District Reports (written)
 - i. Technology Report by Frank James & Derek Hawley (p. 4)
 - ii. Nutrition Services Report by Sean Montgomery (p. 5)
 - iii. Operations Report by Alan Joksch (p.6)
- c. Principal and Dean of Student Reports (written)
 - i. Kathy Thomas, Hamilton Elementary School Principal (p. 7)
 - ii. Maria Reyes, District Dean of Students (p. 8)
 - iii. Cris Oseguera, Hamilton High School Principal (p. 9)
 - iv. Sylvia Robles, Adult School (p. 10)
- d. Chief Business Official Report by Kristen Hamman (written) (p. 11)
- e. Superintendent Report by Jeremy Powell (written) (p. 12)

8.0 PRESENTATIONS:

- a. None

9.0 CORRESPONDENCE:

- a. None

10.0 INFORMATION ITEMS:

- a. HUSD Enrollment History for 5 years (p. 13)
- b. Bond Status (Fund 21) Update (p. 15)
 - i. Mr. Odom requested that on future updates Mike Cannon would note reimbursable items
- c. HHS Site Expansion Permitting Status Update – Mike Cannon (p. 18)
- d. Hamilton High School Class of 2021 Golden State Seal Merit Diploma recipients (handout)
 - i. Mr. Oseguera reviewed and referred to his handouts
- e. Hamilton High School Class of 2021 Seal of Biliteracy recipients
 - i. Mr. Oseguera reviewed and referred to his handouts
- f. Hamilton High School Class of 2021 Valedictorians & Salutatorian:
 - i. Valedictorians: Elizabeth Anne Matthews; Lisette Anais Haro-Mendoza; Alejandro Gonzales-Ortiz
 - ii. Salutatorian: Xitlaly Medina-Cruz

11.0 DISCUSSION ITEMS:

- a. 2021-2024 COVID Funding Expenditures (p. 20)
 - i. Dr. Powell reviewed and answered questions
 - ii. Due to an error on p. 21, Dr. Powell referred to the handouts for updated information

12.0 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.

- a. Mr. Oseguera commented on the 6/4/2021 commencement and Sober Grad Donations requested

13.0 ACTION ITEMS:

- a. Approve Fall 2021-22 Return to school schedule (p. 22)
 - i. Dr. Powell noted that the high school start time should read 8:10 a.m. Monday – Friday

- ii. District will continue to follow all health recommendations
- iii. Mr. Odom asked about a school start time bill
- iv. Ms. Hamman noted that it might not apply to rural school districts like ours

Motion to approve by Mr. Leal 2nd by Mr. Boone & Reyes. Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- b. Approve Expanded Learning Opportunities Grant Plan (p. 23)

Motion to approve by Mr. Reyes 2nd by Mr. Odom. Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- c. Authorize Superintendent to Execute DWK HUSD Agreement for Professional Services 2021-22 School Year (p. 33)

Motion to authorize by Mr. Boone 2nd by Mr. Leal. Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- d. Approved proposed District Projects and Funding Sources Update (p. 37)

- i. Dr. Powell reviewed and referenced updated handout.
- ii. There was discussion about potential color and Distinguished Schools painting for High School Gym
- iii. Mr. Reyes asked if tree replacement planting at the elementary could be a school project to involve students

Motion to approve by Mr. Boone 2nd by Mr. Leal. Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- e. Approve Request for Proposal (RFP) NO 2021-01: Infrastructure, Modernization & Utility Savings Program (p. 39)

- i. Dr. Powell reviewed and answered questions

Motion to approve by Mr. Boone 2nd by Mr. Reyes. Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- f. Approve quote from Ginno Construction for painting exterior of HHS Gym to be completed summer of 2021. (p. 48)

- g. Approve quote from Tree Worx for tree removal and trimming at Hamilton Elementary on Hwy 45 during summer 2021 (p. 55)

- h. Approve quote from Steel-Crete Inc. for HES fencing (p. 67)

- i. Mr. Boon suggesting combining items f, g and h for a vote
- ii. Mr. Lower commented on the cost of painting distinguished schools on high school gym
- iii. Dr. Powell confirmed that additional painting of distinguished school would be an add item/change order

Motion to approve quotes by Ginno Construction, Tree Worx and Steel-Crete by Mr. Boone 2nd by Mr. Odom. Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- i. Approve agreement between HUSD and Gaynor to install and maintain network intercom server pending CDE approval ESSER Expenditure (p. 71)

i. Dr. Powell reviewed and confirmed that after board approval this will also need CDE approval
 Motion to agreement by Mr. Reyes 2nd by Mr. Odom. Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

j. Approve proposal from CSEA to HUSD 2019-20 Sunshine Reopener (p. 78)
 Motion to approve by Mr. Leal 2nd by Mr. Boone. Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

k. Adopt Resolution Number 20-21-107 A Resolution Authorizing the Establishment of Fund 08 – Student Activity Special Revenue Fund (p. 80)

i. Ms. Hamman reviewed

Motion to adopt Resolution 20-21-107 by Mr. Odom 2nd by Mr. Leal. Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

l. Approve Perkins: Strengthening Career and Technical Education for the 21st Century Act – Amount \$7,155 (p. 87)

m. Approve Agriculture Incentive Grant (p. 143)

n. Approve Career Technical Education Incentive Grant (p. 156)

i. Dr. Powell reviewed and confirmed that CTEIG grant covers the new Ag Teacher position

ii. Mr. Boone requested combining items l, m and n for a single motion

Motion to approved Perkins, Ag Incentive and CTEIG Grants by Mr. Boone 2nd by Mr. Leal. Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

o. Authorize Four 10-hour day work weeks for Admin Assistants June through August 2021 (p. 202)

Motion to authorize by Mr. Odom 2nd by Mr. Boone. Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

p. Approve GCOE MOU Agreement for Technology Support Services July 1, 2021 through June 30, 2022 (p. 204)

Motion to approve by Mr. Boone 2nd by Mr. Leal. Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

q. Approval for Superintendent to notify GSRMA Board of HUSD intent to possibly exit agreement at end of 2021-22 fiscal year (p. 207)

Motion to approve by Mr. Odom 2nd by Mr. Leal. Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

r. Approve Certificated 2020-21 Salary Schedule containing 1% retro (1% retro approved at 4/28/2021 board meeting) (p. 209)

Motion to approve by Mr. Boone 2nd by Mr. Odom. Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- s. Approve a 1% salary schedule increase for 2020-21 uniform with Certificated Teachers/Counselors for Classified/Confidential, Certificated Management, Chief Business Official, Superintendent and Other Duty (Adult Ed Teacher I position only) consistent with past practice and employment agreement (p. 211)

Motion to approve by Mr. Boone 2nd by Mr. Reyes.

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- t. Approve fund transfer from General Fund to Bond Fund to cover annual repayment of \$50,000 (p. 212)

Motion to approve transfer by Mr. Reyes 2nd by Mr. Leal.

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- u. Resolution 20-21-108: ASB Funds Transfer (p. 213)

Motion to adopt Resolution 20-21-108 by Mr. Boone 2nd by Mr. Reyes.

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- v. Resolution 20-21-109: 2021 Senior Class ASB Funds Transfer (p. 215)

- i. Mr. Odom asked how much was in the fund

- ii. Mr. Oseguera replied about \$5,000

Motion to adopt Resolution 20-21-109 by Mr. Reyes 2nd by Mr. Leal.

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- w. Appoint Vicky Casillas to serve on Citizens' Bond Oversight Committee (p. 218)

Motion to appoint Vicky Casillas by Mr. Reyes 2nd by Mr. Boone.

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

14.0 **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.

Motion to accept consent agenda by Mr. Leal 2nd by Mr. Reyes.

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- a. Minutes from Regular Board Meeting on April 28, 2021 (p. 219)
- b. Hamilton Elementary SSC Agenda on May 11, 2021 (p. 225)
- c. Hamilton Elementary SSC Minutes for March 23, 2021 (p. 235)
- d. 2021-2022 Designation of CIF Representatives to League (p. 236)
- e. Warrants and Expenditures (p. 237)
- f. Interdistrict Transfers (new only; elementary students reapply annually).
 - i. Out
 - 1. Hamilton Elementary School
 - a. None
 - 2. Hamilton High School

- a. None
- ii. In
 - 1. Hamilton Elementary School
 - a. None
 - 2. Hamilton High School
 - a. 9th x 1 (2021-22)
- g. Personnel Actions as Presented:
 - i. New hires:

Taren Allen	Art Teacher (starting 2021-22)	HHS
-------------	--------------------------------	-----
 - ii. Resignations/Retirement:

Sophie Montgomery	Short-Term District Custodian, Effective 6/30/21	HUSD
Tim DeVries	Short-Term District Custodian, Effective 6/30/21	HUSD
Derek Ahlswede	JV Baseball Coach	HHS
Andrea Jones	Varsity Volleyball Coach	HHS

15.0 ADJOURNMENT: at 7:43 p.m.

X

Rod Boone
HUSD Board Clerk

X

Dr. Jeremy Powell
Superintendent

**HAMILTON UNIFIED SCHOOL DISTRICT
SPECIAL LCAP/BUDGET HEARING MEETING MINUTES
Hamilton High School Library/Zoom/Facebook Live
Wednesday, June 9, 2021**

- 5:30 p.m. Public session for purposes of opening the meeting only via Zoom:
 - 5:30 p.m. Closed session to discuss closed session items listed below via Zoom (For Board Only)
 - 6:00 p.m. Reconvene to open session no **later** than 6:30 p.m. via Facebook Live or Zoom (see below)
-

Hamilton Unified School District Board Meetings are open to the public. We are still adhering to social distancing for public safety so in-person seating capacity in the Hamilton High School Library is limited to thirteen attendees. As authorized by the Governor's Emergency Executive Orders issued on March 12 and 17, 2020, the Hamilton Unified School District Board of Education will continue to conduct Board of Education meetings by video conference until further notice. Please join the meeting by attending the livestream via Facebook Live on the District's Facebook page or through the below Zoom link or dial by phone as listed below:

Join Zoom Meeting

<https://us02web.zoom.us/j/86914797580?pwd=a2FPcU5wMFRSaFdwRXFta2dJcmVFZz09>

Meeting ID: 869 1479 7580
Passcode: board

Dial in:

+1 669 900 6833

Meeting ID: 869 1479 7580
Passcode: 856731

1.0 OPENING BUSINESS:

- a. Call to order and roll call at 5:33 p.m.

Hubert "Wendell" Lower, President
 Genaro Reyes

Rod Boone, Clerk
 Ray Odom

Gabriel Leal

2.0 IDENTIFY CLOSED SESSION ITEMS:

- 3.0 **PUBLIC COMMENT ON CLOSED SESSION ITEMS:** Public comment will be heard on any closed session items. The board may limit comments to no more than three minutes per speaker and 15 minutes per item. [None](#)

4.0 ADJOURN TO CLOSED SESSION: To consider qualified matters.

- a. Government Code Section 54957 (b), Personnel Issue. To consider the employment, evaluation, reassignment, resignation, dismissal, or discipline of a classified and certificated employees.
- b. Public Employee Performance Evaluation. Government Code section 54957, subdivision (b)(1). Superintendent.
- c. Government Code Section 54957.6, Labor Negotiations. To confer with the District's Labor Negotiator, Superintendent Jeremy Powell regarding HTA and CSEA negotiations.
- d. 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: Jeremy Powell, Superintendent; Matt Juhl-Darlington, Attorney for District. Negotiating Parties: Westermann Family and Hamilton Unified School District. Under negotiation: Price and terms of payment.
- e. Conference with labor Negotiator Gov. Code sec. 54957.6, subd. (a). Agency designated representative: Dr. Jeremy Powell; Employee Organization: Hamilton Teachers Association.

Report out action taken in closed session. [None](#).

5.0 PUBLIC SESSION/FLAG SALUTE: [Lead by Mr. Conwell](#)

6.0 ADOPT THE AGENDA: (M)

Motion to adopt the agenda by Mr. Boone 2nd by Mr. Leal.

Motion Carried 4-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: Absent
Odom: AYE	

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

Close meeting at 6:08 p.m. and open public hearing at 6:09 p.m.

8.0 OPEN PUBLIC HEARING:

- a. 2021-22 District Budget (p. 3)
 - i. Ms. Hamman presented the 2021-22 District Budget and answered questions
- b. 2021-22 Local Control Accountability Plan (LCAP) (p. 177)
 - i. Budget Overview for Parents (p. 227)
 - ii. LCAP Federal Addendum (p. 231)
 - iii. LCAP/LCP Annual Update (p. 251)
 - 1. Dr. Powell presented the 2021-22 LCAP and answered questions.

Close public hearing at 6:49 p.m. and open meeting at 6:50 p.m.

9.0 ACTION ITEMS:

- a. Approve selection of Climatec LLC to perform investment Grade Audit (IGA) of the District’s existing energy, gas and water infrastructure needs as well as potential renewable energy/battery storage opportunities, the results of which may lead to the implementations of the recommendations. (p. 300)

Motion to approve Climatec to perform investment grade audit by Mr. Leal 2nd by Mr. Boone. Motion Carried 4-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: Absent
Odom: AYE	

10.0 ADJOURNMENT: 6:54 p.m.

X

Rod Boone
HUSD Board Clerk

X

Jeremy Powell, Ed.D.
Superintendent

Hamilton Unified School District

Quarterly Report on Williams Uniform Complaints

(Education Code § 35186)

Person completing this form: Jeremy Powell

Title: Superintendent

Quarterly Report Submission Date:

(check one)

January 2021

April 2021

July 2021

October 2021

Date for information to be reported publicly at governing board meeting:

June 23, 2021

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	0		
Teacher Vacancy or Misassignment	0		
Facilities Conditions	0		
TOTALS	0		

Dr. Jeremy Powell, Superintendent

Date Signed

**National FFA Convention
Indianapolis, Indiana
Tentative Dates October 25-30, 2021**

Chaperones: Ag Teacher
Additional Chaperones (depending upon # of students)

Flights: Depart from Sacramento Airport
Fly to Louisville then drive to Indianapolis.
Fly home out of Indianapolis.

Cost: **\$900.00 per student**
Hamilton City FFA will purchase one dinner and pay the remaining cost per student. This will include hotels and rental cars. Students need at least \$400 for meals and miscellaneous expenses.

Possible Tours:

Corvette Museum
Louisville Slugger
Churchill Downs

Buffalo Trace
Jim Beam
Indianapolis Motor Speedway

Payments Due: **June 1st**

- No additional fundraisers will be conducted for this trip. Our spring golf tournament funds are dedicated to the large trips each year.
- Students attending will need to work at the Benefit Dinner the first Thursday in August.
- Students attending will need to sell 3 cases of olive oil.

For more information please contact Ms. Lohse at (530) 570-3778.

**Your \$900 will be used to purchase airfare.
Once plane tickets are booked the trip is non-refundable.**

HES Schedule | 2021-2022 STAFF CALENDAR

Notes:

Full Staff Development Days- No students.

Saturday School

Holiday

Half-days

Staff Meetings

JULY 2021						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

JANUARY 2022						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- 1-7 Winter Break
- 3 Report cards mailed
- 11 PTO Meeting
- 13 Coffee chat
- 14 Student recognition (6-8)/ Staff Meeting
- 15 Student recognition (TK-5)
- 17 M.L. King Day
- 19 Morning Coffee with Principal/HULC Meeting
- 26 Board Meeting/LCAP Meeting
- 28 Staff Meeting

- 10 First Day of School/PTO Meeting
- 13 Staff Meeting
- 18 Back to School Night(K-5)
- 25 Board Meeting
- 27 Staff Meeting
- 31 Back to School Night (6-8)

AUGUST 2021						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

FEBRUARY 2022						
S	M	T	W	Th	F	S
	1	2	3	4	5	
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

- 2 SST meetings/Grading Window Opens
- 8 SSC & PTO Meeting
- 9 Grading Window Closes
- 10 Coffee chat
- 11 Staff Meeting/Progress Report Mailed
- 16 HULC Meeting
- 17 Morning Coffee with the Principal
- 18 Lincoln's Birthday
- 21 President's Day
- 23 Board Meeting
- 25 Staff Meeting
- 26 Saturday School

- 1 SST meetings/Grading window opens
- 6 Labor Day
- 7 Picture Day
- 8 Grading window closes
- 9 Coffee chat
- 10 Staff Meeting/Progress Reports Mailed
- 14 SSC & PTO Meeting
- 15 HULC Meeting
- 16 Morning Coffee with Principal
- 20 Non - School Day
- 22 Board Meeting/LCAP Meeting
- 25 Saturday School

SEPTEMBER 2021						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

MARCH 2022						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- 1 SST meetings
- 2- Parent Conferences 6-8th grade
- 3- Parent Conferences K-5th grade
- 8 SSC & PTO Meeting
- 10 Coffee chat
- 15 Grading Window Opens
- 16 HULC Meeting
- 17 Morning Coffee with Principal/End of 3rd Quarter
- 18 Non - School Day
- 22 Grading Window Closes
- 23 Board Meeting
- 24 Student recognition (6-8)
- 25 Student recognition (TK-5)/Staff Meeting/ Report Cards Mailed

- 6 SST meetings/Grading window opens/ Board Meeting
- 8 Staff Meeting/ End of 1st Quarter
- 11 DELAC/LCAP Meeting
- 12 Picture Make-up/SSC & PTO Meeting
- 13 Grading window closes/ Coffee chat
- 14 Student recognition (6-8)
- 15 Student recognition (TK-5)/Report Cards Mailed
- 19th-Parent Conferences 6th-8th grade
- 20 HULC meeting
- 20th-21st-Parent Conferences TK-5th grade
- 21 Morning Coffee with Principal
- 27 Board meeting
- 29 Halloween Carnival

OCTOBER 2021						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

APRIL 2022						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

- 6 SST meetings
- 7 LCAP Meeting
- 8 Staff Meeting
- 12 PTO Meeting
- 13 Spring Concert/HULC Meeting
- 14 Coffee chat/ Grading Window Opens
- 15 Good Friday
- 18-22 Spring Break
- 27 Board Meeting /LCAP Draft Review/Grading Window Closes
- 28 Morning Coffee with Principal
- 29 Progress Reports Mailed
- 30 El Dia del Niño

- 3 SST meetings/Grading window opens
- 9 PTO Meeting
- 10 Grading window closes
- 11 Veterans Day
- 12 Coffee chat/Staff Meeting/Progress Report Mailed
- 18 Morning Coffee with the principal
- 19 Staff Meeting
- 22-26 Thanksgiving Break

NOVEMBER 2021						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

MAY 2022						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 3 SSC & PTO Meeting
- 6 May Dance Festival
- 11 SST Meetings
- 12 Coffee chat
- 19 Morning Coffee with Principal
- 20 Parent Appreciation Breakfast/Staff Meeting
- 21 Saturday School
- 25 Board Meeting/HULC Meeting/Grading window opens
- 30 Memorial Day
- 31 TK-2 End of Year Awards
- TBD Kinder Grad/8th grade promotion pictures

- 1 HULC Meeting/Winter Concert
- 2 Christmas Program
- 4 Saturday School
- 8 SST meetings/Board Meeting
- 9 Coffee chat
- 10 Staff Meeting
- 14 PTO Meeting
- 15 Grading window opens
- 16 Morning Coffee with the Principal
- 17 End of 2nd Quarter
- 20-31 Winter Break
- 22 Grading window closes

DECEMBER 2021						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

JUNE 2022						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

- 1 3rd-5th End of Year Awards
- 2 6th-8th End of Year Awards/8th grade promotion/Minimum Day/ Grading window closes
- 3 Kinder Graduation/Last Day of School/End of 4th Quarter
- 6 Report Cards Mailed
- 8 Board Meeting/Budget & LCAP Public Hearing
- 22 Board Meeting/Budget & LCAP Adoption

Hamilton High School- Home of the Braves
Cris Oseguera, Principal

2021-22 HHS SITE MASTER CALENDAR

AUGUST 2021 Student Days: Stu Days 16 (16 total)	M T W T F 02 03 04 05 [06] 09 (10) 11 12 [13] 16 17 18 19 [20] 23 24 25 26 [27] 30 31	03 06-09 (10) 18 19	HHS Frosh Orientation- 9am-12noon HUSD Teacher Inservice First Day of School-Full Day; Start of 1st Semester HHS Picture Day HHS Back-To-School Night- 6:00pm
SEPTEMBER 2021 Stu Days 20 (36 total)	M T W T F 01 02 [03] 06 07 08 09 [10] 13 14 15 [16] [17] 20 21 22 23 [24] 27 28 29 30	06 08 08 10 [16] 20	Labor Day Holiday- No School Progress Reports Due (Teachers) HHS College and Scholarship Parent Info Night-6:00pm Progress Reports Mailed HHS Parent/Teacher Conferences (4-7pm)- Student Early Dismissal at 2:23pm (Student Non-Attendance Day)
OCTOBER 2021 Stu Days 21 (57 total)	M T W T F 04 05 06 07 [08] 11 12 13 14 [15] 18 19 20 21 [22] 25 26 27 28 [29]	08 13 14 15	1st Quarter Ends 1 st Quarter Grades Due (Teachers) HHS Financial Aid Workshop- 6:00pm 1 st Quarter Report Cards Mailed
NOVEMBER 2021 Stu Days 16 (73 total)	M T W T F 01 02 03 04 [05] 08 09 10 11 [12] 15 16 17 18 [19] 22 23 24 25 26 29 30	03 05 11 22-26	Progress Reports Due (Teachers) Progress Reports Mailed Veterans Day Holiday Observed- No School Thanksgiving Break (11/22/21-11/26/21)- No School
DECEMBER 2021 Stu Days 13 (86 total) (1 st Sem = 86 days)	M T W T F 06 07 08 09 [10] 13 14 15 16 [17] 20 21 22 23 24 27 28 29 30 31	01 02 [17] 20-31 23 30	Winter Concert-HHS Gym-6:00pm Elementary Christmas Program-HHS Gym End of 1st Semester Winter Break (12/20/21- 1/08/22)- No School 1 st Semester Grades Due (Teachers) 1 st Semester Report Cards Mailed
JANUARY 2021 Stu Days 15 (101 total)	M T W T F 03 04 05 06 07 10 11 12 13 [14] 17 18 19 20 [21] 24 25 26 27 [28] 31	03-07 10 17	Winter Break- No School School Resumes-Start of 2nd Semester Dr. Martin Luther King Day Holiday Observed-No School
FEBRUARY 2022 Stu Days 18 (119 total)	M T W T F 07 08 09 10 [11] 14 15 16 17 18 21 22 23 [24] [25] 28	02 04 [10] 18 21	Progress Reports Due (Teachers) Progress Reports Mailed HHS Parent/Teacher Conferences (4-7pm)- Student Early Dismissal at 2:23pm Lincoln's Birthday Holiday Observed- No School President's Day Holiday- No School
MARCH 2022 Stu Days 22 (141 total)	M T W T F 01 02 03 [04] 07 08 09 10 [11] 14 15 16 17 [18] 21 22 23 24 [25] 28 29 30 31	17 [18] 23 25 28	3rd Quarter Ends (Student Non-Attendance Day) 3 rd Quarter Grades Due (Teachers) Report Cards Mailed Opening of HHS CAASPP Testing Window
APRIL 2022 Stu Days 15 (156 total)	M T W T F 04 05 06 07 [08] 11 12 13 14 15 18 19 20 21 22 25 26 27 28 [29]	06 13 15-22 28 30	HHS Open House- 6:00pm (tentative) Spring Concert- HHS Gym-6:00pm Spring Break (Good Friday Observed April 15; Easter is April 15)- No School Progress Reports Due (Teachers) Progress Reports Mailed
MAY 2022 Stu Days 21 (177 total)	M T W T F 02 03 04 05 [06] 09 10 11 12 [13] 16 17 [18] [19] [20] 23 24 25 26 [27] 30 31	12 [18-20] 24 30	HHS Senior Project Presentations- 6:00pm HHS Minimum Days for Glenn County Fair HHS Awards Night-6:00pm Memorial Day Holiday-No School
JUNE 2022 Stu Days 3 (180 total) (2 nd Sem =94 days)	M T W T F 06 07 08 09 10 13 14 15 16 17 20 21 22 23 24 27 28 29 30	[02-03] (03) 10 17 10	HHS HUSD Minimum Days Last Day of School/ End of 2nd Semester/ High School Commencement at 8:00 PM 2 nd Semester Grades Due (Teachers) Second Semester Report Cards Mailed HHS Summer School begins (Session: June 13-June 30, 2022)-TBD

School Starts/Ends () Staff Development- No Students School Holiday [HHS Minimum Day]	Student Days: 180 Teacher Staff Development Days: 4 Total Days: 184
All Regular School Days – 8:10am to 3:15pm / All Minimum Days Dismissed at 12:30 p.m. All Fridays: Minimum Days for Teacher Collaboration/Teacher Staff Development (1:05 p.m. to 3:15 p.m.; as directed)	

Hamilton Unified School District

2021-2022 rev. 06/23/2021

Fall 2021

July 2021						
Su	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						0

August 2021						
Su	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
						16

September 2021						
Su	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
						36

October 2021						
Su	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						57

November 2021						
Su	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
						73

December 2021						
Su	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						86

Spring 2022

January 2022						
Su	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					101

February 2022						
Su	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					
						119

March 2022						
Su	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		
						141

April 2022						
Su	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
						156

May 2022						
Su	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				
						177

June 2022						
Su	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		
						180

Holidays/Breaks:	7/4 4th of July (observed on 7/5), 9/6 Labor Day, 11/11 Veterans Day, 11/22-11/26 Thanksgiving Break, 12/20-1/7 Winter Break, 1/17 Martin Luther King Jr. Day, 2/12 Lincoln's Birthday (obser. 2/18), 2/21 President's Day, 4/15 Good Friday, 4/15-4/22 Spring Break, 5/30 Memorial Day
1st/Last Day of School	8/10 1st Day of School, 6/3 Last Day of School
Board Meetings	7/28, 8/25, 9/22, 10/6, 10/27, 12/8, 1/26, 2/23, 3/23, 4/27, 5/25, 6/8, 6/22
HULC Meeting	9/15, 10/20, 12/1, 1/19, 2/16, 3/16, 4/13, 5/25
Progress/Report Cards	9/10, 10/15, 11/12, 1/3, 2/11, 3/25, 4/29, 6/10 (mailed)
Teacher/District In Service:	8/6 (District-wide - No Student Atten.) & 8/9 (Teachers Only - No Student Atten.), 9/20 (District-wide - No Student Atten.), 3/18 (Teachers Only - No Student Atten.)
HES/HHS Prep/PLC Min. Day	8/13, 8/27, 9/3, 9/10, 9/24, 10/1, 10/8, 10/15, 10/29, 11/5, 11/12, 11/19, 12/3, 12/10, 12/17, 1/14, 1/21, 2/4, 2/11, 3/4, 3/25, 4/1, 4/8, 4/29, 5/6, 5/13, 5/27
District Minimum Day	8/20, 9/17, 10/22, 1/28, 2/25, 3/11, 5/18-5/20 (Glenn County Fair - HHS Only), 5/20 (HES Only) 6/2 (8th Grade Promotion 7:00pm, HHS Stadium/Teacher Prep), 6/3 (HHS Grad 8:00pm, HHS Stadium/Teacher Prep)

Site Specific Activities
HHS Back to School Night: 8/19
HES Back to School Night: 8/18 (TK-5), 8/31 (6-8)
HHS Parent Conference Day: 9/16
HES Parent Conferences (Min. Day): 10/19 = 6th - 8th ONLY 10/20-21 = TK-5th ONLY
HES Halloween Carnival: 10/29
Winter Concert (HHS Gym): 12/1
Elementary Christmas Program (HHS Gym): 12/2
HES Parent Conferences (Min. Day): 3/2 = 6th - 8th ONLY 3/3 = TK - 5th ONLY
HHS Parent Conference Day: 2/10

Site Specific Activities ... Continued
Opening of CAASPP Testing Window: TBD
HHS Open House: 4/6
Spring Concert: 4/13
HES May Dance Festival: 5/6
HHS Awards Night: 5/24
Classified Holidays
4th of July: 7/4 (observed on 7/5) Labor Day: 9/6
Veterans Day: 11/11 Thanksgiving: 11/24-26
Winter Break: 12/23 & 24, 30 & 31 MLK Jr.: 1/17
Lincoln's Birthday: (Observed) 2/18 President's Day: 2/21
Good Friday: 4/15 Memorial Day: 5/30

LCAP & Budget	Student Days
LCAP Meeting: 9/22 - 6:00 p.m.	180
DELAC/LCAP Meeting: 10/11 - 6:00 p.m.	
LCAP Meeting: 1/26 - 6:00 p.m.	Teacher Staff Dev. Days
LCAP Meeting: 4/7	4
LCAP Draft Review (Public Comment & Questions to Superintendent: 4/27	Total Days
Budget & LCAP Public Hearing: 6/8	
Budget & LCAP Adoption: 6/22	184

MISC Information
All Fridays* are minimum days for teacher collaboration/teacher staff development.

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount
000010/00	ALHAMBRA & SIERRA SPRINGS								
210045	PO-000406	04/21/2021	APRIL DIST;9858589	042721	1	01-0000-0-0000-2700-4300-000-000-000000	NN P	0.00	23.77
210045	PO-000406	04/21/2021	APRIL HS;9858589	042721	2	01-0000-0-0000-2700-4300-100-000-000000	NN P	0.00	35.68
210045	PO-000406	04/21/2021	APRIL ELEM;9858589	042721	3	01-0000-0-0000-2700-4300-800-000-000000	NN P	0.00	59.45
210045	PO-000406	04/21/2021	APRIL ELLA;9858589	042721	4	01-0000-0-3200-1000-4300-300-000-000000	NN P	0.00	0.00
210045	PO-000406	04/21/2021	APRIL MAINT;9858589	042721	5	01-8150-0-0000-8100-4300-000-000-000000	NN P	0.00	42.75
210045	PO-000406	04/21/2021	APRIL ADULT ED;9858589	042721	6	11-6391-0-4110-1000-4300-000-000-000000	NN P	0.00	27.00
			TOTAL PAYMENT AMOUNT			188.65 *			188.65
000053/00	CALIFORNIA WATER SERVICE CO		000000000						
210052	PO-000422	04/27/2021	MAY 4141117777		1	01-0000-0-0000-8100-5590-000-000-000000	NN P	0.00	59.82
210052	PO-000422	04/27/2021	MAY 3141117777		1	01-0000-0-0000-8100-5590-000-000-000000	NN P	0.00	59.82
210052	PO-000422	04/27/2021	MAY 3624177777		1	01-0000-0-0000-8100-5590-000-000-000000	NN P	0.00	23.23
210052	PO-000422	04/27/2021	MAY 7314177777		1	01-0000-0-0000-8100-5590-000-000-000000	NN P	0.00	725.80
210052	PO-000422	04/27/2021	MAY 7314177777		2	01-0000-0-0000-8100-5590-100-000-000000	NN P	0.00	1,088.70
210052	PO-000422	04/27/2021	MAY 4328876467		3	01-0000-0-0000-8100-5590-800-000-000000	NN P	0.00	396.07
210052	PO-000422	04/27/2021	MAY 0669843652		3	01-0000-0-0000-8100-5590-800-000-000000	NN P	0.00	1,046.71
210052	PO-000422	04/27/2021	MAY 6314177777		4	01-0000-0-0000-8100-5590-300-000-000000	NN P	0.00	211.13
			TOTAL PAYMENT AMOUNT			3,611.28 *			3,611.28
000234/00	CAROLINA BIOLOGICAL SPLY CO								
210457	PO-021497	04/27/2021	51377248RI		1	01-9812-0-1110-1000-4300-000-000-000000	NN F	246.11	696.79
			TOTAL PAYMENT AMOUNT			696.79 *			696.79
002012/00	CHEF STORE		000000000						
	PO-000438	04/29/2021	FUNDS EXPIRED		3	01-3210-0-1110-1000-4300-000-000-000000	NN C	0.00	0.00
	PO-000438	05/02/2021	APRIL 565054		6	01-3212-0-1110-1000-4300-000-000-000000	NN P	0.00	779.76
	PO-000438	05/02/2021	APRIL 565054		2	13-5310-0-0000-3700-4700-000-000-000000	NN P	0.00	21.69
			TOTAL PAYMENT AMOUNT			801.45 *			801.45
000764/00	DANIELSON CO								
	PO-000425	04/20/2021	247800		9	01-3212-0-1110-1000-4300-000-000-000000	NN P	0.00	327.60
	PO-000425	04/27/2021	248433		9	01-3212-0-1110-1000-4300-000-000-000000	NN P	0.00	354.87
	PO-000425	04/20/2021	247800		1	13-5310-0-0000-3700-4300-000-000-000000	NN P	0.00	30.88
	PO-000425	04/27/2021	248433		1	13-5310-0-0000-3700-4300-000-000-000000	NN P	0.00	21.36
	PO-000425	04/27/2021	248433		2	13-5310-0-0000-3700-4700-000-000-000000	NN P	0.00	1,645.67
	PO-000425	04/20/2021	247800		2	13-5310-0-0000-3700-4700-000-000-000000	NN P	0.00	1,244.61
	PO-000425	04/20/2021	247800		4	13-5320-0-0000-3700-4700-000-049-000000	NN P	0.00	200.78

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef		
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit	BdR DD	T9MPS	Liq Amt	Net Amount
000764 (CONTINUED)										
PO-000425	04/20/2021	248433	4	13-5320-0-0000-3700-4700-000-049-00000	NN P			0.00	345.70	
			TOTAL PAYMENT AMOUNT						4,171.47 *	4,171.47
001539/00	DEERE & COMPANY		000000000							
210459	PO-021499	04/26/2021	117096984-GATOR	1	01-6387-0-3800-1000-6400-100-000-00000	NN P		6,974.39	6,974.39	
			TOTAL PAYMENT AMOUNT						6,974.39 *	6,974.39
000460/00	FLORA FRESH									
210405	PO-021450	04/19/2021	00953194	1	11-6391-0-4110-1000-4300-000-023-00000	NN P		826.90	826.90	
			TOTAL PAYMENT AMOUNT						826.90 *	826.90
000162/00	GRAINGER									
PO-000409	04/21/2021	9877584806	1	01-8150-0-0000-8100-4300-000-000-00000	NN P			0.00	223.68	
PO-000409	04/29/2021	FUNDS EXPIRED	3	01-3210-0-1110-1000-4300-000-000-00000	NN C			0.00	0.00	
			TOTAL PAYMENT AMOUNT						223.68 *	223.68
002077/00	IN TENTS EVENTS		844486166							
210340	PO-021401	05/02/2021	4010-MAY HS SCREEN TENT	5	01-3212-0-1110-1000-5890-100-000-00000	N1 P		600.00	600.00	
210340	PO-021401	05/02/2021	4010-MAY ELEM SCREEN TENTS	6	01-3212-0-1110-1000-5890-800-000-00000	N1 P		1,200.00	1,200.00	
			TOTAL PAYMENT AMOUNT						1,800.00 *	1,800.00
000217/00	KELLY LANGAN									
PV-000084	04/15/2021	REIMB MILEAGE;ATHLETIC SUPERVI	01-0000-0-1110-1000-5200-100-006-00000	NN					60.60	
			TOTAL PAYMENT AMOUNT						60.60 *	60.60
000012/00	NAPA AUTO PARTS									
PO-000418	04/28/2021	754567	1	01-8150-0-0000-8100-4300-000-000-00000	NN P			0.00	90.20	
PO-000418	05/03/2021	755186	1	01-8150-0-0000-8100-4300-000-000-00000	NN P			0.00	151.84	
			TOTAL PAYMENT AMOUNT						242.04 *	242.04

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef		
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit	BdR	DD	T9MPS	Liq Amt	Net Amount
000309/00	OFFICE DEPOT INC										
210094	PO-021175	04/23/2021	169749243001	1	01-0000-0-0000-2700-4300-800-000-00000	NN	P			0.00	76.26
210094	PO-021175	04/23/2021	169759031001	1	01-0000-0-0000-2700-4300-800-000-00000	NN	P			0.00	33.44
TOTAL PAYMENT AMOUNT										109.70 *	109.70
000027/00	ORLAND HARDWARE										
	PO-000417	03/29/2021	462819	1	01-8150-0-0000-8100-4300-000-000-00000	NN	P			0.00	106.84
	PO-000417	04/05/2021	463413	1	01-8150-0-0000-8100-4300-000-000-00000	NN	P			0.00	227.83
	PO-000417	04/15/2021	K64479	1	01-8150-0-0000-8100-4300-000-000-00000	NN	P			0.00	136.82
210118	PO-021190	03/29/2021	462866	4	01-0350-0-6000-1000-4300-100-053-00000	NN	P		700.00	33.93	33.93
210118	PO-021190	03/31/2021	463039	4	01-0350-0-6000-1000-4300-100-053-00000	NN	P			3.28	3.28
210118	PO-021190	04/15/2021	464507	4	01-0350-0-6000-1000-4300-100-053-00000	NN	P			16.27	36.76
210118	PO-021190	04/12/2021	464173	5	01-7010-0-3800-1000-4300-100-000-00000	NN	P			0.00	318.60
210118	PO-021190	04/23/2021	465112	5	01-7010-0-3800-1000-4300-100-000-00000	NN	P			0.00	80.74
TOTAL PAYMENT AMOUNT										944.80 *	944.80
000084/00	PG&E										
	PO-000416	04/29/2021	APRIL ELEM;3699672995-4	4	01-0000-0-0000-8100-5590-800-000-00000	NN	P			0.00	9,868.89
	PO-000416	04/27/2021	APRIL DIST:9921774729-6	1	01-0000-0-0000-8100-5590-000-000-00000	NN	P			0.00	2,948.91
	PO-000416	04/27/2021	APRIL HS:9921774729-6	2	01-0000-0-0000-8100-5590-100-000-00000	NN	P			0.00	4,423.36
TOTAL PAYMENT AMOUNT										17,241.16 *	17,241.16
000763/00	PROPACIFIC FRESH										
	PO-000407	04/19/2021	6859582	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	792.48
	PO-000407	04/19/2021	6861222	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	582.38
	PO-000407	04/19/2021	6861222	3	13-5320-0-0000-3700-4700-000-049-00000	NN	P			0.00	194.79
	PO-000407	04/19/2021	6859582	3	13-5320-0-0000-3700-4700-000-049-00000	NN	P			0.00	88.75
TOTAL PAYMENT AMOUNT										1,658.40 *	1,658.40
000282/00	ROCHESTER 100 INC										
210478	PO-021540	04/21/2021	200516	1	01-0000-0-1110-1000-4300-800-000-00000	YN	F			723.94	675.00
TOTAL PAYMENT AMOUNT										675.00 *	675.00
TOTAL USE TAX AMOUNT											48.94

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef
Req Reference	Date	Description	Fd Res	Y Goal	Sit Bdr DD	T9MPS	Liq Amt	Net Amount	

000137/00	SCHOOL SERVICES OF CALIF INC								
210464	PO-021514	04/29/2021	W114034-IN	1	01-0000-0-0000-7300-5200-000-000-00000	NN	F	195.00	195.00
TOTAL PAYMENT AMOUNT							195.00 *		195.00

000942/00	SCHOOL TECH SUPPLY								
210481	PO-021531	05/05/2021	48595-CHROMEBOOK ADAPTERS	1	01-3212-0-1110-1000-4300-000-000-00000	NN	F	2,144.46	2,144.46
TOTAL PAYMENT AMOUNT							2,144.46 *		2,144.46

001382/00	U S BANK CORPORATE								
210031	PO-021110	04/22/2021	ZOOM FOR JP	2	01-0000-0-0000-7150-4300-000-000-00000	NN	P	0.00	14.99
210031	PO-021110	04/22/2021	JP GCOE COVID MTG	2	01-0000-0-0000-7150-4300-000-000-00000	NN	P	0.00	35.33
210031	PO-021110	04/22/2021	DIST OFFICE SUPPLIES	3	01-0000-0-1110-1000-4300-000-000-00000	NN	P	0.00	181.07
210031	PO-021110	04/22/2021	TEACHER PLANNING MTG	3	01-0000-0-1110-1000-4300-000-000-00000	NN	P	0.00	91.46
210148	PO-021205	04/22/2021	AG FUEL	1	01-7010-0-3800-1000-4392-100-000-00000	NN	P	549.29	549.29
210448	PO-021503	05/05/2021	M HANSEN CLASS SUPPLIES	1	01-0000-0-1110-1000-4300-100-603-00000	NN	F	160.77	160.77
210449	PO-021504	05/05/2021	CLASS SUPPLIES	1	01-0000-0-1110-1000-4300-100-607-00000	NN	F	279.26	279.26
210450	PO-021505	05/05/2021	CLASS SUPPLIES	1	01-0000-0-1110-1000-4300-100-611-00000	NN	P	307.57	307.57
210456	PO-021507	05/05/2021	USB-C TO VGA	1	01-9150-0-0000-2420-4300-000-000-00000	NN	F	65.60	64.54
210463	PO-021513	05/05/2021	AP CALCULUS EXAM SUPPLIES	1	01-4127-0-1110-1000-4300-100-000-00000	YN	F	474.91	442.80
210470	PO-021532	05/05/2021	HEADSET & SURG PROTECTOR	1	01-0000-0-0000-7110-4300-000-000-00000	NN	F	69.69	69.69
210482	PO-021534	05/05/2021	MAINT PARTS/REPAIRS	1	01-8150-0-0000-8100-4300-000-000-00000	NN	F	145.75	145.75
210483	PO-021535	05/05/2021	MAINT PARTS/REPAIRS	1	01-8150-0-0000-8100-4300-000-000-00000	NN	F	201.30	201.30
210495	PO-021547	05/05/2021	CLAY FOR BALL FIELD	1	01-8150-0-0000-8100-4300-000-000-00000	NN	F	109.17	109.17
	PV-000085	05/05/2021	APRIL 4246044555628555		01-0000-0-0000-2700-4300-000-000-00000	NN			103.25
	PV-000085	05/05/2021	APRIL 4246044555628555		01-0000-0-0000-8100-4392-000-000-00000	NN			355.92
	PV-000085	05/05/2021	APRIL 4246044555628555		01-0000-0-1110-1000-4300-100-000-00000	NN			47.96
TOTAL PAYMENT AMOUNT							3,160.12 *		3,160.12
TOTAL USE TAX AMOUNT									32.10

001462/00	WIZARD CLEANING	822765674							
210339	PO-021402	05/02/2021	2733;MAY SERVICES	2	01-3212-0-1110-1000-5890-000-000-00000	NY	P	2,800.00	2,800.00
TOTAL PAYMENT AMOUNT							2,800.00 *		2,800.00

TOTAL BATCH PAYMENT	48,525.89 ***	0.00	48,525.89
TOTAL USE TAX AMOUNT			81.04

TOTAL DISTRICT PAYMENT	48,525.89 ****	0.00	48,525.89
TOTAL USE TAX AMOUNT			

TOTAL FOR ALL DISTRICTS:	48,525.89 ****	0.00	48,525.89
TOTAL USE TAX AMOUNT			

Prepared by	<i>Chris Davis</i>	Date	5/7/21
Authorized by		Date	

Number of checks to be printed: 20, not counting voids due to stub overflows 48,525.89

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Res	Y Goal	Sit Bdr DD	T9MPS	Liq Amt	Net Amount	
002012/00	CHEF STORE	000000000							
	PO-000438	03/26/2021	40001301-565054	1	13-5310-0-0000-3700-4300-000-000-00000	NN P	0.00	96.61	
								TOTAL PAYMENT AMOUNT 96.61 *	
000281/00	COLLEGE ENTRANCE EXAM BOARD								
	210505	PO-021558	03/16/2021	382179113A;SCODE-051125	1	01-4127-0-1110-1000-4300-100-000-00000	NN F	68.00	
								TOTAL PAYMENT AMOUNT 68.00 *	
000460/00	FLORA FRESH								
	210143	PO-021210	05/03/2021	00955003	1	01-0350-0-6000-1000-4300-100-052-00000	NN P	1,630.73	
								TOTAL PAYMENT AMOUNT 1,279.49 *	
001198/00	FLORAL RESOURCES								
	210144	PO-021215	05/03/2021	00149756	1	01-0350-0-6000-1000-4300-100-052-00000	NN P	146.85	
								TOTAL PAYMENT AMOUNT 52.55 *	
000338/00	GLENN COUNTY OFFICE OF ED	946002753							
	210461	PO-021519	04/27/2021	6515;MAY NEWSLETTER	ENG/SPAN	1	01-3010-0-1110-1000-5890-800-000-00000	NN P	80.44
								TOTAL PAYMENT AMOUNT 80.44 *	
000113/00	HAMILTON CITY COMMUNITY SVC								
	210047	PO-000414	05/01/2021	MAY-JUNE;DIST-620	CR 203	1	01-0000-0-0000-8100-5590-000-000-00000	NN P	0.00
	210047	PO-000414	05/01/2021	MAY-JUNE;HS-620	CR 203	2	01-0000-0-0000-8100-5590-100-000-00000	NN P	0.00
	210047	PO-000414	05/01/2021	MAY-JUNE;ELEM-277	CAPAY	3	01-0000-0-0000-8100-5590-800-000-00000	NN P	0.00
	210047	PO-000414	05/01/2021	MAY-JUNE;ELLA-300	6TH	4	01-0000-0-0000-8100-5590-300-000-00000	NN P	0.00
	210047	PO-000414	05/01/2021	MAY-JUNE;ADULT ED	535 SAC	5	11-6391-0-4110-8100-5590-000-000-00000	NN P	0.00
	210047	PO-000414	05/01/2021	MAY-JUNE;290	6TH PRESCH	6	12-6105-0-1110-8100-5590-000-000-00000	NN P	0.00
								TOTAL PAYMENT AMOUNT 4,132.62 *	
000414/00	HERFF JONES LLC								
	210444	PO-021495	05/02/2021	000451833		1	01-0000-0-1110-1000-4300-100-605-00000	NN P	116.93
	210444	PO-021495	05/02/2021	001066994		1	01-0000-0-1110-1000-4300-100-605-00000	NN P	32.68
	210444	PO-021495	05/02/2021	001067154		1	01-0000-0-1110-1000-4300-100-605-00000	NN P	14.92
								TOTAL PAYMENT AMOUNT 164.53 *	

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date			Fd Res	Y Goal	Func Obj	Sit BdR DD	T9MPS	Liq Amt	Net Amount
000548/00	ISOM ADVISORS		000000000							
210503	PO-021556	04/27/2021 INV#DISCLOSURE	2020-86	1	01-0000-0-0000-7200-5890-000-000-00000	NN F			3,725.00	3,725.00
										TOTAL PAYMENT AMOUNT 3,725.00 *
001283/00	JOHN'S TIRE & MUFFLER SERVICE		825167211							
	PO-000410	04/30/2021 12349-OIL CHANGE F250 SPR		1	01-8150-0-0000-8100-5630-000-000-00000	NY P			0.00	132.69
	PO-000410	04/30/2021 12350-OIL CHANGE 2013 EXPID		1	01-8150-0-0000-8100-5630-000-000-00000	NY P			0.00	54.68
	PO-000410	05/03/2021 12363-TIRES/ALIGN T-350 VAN6		1	01-8150-0-0000-8100-5630-000-000-00000	NY P			0.00	978.01
										TOTAL PAYMENT AMOUNT 1,165.38 *
001138/00	JOHNNY ON THE SPOT		464458679							
210360	PO-021427	05/31/2021 JUNE;I15987 HS WASH STN		5	01-3212-0-1110-1000-5890-100-000-00000	N1 F			192.90	192.90
210360	PO-021427	05/31/2021 JUNE;I15987 ELEM WASH STN		6	01-3212-0-1110-1000-5890-800-000-00000	N1 F			379.35	379.35
										TOTAL PAYMENT AMOUNT 572.25 *
001177/00	LELY'S		000000000							
210506	PO-021559	05/05/2021 41931-AG TOOLS		1	01-7010-0-3800-1000-4300-100-000-00000	NN F			366.41	366.41
										TOTAL PAYMENT AMOUNT 366.41 *
000592/00	MISSION UNIFORM & LINEN									
	PO-000405	05/13/2021 514744883		1	13-5310-0-0000-3700-4300-000-000-00000	NN P			0.00	93.08
										TOTAL PAYMENT AMOUNT 93.08 *
000524/00	MJB WELDING SUPPLY									
210120	PO-021200	04/30/2021 01340018		4	01-0350-0-6000-1000-5890-100-053-00000	NN P			0.00	9.50
										TOTAL PAYMENT AMOUNT 9.50 *
000309/00	OFFICE DEPOT INC									
210497	PO-021549	05/05/2021 172212877001		1	01-9812-0-1110-1000-4300-800-000-00000	NN F			271.13	270.73
210497	PO-021549	05/05/2021 172212877001		2	01-0000-0-1110-1000-4300-800-000-00000	NN F			67.78	68.18
										TOTAL PAYMENT AMOUNT 338.91 *

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount
000027/00	ORLAND HARDWARE								
210118	PO-021190	05/03/2021	CLOSE BAL/YEAR END	4	01-0350-0-6000-1000-4300-100-053-00000	NN	C	0.00	0.00
			TOTAL PAYMENT AMOUNT		0.00 *				0.00
000692/00	RUSSELL SIMON								
	PV-000086	05/31/2021	FUEL FOR FORKLIFT;ADULT ED	11	6391-0-4110-1000-4392-000-021-00000	NN			25.71
			TOTAL PAYMENT AMOUNT		25.71 *				25.71
000137/00	SCHOOL SERVICES OF CALIF INC								
	PO-000426	05/01/2021	MAY 2021;0129049-IN	1	01-0000-0-1110-1000-5890-000-000-00000	NN	P	0.00	320.00
			TOTAL PAYMENT AMOUNT		320.00 *				320.00
000485/00	VOLTAGE SPECIALISTS		204425558						
210511	PO-021564	08/07/2020	14191-ANNUAL NFPA ALARM INSP	1	01-8150-0-0000-8100-5890-000-000-00000	NY	P	0.00	4,680.00
210511	PO-021564	08/07/2020	14192-ANNUAL MONITOR-EB/ELEM	1	01-8150-0-0000-8100-5890-000-000-00000	NY	F	0.00	656.00
			TOTAL PAYMENT AMOUNT		5,336.00 *				5,336.00
000377/00	WASTE MANAGEMENT								
210044	PO-000402	05/03/2021	MAY 402362-85003 DIST	1	01-0000-0-0000-8100-5590-000-000-00000	NN	P	0.00	575.32
210044	PO-000402	05/03/2021	MAY 402389-05009 ELLA/FEES	1	01-0000-0-0000-8100-5590-000-000-00000	NN	P	0.00	297.65
210044	PO-000402	05/03/2021	MAY 402362-85003 HS	2	01-0000-0-0000-8100-5590-100-000-00000	NN	P	0.00	862.96
210044	PO-000402	05/03/2021	MAY 402382-15004 ELEM MAINT	3	01-0000-0-0000-8100-5590-800-000-00000	NN	P	0.00	322.79
210044	PO-000402	05/03/2021	MAY 402382-85009 ELEM CAFE	3	01-0000-0-0000-8100-5590-800-000-00000	NN	P	0.00	287.65
			TOTAL PAYMENT AMOUNT		2,346.37 *				2,346.37
001462/00	WIZARD CLEANING		822765674						
210339	PO-021402	05/31/2021	2736; JUNE SERVICES	2	01-3212-0-1110-1000-5890-000-000-00000	NY	F	700.00	700.00
			TOTAL PAYMENT AMOUNT		700.00 *				700.00
			TOTAL BATCH PAYMENT		20,872.85 ***		0.00		20,872.85
			TOTAL DISTRICT PAYMENT		20,872.85 ****		0.00		20,872.85
			TOTAL FOR ALL DISTRICTS:		20,872.85 ****				

Number of checks to be printed: 19, not counting voids due to stub overflows.
 Number of zero dollar checks: 1, will be skipped.

Printed: 05/13/2021 23:38:47

0.00	20,872.85	5/13/21
Prepared by	Chris Davies	Date
Authorized by		Date

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
Req Reference	Date			Fd Res Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount
001075/00	AT&T								
PO-000403	05/12/2021	MAY ELEM;164455845		1 01-0000-0-0000-2700-5990-000-000000	NN P			0.00	115.89
PO-000403	05/12/2021	MAY HS/DIST:16444401		1 01-0000-0-0000-2700-5990-000-000000	NN P			0.00	192.67
TOTAL PAYMENT AMOUNT									308.56 *
000234/00	CAROLINA BIOLOGICAL SPLY CO								
210499	PO-021552	05/04/2021	51402221RI-LOSHE/MARTIN SCOPES	1 01-4127-0-1110-1000-4300-100-000-000000	NN F			2,037.75	2,037.75
210504	PO-021557	05/19/2021	51402310RI;EMELLO SCOPES	1 01-4127-0-1110-1000-4300-100-000-000000	NN F			2,037.75	2,037.75
TOTAL PAYMENT AMOUNT									4,075.50 *
000762/00	CRYSTAL CREAMERY								
210060	PO-000445	03/29/2021	19199845	1 13-5310-0-0000-3700-4700-000-000-000000	NN P			0.00	283.60
210060	PO-000445	03/29/2021	19199845	2 13-5320-0-0000-3700-4700-000-049-000000	NN P			0.00	141.80
210060	PO-000445	04/01/2021	19199846	1 13-5310-0-0000-3700-4700-000-000-000000	NN P			0.00	39.86
210060	PO-000445	04/01/2021	19199846	2 13-5320-0-0000-3700-4700-000-049-000000	NN P			0.00	19.91
210060	PO-000445	04/08/2021	19233561	2 13-5320-0-0000-3700-4700-000-049-000000	NN P			0.00	100.71
210060	PO-000445	04/08/2021	19233561	1 13-5310-0-0000-3700-4700-000-000-000000	NN P			0.00	201.71
210060	PO-000445	04/12/2021	19248450	1 13-5310-0-0000-3700-4700-000-000-000000	NN P			0.00	142.25
210060	PO-000445	04/12/2021	19248450	2 13-5320-0-0000-3700-4700-000-049-000000	NN P			0.00	71.02
210060	PO-000445	04/15/2021	19248497	2 13-5320-0-0000-3700-4700-000-049-000000	NN P			0.00	142.04
210060	PO-000445	04/15/2021	19248497	1 13-5310-0-0000-3700-4700-000-000-000000	NN P			0.00	284.50
210060	PO-000445	04/19/2021	19267305	1 13-5310-0-0000-3700-4700-000-000-000000	NN P			0.00	260.41
210060	PO-000445	04/22/2021	19267312	1 13-5310-0-0000-3700-4700-000-000-000000	NN P			0.00	331.16
210060	PO-000445	04/22/2021	19267312	2 13-5320-0-0000-3700-4700-000-049-000000	NN P			0.00	165.34
210060	PO-000445	04/19/2021	19267305	2 13-5320-0-0000-3700-4700-000-049-000000	NN P			0.00	130.02
TOTAL PAYMENT AMOUNT									2,314.33 *
000764/00	DANIELSON CO								
PO-000425	05/11/2021	249469		9 01-3212-0-1110-1000-4300-000-000-000000	NN P			0.00	364.00
PO-000425	05/04/2021	249023		9 01-3212-0-1110-1000-4300-000-000-000000	NN P			0.00	52.71
PO-000425	05/04/2021	249023		1 13-5310-0-0000-3700-4300-000-000-000000	NN P			0.00	52.71
PO-000425	05/11/2021	249469		1 13-5310-0-0000-3700-4300-000-000-000000	NN P			0.00	10.68
PO-000425	05/11/2021	249469		2 13-5310-0-0000-3700-4700-000-000-000000	NN P			0.00	2,499.87
PO-000425	05/04/2021	249023		2 13-5310-0-0000-3700-4700-000-000-000000	NN P			0.00	929.74
PO-000425	05/04/2021	249023		4 13-5320-0-0000-3700-4700-000-049-000000	NN P			0.00	313.43
PO-000425	05/11/2021	249469		4 13-5320-0-0000-3700-4700-000-049-000000	NN P			0.00	200.14
TOTAL PAYMENT AMOUNT									4,423.28 *

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type Fd Res Y Goal	ABA num Func Obj	Account num Sit Bdr DD	T9MPS	EE ES Liq Amt	E-Term E-ExtRef	E-ExtRef Net Amount
000162/00	GRAINGER									
	PO-000409	05/04/2021 9890259030		1	01-8150-0-0000-8100-4300-000-000-00000	NN P		0.00		124.40
					TOTAL PAYMENT AMOUNT					124.40
								124.40 *		
000072/00	HILLYARD INC									
	PO-000412	05/12/2021 604324739		1	01-8150-0-0000-8100-4300-000-000-00000	NN P		0.00		1,039.64
					TOTAL PAYMENT AMOUNT					1,039.64
								1,039.64 *		
001005/00	JEREMY POWELL									
	PV-000087	08/07/2020 REIMB 12/18/20 WORK LUNCHES		01-0000-0-0000-7150-5200-000-000-00000	NN					44.00
					TOTAL PAYMENT AMOUNT					44.00
								44.00 *		
001292/00	NORTHSTATE SCREENPRINTING		113728777							
	210514 PO-021573	05/11/2021 192150-R BOCAST ELEM		1	01-9812-0-1110-1000-4300-800-000-00000	NN F		531.42		522.84
					TOTAL PAYMENT AMOUNT					522.84
								522.84 *		
000309/00	OFFICE DEPOT INC									
	210091 PO-021189	08/07/2020 CLOSE BAL		1	01-0000-0-1110-1000-4300-800-000-00000	NN C		2.49		0.00
	210130 PO-021220	08/07/2020 CLOSE BAL		1	01-0001-0-1110-1000-4300-800-000-00000	NN C		200.00		0.00
	210500 PO-021553	05/06/2021 168557279001		1	11-6391-0-4110-1000-4300-000-000-00000	NN P		171.58		171.58
	210500 PO-021553	05/06/2021 168557283001		1	11-6391-0-4110-1000-4300-000-000-00000	NN P		77.53		77.53
	210500 PO-021553	05/06/2021 168541872001		1	11-6391-0-4110-1000-4300-000-000-00000	NN F		392.55		392.55
					TOTAL PAYMENT AMOUNT					641.66
								641.66 *		
000370/00	POSITIVE PROMOTIONS									
	210490 PO-021542	05/07/2021 06738022		1	01-0000-0-1110-1000-4300-800-000-00000	YN F		419.23		390.89
					TOTAL PAYMENT AMOUNT					390.89
					TOTAL USE TAX AMOUNT					28.34
								390.89 *		
000763/00	PROPACIFIC FRESH									
	PO-000407	05/03/2021 6862931		1	13-5310-0-0000-3700-4700-000-000-00000	NN P		0.00		1,348.02
	PO-000407	05/03/2021 6862931		3	13-5320-0-0000-3700-4700-000-049-00000	NN P		0.00		209.55
	PO-000407	05/10/2021 6864642		3	13-5320-0-0000-3700-4700-000-049-00000	NN P		0.00		142.09
	PO-000407	05/10/2021 6864642		1	13-5310-0-0000-3700-4700-000-000-00000	NN P		0.00		1,293.74

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

TOTAL PAYMENT AMOUNT 2,993.40 * 2,993.40

000134/00 QUILL CORPORATION

CM-000017	05/12/2021	CREDIT#1367344-CD PAPER				01-0000-0-0000-7300-4300-000-000-000000	NN		-18.31	
PO-021125	05/04/2021	16516948	2			01-0000-0-0000-7300-4300-000-000-000000	NN P	0.00	34.79	
PO-021125	05/04/2021	16513771	2			01-0000-0-0000-7300-4300-000-000-000000	NN P	0.00	83.66	
PO-021125	05/04/2021	16513771	3			01-0000-0-1110-1000-4300-000-000-000000	NN P	0.00	118.03	
PO-021125	05/04/2021	16513771	4			01-0000-0-1110-1000-4300-100-000-000000	NN P	0.00	74.06	
PO-021125	05/04/2021	16488659	3			01-0000-0-1110-1000-4300-000-000-000000	NN P	0.00	107.56	
210097	PO-021165	08/07/2020	CLOSE BAL	1		01-0000-0-0000-2700-4300-800-000-000000	NN C	825.00	0.00	
210411	PO-021460	08/07/2020	CLOSE BAL	1		01-0000-0-1110-1000-4300-800-000-000000	NN C	29.58	0.00	
TOTAL PAYMENT AMOUNT									399.79 *	399.79

000335/00 SAVVAS LEARNING COMPANY LLC 000000000

210025	PO-021140	08/07/2020	CLOSE BAL	1		01-0001-0-1110-1000-4100-800-000-000000	NN C	40.59	0.00	
TOTAL PAYMENT AMOUNT									0.00 *	0.00

000137/00 SCHOOL SERVICES OF CALIF INC

210403	PO-021449	05/15/2021	W114670-IN;CONST WORKSHOP	1		01-0000-0-0000-7300-5200-000-000-000000	NN F	275.00	275.00	
TOTAL PAYMENT AMOUNT									275.00 *	275.00

001382/00 U S BANK CORPORATE

210031	PO-021110	08/07/2020	CLOSE BAL	1		01-0000-0-0000-7110-4300-000-000-000000	NN C	375.00	0.00	
210095	PO-021163	08/07/2020	CLOSE BAL	1		01-0000-0-0000-2700-4300-800-000-000000	NN C	402.29	0.00	
210131	PO-021225	08/07/2020	CLOSE BAL	1		01-0001-0-1110-1000-4300-800-000-000000	NN C	150.00	0.00	
210442	PO-021494	08/07/2020	CLOSE BAL-KH TO BILL OUT	1		01-9812-0-1110-1000-4300-800-000-000000	NN C	37.92	0.00	
TOTAL PAYMENT AMOUNT									0.00 *	0.00

001035/00 UNIVERGE BLUE-NEC CLOUD 000000000

210396	PO-000451	05/01/2021	IN78724-APR DIST	1		01-0000-0-0000-2700-5990-000-000-000000	NN P	0.00	79.09	
210396	PO-000451	05/01/2021	IN78724-APR HS	2		01-0000-0-0000-2700-5990-100-000-000000	NN P	0.00	118.65	
210396	PO-000451	05/01/2021	IN78710-APR ELEM	3		01-0000-0-0000-2700-5990-800-000-000000	NN P	0.00	197.33	
TOTAL PAYMENT AMOUNT									395.07 *	395.07

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

000743/00	WEST COAST PAPER								
	PO-000429	05/12/2021	12255763						
					1 01-8150-0-0000-8100-4300-000-000-00000	NN P		0.00	417.03
					TOTAL PAYMENT AMOUNT				417.03

TOTAL BATCH PAYMENT	18,365.39	***	0.00	18,365.39
TOTAL USE TAX AMOUNT				28.34

TOTAL DISTRICT PAYMENT	18,365.39	****	0.00	18,365.39
TOTAL USE TAX AMOUNT				28.34

TOTAL FOR ALL DISTRICTS:	18,365.39	****	0.00	18,365.39
TOTAL USE TAX AMOUNT				28.34

Number of checks to be printed: 15, not counting voids due to stub overflows. 18,365.39
 Number of zero dollar checks: 2, will be skipped.

Printed: 05/20/2021 23:38:43

<i>Chris Sepius</i>	<i>5/20/21</i>
Prepared by	Date
Authorized by	Date

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Pd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount

000008/00	CALIFORNIA'S VALUED TRUST H/W								
PO-000444	05/20/2021	JUNE 2021	1	01-0000-0-0000-0000-9571-000-000-000000	NN P			0.00	32,111.87
PO-000444	05/20/2021	JUNE 2021	2	01-0000-0-0000-0000-9572-000-000-000000	NN P			0.00	62,085.29
PO-000444	05/20/2021	JUNE 2021	3	01-0000-0-0000-0000-9573-000-000-000000	NN P			0.00	2,788.11
TOTAL PAYMENT AMOUNT									96,985.27 *

002047/00	DANNIS WOLIVER KELLEY	943172834							
PO-000423	05/20/2021	MARCH 2021 ATTORNEY BILL	1	01-0000-0-0000-7110-5815-000-000-000000	NE P			0.00	3,020.00
PO-000423	05/20/2021	MARCH 2021 ATTORNEY BILL	2	21-0000-0-0000-8500-5815-000-000-000000	NE P			0.00	5,380.50
TOTAL PAYMENT AMOUNT									8,400.50 *

000522/00	LESLIE ANDERSON-MILLS	573472011							
PO-000433	05/20/2021	JUNE 2021 - CASH IN LIEU	1	01-0000-0-1110-1000-3701-000-000-000000	NY P			0.00	791.67
TOTAL PAYMENT AMOUNT									791.67 *

000584/00	STANDARD								
PO-000408	05/20/2021	MAY 2021	1	01-0000-0-0000-0000-9573-000-000-000000	NN P			0.00	313.92
TOTAL PAYMENT AMOUNT									313.92 *

TOTAL BATCH PAYMENT	106,491.36 ***	0.00	106,491.36
TOTAL DISTRICT PAYMENT	106,491.36 ****	0.00	106,491.36
TOTAL FOR ALL DISTRICTS:	106,491.36 ****	0.00	106,491.36

Number of checks to be printed: 4, not counting voids due to stub overflows. 106,491.36

Prepared by	Date
<i>John Tan</i>	5/20/21
Authorized by	Date

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit BdR DD	T9MPS	Liq Amt	Net Amount
000446/00	BOB'S PLUMBING CO	680257931							
210529	PO-021580	05/18/2021	BACKFLO TEST	1	01-8150-0-0000-8100-5630-000-000-00000	NY	F	240.00	240.00
			TOTAL PAYMENT AMOUNT					240.00 *	240.00
000896/00	BSN SPORTS COM								
210455	PO-021496	05/07/2021	912629783	1	01-0000-0-1110-1000-4300-100-006-00000	NN	F	57.08	57.08
			TOTAL PAYMENT AMOUNT					57.08 *	57.08
002024/00	CHICO PRINTING								
210172	PO-021240	05/15/2021	CLOSE BAL	1	01-0000-0-1110-1000-4300-000-000-00000	NN	C	300.34	0.00
210172	PO-021240	05/15/2021	CLOSE BAL	2	01-0000-0-1110-1000-4300-100-000-00000	NN	C	450.52	0.00
			TOTAL PAYMENT AMOUNT					0.00 *	0.00
001372/00	CHRIS KITAHARA								
	PV-000088	05/11/2021	REIMB MILEAGE; 4/24-5/22 TRAIN	01	0000-0-0000-3600-5200-000-000-00000	NN			189.75
			TOTAL PAYMENT AMOUNT						189.75 *
000642/00	CLAUDIA RODRIGUEZ-MOJICA PhD	567751205							
210491	PO-021543	05/25/2021	MAY 19-20 TRAINING SERV	1	01-4203-0-1110-1000-5890-800-000-00000	NY	F	6,000.00	6,000.00
			TOTAL PAYMENT AMOUNT					6,000.00 *	6,000.00
000762/00	CRYSTAL CREAMERY								
210060	PO-000445	04/27/2021	19283137	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	160.19
210060	PO-000445	04/28/2021	19284554	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	314.82
			TOTAL PAYMENT AMOUNT					475.01 *	475.01
000764/00	DANIELSON CO								
	PO-000425	05/18/2021	250016	9	01-3212-0-1110-1000-4300-000-000-00000	NN	P	0.00	455.00
	PO-000425	05/25/2021	250519	9	01-3212-0-1110-1000-4300-000-000-00000	NN	P	0.00	273.00
	PO-000425	05/18/2021	250016	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P	0.00	29.97
	PO-000425	05/18/2021	250016	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	1,487.23
	PO-000425	05/18/2021	250016	4	13-5320-0-0000-3700-4700-000-049-00000	NN	P	0.00	205.01
	PO-000425	05/25/2021	250519	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P	0.00	21.36
	PO-000425	05/25/2021	250519	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	1,426.24

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount
000764 (CONTINUED)									
PO-000425	05/25/2021	250519	4	13-5320-0-0000-3700-4700-000-049-00000	NN P			0.00	277.67
PO-000425	05/21/2021	250227	2	13-5310-0-0000-3700-4700-000-000-00000	NN P			0.00	239.52
TOTAL PAYMENT AMOUNT									4,415.00 *
000721/00 ESTRELLITA 000000000									
210501	PO-021554	05/20/2021	26771	1	01-0000-0-0000-0000-9330-000-000-00000	NN F		3,382.99	3,382.99
TOTAL PAYMENT AMOUNT									3,382.99 *
000460/00 FLORA FRESH									
210143	PO-021210	05/19/2021	00957458	1	01-0350-0-6000-1000-4300-100-052-00000	NN F		0.00	952.65
210405	PO-021450	05/11/2021	CLOSE BAL	1	11-6391-0-4110-1000-4300-000-023-00000	NN C		1,192.62	0.00
TOTAL PAYMENT AMOUNT									952.65 *
001198/00 FLORAL RESOURCES									
210408	PO-021454	05/11/2021	CLOSE BAL	1	11-6391-0-4110-1000-4300-000-023-00000	NN C		1,334.99	0.00
TOTAL PAYMENT AMOUNT									0.00 *
000632/00 GIGAKOM 500026417									
210252	PO-021321	05/20/2021	CLOSE BAL	1	01-9150-0-0000-2420-5890-000-000-00000	NN C		391.16	0.00
TOTAL PAYMENT AMOUNT									0.00 *
000114/00 HAMILTON UNIFIED REVOLVING FND									
	PV-000091	05/21/2021	CK#1677;TIMIOS TITLE	21	0000-0-0000-8500-6100-000-000-00000	NN			2,335.28
TOTAL PAYMENT AMOUNT									2,335.28 *
000414/00 HERFF JONES LLC									
210444	PO-021495	05/21/2021	1070742	1	01-0000-0-1110-1000-4300-100-605-00000	NN P		185.47	207.33
TOTAL PAYMENT AMOUNT									207.33 *

012 HAMILTON UNIFIED SCHOOL DIST. J45121
 BATCH 55; JUNE 28 2021

ACCOUNTS PAYABLE PRELIST
 BATCH: 0055 BATCH 55:JUNE 28 2021

APY500 L.00.19 05/27/21 20:21 PAGE 3
 << Open >>

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef		
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit	BdR	DD	T9MPS	Liq Amt	Net Amount
000072/00	HILLYARD INC										
	PV-000090	05/21/2021	212613-EQUIP REPAIRS		01-8150-0-0000-8100-5630-000-000-000000	NN					115.00
			TOTAL PAYMENT AMOUNT								115.00
001305/00	K-LOG										
210507	PO-021560	05/13/2021	21-307869-L DESK/J LOHSE		1 01-6387-0-3800-1000-4400-100-000-000000	NN	F			4,217.16	4,217.16
			TOTAL PAYMENT AMOUNT								4,217.16
001388/00	LARRY'S PEST & WEED CONTROL	141953612									
	PO-000440	05/25/2021	MAY SERVICES;W13557		1 01-0000-0-0000-8100-5590-000-000-000000	NY	P			0.00	560.00
			TOTAL PAYMENT AMOUNT								560.00
001189/00	MARGRIT VOGELASANG										
	PV-000089	05/11/2021	REIMB SUPPLIES		12-6105-0-1110-1000-4300-000-000-000000	NN					51.87
			TOTAL PAYMENT AMOUNT								51.87
001450/00	MARIA REYES										
210474	PO-021529	05/15/2021	PAID W/ PV		1 01-0000-0-1110-1000-4300-100-605-000000	NN	C			47.96	0.00
			TOTAL PAYMENT AMOUNT								0.00
001398/00	MCHUTCHISON										
210404	PO-021448	05/11/2021	CLOSE BAL		1 01-0350-0-6000-1000-4300-100-053-000000	NN	C			260.86	0.00
			TOTAL PAYMENT AMOUNT								0.00
000592/00	MISSION UNIFORM & LINEN										
	PO-000405	05/27/2021	514839230		1 13-5310-0-0000-3700-4300-000-000-000000	NN	P			0.00	84.68
			TOTAL PAYMENT AMOUNT								84.68
000524/00	MJB WELDING SUPPLY										
210120	PO-021200	05/25/2021	00852638-00		3 01-0350-0-6000-1000-4300-100-053-000000	NN	P			311.29	311.29
210120	PO-021200	05/26/2021	00852945		3 01-0350-0-6000-1000-4300-100-053-000000	NN	F			855.96	227.37
			TOTAL PAYMENT AMOUNT								538.66

Vendor/Addr Req Reference	Remit name Date	Description	Tax ID num	Deposit type Fd Res Y Goal	ABA num Func Obj	Account num Sit Bdr DD	EE ES T9MPS	E-Term Liq Amt	E-ExtRef Net Amount
000864/00	MONOPRICE		567987705						
210173	PO-021245	05/15/2021 CLOSE BAL		1	01-9150-0-0000-2420-4300-000-000-000000	NN C	174.43	0.00	
					TOTAL PAYMENT AMOUNT	0.00 *		0.00	
001292/00	NORTHSTATE SCREENPRINTING		113728777						
210514	PO-021573	05/21/2021 193758;GEAR UP		2	01-9812-0-1110-1000-4300-800-000-000000	NN F	557.16	557.16	
					TOTAL PAYMENT AMOUNT	557.16 *		557.16	
000309/00	OFFICE DEPOT INC								
210421	PO-021468	05/15/2021 CLOSE BAL		1	01-0000-0-1110-1000-4300-100-000-000000	NN C	7.54	0.00	
210445	PO-021510	03/26/2021 165335144001		1	01-0000-0-1110-1000-4300-100-610-000000	NN F	20.65	20.63	
210508	PO-021561	05/18/2021 174711787001		1	12-6105-0-1110-1000-4300-000-000-000000	NN P	47.48	47.48	
210508	PO-021561	05/18/2021 174709334001		1	12-6105-0-1110-1000-4300-000-000-000000	NN P	111.42	111.42	
					TOTAL PAYMENT AMOUNT	179.53 *		179.53	
001407/00	PARAMEX SCREENING SERVICE		680179882						
	PO-000431	05/20/2021 CORE0014532		1	01-0000-0-0000-3600-5890-000-000-000000	N6 P	0.00	89.00	
					TOTAL PAYMENT AMOUNT	89.00 *		89.00	
001331/00	PARK SEED WHOLESALE		000000000						
210361	PO-021420	05/11/2021 CLOSE BAL		1	01-0350-0-6000-1000-4300-100-052-000000	NN C	805.88	0.00	
					TOTAL PAYMENT AMOUNT	0.00 *		0.00	
000763/00	PROPACIFIC FRESH								
	PO-000407	05/24/2021 6868004		7	01-3212-0-1110-1000-4300-000-000-000000	NN P	0.00	114.76	
	PO-000407	05/17/2021 6866411		1	13-5310-0-0000-3700-4700-000-000-000000	NN P	0.00	865.23	
	PO-000407	05/17/2021 6866411		3	13-5320-0-0000-3700-4700-000-049-000000	NN P	0.00	201.30	
	PO-000407	05/24/2021 6868004		3	13-5320-0-0000-3700-4700-000-049-000000	NN P	0.00	244.01	
	PO-000407	05/24/2021 6868004		1	13-5310-0-0000-3700-4700-000-000-000000	NN P	0.00	625.78	
					TOTAL PAYMENT AMOUNT	2,051.08 *		2,051.08	

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount
000134/00	QUILL CORPORATION								
CM-000018	05/11/2021	16513771	01-0000-0-0000-7300-4300-000-000-00000			NN			-155.93
PO-021125	05/11/2021	16644427	2 01-0000-0-0000-7300-4300-000-000-00000			NN P		0.00	174.24
TOTAL PAYMENT AMOUNT									18.31 *
001510/00	RAY MORGAN COMPANY								
210046	PO-000413	05/20/2021	JUNE DIST;3330063	1	01-0000-0-0000-2700-5620-000-000-00000	NN P		0.00	166.44
210046	PO-000413	05/20/2021	JUNE HS;3330063	2	01-0000-0-1110-1000-5620-100-000-00000	NN P		0.00	370.12
210046	PO-000413	05/20/2021	JUNE ELEM;3330063	3	01-0000-0-1110-1000-5620-800-000-00000	NN P		0.00	995.19
210046	PO-000413	05/20/2021	JUNE ELLA;3330063	4	01-0000-0-3200-1000-5620-300-000-00000	NN P		0.00	104.03
210046	PO-000413	05/20/2021	JUNE DIST USE COLOR;3330063	7	01-0000-0-0000-2700-4300-000-000-00000	NN P		0.00	55.96
210046	PO-000413	05/20/2021	JUNE DIST USE B&W;3330063	7	01-0000-0-0000-2700-4300-000-000-00000	NN P		0.00	24.76
210046	PO-000413	05/20/2021	JUNE HS USE B&W;3330063	8	01-0000-0-1110-1000-4300-100-000-00000	NN P		0.00	126.61
210046	PO-000413	05/20/2021	JUNE ELEM USE B&W;3330063	9	01-0000-0-1110-1000-4300-800-000-00000	NN P		0.00	183.56
210046	PO-000413	05/20/2021	JUNE ELLA USE B&W;3330063	10	01-0000-0-3200-1000-4300-300-000-00000	NN P		0.00	7.63
210046	PO-000413	05/20/2021	JUNE ADULT ED;3330063	5	11-6391-0-4110-1000-5620-000-000-00000	NN P		0.00	202.58
210046	PO-000413	05/20/2021	JUNE ADULT ED USE B&W;3330063	11	11-6391-0-4110-1000-4300-000-000-00000	NN P		0.00	12.71
210046	PO-000413	05/20/2021	JUNE PRESCH;3330063	6	12-6105-0-1110-1000-5620-000-000-00000	NN P		0.00	104.03
210046	PO-000413	05/20/2021	JUNE PRESCH USE B&W;3330063	12	12-6105-0-1110-1000-4300-000-000-00000	NN P		0.00	7.63
TOTAL PAYMENT AMOUNT									2,361.25 *
000267/00	SULLIVAN SUPPLY INC								
210406	PO-021451	05/11/2021	CLOSE BAL	1	01-6387-0-3800-1000-4300-100-000-00000	NN C		312.74	0.00
TOTAL PAYMENT AMOUNT									0.00 *
000296/00	TANIA KAYLOR								
210530	PO-021581	05/25/2021	4/24-5/22 BUS DRIVER TRAIN	1	01-0000-0-0000-3600-5630-000-000-00000	NY F		850.00	850.00
TOTAL PAYMENT AMOUNT									850.00 *
001382/00	U S BANK CORPORATE								
210366	PO-021424	05/15/2021	CLOSE BAL-used pv	1	01-8150-0-0000-8100-4300-000-000-00000	NN C		85.79	0.00
210375	PO-021434	05/15/2021	CLOSE BAL-used pv	1	01-8150-0-0000-8100-4300-000-000-00000	NN C		83.08	0.00
210424	PO-021471	05/15/2021	CLOSE BAL	1	01-7010-0-3800-1000-5200-100-000-00000	NN C		300.00	0.00
TOTAL PAYMENT AMOUNT									0.00 *
TOTAL BATCH PAYMENT									29,928.79 ***
									0.00
									29,928.79

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit EdR DD	T9MPS	Liq Amt	Net Amount

TOTAL DISTRICT PAYMENT 29,928.79 **** 0.00 29,928.79

TOTAL FOR ALL DISTRICTS: 29,928.79 **** 0.00 29,928.79

Number of checks to be printed: 23, not counting voids due to stub overflows.
 Number of zero dollar checks: 9, will be skipped.

Printed: 05/27/2021 20:26:24

29,928.79	
<i>Chris [Signature]</i>	<i>5/27/21</i>
Prepared by	Date
Authorized by	Date

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef		
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit	BdR	DD	T9MPS	Liq Amt	Net Amount
001240/00	ALEXANDRA CHARLON										
	EV-000093	06/03/2021	REPL LOST HARD DRIVE 2TB		01-0000-0-1110-1000-4300-100-000-00000	NN					67.56
			TOTAL PAYMENT AMOUNT								67.56 *
000010/00	ALHAMBRA & SIERRA SPRINGS										
210045	PO-000406	05/27/2021	MAY DIST-9858589 052721	1	01-0000-0-0000-2700-4300-000-000-00000	NN	P			0.00	27.98
210045	PO-000406	05/27/2021	MAY HS-9858589 052721	2	01-0000-0-0000-2700-4300-100-000-00000	NN	P			0.00	41.96
210045	PO-000406	05/27/2021	MAY ELEM-9858589 052721	3	01-0000-0-0000-2700-4300-800-000-00000	NN	P			0.00	69.94
210045	PO-000406	05/27/2021	MAY ELLA-9858589 052721	4	01-0000-0-3200-1000-4300-300-000-00000	NN	P			0.00	16.49
210045	PO-000406	05/27/2021	MAY MAINT-9858589 052721	5	01-8150-0-0000-8100-4300-000-000-00000	NN	P			0.00	57.52
210045	PO-000406	05/27/2021	MAY ADULT ED-9858589 052721	6	11-6391-0-4110-1000-4300-000-000-00000	NN	P			0.00	30.00
			TOTAL PAYMENT AMOUNT								243.89 *
001472/00	AVID CENTER		000000000								
210517	PO-021566	06/03/2021	00066803-SHELLY WHITTAKER	1	01-4035-0-1110-1000-5200-800-000-00000	NN	F			995.00	995.00
			TOTAL PAYMENT AMOUNT								995.00 *
000053/00	CALIFORNIA WATER SERVICE CO		000000000								
210052	PO-000422	05/21/2021	JUNE 4141117777	1	01-0000-0-0000-8100-5590-000-000-00000	NN	P			0.00	59.82
210052	PO-000422	05/21/2021	JUNE 3141117777	1	01-0000-0-0000-8100-5590-000-000-00000	NN	P			0.00	59.82
210052	PO-000422	05/21/2021	JUNE 3624177777	1	01-0000-0-0000-8100-5590-000-000-00000	NN	P			0.00	19.01
210052	PO-000422	05/21/2021	JUNE 7314177777	1	01-0000-0-0000-8100-5590-000-000-00000	NN	P			0.00	755.20
210052	PO-000422	05/21/2021	JUNE 7314177777 HS	2	01-0000-0-0000-8100-5590-100-000-00000	NN	P			0.00	1,132.80
210052	PO-000422	05/21/2021	JUNE 0669843652 ELEM	3	01-0000-0-0000-8100-5590-800-000-00000	NN	P			0.00	1,320.78
210052	PO-000422	05/21/2021	JUNE 4328876467 ELEM	3	01-0000-0-0000-8100-5590-300-000-00000	NN	P			0.00	413.45
210052	PO-000422	05/21/2021	JUNE 6314177777 ELLA	4	01-0000-0-0000-8100-5590-800-000-00000	NN	P			0.00	224.72
			TOTAL PAYMENT AMOUNT								3,985.60 *
002012/00	CHEF STORE		000000000								
	PO-000438	06/01/2021	MAY-565054	6	01-3212-0-1110-1000-4300-000-000-00000	NN	P			0.00	462.63
	PO-000438	06/01/2021	MAY-565054	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P			0.00	88.23
	PO-000438	06/01/2021	MAY-565054	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	218.55
			TOTAL PAYMENT AMOUNT								769.41 *

Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
							Fd Res Y Goal Func Obj	Sit Bdr DD T9MPS		Liq Amt	Net Amount
000762/00	CRYSTAL CREAMERY										
210060	PO-000445	05/17/2021	19348763				1 13-5310-0-0000-3700-4700-000-000-00000	NN P		0.00	215.40
210060	PO-000445	05/10/2021	19322076				1 13-5310-0-0000-3700-4700-000-000-00000	NN P		0.00	289.00
210060	PO-000445	05/13/2021	19322075				1 13-5310-0-0000-3700-4700-000-000-00000	NN P		0.00	216.75
210060	PO-000445	05/06/2021	19313831				1 13-5310-0-0000-3700-4700-000-000-00000	NN P		0.00	95.45
210060	PO-000445	05/03/2021	19313830				1 13-5310-0-0000-3700-4700-000-000-00000	NN P		0.00	310.70
210060	PO-000445	05/20/2021	19348771				1 13-5310-0-0000-3700-4700-000-000-00000	NN P		0.00	215.40
210060	PO-000445	05/20/2021	19348771				2 13-5320-0-0000-3700-4700-000-049-00000	NN P		0.00	107.55
210060	PO-000445	05/03/2021	19313830				2 13-5320-0-0000-3700-4700-000-049-00000	NN P		0.00	155.30
210060	PO-000445	05/06/2021	19313831				2 13-5320-0-0000-3700-4700-000-049-00000	NN P		0.00	47.60
210060	PO-000445	05/10/2021	19322076				2 13-5320-0-0000-3700-4700-000-049-00000	NN P		0.00	144.50
210060	PO-000445	05/17/2021	19348763				2 13-5320-0-0000-3700-4700-000-049-00000	NN P		0.00	107.55
TOTAL PAYMENT AMOUNT											1,905.20 *
											1,905.20
000506/00	CVS PHARMACY INC										
210088	PO-021145	05/19/2021	6005 4320 5900 0825				1 12-6105-0-1110-1000-4300-000-000-00000	NN P		77.96	77.96
TOTAL PAYMENT AMOUNT											77.96 *
											77.96
000788/00	FERGUSON H&C HVAC #794				000000000						
210533	PO-021584	05/24/2021	3422696-IWAVE AIR SCRUBBER				1 01-7422-0-1110-1000-4300-000-000-00000	NN F		26,201.18	26,201.18
TOTAL PAYMENT AMOUNT											26,201.18 *
											26,201.18
000524/00	MJB WELDING SUPPLY										
210120	PO-021200	05/21/2021	01343706 TANK RENTAL				4 01-0350-0-6000-1000-5890-100-053-00000	NN P		0.00	10.85
TOTAL PAYMENT AMOUNT											10.85 *
											10.85
000309/00	OFFICE DEPOT INC										
210508	PO-021561	05/21/2021	174709334002				1 12-6105-0-1110-1000-4300-000-000-00000	NN P		2.72	2.72
210508	PO-021561	05/19/2021	174711788001				1 12-6105-0-1110-1000-4300-000-000-00000	NN F		19.36	22.08
210525	PO-021575	05/21/2021	171909317001				1 01-3010-0-1110-1000-4300-800-000-00000	NN F		205.92	205.92
TOTAL PAYMENT AMOUNT											230.72 *
											230.72
000027/00	ORLAND HARDWARE										
	PO-000417	04/28/2021	465526				1 01-8150-0-0000-8100-4300-000-000-00000	NN P		0.00	69.77
	PO-000417	05/03/2021	466041				1 01-8150-0-0000-8100-4300-000-000-00000	NN P		0.00	52.68
	PO-000417	05/14/2021	467087				1 01-8150-0-0000-8100-4300-000-000-00000	NN P		0.00	72.83

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date			Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount
000027 (CONTINUED)										
210118	PO-021190	05/03/2021	465988	5	01-7010-0-3800-1000-4300-100-000-00000	NN P			0.00	67.86
210118	PO-021190	05/04/2021	K66164	5	01-7010-0-3800-1000-4300-100-000-00000	NN P			0.00	198.79
210118	PO-021190	05/07/2021	466445	5	01-7010-0-3800-1000-4300-100-000-00000	NN P			0.00	118.28
210118	PO-021190	05/11/2021	466853	5	01-7010-0-3800-1000-4300-100-000-00000	NN P			0.00	70.89
210118	PO-021190	05/13/2021	466968	5	01-7010-0-3800-1000-4300-100-000-00000	NN P			0.00	157.06
210118	PO-021190	05/14/2021	467077	5	01-7010-0-3800-1000-4300-100-000-00000	NN P			0.00	79.47
210118	PO-021190	05/24/2021	467982	5	01-7010-0-3800-1000-4300-100-000-00000	NN P			0.00	29.05
TOTAL PAYMENT AMOUNT									916.68 *	916.68
000084/00 PG&E										
	PO-000416	05/21/2021	MAY ELEM;3699672995-4	4	01-0000-0-0000-8100-5590-800-000-00000	NN P			0.00	4.73
TOTAL PAYMENT AMOUNT									4.73 *	4.73
000134/00 QUILL CORPORATION										
210097	PO-021165	05/20/2021	16880668	2	01-0000-0-1110-1000-4300-800-000-00000	NN P			1,372.37	1,372.37
210518	PO-021567	05/26/2021	17033431	1	01-7010-0-3800-1000-4300-100-000-00000	NN P			139.50	146.63
210518	PO-021567	05/19/2021	16839784	1	01-7010-0-3800-1000-4300-100-000-00000	NN F			0.00	139.50
TOTAL PAYMENT AMOUNT									1,658.50 *	1,658.50
001382/00 U S BANK CORPORATE										
	CM-000019	05/21/2021	MAY 4246044555628555		01-3212-0-1110-1000-4300-100-000-00000	N				-921.55
210031	PO-021110	05/24/2021	MAY-JP MTG/ZOOM	2	01-0000-0-0000-7150-4300-000-000-00000	NN P			0.00	117.47
210031	PO-021110	05/24/2021	MAY-PARADE HOUSE/MTG SUPPLIES	3	01-0000-0-1110-1000-4300-000-000-00000	NN P			0.00	1,397.54
210031	PO-021110	05/21/2021	BOARD MTG SUPPLIES	4	01-0000-0-0000-7110-4300-000-000-00000	NN P			0.00	63.30
210095	PO-021163	05/21/2021	ELEM LUAL	2	01-0000-0-1110-1000-4300-800-000-00000	NN F			500.00	38.98
210134	PO-021192	05/21/2021	CITIZENSHIP BOOKS A/E	1	11-6391-0-4110-1000-4200-000-000-00000	NN P			54.51	54.51
210148	PO-021205	05/24/2021	MAY- AG FUEL	1	01-7010-0-3800-1000-4392-100-000-00000	NN P			469.39	469.39
210258	PO-021324	05/21/2021	CANOPY REPLACEMENT;ELEM	3	01-3212-0-1110-1000-4300-800-000-00000	NN F			0.00	276.60
210366	PO-021424	05/21/2021	PRESSURE HOSE	2	01-8150-0-0000-8100-4300-000-000-00000	NN F			0.00	24.66
210442	PO-021494	05/21/2021	SEEDS/POTS ELEM SCIENCE	2	01-0000-0-1110-1000-4300-800-000-00000	NN F			39.45	39.45
210480	PO-021533	05/21/2021	EXPLORE LIT; AGS SE TEXT	1	11-6391-0-4110-1000-4200-000-000-00000	NN F			1,000.00	411.36
210486	PO-021536	05/21/2021	HELMETS RET; PENDING CREDIT	1	01-3212-0-1110-1000-4300-100-000-00000	NN F			509.78	509.78
210487	PO-021537	05/21/2021	HELMETS/RETURN CM#19	1	01-3212-0-1110-1000-4300-100-000-00000	NN F			921.53	921.55
210488	PO-021538	05/21/2021	ELEM SCIENCE AJ	1	01-0000-0-1110-1000-4300-800-000-00000	NN F			253.23	253.23
210496	PO-021548	05/21/2021	PFA AWARDS BEVERAGES	1	01-7010-0-3800-1000-4300-000-000-00000	NN F			200.00	172.27
210485	PO-021551	05/21/2021	TECH CORDS;USB>VGA	1	01-9150-0-0000-2420-4300-000-000-00000	NN F			34.26	34.26
210502	PO-021555	05/21/2021	HUSKEY BEDLINERS AG TRUCK	1	01-6387-0-3800-1000-4300-100-000-00000	NN F			1,000.00	681.18
210509	PO-021562	05/21/2021	GEAR PRO/HALF RACK	1	01-0000-0-1110-1000-4300-100-006-00000	NN F			428.99	428.99
210513	PO-021574	05/21/2021	ELEM CALM ROOM SUPPLIES	1	01-3010-0-1110-1000-4300-800-000-00000	NN P			30.98	30.98

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount
001382 (CONTINUED)									
210531	PO-021582	05/21/2021	ACE HARDWARE WESTLAKE	1	01-8150-0-0000-8100-4300-000-000-00000	NN F		191.56	191.56
210532	PO-021583	05/21/2021	EWING SUPPLIES	1	01-8150-0-0000-8100-4300-000-000-00000	NN F		136.29	136.29
	PV-000092	05/21/2021	MAY 4246044555628555		01-0000-0-0000-8100-4392-000-000-00000	NN			584.19
			TOTAL PAYMENT AMOUNT					5,915.99 *	5,915.99

TOTAL BATCH PAYMENT 42,983.27 *** 0.00 42,983.27

TOTAL DISTRICT PAYMENT 42,983.27 **** 0.00 42,983.27

TOTAL FOR ALL DISTRICTS: 42,983.27 **** 0.00 42,983.27

Number of checks to be printed: 14, not counting voids due to stub overflows.

42,983.27

Printed: 06/14/2021 16:15:59

<i>Chris DeGruen</i> 6/4/21	
Prepared by	Date
Authorized by	Date

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef
Req Reference	Date			Fd Res	Y Goal	Sit Bdr DD	T9MPS	Liq Amt	Net	Amount
001442/00	COLLEGE BOARD		000000000							
210556	PO-021603	05/26/2021	051125;EP00037782	1	01-4127-0-1110-1000-5890-100-000-00000	NN F		4,899.00		4,899.00
										TOTAL PAYMENT AMOUNT
										4,899.00 *
000764/00	DANIELSON CO									
	PO-000425	06/08/2021	251233	9	01-3212-0-1110-1000-4300-000-000-00000	NN P		0.00		109.20
	PO-000425	06/01/2021	250873	9	01-3212-0-1110-1000-4300-000-000-00000	NN P		0.00		273.00
	PO-000425	06/08/2021	251233	2	13-5310-0-0000-3700-4700-000-000-00000	NN P		0.00		483.71
	PO-000425	06/01/2021	250873	2	13-5310-0-0000-3700-4700-000-000-00000	NN P		0.00		1,183.94
	PO-000425	06/01/2021	250873	4	13-5320-0-0000-3700-4700-000-049-00000	NN P		0.00		244.03
										TOTAL PAYMENT AMOUNT
										2,293.88 *
001125/00	GLENN COUNTY OFFICE OF ED		000000000							
	PV-000094	06/10/2021	MCAP STIPEND/EDEN WYLIE	01-0000-0-0000-0000-8699-000-000-00000	NN					634.56
										TOTAL PAYMENT AMOUNT
										634.56 *
000801/00	HUNT & SONS INC		942209320							
	PO-000400	06/01/2021	902000	1	01-0000-0-0000-3600-4392-000-000-00000	NN P		0.00		2,155.67
	PO-000400	06/07/2021	918478-PARK FUEL	2	01-0000-0-0000-8100-4392-000-000-00000	NN P		0.00		526.65
										TOTAL PAYMENT AMOUNT
										2,682.32 *
000840/00	INTEGRATED EDUCATIONAL		464756787							
210135	PO-020495	05/08/2021	#2 EXPANSION PROJECT	1	21-0000-0-0000-8500-5890-000-000-00000	NY P		10,260.00		10,260.00
										TOTAL PAYMENT AMOUNT
										10,260.00 *
000723/00	JIMMY'S CUSTOM TROPHIES									
	FV-000095	06/03/2021	30934 LTPASS/PLAQUE HS AWARDS	01-0000-0-1110-1000-4300-100-000-00000	NN					103.92
										TOTAL PAYMENT AMOUNT
										103.92 *
001189/00	MARGRIT VOGELASANG									
	FV-000096	06/05/2021	REIMB PRESCH SUPPLIES	12-6105-0-1110-1000-4300-000-000-00000	NN					69.69
										TOTAL PAYMENT AMOUNT
										69.69 *

Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date			Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount
000592/00	MISSION UNIFORM & LINEN									
	PO-000405	06/10/2021	514924546	1	13-5310-0-0000-3700-4300-000-000-00000	NN P			0.00	84.68
	TOTAL PAYMENT AMOUNT									84.68
000504/00	NOVACK EDUCATIONAL CONSULTING		820599537							
210537	PO-021587	06/08/2021	1824;ULD NOW GROUP ENROLLMENT	1	01-4035-0-1110-1000-5890-800-000-00000	NY F			1,000.00	1,000.00
	TOTAL PAYMENT AMOUNT									1,000.00
000755/00	PARENT INSTITUTE									
210494	PO-021546	06/08/2021	3294-B1;ACCESS THRU 6/30/22	1	01-0000-0-0000-0000-9330-000-000-00000	NN F			3,006.00	3,006.00
	TOTAL PAYMENT AMOUNT									3,006.00
000328/00	PBM SUPPLY & MFG INC		000000000							
210458	PO-021498	06/03/2021	906487;SKID SPRAYER	1	01-6387-0-3800-1000-4400-100-000-00000	NN F			1,627.79	1,627.79
	TOTAL PAYMENT AMOUNT									1,627.79
000084/00	PG&E									
	PO-000416	05/26/2021	MAY DIST;9921774729-6	1	01-0000-0-0000-8100-5590-000-000-00000	NN P			0.00	3,651.43
	PO-000416	05/26/2021	MAY HS;9921774729-6	2	01-0000-0-0000-8100-5590-100-000-00000	NN P			0.00	5,477.14
	TOTAL PAYMENT AMOUNT									9,128.57
000418/00	PITNEY BOWES GLOBAL FINCL INC		201344287							
	PO-000443	06/05/2021	APR-JUL 2021;3104769143	1	01-0000-0-1110-1000-5620-800-000-00000	NN P			0.00	166.48
	TOTAL PAYMENT AMOUNT									166.48
000512/00	PLATT ELECTRIC SUPPLY INC									
	PO-000432	01/29/2021	OB46885	1	01-8150-0-0000-8100-4300-000-000-00000	NN P			0.00	154.44
	PO-000432	06/08/2021	Z902213	1	01-8150-0-0000-8100-4300-000-000-00000	NN P			0.00	366.80
	TOTAL PAYMENT AMOUNT									521.24

Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef
							Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount
000763/00	PROPACIFIC FRESH										
		PO-000407	06/01/2021	6869453			3 13-5320-0-0000-3700-4700-000-049-00000	NN P		0.00	123.94
		PO-000407	06/01/2021	6869453			1 13-5310-0-0000-3700-4700-000-000-00000	NN P		0.00	556.62
				TOTAL PAYMENT AMOUNT							680.56 *
000087/00	SACRAMENTO VALLEY MIRROR				533423142						
210057	PO-000448	06/02/2021	252:PUB HEAR-5/29/21				1 01-0000-0-0000-2700-5890-000-000-00000	NY P		0.00	82.00
				TOTAL PAYMENT AMOUNT							82.00 *
000137/00	SCHOOL SERVICES OF CALIF INC										
		PO-000426	06/01/2021	JUNE 2021:0129530-IN			1 01-0000-0-1110-1000-5890-000-000-00000	NN P		0.00	320.00
210427	PO-021475	05/31/2021	W115709-IN KH REGIST				1 01-0000-0-0000-7300-5200-000-000-00000	NN F		230.00	230.00
210427	PO-021475	05/31/2021	W115709-IN JP REGIST				2 01-0000-0-0000-7150-5200-000-000-00000	NN F		230.00	230.00
				TOTAL PAYMENT AMOUNT							780.00 *
002087/00	STRENGTH INDUSTRY INC				000000000						
210522	PO-021570	06/09/2021	014546;SPARTIN DUMBBELL SET				2 01-0000-0-1110-1000-4400-100-609-00000	NN F		3,196.71	1,200.00
210522	PO-021570	06/09/2021	014546;SPARTIN DUMBBELL SET				1 01-0000-0-1110-1000-4400-100-000-00000	NN F		1,182.35	3,491.09
				TOTAL PAYMENT AMOUNT							4,691.09 *
000377/00	WASTE MANAGEMENT										
210044	PO-000402	06/01/2021	JUNE 40238905009	ELLA/PRESCH			1 01-0000-0-0000-8100-5590-000-000-00000	NN P		0.00	287.65
210044	PO-000402	06/01/2021	JUNE 40236285003	DIST 40%			1 01-0000-0-0000-8100-5590-000-000-00000	NN P		0.00	575.32
210044	PO-000402	06/01/2021	JUNE 40236285003	HS 60%			2 01-0000-0-0000-8100-5590-100-000-00000	NN P		0.00	862.96
210044	PO-000402	06/01/2021	JUNE 40238285009	ELEM SITE			3 01-0000-0-0000-8100-5590-800-000-00000	NN P		0.00	287.65
210044	PO-000402	06/01/2021	JUNE 40238215004	ELEM MAINT			3 01-0000-0-0000-8100-5590-800-000-00000	NN P		0.00	369.22
				TOTAL PAYMENT AMOUNT							2,382.80 *
TOTAL BATCH PAYMENT							45,094.58 ***		0.00		45,094.58
TOTAL DISTRICT PAYMENT							45,094.58 ****		0.00		45,094.58
TOTAL FOR ALL DISTRICTS:							45,094.58 ****		0.00		45,094.58

Number of checks to be printed: 19, not counting voids due to stub overflows.
 Printed: 06/14/2021 16:02:09

<i>Christina Pies</i>	45,094.58
Prepared by	Date
Authorized by	Date