

**HAMILTON UNIFIED SCHOOL DISTRICT
REGULAR BOARD MEETING AGENDA
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) |
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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=STQ0MldBR1ITcm5CRUFlazMzZEUdz09>

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

_____ 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. 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.

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. 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)
- 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)
- e. Hamilton High School Class of 2021 Seal of Biliteracy recipients
- 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)

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 Fall 2021-22 Return to school schedule (p. 22)
- b. Approve Expanded Learning Opportunities Grant Plan (p. 23)
- c. Authorize Superintendent to Execute DWK HUSD Agreement for Professional Services 2021-22 School Year (p. 33)
- d. Approved proposed District Projects and Funding Sources Update (p. 37)
- e. Approve Request for Proposal (RFP) NO 2021-01: Infrastructure, Modernization & Utility Savings Program (p. 39)
- 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. Approve agreement between HUSD and Gaynor to install and maintain network intercom server pending CDE approval ESSER Expenditure (p. 71)
- j. Approve proposal from CSEA to HUSD 2019-20 Sunshine Reopener (p. 78)
- k. Adopt Resolution Number 20-21-107 A Resolution Authorizing the Establishment of Fund 08 – Student Activity Special Revenue Fund (p. 80)

- 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)
- o. Authorize Four 10-hour day work weeks for Admin Assistants June through August 2021 (p. 202)
- p. Approve GCOE MOU Agreement for Technology Support Services July 1, 2021 through June 30, 2022 (p. 204)
- q. Approval for Superintendent to notify GSRMA Board of HUSD intent to possibly exit agreement at end of 2021-22 fiscal year (p. 207)
- r. Approve Certificated 2020-21 Salary Schedule containing 1% retro (1% retro approved at 4/28/2021 board meeting) (p. 209)
- 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)
- t. Approve fund transfer from General Fund to Bond Fund to cover annual repayment of \$50,000 (p. 212)
- u. Resolution 20-21-108: ASB Funds Transfer (p. 213)
- v. Resolution 20-21-109: 2021 Senior Class ASB Funds Transfer (p. 215)
- w. Appoint Vicky Casillas to serve on Citizens’ Bond Oversight Committee (p. 218)

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 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
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- 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:**

Technology Report
Board Meeting on May 19, 2021
Frank James, Director of Technology
Derek Hawley, Information Systems Technician

Completed and in Progress Tasks – May 2021

- **Chromebook Repair:** Continued repairing Chromebook stock. I am almost completed with the HHS Chromebook repairs and I hope to start on HES repairs this week.
- **APC Project:** APC has been installed in the HHS Server Room. The rest will follow once programming and plan are established. The HHS Server Room was needed as the old one no longer works properly.
- **Chromebook Agreement:** Draft has been completed for a Chromebook use agreement between the District and Students/Parents.
- **Cachebox:** Netflix issues have been resolved utilizing a bypass rule.

HUSD Food Service Report

Board Meeting on May 19, 2021

Sean Montgomery, Director of Nutrition and Student Welfare

We are nearing the end of the school year!

- We can see the light at the end of the tunnel. People are getting vaccinated and this extraordinary school year is coming to an end.
- Spring break fell at the beginning of the month so we lost six days of production reflected in our numbers below.

Claim numbers for April:

- We served 2900 breakfasts between the preschool, the elementary and the high school.
- We also served 4,525 lunches in this period.
- Our after-school program, (B&G Club) operated 13 days in April and served 1,226 suppers and 1,226 snacks.

Service Adjustments:

- We had three complaints come through on the Tip Line from our website about menu items.
- Due to the pandemic we are providing meals to students in plastic bags
- Because of this, menu items need to be individually wrapped and be able to take some rough handling.
- In response to the three complaints, we have adjusted the menu.
- We do take these suggestions seriously and we are trying to satisfy our student body.

HUSD Maintenance Report

Board Meeting on May 19, 2021

Alan Joksch, Director of Maintenance and Transportation

Bussing:

- We have wrapped up the basketball season with transporting the girls to Biggs
- We will transport Softball to 3 games this month.
- We will transport Baseball to 5 games this month.
- Bus #1 had new rear tires installed and Van #6 also received new tires.

Custodial:

- We continue to work alongside Wizard cleaning as they cover for custodians who are out.
 - Custodians can be out due to days off or transportation to sporting events.
 - Wizard is flexible to our needs and is doing a great job.

Maintenance:

- The baseball fields are keeping us busy.
 - They required substantial prep after a year of non-use
 - They cleaned up nicely.
- The necessary grounds work and irrigation maintenance consume a good portion of our week these days.
- We are getting ready for the busy last few weeks of the school year and making plans for the summer and the upcoming year.

HAMILTON ELEMENTARY SCHOOL

Board Meeting on May 19, 2021

Submitted by

Kathryn Thomas, Principal

Enrollment: 420

Attendance: April

Grade	Mode	Percentage
TK	Synchronous/Asynchronous	93.37%
K	Synchronous/Asynchronous	97.11%
1	Synchronous/Asynchronous	93.88%
2	Synchronous/Asynchronous	94.70%
3	Synchronous/Asynchronous	93.21%
4	Synchronous/Asynchronous	97.11%
5	Synchronous/Asynchronous	96.81%
6	Synchronous/Asynchronous	95.58%
7	Synchronous/Asynchronous	97.14%
8	Synchronous/Asynchronous	94.32%

Campus News:

- Students were celebrated on Día Del Nino with a popsicle from PTO and dancing with our school mascot, Lobo. It was a festive day for all.
- Testing is drawing to a close with just a few students to finish.
- Master Scheduling is now being finalized, and staff/room assignments will be provided to teachers by May 21st.
- We are continuing to address students with chronic absenteeism, meeting with parents and providing support/resources.
- We were able to provide Spring pictures to all students and staff this month. In addition, 8th graders and Kindergarten students will have their promotion photos on May 18th.

Instructional News:

- We are working together with our Glenn County Leads with tentative plans for professional development/training in Universal Design for Learning (UDL) for instructional access for all.
- New for next year will be a position at the Middle School level to support students' academic and socio-emotional needs with an AVID elective--our teacher will be receiving a three-day training in order to prepare for the Fall.
- Our Dual Immersion program is holding steady with student numbers. We now have a total of 124 DI students enrolled in grades K-4.
- Teachers are finalizing their benchmark assessments to be created using our Illuminate/DNA platform to improve our academic progress monitoring.

Coming Up:

- 8th grade promotion is planned for Thursday, June 3rd at the high school to be followed by an outside 8th grade dance "Under the Stars."
- Kinder "promotion" will be on Friday, June 4th from 8-10 (drive by with photo op--complimentary 5x7s to parents).

Alternative Education Report

Board Meeting on Wednesday May 19, 2021

Maria Reyes, Dean of Students

Seniors are finalizing credit completion and looking forward to graduation Friday June 4th. We have seven seniors graduating and one student returning as a fifth year senior.

Summer school will be offered this summer, and students will have the opportunity attend and earn up to five credits.

We look forward to a regular school next August.

Enrollment:

12th grade = 8 (two of the eight are in Independent Study)

11th grade = 3

11

**Hamilton High School
HUSD Board Report
May 2021
(created 5/10/21)**

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1. Enrollment continues to be solid and I have received inquiries and interest in Hamilton High School from non normal feeder schools. Most of the interest is based on word of mouth from current transfers who have enjoyed an excellent experience this school year at HHS!

2. Hamilton High has been supremely busy with a multitude of activities for our students. These include the successful completion of our Fall, then our Winter sports "seasons" and now in our Spring sports. As well, we are continuing with the CAASPP testing for our 11th graders (Math/English/Science) and 12th graders (science only), though the priority is the Advanced Placement exams which I am also coordinating. We are also pleased to have been invited to be a part of the parade and many staff are planning to be involved as we continue building our connections with the community.

The month of May will continue to be chock full of activities- which is our goal in addition to continuing our solid instruction from our very talented, dedicated, and compassionate HHS Staff. We were able to celebrate our Teachers/Staff these past two (2) weeks with Administrative Professionals week and Teacher Appreciation Week. Much love and respect was given to our staff, as well as a fine lunch provided for by FFA. ASB also gave daily confirmations to our staff! Special thanks again to our Staff as they are the structural strength of what we do to serve our students and our community.

Upcoming, we will have the Glenn County Fair and we expect our 65 animals from 54 students to be at the top of the success chart once again. Our Awards night will be May 26 at 6pm and our HHS prom will be May 29. All of these events, and all of the sports and other activities for our students are fabulous and I advocate strongly for our students to be involved and for HHS to offer them...But my top priority is a nearest to normal Commencement Ceremony on Friday June 4 at 8pm for our Seniors and their Families. Nothing should imperil that event.

3. Events:

May 18-23	Glenn County Fair		
May 26-	Awards Night	6pm	Quad
May 29-	Prom	8-11:30pm	The Meadows
June 4-	Commencement	8pm	Football Stadium
June 4-5-	Sober Grad Event	10:30-4am	CalSkate

Submitted:

Cris Oseguera
Principal
Hamilton High School

Hamilton Adult Education
Board Meeting Report-May 19, 2021
Silvia Robles/Director

Completed and in Progress Tasks – April, 2021

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

- Citizenship.....15
- Computer Basics17
- CPR/First Aid scheduled for March14
- ESL.....33
- Floral Design.....23
- Forklift Training.....32
- High School Diploma.....31
- Job Readiness scheduled for February and March....11

TOTAL:176

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. Meeting with HSD students to assist in the completion of credits and communicating with parents.
5. Enrollment-ongoing
6. Forklift Training for May is full, and June will fill up quickly.
7. Annual Agency Citizenship Recertification completed and submitted
8. WIOA Agency Continuous Improvement Plan completed and submitted
9. California WIOA AEFLA Program Implementation Survey completed and submitted
10. Third Quarter Data Integrity Report submitted

**Hamilton Unified School District
General Fund - Unrestricted and Restricted
May 19, 2021 Board Report**

	2020-21 Revised Budget Second Interim	2020-21 Year To Date As of 5/12/21	2019-20 Revised Budget Second Interim	2019-20 Year To Date As of 5/12/20
Revenues				
LCFF Sources	\$ 7,714,760	\$ 5,798,662	\$ 7,833,272	\$ 6,559,793
All Other Federal Revenue	\$ 1,162,188	\$ 958,558	\$ 332,568	\$ 309,064
Other State Revenue	\$ 561,743	\$ 554,358	\$ 454,493	\$ 238,062
Other Local Revenue	\$ 150,442	\$ 171,945	\$ 109,577	\$ 79,079
Other Financing Sources	\$ -	\$ -	\$ -	\$ -
Total Revenues	\$ 9,589,133	\$ 7,483,523	\$ 8,729,910	\$ 7,185,998
Expenditures				
Certificated Personnel Salaries	\$ 3,115,770	\$ 2,654,836	\$ 3,475,572	\$ 2,863,704
Classified Personnel Salaries	\$ 1,046,639	\$ 908,785	\$ 1,268,602	\$ 986,239
Employee Benefits	\$ 1,748,336	\$ 1,508,909	\$ 1,986,270	\$ 1,626,939
Books and Supplies	\$ 745,160	\$ 598,708	\$ 475,163	\$ 265,397
Travel and Conferences	\$ 79,145	\$ 10,963	\$ 132,133	\$ 53,335
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	\$ 218,573	\$ 275,450	\$ 230,887
Rents/Leases/Repairs	\$ 64,745	\$ 44,627	\$ 77,099	\$ 50,088
Other Operating Expenditures	\$ 615,921	\$ 459,089	\$ 285,627	\$ 266,080
Capital Outlay	\$ 410,340	\$ 461,608	\$ 420,978	\$ 242,032
Other Outgo	\$ 998,074	\$ 34,028	\$ 861,565	\$ 392,678
Total Expenditures	\$ 9,209,266	\$ 7,004,226	\$ 9,371,154	\$ 7,092,917
Net Increase (Decrease) in Fund	\$ 379,867	\$ 479,297	\$ (641,244)	\$ 93,081
Beg. Fund Bal. (2019-20 Unaudited Actuals)	\$ 887,322			
Projected End. Fund Bal.	\$ 1,267,189			

HUSD Superintendent Report
Board Meeting on May 19, 2021
Jeremy Powell, Ed. D.

Target Goals created by District Cabinet:

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

We are in the homestretch to the 2020-2021 school year and, as a District, are busy with multiple events. Athletics, State Assessments, and 2021-2022 Planning are wrapping up and now is the time to celebrate the hard work of our students, staff, and parents.

District Updates:

- COVID-19:
 - Glenn County is now in the Orange Tier and, if the current trends continue, we may be able to move into the Yellow Tier in the next two weeks!
 - With the announcement of changes in mask wearing by the CDC last week, the District is reviewing the guidance we must follow as CDPH has authority over our schools. Until then, we are continuing with our mandated mask wearing.
 - Hamilton Unified is actively involved in the Glenn County Athletic COVID Committee which is meeting regularly to discuss COVID positive cases of athletes and how we can best move forward. HUSD has advocated for contact tracing and this is the direction the committee has also decided to follow.

2021-2022 Budget Update:

- The Governor still has not released his 2021-2022 Budget. Once this is released, Kristen and I will review and update the Board on the implications for the District.

Strategic Planning/LCAP:

- The District is continuing to develop both our Strategic Plan and LCAP simultaneously. The goal is to provide a roadmap for the District to follow in the coming years. This has been accomplished through a collaborative process and focused on allowing all voices to be heard.
- On Friday, May 14, we had a Quarterly Cabinet Meeting in which we reviewed our Strategic Planning Needs, Project Updates, and COVID Funding allocations. These items are included in this board packet for the board to review also.
- I am in the process of completing the 2021-2022 LCAP and will present this to you on June 9 for a first review.

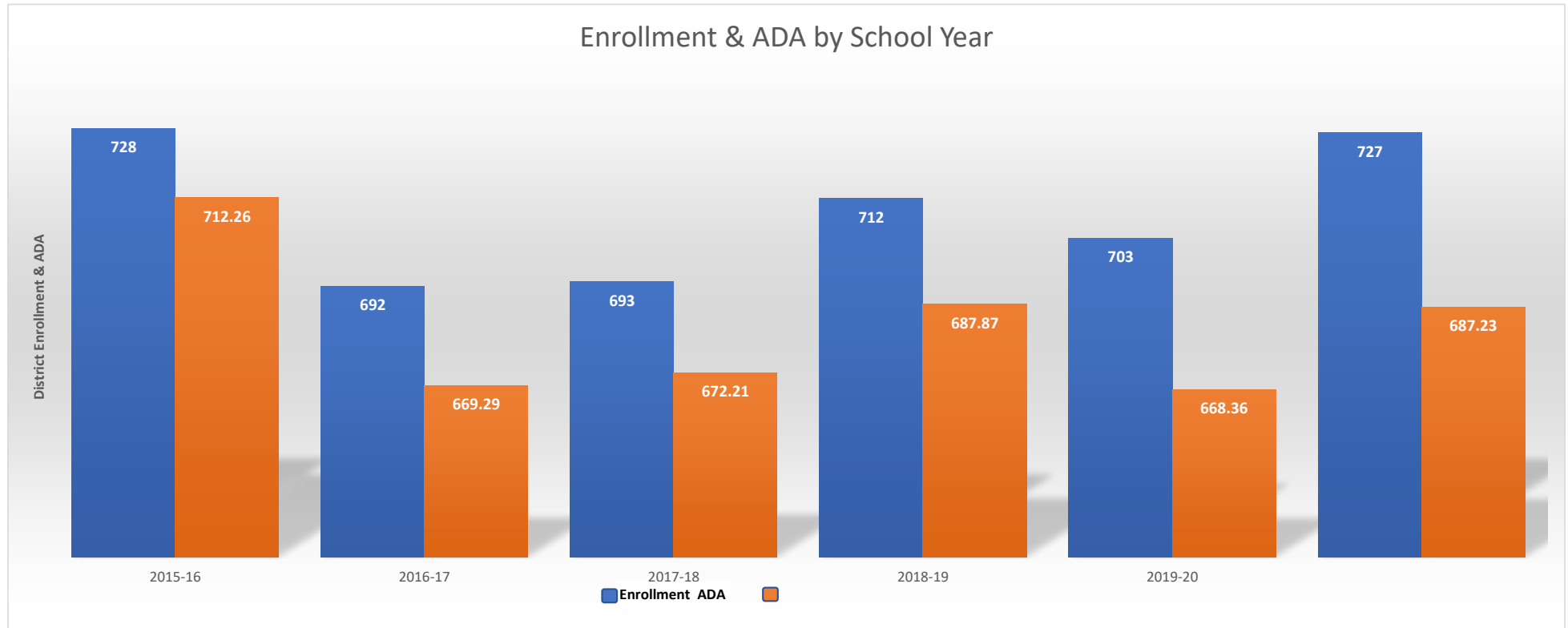
Upcoming District Events:

- 5/19-20: Glenn County Fair Minimum Days at HHS
- 5/19: HULC @ 3:30 via Zoom
- 5/19: Regular School Board Meeting @ 5:30
- 6/3: Jr. High Graduation
- 6/4: High School Graduation

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 9 EBHS 415 K-5 6-8	264 HHS 14 EBHS 414 K-5 6-8	269 HHS 12 EBHS 279 K-5 133 6-8	286 HHS 9 EBHS 292 K-5 125 6-8	265 HHS 13 EBHS 272 K-5 153 6-8	296 HHS 11 EBHS 274 K-5 146 6-8
728 ENROLLMENT	692 ENROLLMENT	693 ENROLLMENT	712 ENROLLMENT	703 ENROLLMENT	727 ENROLLMENT
712.26 ADA	669.29 ADA	672.21 ADA	687.87 ADA	668.36 ADA	687.23 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 9 report (3/22/2021-4/16/2021)



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
78	9	75.56
68	10	64.97
77	11	76.04
73	12	70.51
709 TOTAL		682.41

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	
	TK	
	K	
	1	
	2	
	3	
	4	
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	6	
	7	
	8	
	9	
	10	
	11	
	12	
0 TOTAL		0

2020-21 5/17-6/11/2021		ADA
#STU	GRADE	
	TK	
	K	
	1	
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	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
	12	
0 TOTAL		0

**Building Fund 21 (Bond) Expenditures for 2020-21
For May 19, 2021 HUSD Board Meeting
Total Expenditures through May 10, 2021**

PO #	Date	Vendor	Description	Amount
PV 1	7/22/2020	Bank of New York Mellon	Paying Agent Fee; RE: Election of 2018, GO Bonds, Series A	\$ 750.00
423	9/23/2020	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 490.50
423	10/21/2020	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 2,256.00
423	12/2/2020	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 90.00
423	12/9/2020	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 12,913.50
423	2/3/2021	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 3,598.50
423	2/24/2021	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 10,069.50
423	3/24/2021	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 14,973.00
423	4/28/2021	Dannis Woliver Kelley	Legal fees related to land acquisition	\$ 8,113.50
PV 12	10/7/2020	Department of Toxic Substances Control - DTSC	Property purchase testing	\$ 577.58
21-150	8/19/2020	Educational Facilities Program Management LLC	Program Management Services	\$ 3,360.00
21-150	9/16/2020	Educational Facilities Program Management LLC	Program Management Services	\$ 4,480.00
21-150	10/14/2020	Educational Facilities Program Management LLC	Program Management Services	\$ 3,920.00
21-150	11/10/2020	Educational Facilities Program Management LLC	Program Management Services	\$ 4,200.00
21-150	12/9/2020	Educational Facilities Program Management LLC	Program Management Services	\$ 2,520.00
21-150	1/13/2021	Educational Facilities Program Management LLC	Program Management Services	\$ 1,120.00
21-150	2/10/2021	Educational Facilities Program Management LLC	Program Management Services	\$ 1,120.00
PV 32	11/10/2020	Hamilton Unified Revolving Fund for Glenn County	File a parcel map in Glenn County	\$ 1,136.00
19-515	11/10/2020	Placeworks Inc.	CEQA Study/Expansion	\$ 2,097.38
19-515	11/10/2020	Placeworks Inc.	CEQA Study/Expansion	\$ 2,186.63
21-152	8/19/2020	Robertson Erickson Inc	Final survey and map package for county recorder	\$ 1,650.00
21-152	10/21/2020	Robertson Erickson Inc	Final survey and map package for county recorder	\$ 740.00
21-152	12/16/2020	Robertson Erickson Inc	Final survey and map package for county recorder	\$ 540.00
21-152	12/16/2020	Robertson Erickson Inc	Final survey and map package for county recorder	\$ 1,105.00
21-152	2/3/2021	Robertson Erickson Inc	Final survey and map package for county recorder	\$ 180.00
21-152	2/24/2021	Robertson Erickson Inc	Final survey and map package for county recorder	\$ 740.00
448	9/2/2020	Sacramento Valley Mirror	Legal ad for public hearing related to high school expansion	\$ 82.00
TV 301	3/19/2021	Timios Escrow	Deposit into escrow for acquisition of property	\$ 50,000.00
Total expenditures through 5/10/2021				\$ <u>135,009.09</u>

**Building Fund 21 (Bond) Expenditures for 2019-20
For HUSD Board Meeting August 26, 2020**

PO #	Date	Vendor	Description	Amount
423	9/27/2019	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 802.00
423	10/30/2019	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 1,126.00
423	11/13/2019	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 165.00
423	12/11/2019	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 2,969.00
423	1/8/2020	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518/1103	\$ 807.00
423	5/6/2020	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 754.50
423	5/20/2020	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 1,833.50
423	6/24/2020	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 1,194.50
423	6/30/2020	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 2,179.50
423	6/30/2020	Dannis Woliver Kelley	Legal Fees related to land acquisition - matter ending 518	\$ 9,317.00
19397	9/27/2019	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 1,057.63
19397	9/27/2019	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 1,445.00
19397	10/16/2019	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 2,960.00
19397	10/23/2019	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 171.62
19397	12/11/2019	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 12,940.58
19397	2/5/2020	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 12,895.93
19397	2/5/2020	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 560.00
19397	3/18/2020	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 4,475.12
19397	3/18/2020	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 1,252.38
19397	6/17/2020	Holdrege & Kull (NV5)	Prelim Assessment #032-230-015	\$ 1,366.98
19515	9/27/2019	Placeworks Inc.	CEQA Review; expansion project	\$ 4,692.02
19515	10/2/2019	Placeworks Inc.	CEQA Review; expansion project	\$ 5,009.48
19515	11/20/2019	Placeworks Inc.	CEQA Review; expansion project	\$ 9,667.98
19515	11/20/2019	Placeworks Inc.	CEQA Review; expansion project	\$ 14,715.59
19515	6/17/2020	Placeworks Inc.	CEQA Review; expansion project	\$ 15,933.69
19515	6/30/2020	Placeworks Inc.	CEQA Review; expansion project	\$ 430.49
19515	6/30/2020	Placeworks Inc.	CEQA Review; expansion project	\$ 9,341.19
19515	6/30/2020	Placeworks Inc.	CEQA Review; expansion project	\$ 2,588.26
20202	9/27/2019	Department of Toxic Substances Control - DTSC	Property Purchase Testing	\$ 14,480.00
20219	9/27/2019	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 5,040.00
20219	9/27/2019	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 4,200.00
20219	11/13/2019	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 4,480.00
20219	12/11/2019	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 3,080.00
20219	1/15/2020	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 2,520.00
20219	2/12/2020	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 2,380.00
20219	3/11/2020	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 4,480.00
20219	4/15/2020	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 5,320.00
20219	5/20/2020	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 3,920.00
20219	6/17/2020	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 4,200.00
20219	6/30/2020	Educational Facilities Program Management LLC	Consulting for HHS Expansion Project	\$ 5,180.00
20247	11/20/2019	Timios Title	Title Report for new property	\$ 400.00
20287	10/9/2019	Robertson Erickson Inc.	Survey for land	\$ 3,250.00
20287	6/30/2020	Robertson Erickson Inc.	Survey for land	\$ 3,250.00
20495	6/30/2020	Integrated Educational Planning & Programming	Building/Expansion Project	\$ 4,800.00
PV 98	3/11/2020	Sacramento Valley Mirror	Legal Ad - Notice of Prep. of a Prelim. Environmental Assess.	\$ 90.20
PV 119	6/17/2020	Sacramento Valley Mirror	Legal Ad - Expansion Project	\$ 139.40
Total expenditures through 6/30/2020				\$ 193,861.54

2018-2019 Bond and Property Related Expenses

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

May 19, 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

May 19, 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. Now pending submission of executed purchase agreement to begin final CDE review.

Coronavirus Response and Relief Supplemental Appropriation Act, 2021 (CRRSA)			
Funding:	Allocation Based on:	Deadline to Spend:	Amount to District:
Elementary and Secondary School Emergency Relief Fund II (ESSER II)*	Allocation based on the proportion of our 2020-21 share of Title I, Part A funds	9/30/2023	\$543,114.00
https://www.cde.ca.gov/fg/cr/learningloss.asp			
AB 86 Reopening Grants			
Funding:	Allocation Based on:	Deadline to Spend:	Amount to District:
In-Person Instruction Grants	Allocation based on the proportion of our LCFF entitlement	8/31/2022	\$250,780.00
*Expanded Learning Opportunity Grants	Allocation based on # of Homeless Youth and the proportion of our LCFF entitlement	8/31/2022	\$555,222.00
*10% ELO Grant MUST be used for Paraprofessionals		TOTAL	\$806,002.00
American Rescue Plan			
Funding:	Allocation Based on:	Deadline to Spend:	Amount to District:
Elementary and Secondary School Emergency Relief Fund III (ESSER III)	Allocation based on the proportion of our share of Title I, Part A funds	9/30/2024	\$1,208,620.00
Total Funding Allocation:			\$2,557,736.00
ESSER II Funds Spent during 2020-2021 school year:			\$200,000.00
Total from Worksheet:			\$2,355,000.00
Remaining Funding Available for 2021-2024:			\$2,736.00

COVID-19 Expenditure Recommendations Presented to Board: 4.28.21, 5.19.21			-19 Expenditure Recommendations Presented to Board:			D-19 Expenditure Recommendations Presented to Board:		
Personnel	4.28.21 Proposed	5.19.21 Update to be approved before 6.1.21	Personnel	4.28.21 Proposed	5.19.21 Update to be approved before 6.1.21	Personnel	4.28.21 Proposed	5.19.21 Update to be approved before 6.1.21
HHS Math (1)	\$85,000.00	\$85,000.00	HHS Math (1)		\$85,000.00	HHS Math (1)		\$85,000.00
HHS Intervention Specialist (1)	\$85,000.00	\$85,000.00	HHS Intervention Specialist (1)		\$85,000.00	HHS Intervention Specialist (1)		\$85,000.00
HES Science (1)	\$85,000.00	\$85,000.00	HES Science (1)		\$85,000.00	HES Science (1)		\$85,000.00
HES PE (1)	\$85,000.00	\$85,000.00	HES PE (1)		\$85,000.00	HES PE (1)		\$85,000.00
HES Intervention Specialist (1)	\$85,000.00		HES Intervention Specialist (1)		\$85,000.00	HES Intervention Specialist (1)		\$85,000.00
Independent Study (1)	\$85,000.00		Independent Study (1)			Independent Study (1)		
Social/Emotional & Career Elective (6-8)		\$85,000.00	Social/Emotional & Career Elective (6-8)		\$85,000.00	Social/Emotional & Career Elective (6-8)		\$85,000.00
HES Para (1)	\$25,000.00	\$25,000.00	HES Para (1)		\$25,000.00	HES Para (1)		\$25,000.00
COVID Coordinator (.5)	\$45,000.00	\$45,000.00	COVID Coordinator (.5)		\$45,000.00	COVID Coordinator (.5)		\$45,000.00
Sped Para (2)	\$50,000.00	\$50,000.00	Sped Para (2)		\$50,000.00	Sped Para (2)		\$50,000.00
Custodial (2)	\$50,000.00	\$50,000.00	Custodial (2)		\$50,000.00	Custodial (2)		\$50,000.00
Total	\$680,000.00	\$595,000.00	Total	\$0.00	\$680,000.00	Total	\$0.00	\$680,000.00
Books and Supplies	4.28.21 Proposed	5.19.21 Update to be approved before 6.1.21	Books and Supplies	4.28.21 Proposed	5.19.21 Update to be approved before 6.1.21	Books and Supplies	4.28.21 Proposed	5.19.21 Update to be approved before 6.1.21
Updated Classroom Technology/Flexible Seating	\$100,000.00	\$100,000.00	Updated Classroom Technology/Flexible Seating	\$50,000.00	\$50,000.00	Updated Classroom Technology/Flexible Seating	\$25,000.00	\$25,000.00
Total:	\$100,000.00	\$100,000.00	Total:	\$50,000.00	\$50,000.00	Total:	\$25,000.00	\$25,000.00
Services and Other Expenses	4.28.21 Proposed	5.19.21 Update to be approved before 6.1.21	Services and Other Expenses	4.28.21 Proposed	5.19.21 Update to be approved before 6.1.21	Services and Other Expenses	4.28.21 Proposed	5.19.21 Update to be approved before 6.1.21
Personal Protective Equipment		\$15,000.00	Personal Protective Equipment		\$5,000.00	Personal Protective Equipment		\$5,000.00
Intercom System (Health and Safety)		\$120,000.00	Elementary Restroom Renovation		\$150,000.00			
Drinking Stations		\$15,000.00						
Air Scrubbers/Filtration System Upgrade		\$25,000.00						
Air Conditioning system in Ag (Health and Safety)		\$50,000.00						
Total:	\$0.00	\$225,000.00	Total:	\$0.00	\$0.00	Total:	\$0.00	\$0.00
Total Proposed:	\$780,000.00	\$920,000.00	Total Proposed:	\$50,000.00	\$730,000.00	Total Proposed:	\$25,000.00	\$705,000.00

Total COVID Fund Proposed Expenditures 5 \$2,355,000.00

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13a	Date: 5/19/2021			
Agenda Item Description: Approve Fall 2021-22 Return to school schedule				
Background: The HUSD School District has experienced an unprecedented school year. With this School Board’s Approval, HUSD schools will begin the planning of a full 5-day student attendance the same as pre-COVID. HUSD will continue to follow all CDC, CDPH, and Glenn County Public Health recommendations.				
<table style="width: 100%; border: none;"><tr><td style="width: 33%; vertical-align: top;"><u>Hamilton Elementary School</u><ul style="list-style-type: none">• Monday-Thursday:<ul style="list-style-type: none">○ 8:10-2:30• Friday:<ul style="list-style-type: none">○ 8:10-12:30</td><td style="width: 33%; vertical-align: top;"><u>Hamilton Middle School</u><ul style="list-style-type: none">• Monday-Thursday:<ul style="list-style-type: none">○ 8:10-2:30• Friday:<ul style="list-style-type: none">○ 8:10-12:30</td><td style="width: 33%; vertical-align: top;"><u>Hamilton High School</u><ul style="list-style-type: none">• Monday-Thursday:<ul style="list-style-type: none">○ 8:15-3:15• Friday:<ul style="list-style-type: none">○ 8:15-12:30</td></tr></table>		<u>Hamilton Elementary School</u> <ul style="list-style-type: none">• Monday-Thursday:<ul style="list-style-type: none">○ 8:10-2:30• Friday:<ul style="list-style-type: none">○ 8:10-12:30	<u>Hamilton Middle School</u> <ul style="list-style-type: none">• Monday-Thursday:<ul style="list-style-type: none">○ 8:10-2:30• Friday:<ul style="list-style-type: none">○ 8:10-12:30	<u>Hamilton High School</u> <ul style="list-style-type: none">• Monday-Thursday:<ul style="list-style-type: none">○ 8:15-3:15• Friday:<ul style="list-style-type: none">○ 8:15-12:30
<u>Hamilton Elementary School</u> <ul style="list-style-type: none">• Monday-Thursday:<ul style="list-style-type: none">○ 8:10-2:30• Friday:<ul style="list-style-type: none">○ 8:10-12:30	<u>Hamilton Middle School</u> <ul style="list-style-type: none">• Monday-Thursday:<ul style="list-style-type: none">○ 8:10-2:30• Friday:<ul style="list-style-type: none">○ 8:10-12:30	<u>Hamilton High School</u> <ul style="list-style-type: none">• Monday-Thursday:<ul style="list-style-type: none">○ 8:15-3:15• Friday:<ul style="list-style-type: none">○ 8:15-12:30		
Status: Pending board approval				
Fiscal Impact: n/a				
Educational Impact: All students would return to a full day, 5 day a week schedule similar to pre-COVID.				
Recommendation: Recommend board approve Fall 2021-22 return to school schedule				

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13b	Date: 5/19/2021
Agenda Item Description: Approve Expanded Learning Opportunities Grant Plan	
Background: To be eligible for the Expanded Learning Opportunities Grant funding, HUSD must implement a learning recovery program, that at a minimum, provides supplemental instruction, support for social and emotional wellbeing for those students who have faced adverse learning and social-emotional circumstances. ELO Grants shall be expended only for any of the following purposes: extending instructional learning time, accelerating progress to close learning gaps, integrated pupil supports, community learning hubs, supports for credit deficient pupils, additional academic services, and training for school staff. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and leverage existing behavioral health partnerships in the design and implementation of services.	
Status: Pending board approval	
Fiscal Impact: HUSD is expected to receive \$555,222 from this grant.	
Educational Impact: See Extended Learning Opportunities Grant Plan (attached)	
Recommendation: Recommend board approve Expanded Learning Opportunities Grant Plan	



Expanded Learning Opportunities Grant Plan

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

The following is the local educational agency’s (LEA’s) plan for providing supplemental instruction and support to students, including those identified as needing academic, social-emotional, and other supports, including the provision of meals and snacks. The plan will explain how the LEA will use the funds it receives through the Expanded Learning Opportunities (ELO) Grant to implement a learning recovery program for at least the students included in one or more of the following groups: low-income students, English learners, foster youth, homeless students, students with disabilities, students at risk of abuse, neglect, or exploitation, disengaged students, and students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For specific requirements please refer to the Expanded Learning Opportunities Grant Plan Instructions.

Plan Descriptions

A description of how parents, teachers, and school staff were involved in the development of the plan.

Through a series of meetings and discussions with District administrative staff, Hamilton Unified Leadership Committee (comprised of District Administration, Certificated, and Classified staff), discussion focused on plans to best meet the needs of students over the next three years. Discussions and updates were presented to the Hamilton Unified School Board members throughout the months of February, March, April, and May. Also parents were consulted during our DELAC committee, Site Council meetings. Discussions also

took place with the Boys and Girls club which supports our students after school and during breaks on how we can partner together to meet the needs of the students we both serve.

A description of how students will be identified and the needs of students will be assessed.

Students in need of additional services were identified through multiple assessment measures. SBAC data, STAR Reading and Math data, as well as, staff recommendation and parental consultation. End of the year grades and report cards will also be evaluated to determine needs. Social Emotional Surveys will be given and used as well. Hamilton Unified School District will provide ongoing assessment throughout the school year utilizing classroom formative assessments, STAR Reading and Math Assessments as well as teacher created District Benchmark Exams. It became very clear that all students need support as we transition from a year of distance learning and pandemic environment to in-person instruction in a recovering pandemic environment. In addition to the assessments, students were also identified based on attendance, engagement, and social-emotional needs. The usage of our multi-tier of student support also helped to identify the students and grade levels in greatest need of support and intervention as well as in some cases acceleration. Ongoing Social/Emotional Surveys will also be utilized to be able to adjust services in meeting the needs of the students. As a community with diverse needs the need for support in academics, nutrition, social-emotional care, and mental health supports. survey results from parents, students, and staff also played a large role in the identification of students and the needs specific to Hamilton Unified and our students.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Opportunities for students will be shared with parents in a number of ways. Regular ongoing communication will take place utilizing our weekly newsletters, emails and phone calls. During Back to School night in August supports for students will be highlighted for all parents. Each school will also use the Student Study Team format to bring in parents as partners to discuss how to best meet the needs of students. All communication will be available in the parents preferred language. Documents will be translated and interpreters will be provided. Continued communication is the key to the success of this plan. It is honest, and authentic communication that will ensure we meet the needs of all our students. Our focus is on students and on making up for the loss of learning and disconnect associated with the closure and virtual distance learning implemented as a result of the covid-19 pandemic.

A description of the LEA's plan to provide supplemental instruction and support.

This plan will allow the District to use funds received through the Expanded Learning Opportunities Grant to implement a learning recovery program to meet the needs of students following the 2020-21 school year in which students were in taught in either a Hybrid, reduced day Am/PM schedule, or Distance Learning format for the majority of the school year. With the intervention teachers and the para support we will be able to provide a tiered level of support. Giving students the intervention when they need it and focusing on the skills that they need so that they can accelerate their learning. For students to be successful there is a strong need for parent support as well and we will be providing help in that area. Counselors and other support staff at all school sites will be focusing on the social-emotional needs of students over the next few years. The following areas will be how we plan to enhance the supplemental instruction

and support for these students. By adding additional instructional staff, the District will reduce class sizes and, thus, individual students will be better served by their classroom teacher. We will also be utilizing ESSER Funds to expand these supports past the 21-22 school year:

- The purchase of materials for English Learners to support the English Language acquisition;
 - The increase of support days as contracted with GCOE for a mental health clinician to support students' social-emotional behavioral health;
 - Extend Learning opportunities throughout the summer with support from Boys and Girls Club;
 - Extend Learning opportunities by providing an after-hours computer lab/community resource center at HHS;
 - Hire two temporary Certificated Intervention Teachers at full time;
 - Hire three temporary additional Certificated Teachers at full-time to engage in social/emotional support and smaller class sizes.
 - Hire three temporary additional part-time (5.75 hours) paraprofessionals and or temporarily extend the current paraprofessional daily work hours to full-time equivalent (5.75 hours) to engage in small group instruction and support;
 - Hire one temporary COVID Recovery Coordinator at .5 time;
 - Update/Upgrade Adult School capacity to act as learning hub for community;
 - Provide and fund staff development on emotional supports for students;
- *The plan is based on our ability to fully staff positions. Should we not be able to fully staff the plan will be updated to indicate alternative expenditures based on student needs.

Expenditure Plan

The following table provides the LEA's expenditure plan for how it will use ELO Grant funds to support the supplemental instruction and support strategies being implemented by the LEA.

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Extending instructional learning time	\$25,000	[Actual expenditures will be provided when available]
Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports	\$460,000	[Actual expenditures will be provided when available]

Supplemental Instruction and Support Strategies	Planned Expenditures	Actual Expenditures
Integrated student supports to address other barriers to learning	\$60,000	[Actual expenditures will be provided when available]
Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports	\$5,000	[Actual expenditures will be provided when available]
Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students' college eligibility	\$0	[Actual expenditures will be provided when available]
Additional academic services for students	\$0	[Actual expenditures will be provided when available]
Training for school staff on strategies to engage students and families in addressing students' social-emotional health and academic needs	\$5,222	[Actual expenditures will be provided when available]
Total Funds to implement the Strategies	\$555,222	[Actual expenditures will be provided when available]

A description of how ELO Grant funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA.

A multi-year plan has been developed to incorporate ELO funds along with Federal ESSER funds and our LCAP funds through a Strategic Planning Process so that programs that are being implemented in the 2021-22 school year will be able to be maintained for the 22-23 and 23-24 school years as well. Through the budgeting process over the next three years we will be evaluating the programs developed and determining which of these programs we will be continuing past the 23-24 school year. These determinations will be done utilizing data provided through academic testing and surveying parents and students. All stakeholders will be involved in this process.

Expanded Learning Opportunities Grant Plan Instructions: Introduction

The Expanded Learning Opportunities Grant Plan must be completed by school districts, county offices of education, or charter schools, collectively referred to as Local Educational Agencies (LEAs), that receive Expanded Learning Opportunities (ELO) Grant funds under California *Education Code (EC)* Section 43521(b). The plan must be adopted by the local governing board or body of the LEA at a public meeting on or before June 1, 2021, and must be submitted to the county office of education, the California Department of Education, or the chartering authority within five days of adoption, as applicable. The plan must be updated to include the actual expenditures by December 1, 2022.

For technical assistance related to the completion of the Expanded Learning Opportunities Grant Plan, please contact ELOGrants@cde.ca.gov.

Instructions: Plan Requirements

An LEA receiving ELO Grant funds under *EC* Section 43521(b) is required to implement a learning recovery program that, at a minimum, provides supplemental instruction, support for social and emotional well-being, and, to the maximum extent permissible under the guidelines of the United States Department of Agriculture, meals and snacks to, at a minimum, students who are included in one or more of the following groups:

- low-income,
- English learners,
- foster youth,
- homeless students,
- students with disabilities,
- students at risk of abuse, neglect, or exploitation,
- disengaged students, and
- students who are below grade level, including, but not limited to, those who did not enroll in kindergarten in the 2020–21 school year, credit-deficient students, high school students at risk of not graduating, and other students identified by certificated staff.

For purposes of this requirement

- “Supplemental instruction” means the instructional programs provided in addition to and complementary to the LEAs regular instructional programs, including services provided in accordance with an individualized education program (IEP).
- “Support” means interventions provided as a supplement to those regularly provided by the LEA, including services provided in accordance with an IEP, that are designed to meet students’ needs for behavioral, social, emotional, and other integrated student supports, in order to enable students to engage in, and benefit from, the supplemental instruction being provided.

- “Students at risk of abuse, neglect, or exploitation” means students who are identified as being at risk of abuse, neglect, or exploitation in a written referral from a legal, medical, or social service agency, or emergency shelter.

EC Section 43522(b) identifies the seven supplemental instruction and support strategies listed below as the strategies that may be supported with ELO Grant funds and requires the LEA to use the funding only for any of these purposes. LEAs are not required to implement each supplemental instruction and support strategy; rather LEAs are to work collaboratively with their community partners to identify the supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage, plan, and collaborate on program operation with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the design and implementation of the supplemental instruction and support strategies being provided (*EC* Section 43522[h]).

The seven supplemental instruction and support strategies are:

1. Extending instructional learning time in addition to what is required for the school year by increasing the number of instructional days or minutes provided during the school year, providing summer school or intersessional instructional programs, or taking any other action that increases the amount of instructional time or services provided to students based on their learning needs.
2. Accelerating progress to close learning gaps through the implementation, expansion, or enhancement of learning supports including, but not limited to, any of the following:
 - a. Tutoring or other one-on-one or small group learning supports provided by certificated or classified staff.
 - b. Learning recovery programs and materials designed to accelerate student academic proficiency or English language proficiency, or both.
 - c. Educator training, for both certificated and classified staff, in accelerated learning strategies and effectively addressing learning gaps, including training in facilitating quality and engaging learning opportunities for all students.
3. Integrated student supports to address other barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.
4. Community learning hubs that provide students with access to technology, high-speed internet, and other academic supports.
5. Supports for credit deficient students to complete graduation or grade promotion requirements and to increase or improve students’ college eligibility.
6. Additional academic services for students, such as diagnostic, progress monitoring, and benchmark assessments of student learning.
7. Training for school staff on strategies, including trauma-informed practices, to engage students and families in addressing students’ social-emotional health needs and academic needs.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable IEP.

Fiscal Requirements

The following fiscal requirements are requirements of the ELO grant, but they are not addressed in this plan. Adherence to these requirements will be monitored through the annual audit process.

- The LEA must use at least 85 percent (85%) of its apportionment for expenditures related to providing in-person services in any of the seven purposes described above.
- The LEA must use at least 10 percent (10%) of the funding that is received based on LCFF entitlement to hire paraprofessionals to provide supplemental instruction and support through the duration of this program, with a priority for full-time paraprofessionals. The supplemental instruction and support provided by the paraprofessionals must be prioritized for English learners and students with disabilities. Funds expended to hire paraprofessionals count towards the LEAs requirement to spend at least 85% of its apportionment to provide in-person services.
- An LEA may use up to 15 percent (15%) of its apportionment to increase or improve services for students participating in distance learning or to support activities intended to prepare the LEA for in-person instruction, before in-person instructional services are offered.

Instructions: Plan Descriptions

Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broad understanding among the LEA's local community.

A description of how parents, teachers, and school staff were involved in the development of the plan

Describe the process used by the LEA to involve, at a minimum, parents, teachers, and school staff in the development of the Expanded Learning Opportunities Grant Plan, including how the LEA and its community identified the seven supplemental instruction and support strategies that will be implemented. LEAs are encouraged to engage with community partners, expanded learning programs, and existing behavioral health partnerships in the design of the plan.

A description of how parents and guardians of students will be informed of the opportunities for supplemental instruction and support.

Describe the LEA's plan for informing the parents and guardians of students identified as needing supplemental instruction and support of the availability of these opportunities, including an explanation of how the LEA will provide this information in the parents' and guardians' primary languages, as applicable.

A description of how students will be identified and the needs of students will be assessed

Describe the LEA's plan for identifying students in need of academic, social-emotional, and other integrated student supports, including the LEA's plan for assessing the needs of those students on a regular basis. The LEA's plan for assessing the academic needs of its students may include the use of diagnostic and formative assessments.

As noted above in the Plan Requirements, "other integrated student supports" are any supports intended to address barriers to learning, such as the provision of health, counseling, or mental health services, access to school meal programs, before and after school programs, or programs to address student trauma and social-emotional learning, or referrals for support for family or student needs.

A description of the LEA's plan to provide supplemental instruction and support

Describe the LEA's plan for how it will provide supplemental instruction and support to identified students in the seven strategy areas defined in the Plan Requirements section. As a reminder, the LEA is not required to implement each of the seven strategies; rather the LEA will to work collaboratively with its community to identify the strategies that will be implemented. The plan must include a description of how supplemental instruction and support will be provided in a tiered framework that bases universal, targeted, and intensive supports on students' needs for academic, social-emotional, and other integrated student supports. The plan must also include a description of how the services will be provided through a program of engaging learning experiences in a positive school climate.

As a reminder, *EC* Section 43522(g) requires that all services delivered to students with disabilities be delivered in accordance with an applicable individualized education program. Additionally, LEAs are encouraged to collaborate with community partners and expanded learning programs, and to leverage existing behavioral health partnerships and Medi-Cal billing options in the implementation of, this plan (*EC* Section 43522[h]).

Instructions: Expenditure Plan

The 'Supplemental Instruction and Support Strategies' column of the Expenditure Plan data entry table lists the seven supplemental instruction and support strategies that may be supported with ELO Grant funds.

Complete the Expenditure Plan data entry table as follows:

In the 'Planned Expenditures' column of the data entry table, specify the amount of ELO Grant funds being budgeted to support each supplemental instruction and support strategies being implemented by the LEA and the total of all ELO Grant funds being budgeted.

The plan must be updated to include the actual expenditures by December 1, 2022. In the 'Actual Expenditures' column of the data entry table the LEA will report the amount of ELO Grant funds that the LEA actually expended in support of the strategies that it implemented, as well as the total ELO Grant funds expended.

A description of how these funds are being coordinated with other federal Elementary and Secondary School Emergency Relief Funds received by the LEA

Describe how the LEA is coordinating its ELO Grant funds with funds received from the federal Elementary and Secondary School Emergency Relief (ESSER) Fund provided through the federal Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (Public Law 116-260), also known as ESSER II, to maximize support for students and staff.

California Department of Education
March 2021

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13c	Date: 5/19/2021
Agenda Item Description: Authorize Superintendent to Execute DWK HUSD Agreement for Professional Services 2021-22 School Year.	
Background: Hamilton Unified School District has used DWK for legal support for multiple years. Through these years, there has been a trust and understanding build between the representatives of DWK and the Hamilton Unified School District. This is the annual renewal of this contract.	
Status: Pending board approval	
Fiscal Impact: Cost of contract varies by District need of legal support.	
Educational Impact: n/a	
Recommendation: Recommend board Authorize Superintendent to Execute DWK HUSD Agreement for Professional Services 2021-22 School Year	



MATTHEW P. JUHL-DARLINGTON
Attorney at Law
mdarlington@DWKesq.com

Chico

April 22, 2021

VIA EMAIL

Dr. Jeremy Powell, Superintendent
Hamilton Unified School District
620 Canal Street
Hamilton City, CA 95951
Email: jpowell@hudschools.org

Re: 2021-22 Agreement for Professional Services

Dear Dr. Powell:

In the more than four decades we have been providing legal advice and counseling services to California school and community college districts, we have never felt more honored to be your partner over this last year in achieving your mission – in the face of extraordinary challenges - to educate and prepare all children and young adults to be responsible, mindful citizens in the global marketplace of ideas. We remain your steadfast allies and will support you with our full range of expertise to adapt, pivot and adjust to whatever the impending “new normal” may be in order to provide quality education programs to millions of California students.

Attached is our Agreement for Professional Services for 2021-2022. In light of the economic uncertainty confronting us all, no changes have been made to the billing ranges. Individual attorney hourly rates, however, may be adjusted within the existing ranges.

We will continue to offer the Hamilton Unified School District efficient and prompt service and the highest quality legal advice and counsel you have come to expect.

We look forward to serving the District in the coming school year and continuing our mutually rewarding partnership. Please sign the attached Agreement, insert the date of Board approval, and return to the undersigned via email.

Best regards,

DANNIS WOLIVER KELLEY


Matthew P. Juhl-Darlington
MJD:nm

SAN FRANCISCO
268 Bush Street, #3234
San Francisco, CA 94104
TEL 415.543.4111
FAX 415.543.4384

LONG BEACH
444 W. Ocean Blvd.
Suite 1070
Long Beach, CA 90802
TEL 562.366.8500
FAX 562.366.8505

SAN DIEGO
750 B Street
Suite 2600
San Diego, CA 92101
TEL 619.595.0202
FAX 619.702.6202

CHICO
2485 Notre Dame Blvd.
Suite 370-A
Chico, CA 95928
TEL 530.343.3334
FAX 530.924.4784

SACRAMENTO
555 Capitol Mall
Suite 645
Sacramento, CA 95814
TEL 916.978.4040
FAX 916.978.4039

SAN LUIS OBISPO
1065 Higuera Street
Suite 301
San Luis Obispo, CA 93401
TEL 805.980.7900
FAX 916.978.4039

BERKELEY
2087 Addison Street
2nd Floor
Berkeley, CA 94704
TEL 510.345.6000
FAX 510.345.6100

AGREEMENT FOR PROFESSIONAL SERVICES

This Agreement is made and entered into on April 22, 2021, by and between the Hamilton Unified School District, hereinafter referred to as District, and Dannis Woliver Kelley, a professional corporation, hereinafter referred to as Attorney.

In consideration of the promises and the mutual agreements hereinafter contained, District and Attorney agree as follows:

SCOPE OF SERVICES. District appoints Attorney to represent, advise, and counsel it from July 1, 2021, through and including June 30, 2022, and continuing thereafter as approved. Any services performed during the period between the above commencement date and the date of Board action approving this Agreement are hereby ratified by said Board approval. Attorney agrees to prepare periodic reviews of relevant court decisions, legislation, and other legal issues. Attorney agrees to keep current and in force at all times a policy covering incidents of legal malpractice.

CLIENT DUTIES. District shall be truthful with Attorney, cooperate with Attorney, keep Attorney informed of developments, ensure access for Attorney to communicate with the District's governing board as appropriate, perform the obligations it has agreed to perform under this Agreement and pay Attorney bills in a timely manner.

FEES AND BILLING PRACTICES. Except as hereinafter provided, District agrees to pay Attorney two hundred sixty-five dollars (\$265) to three hundred sixty dollars (\$360) per hour for Shareholders and Of Counsel; two hundred forty-five dollars (\$245) to two hundred ninety-five dollars (\$295) for Special Counsel; one hundred ninety-five dollars (\$195) to two hundred sixty dollars (\$260) per hour for Associates; and one hundred thirty dollars (\$130) to one hundred eighty dollars (\$180) per hour for Paralegals and Law Clerks. The rate for Gregory J. Dannis will be four hundred twenty-five dollars (\$425) per hour. Rates for individual attorneys may vary within the above ranges depending on the level of experience and qualifications and the nature of the legal services provided. Agreements for legal fees at other than the hourly rate set forth above may be made by mutual agreement for special projects, particular scopes of work, or for attorneys with specialized skills. The rates specified in this Agreement are subject to change at any time by Attorney by written notice to Client and shall apply to all services rendered after such notice is given. Substantive communications advice (telephone, voice-mail, e-mail) is billed in a minimum increment of one-tenth (.1) of an hour, except for the first such advice in any business day, which is charged in a minimum of three-tenths (.3) of an hour. Actual travel time is charged at the rates above. In the course of travel it may be necessary for Attorney to work for and bill other clients while in transit. If, during the course of representation of District, an insurance or other entity assumes responsibility for payment of all or partial fees of Attorney on a particular case or matter, District shall remain responsible for the difference between fees paid by the other entity and Attorney's hourly rates as specified in this Agreement unless otherwise agreed by the parties.

OTHER CHARGES. District further agrees to reimburse Attorney for actual and necessary expenses and costs with respect to providing the above services, including support services such as copying charges (charged at \$0.10 per page), postage (only charged if in excess of \$1.00), and computerized legal research (i.e. Westlaw). Any discount received on computerized legal research is passed along to Client by Attorney. District agrees that such actual and necessary expenses may vary according to special circumstances necessitated by request of District or emergency conditions which occasionally arise. Such expenses shall be provided at cost unless otherwise specified.

District further agrees to pay third parties, directly or indirectly through Attorney, for major costs and expenses including, but not limited to, costs of serving pleadings, filing fees and other charges assessed by courts and other public agencies, arbitrators' fees, court reporters' fees, jury fees, witness fees, investigation expenses, consultants' fees, and expert witness fees. Upon mutual consent of District and Attorney, District may either advance or reimburse Attorney for such costs and expenses.

Occasionally Attorney may provide District officials and/or employees with food or meals at Attorney-sponsored trainings or when working with District officials and/or employees. Attorney may provide such food or meals without additional charge in exchange for the consideration provided by the District under this Agreement.

BILLING STATEMENT. Attorney shall send District a statement for fees and costs incurred every calendar month. Attorney's statements shall clearly state the basis thereof, including the amount, rate and basis for calculations or other methods of determination of Attorney's fees. Upon District office's request for additional statement information, Attorney shall provide a bill to District no later than ten (10) days following the request. District is entitled to make subsequent requests for bills at intervals of no less than thirty (30) days following the initial request. District shall pay Attorney's statements within thirty (30) days after each statement's date.

INDEPENDENT CONTRACTOR. It is expressly understood and agreed to by both parties that Attorney, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the District.

CONFLICT OF INTEREST. In some situations, where Attorney has relationships with other entities, the Rules of Professional Conduct may require Attorney to provide disclosure or to obtain informed written consent before it can provide legal services for a client. Attorney represents many school and community college districts, county offices of education, joint powers authorities, SELPAs and other entities throughout California. The statutory and regulatory structure of the provision of education services results in many ways in which these entities interact which could result in a conflict between the interests of more than one of Attorney's clients. If Attorney becomes aware of a specific conflict of interest involving District, Attorney will comply with the legal and ethical requirements to fulfill its duties of loyalty and confidentiality to District. If District has any question about whether Attorney has a conflict of interest in its representation of District in any matter, it may contact Attorney or other legal counsel for clarification.

TERMINATION OF CONTRACT. District or Attorney may terminate this Agreement by giving reasonable written notice of termination to the other party.

COUNTERPARTS. This Agreement may be executed in duplicate originals, including facsimiles, each of which shall fully bind each party as if all had signed the same copy. Electronic copies of signatures shall be treated as originals for all purposes.

IN WITNESS WHEREOF, the parties hereto have signed this Agreement for Professional Services.

HAMILTON UNIFIED SCHOOL DISTRICT

Dr. Jeremy Powell
Superintendent

Date

DANNIS WOLIVER KELLEY



Matthew P. Juhl-Darlington
Attorney at Law

April 22, 2021

Date

At its public meeting of _____, 2021, the Board approved this Agreement and authorized the Board President, Superintendent or Designee to execute this Agreement.

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13d	Date: 5/19/2021
Agenda Item Description: Approve proposed District Projects and Funding Sources Update	
Background: During the April 28 Regular Board Meeting, the Board asked the Superintendent to review potential expenditures from the Proposed Bond Funded Projects list and identify if there were opportunities to use other funds to complete these projects. This list the updated Proposed Projects List with funding sources for the Board to review and approve.	
Status: Pending board approval	
Fiscal Impact: Dependent upon project costs as approved. Expenditures would be from General Fund, Bond, Funds, and available COVID funding sources up to potentially \$429,000.	
Educational Impact: N/A	
Recommendation: Recommend board approve proposed District Projects and Funding Sources Update	

Proposed Projects Update

HUSD	Project Title	Funding Source	Cost	Notes
Summer 2021	Intercom Project (Both HHS and HES)	COVID 19	\$120,000.00	HHS \$ 70,000, Elem \$ 55,000; Pending Board and CDE Approval
2021-2022	Water Bottle Drinking Fountains	COVID 19	\$18,000.00	We are looking at 12 throughout the District, Pending Board and CDE Approval
2021-2023	Painting of Buildings (not including Gym)	Bond Fund	\$40,000.00	As needed
Summer 2021	HVAC Air Scrubber Systems	COVID 19	\$25,000.00	Pending Board and CDE Approval
HHS				
2022-2023	Extend Walkway behind Stadium and Lights	Bond Fund	\$40,000.00	For safety in evenings and when used by visitors
2022-2023	New Visitor Bleachers for Stadium	General Fund	\$25,000.00	Old Bleachers need to be replaced
2022-2023	Re-work Fencing around Ella Restrooms for Stadium Access	General Fund	\$10,000.00	To allow stadium access, safety concerns
2022-2023	Tennis Court Renovation	General Fund	\$10,000.00	Renovate Tennis court to be Futsal Courts (soccer)
Summer 2021	Painting of HHS Gym	Deferred Maintenance	\$35,000.00	Pending Board Approval
2021-2022	Air Filtration/Conditioning for Ag. classroom	COVID 19	\$10,000.00	Pending Board and CDE Approval
HES				
2021-2022	Trashcan area renovation	Bond Fund	\$20,000.00	Currently collecting quotes; Pending Board Approval
Summer 2021	Front Fencing	General Fund	\$55,000.00	Currently collecting quotes; Pending Board Approval
Summer 2022	Update/Remodel Restrooms	COVID 19	\$120,000.00	Currently reviewing needs; Pending Board and CDE Approval
Summer 2021	Student Drop Off/Pick-Up	General Fund	\$2,500.00	Currently finalizing plan with Elementary School Administration
Summer 2021	Tree Trimming/Removal	General Fund	\$29,000.00	Currently collecting quotes
Summer 2021	Sun Shades-Clean Up	General Fund	\$5,000.00	Finalizing plan with Maintenance Department for repair Summer of 2021

*New Projects

Projects Total:	\$564,500.00
Bond Fund:	\$100,000.00
COVID 19 Funds:	\$293,000.00
General Fund:	\$136,500.00
Deferred Maintenance:	\$35,000.00

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13e	Date: 5/19/2021
Agenda Item Description: Approve Request for Proposal (RFP) NO 2021-01: Infrastructure, Modernization & Utility Savings Program	
Background: <p>The District intends to select a qualified provider for the development, implementation, and monitoring of a comprehensive infrastructure modernization and utility savings program. Upon award, the District will enter into a professional services agreement for a districtwide site assessment. Prior to entering into a contractual agreement for project implementation, an agreed upon scope of work and project pricing will require separate board approval.</p> <p>The District intends to implement a design-build program consistent with the provisions of California Government Code sections 4217.10-4217.18 that will provide sustained efficiencies and energy cost savings.</p> <p>The District, at its sole discretion, may select the awarded respondent for subsequent phases of work. The District, at its sole discretion, also reserves the right to reject any or all bidders.</p>	
Status: Pending board approval	
Fiscal Impact: None	
Educational Impact: n/a	
Recommendation: Recommend board approve Request for Proposal (RFP) NO 2021-01: Infrastructure, Modernization & Utility Savings Program	



Jeremy Powell, Ed. D.
Superintendent

REQUEST FOR PROPOSALS (RFP) NO. 2021-01
Infrastructure Modernization & Utility Savings Program

The following RFP is seeking proposals from qualified design-build firms capable of providing comprehensive energy, gas, & water infrastructure improvements.

RESPONSE DEADLINE FOR PROPOSALS: June 3, 2021

RFP Contact for Submission:
Dr. Jeremy Powell,
Superintendent
(530) 826-3261 ext. 6011
twilhelm@husdschools.org
PO Box 488, 620 Canal St
Hamilton City, CA 95951

I. RFP PROCESS

The District intends to select a qualified provider for the development, implementation, and monitoring of a comprehensive infrastructure modernization and utility savings program. Upon award, the District will enter into a professional services agreement for a districtwide site assessment. Prior to entering into a contractual agreement for project implementation, an agreed upon scope of work and project pricing will require separate board approval.

The District intends to implement a design-build program consistent with the provisions of California Government Code sections 4217.10-4217.18 that will provide sustained efficiencies and energy cost savings.

The District, at its sole discretion, may select the awarded respondent for subsequent phases of work. The District, at its sole discretion, also reserves the right to reject any or all bidders.

II. PROJECT GOALS

The District's ultimate goal is to utilize financial savings realized from more efficient buildings towards other upgrades and programs that enhance student learning. Respondents shall support the District's goal by developing, implementing, and monitoring infrastructure modernization and utility savings program that accomplishes the

following:

- Achieves long-term cost savings through reduced energy, gas & water usage
- Upgrades antiquated and inefficient equipment
- Provides a comfortable and safe learning environment
- Maintains building functionality and compatibility with existing equipment
- Improves utilization of technology to achieve optimum performance and savings
- Minimizes financial and technical risk to the Owner
- Provides training to employees on maintenance and repair of equipment and controls
- Provides comprehensive funding solutions

III. MINIMUM REQUIREMENTS

Respondents must meet the following minimum requirements to participate in the District's RFP process:

- Have five (5) California K-12 customer references for which the respondent has provided turn-key responsibility including guaranteed energy savings in the past five (5) years. Of those five (5) references, at least two (2) need to have two (2) years of verified energy savings performance.
- Current accreditation by the National Association of Energy Services Companies (NAESCO), and be included on the U.S. Department of Energy's (DOE) Qualified List of Energy Service Companies
- Active G.C. license in California
- Minimum of \$10 Million in bonding capacity

IV. SCOPE OF WORK

Upon award, the selected respondent will be required to perform site assessments at each of the District's facilities to evaluate infrastructure improvements in order to develop a scope of work tailored for its needs. Specifically, the awarded respondent will evaluate and propose applicable conservation measures including but not limited to:

- Heating Ventilation & Air Conditioning (HVAC) system optimization, retrofit, upgrade or replacement
- Interior & exterior lighting upgrades
- Building Automation System (BAS) installation, upgrade, or expansion
- Solar and other renewable technology
- Water conservation
- Building envelope upgrades
- Other related infrastructure improvements
- Other training, remote monitoring services, and on-going support services that will ensure objectives of program are met over the term of the agreement

The selected respondent will then implement an agreed upon and Board-approved scope

of work. All proposed infrastructure improvements must be provided on a turn-key basis including all necessary permits, engineering, Division of the State Architect (DSA) requirements, delivery, installation, commissioning, training, warranty service, and compliance with any applicable funding programs. After the scope of work has been fully implemented the selected respondent will be required to provide M&V services to monitor post-retrofit utility usage and track energy savings.

V. PROPOSED TIMELINE

May 20, 2021	RFP Released
June 3, 2021	RFP Responses Due
June 10, 2021	Respondent Awarded

VI. PROPOSAL INSTRUCTIONS

Ink or Typewritten

All information, prices, notations, signatures, and corrections must be in ink or typewritten. Mistakes may be crossed out and corrections typed or printed adjacent to the mistake and initialed in ink by the person signing the proposal.

Signature Verification

To be considered for award, each proposal must be signed by a legally authorized representative of your company.

Proposal Documents

Failure to completely execute and submit the required documents before the bid submittal deadlines will render a proposal non-responsive.

Informed Respondent

It will be your responsibility to be fully informed as to the conditions, requirements, and specifications before submitting proposals. Failure to do so will be at your firm's own risk and relief cannot be secured on the plea of error.

VII. PROPOSAL SUBMISSION REQUIREMENTS

Five (5) hard copies (one marked "original") and one (1) electronic copy of the proposal shall be submitted in the format contained in the RFP. The original proposals shall be submitted in a three (3) ring loose-leaf binder or report cover. It is critical that all responses follow the same format to allow equal and fair evaluation of each response. Responses should be limited to thirty-five (35) pages (not including table of contents, cover letter, or sample contracts/agreements) and include the following:

SECTION TABS

Proposals should be divided by tab sections according to items in the index. This will assist the evaluating team in identifying items and information submitted with the proposal.

TABLE OF CONTENTS

The table of contents of the proposal should include a clear and complete identification of the materials submitted by tab section and page number.

COVER LETTER

A signed letter of interest (no more than two (2) pages), stating the respondent's interest and qualifications in providing the services as outlined in the RFP. Please describe how the respondent meets the minimum requirements as described in section III of the RFP.

Tab 1: Background, Financial Capacity & Management Structure

- a) Provide general information on the respondent including: a brief history of the firm, key differentiating factors and areas of expertise, length of time performing services, and location of California offices.
- b) Provide a statement of the respondent's financial capacity and capability to perform to the terms of this solicitation request.
- c) Describe the management structure of the responding firm and include an organizational chart. Provide resumes for personnel to be used on this project and describe their qualifications and experience with projects of a similar size and scope.

Tab 2: Litigation Disclosure

Describe any involvement as a party in any formal litigation, arbitration or mediation associated with savings performance on an energy savings contract or specifically related to an Investment Grade Audit (IGA) agreement in the last five years under any previous or current firm names, along with a description of the nature and outcome of such litigation.

Tab 3: References

Provide detailed project histories for a minimum of five (5) California K-12 districts for which the responding firm provided turn-key responsibility for similar design-build guaranteed savings programs in the past three years. At least two (2) of these must have a minimum of two (2) years of verified energy savings track record. Describe the scope of work, start/completion date, services and equipment provided, project size, total project savings, and funding sources.

Tab 4: Project Approach

- a) Provide a description of the respondent's approach to performing site assessments and identifying infrastructure improvement.
- b) Provide a description of the respondent's approach to managing the project implementation and procedures for minimizing occupant disruptions.
- c) Describe the steps taken by the respondent during and after the turnover process to ensure successful project implementation.
- d) Describe training programs available for district employees.

Tab 5: Funding Sources

Describe the respondent's experience with obtaining funding for California K-12 Districts' infrastructure needs and sustainability programs. Please describe specific funding sources that the respondent has facilitated and successfully obtained including any funding solutions or approaches which may be unique or exclusive to the respondent.

Tab 6: Savings

- a) Describe the respondent's approach to projecting and proving utility savings.
- b) Describe the methodology and formulas utilized for reporting of the savings.
- c) Provide a description of monitoring services after implementation.
- d) List any projects/customers in which the guaranteed savings was not met and how each was resolved.

Tab 7: Additional Benefits and Value Added Elements

Please describe any additional benefits that may result from program implementation and the respondent's added value elements in delivering infrastructure modernizations and/or sustainability programs.

Tab 8: Contracts, Pricing and Forms

Provide sample contracts for an investment grade audit, project installation, Measurement & Verification (M&V) including terms and conditions. Complete and include enclosed pricing proposal and acknowledgement form.

VIII. PROPOSAL EVALUATION CRITERIA

The District will evaluate qualifications based on the scoring criteria outlined in this section. Respondents who are not actively engaged in providing services of the nature proposed in this RFP and/or who cannot clearly demonstrate to the satisfaction of the District their ability to satisfactorily perform the work in accordance with the RFP requirements will not be considered, nor will respondents who do not meet the minimum requirements.

The District shall be the sole judge of the qualifications and services to be offered, and its decision shall be final. Discussions may be conducted with respondents who submit qualifications determined to be reasonably acceptable of being selected for award:

Scoring Criteria

- a) Background: i.e. qualifications, experience, resources, financial solvency. (10 points)
- b) Litigation Disclosure (25 points)
- c) Project Team & Management Structure: i.e. amount of work self-performed, strength of proposed team, trainers, and management structure. (20 points)
- d) Project History & References: i.e. relevant past project experience. (50 points)
- e) Project Approach: i.e. approach to completing study, project management, training, etc. (15 points)
- f) Funding Sources: i.e. funding experience & unique funding sources. (25 pts)

- g) Additional Benefits & Added Value: i.e. additional benefits resulting from implementation and respondent's added value elements. (10 points)
- h) Savings: i.e. savings approach and track record. (35 points)
- i) Contracts & Forms: i.e. sample contracts, terms & conditions, pricing proposal, and completed forms. (30 points)
- j) Response: responsiveness and compliance with the requirements of the proposal. (5 points)

Total Maximum Point Valuation: 225

PRICING PROPOSAL

RFP # 2021-01

Infrastructure Modernization & Utility Savings Program

Pursuant to and in compliance with your Notice Requesting Proposals and all other documents relating thereto, the undersigned respondent, having familiarized himself with the terms and conditions of the proposal documents, hereby proposes and agrees to perform the work to be done and to provide all labor and materials necessary to perform the work.

Name of Respondent: _____

INVESTMENT GRADE AUDIT (IGA):

Does the respondent require an IGA agreement be entered into before a scope of work, price and savings can be finalized?

YES NO

If an IGA agreement is required, does it include exit fees and/or penalties in the event the District chooses to not implement the IGA findings?

YES NO N/A

What is the respondent's price to complete an IGA?

\$ _____ per square foot

IMPLEMENTATION:

What is the respondent's profit fee for program implementation?

Profit % _____

ACKNOWLEDGEMENT FORM

RFP # 2021-01

Infrastructure Modernization & Utility Savings Program

Pursuant to and in compliance with your Notice Requesting Proposals and all other documents relating thereto, the undersigned respondent, having familiarized himself with the terms and conditions of the proposal documents, hereby proposed and agrees to perform the work to be done and to provide all labor and materials necessary to perform the work.

Name of Respondent:

ACKNOWLEDGEMENT OF AMENDMENTS:

The respondent acknowledges receipt of issued amendments to RFP # 2021-01:

Amendment Number						Initial Here
Date						

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13f	Date: 05/19/2021
Agenda Item Description: Approve quote from Ginno Construction for painting exterior of HHS Gym to be completed summer of 2021.	
Background: The High School Gym paint is faded, cracking and in disrepair. The building needs a fresh coat of paint. Some paint was touched up during the remodel in 2005. This really stands out as a different color. We are discussing a slight change to the color as we move forward with the project. We have enclosed three bids for the project and recommend Ginno Construction.	
Status: Pending board approval	
Fiscal Impact: \$38,442	
Educational Impact: n/a	
Recommendation: Recommend board approve quote from Ginno Construction for painting exterior of HHS Gym to be completed summer of 2021	



May 12, 2021

Hamilton Unified School District
Maintenance and Transportation
Alan Joksch
620 Canal St.
PO Box 488
Hamilton City, CA 95951

RE: Hamilton High School
Painting – Exterior Gym

We propose to furnish labor and material for the exterior painting of the gym at Hamilton High School. This bid is good for 90 days:

Exterior Gym	\$33,857.00
Face of Pop Letter of Gym	\$1,585.00
Bonding	\$3,000.00
	\$38,442.00

Inclusions: Painting of the exterior of the gym, doors, jambs, and soffits.

Exterior: Prep and protect
Pressure wash gym
Spot prime walls and soffits as needed
Scrape tape off doors and spot prime as needed
2 coats finish to walls and soffits
2 coats water base high alkyd paint to doors and jambs
Clean up all related debris

Exclusions: Crown molding and chair railings; sealing of masonry/concrete or stone products; signage and striping; FRP, staining, or transparent finishes; high-performance coating; fire proofing or intumescent painting; wall coverings/graphics and floor sealers/epoxy coatings; cabinetry, stain and lacquer to cabinets or furniture; lead abatement; sandblasting

Bryan Ginno
President

297 Convair Ave., Ste. 2
Chico, CA 95973
530-894-6859 phone
530-894-6061 fax

License 921238



CRBR

Full Service Restoration Contractor Since 1959
2684 Highway 32 Suite 100.
Chico, CA 95973
Tel- (530) 891-0333, Fax- (530) 891-6389
Lic #689238 Tax ID #94-2623760

Client: Hamilton Union High School
Property: 620 Canal St
Hamilton City, CA 95951

Home: (530) 228-5550

Operator: JEREM

Estimator: Jeremy Andreasen

Business: (530) 715-4532

E-mail: jeremyandreasen@crbr.com

Type of Estimate: <NONE>

Date Entered: 4/9/2021

Date Assigned:

Price List: CASA8X_MAR21

Labor Efficiency: Restoration/Service/Remodel

Estimate: C087645-6



CRBR

Full Service Restoration Contractor Since 1959
2684 Highway 32 Suite 100.
Chico, CA 95973
Tel- (530) 891-0333, Fax- (530) 891-6389
Lic #689238 Tax ID #94-2623760

C087645-6

Exterior Paint Project

DESCRIPTION	QTY	REMOVE	REPLACE	TAX	TOTAL
1. PAINTING	1.00 EA	0.00	79,200.00	2,354.22	81,554.22
-Mens Locker Room & Gym:					
- Paint exterior walls and doors, prep and walls and doors by means of pressure washing etc.					
- The walls will take two coats of paint. If we need to paint the gutters there will be additional prep needed and additional costs associated.					
-Prep: caulking, masking etc included.					
- This estimate is driven off of Prevailing Wage Pricing.					
Totals: Exterior Paint Project				2,354.22	81,554.22
Line Item Totals: C087645-6				2,354.22	81,554.22



CRBR

Full Service Restoration Contractor Since 1959
2684 Highway 32 Suite 100.
Chico, CA 95973
Tel- (530) 891-0333, Fax- (530) 891-6389
Lic #689238 Tax ID #94-2623760

Summary

Line Item Total	79,200.00
Material Sales Tax	2,354.22
Replacement Cost Value	\$81,554.22
Net Claim	\$81,554.22

Jeremy Andreasen



McCarley & Son Painting Industrial Coatings Inc.
 3991 Flower St Shasta Lake, CA 96019
 License #991766 B, C33 (Formerly 642777), DIR #1000012134
 (530) 275-6776 voice * (530) 275-2933 fax

PROPOSAL

This Proposal is a legal binding agreement and must be part of the contract documents. The scope of work as described in this proposal is based 100% upon the Plans, Specs, and Bid Docs "only". Any and all work that is not clearly outlined within this proposal will be considered extra work and will not be completed without a written change order. Let it be known that MSP Inc. reserves the right to sublet any portion of work as deemed necessary for the successful completion of the project. **This is an all -inclusive proposal.** Upon acceptance of this proposal and/or listing of my company on your subcontractor list, this must be signed and faxed back to my office or this Proposal could become VOID.

Date: 08/4/2019 **Prepared For:** Hamilton High School **Contact No:** 530-228 5550 **Fax No:** 530-826-3061
Project: Hamilton HS Gymnasium Exterior Painting Project, 620 Canal Rd Hamilton City CA 95951

Scope of work; Exterior repainting of the Hamilton High School Gymnasium including pressure washing all surfaces, scraping all loose and flaking paint, filling in all cracks in the stucco surfaces using elastomeric coatings and applying TWO coats of a 100% acrylic exterior paint to all wall and soffits. All doors and doorframes are included. Color scheme is to match existing conditions.
 It is understood that due to the school schedule, that multiple mobilizations will be required to complete the project.
 If the project is awarded, Performance and Payment bonds will be provided to the owner

SEE EXCLUSIONS and NOTES

EXCLUSIONS;

1. Roof mounted HVAC equipment.
2. Pre finished metal fascia wrap.
3. Mural replacement on the main entry to the Gymnasium.

NOTES;

- > Water, clean up and wash out area to be provided by the owner.
- > All extra work will be billed at the hourly rate of \$135.00 per hour plus materials, overhead, and mark ups.
- > NO CREDITS WILL BE GIVEN AND NO BACK CHARGES WILL BE ACCEPTED UNLESS IN WRITING AND AGREED UPON BY BOTH PARTIES

37,233.⁰⁰

TOTAL COST: ~~530,233.00~~ Based on prevailing wage.

Payment Terms: California State Law; Prime Contractors payment to Subcontractor is to be w/in 7 days of receipt of funds. A penalty of 2% monthly will apply if Prime Contractor fails to comply with state law. My company reserves the right to request a payment/draw schedule at anytime during the course of this project.

MSP Inc. Authorized Signature

Company & Authorized Signature

Delivered to:
 Hamilton Unified School District
 Alan Joksch
 620 Canal Street
 Hamilton City, CA

Aim High Enterprises

Technical & Industrial Coatings

ESTABLISHED IN 2004

Phone #: 530-227-3596
 www.aimhighcoatings.com
 aimhighenterprises@sbcglobal.net
 P.O.Box 991232 Redding, Ca 96099
 Lic.# 842109 DIR#1000001203

Contract

Pricing options for painting the gym exterior 620 Canal Street, Hamilton City, CA.

This is not a contract. It is a vague outline of options. If you decide on any options I would be glad to write up a detailed contract. Also, if there are any questions, please let me know. I would be willing to sit down and discuss options with anyone who would be involved picking the painter.

Base Bid - Option #1 (labor and tools only): \$36,000

Power wash

Apply a sanded caulking to large cracks in the walls

"Texture/feature" the caulking in to help match the wall

Remove peeling paint

Prime

Apply two coats of paint in a total of three colors

Option #2: \$49,000

Same as above with all materials included.

Option #3: Additional \$5,300

Repainting of the "sign"

All Prices above factor in prevailing wage.

If you have any questions, please feel free to call Ray DiGiuseppe at 530-227-3596.

This is not a contract.

Total

\$0.00

Contractors are required by law to be licensed and regulated by the Contractors' State License Board which has jurisdiction to investigate complaints against contractors if a complaint regarding a latent act or omission is filed within four years of the date of the alleged violation. A complaint regarding a latent act or omission pertaining to any structural defect must be filed within 10 years of the date of the alleged violation. Any questions concerning a contractor may be referred to the Registrar, Contractors' State License Board, P.O. Box 26000, Sacramento, CA 95826, 1-800-321-2752.

You, the buyer, have the right to require the contractor to have a payment bond. However, the contractor can require you to pay for the bond. The contractor (Aim High Enterprises) may terminate this contract at any time and for any reason, without damages being charged against the contractor. You may cancel this transaction at any time prior to midnight of the third business day after the date of transaction.

Buyer's Name _____ Date _____

Buyer's Signature X _____ Date _____

Aim High Enterprises
 Ray Di Giuseppe, Owner

X _____ Date _____

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13g	Date: 05/19/2021
Agenda Item Description: Approve quote from Tree Worx for tree removal and trimming at Hamilton Elementary on Hwy 45 during summer 2021.	
Background: Many Modesto Ash Trees are badly infested with Mistletoe and have died or become extremely compromised. This has created a dangerous situation along the Western fence line along Hwy 45. Branches are becoming brittle and can fall onto the playground or onto cars on the highway. We are looking to remove 18 of the most damaged trees and prune the damage from 8 others. All waste is to be removed and all stumps will be ground down to a safe height. After the work is completed, we will discuss options of re-planting a new line of trees. We have included bids from three companies for this project.	
Status: Pending board approval	
Fiscal Impact: The total cost will be \$29,000	
Educational Impact: Will create a safer environment for the students.	
Recommendation: Recommend board approve quote from Tree Worx for tree removal and trimming at Hamilton Elementary on Hwy 45 during summer 2021.	

Sean Murray
 494 Cimarron Dr,
 Chico, CA, 95973
 Sean_treeservice@yahoo.com



Ph . # [5 3 0] 2 2 8 - 0 0 7 1

CA LIC # 1032127

Work Order Estimate

Name: Alan Joksch – Hamilton City Elementary School	Date: 5/12/2021
Address: 277 Capay Lane, Hamilton City, CA,	
Phone (530) 826-2003	Email: ajoksch@husdschools.org

This pricing includes the equipment, materials & labor required for the proper completion of the following tasks

Trees	Work Description	Cost
X 2 next to maintenance shed	Tip weight reduction and deadwood removal. Roof and building clearance, mitigate any hazardous limbs and light trim throughout	\$600
Fence line removals (starting at the maintenance shed)	1) Removal and grind stump	\$100
.	2) Removal and grind stump	\$1800
.	3) Removal and grind stump	\$1600
.	4) Removal and grind stump	\$2000
.	5) Removal and grind stump	\$1600
.	6) Removal and grind stump	\$1600
.	7) Removal and grind stump	\$1600
.	8) Removal and grind stump	\$1800
.	9) Removal and grind stump	\$1600
.	10) Removal and grind stump	\$2000
.	11) Removal and grind stump	\$2200
.	12) Removal and grind stump	\$1400
.	* 13) Removal and grind stump	\$1800
.	* 14) Removal and grind stump	\$1500
.	* 15) Removal and grind stump	\$2000
.	* 16) Removal and grind stump	\$1800
.	* 17) Removal and grind stump	\$1600
.	* 18) Removal and grind stump	\$2200
Total Due		<u>\$30,800 \$29,000</u>

All work described will be done in a professional manner according to description above per industry standards. Any changes from the above description involving extra costs will become an extra charge over and above the contract amount. Contract is contingent to conditions listed above and is subject to delays beyond our control. Contractor verifies that company carries all necessary Liability and Workmen's Compensation Insurance (some employees are exempt from carrying this insurance)

Contractors Signature:

Client Signature:

All of the Modesto Ash trees are badly infested with mistletoe and are extremely dangerous. Every tree has severely compromised limbs and should be removed. There are holes all over the trees and they are showing signs of fracturing and cracking under the heavy weight of the mistletoe. Not to mention that most of the now heavy limbs are dead and are even more prone to breaking.

***** Trees 13 and 14 – There was a discussion about trying to save these trees. I strongly believe that after a thorough inspection, they should be removed. There are serious holes and decay towards the bottom of the tree. The trees are right over the play ground and structures.**

***** Trees 15 through 18 – Again there was a discussion to try and save these trees. With the amount of dead and dying wood appearing throughout these trees, along with the mistletoe clearly taking over. I think that removing the mistletoe and reducing the size of the trees dramatically is the only option aside removal. Removal is the best option for 3 of these trees, (15,16,17). There are multiple holes and fractures near the base of the trees and are over the buildings and car parking areas. 18 is the tree with the least amount of damage and the most live tissue remaining, we will be able to remove the mistletoe (temporarily, as it always grows back) and trim the tree back to a designated section that is believed to be safe. This 'safe' section could vary dramatically from limb to limb depending on how far back the tree has live tissue and no compromised limbs. Even then the tree may die after such a heavy prune in the summer. (I would still recommend removing 15,16,17,18. It is the safest and also the cheapest option in the long run). If the decision is made to trim any trees, we can address them as we go. (approximately \$600/\$1000 cheaper per tree to trim as opposed to removing, depending on the tree)**

If all work is chosen we will also remove and grind the Walnut next to the maintenance shed at no charge. (\$2400) Additionally, We will also give a courtesy trim to the walnut inside the fence, removing all deadwood and lightly trimming any heavy areas as well as include the \$600 trimming for the 2 trees next to the maintenance shed.

All prices include all insurances, bonds and prevailing wages. Which will bring the total to \$29,000.00

We will have multiple logs from the removal process and would like to propose that we can make some benches out of them for the playground area. It would be free and It would create a use for some of the wood rather than just throw it away.

I would like to introduce a planting program with the school. For every tree we remove (not just this job) I would like to donate 2 seedlings towards a planting day for the kids. I would help with the planting if we could find a designated spot. I would also bring some tree info and would love to talk to the kids about how important trees are, how they grow, what they do for us, etc.... Hopefully bringing some useful information and awareness about trees.



APPLICATION FOR PUBLIC WORKS CONTRACTOR REGISTRATION

Registration Information

Type: Public Works

Period: 05/12/2021 06/30/2021

Contractor Information

Contractor Name: Sean Phillip Murray

Trade Name: Tree Worx

License Type Number: PW-LR-1000750577

Contractor Physical Address

Physical Business Country: United States of America

Physical Business City/ Province: Chico

Physical Business Address: 494 Cimarron Drive

Physical Business State: CA

Physical Business Postal Code: 95973

Contractor Mailing Address

Mailing Country: United States of America

Mailing City /Province: Chico

Mailing Address: 494 Cimarron Drive

Mailing State: CA

Mailing Postal Code: 95973

Contact Info

Daytime Phone:

Daytime Phone Ext.:

Mobile Phone:

Business Email: sean_treeservice@yahoo.com

Applicant's Email: sean_treeservice@yahoo.com

Workers' Compensation

Professional Employer Organization (PEO)

Do you lease employees through Professional Employer Organization? No

Workers' Compensation Overview

Carrier: State Compensation Fund
Policyholder Name: Sean P Murray Tree Care DBA
Tree Worx
Policy Number: 927042621
Inception Date: 02/13/2021
Expiration Date: February 13, 2022

Certification

Yes I certify that I do not have any delinquent liability to an employee or the state for any assessment of back wages or related damages, interest, fines, or penalties pursuant to any final judgment, order, or determination by a court or any federal, state, or local administrative agency, including a confirmed arbitration award

I certify that the contractor is not currently debarred under Section 1777.1 or under any other federal or state law providing for the debarment of contractors from public works.

Yes I certify that one of the following is true: (1) I am licensed by the Contractors State License Board (CSLB) in accordance with Chapter 9 (commencing with Section 7000) of the Business and Professions Code; or (2) my business or trade is not subject to licensing by the CSLB.

I understand refunds are not authorized

I, Sean P Murray, the undersigned, am , Sean Phillip Murray with the authority to act for and on behalf of the above named contractor. I certify under penalty of perjury that all of the above information provided is true and correct. I further acknowledge that any untruthful information provided in this application could result in the certification being canceled.

I certify this on: 5:04 PM

Legal Entity Information

Legal Entity Type: Sole Proprietorship

Name: Sean Phillip Murray



North Valley Arbor Management, Inc.
 2 Crusader Ct
 Chico, CA 95973
 Chico Area: 530.343.4533
 Redding Area: 530.246.2477
 Fax: 530.267.8855
 E-mail: info@abouttrees.us
 CLSB# 1063007

ESTIMATE

DATE	ESTIMATE #
4/19/2021	33972

NAME / ADDRESS
Hamilton Unified School District PO Box 488 Hamilton City, CA 95951

About Trees is a division of
 North Valley Arbor Management, Inc.

PROPERTY	REP
277 Capay Ave	AHA

Description	Total
1.) Remove (1) large Black Walnut southeast side of shop on 2nd Street a. Treat stumps, let sit for 2 - 3 days b. Haul wood and debris 2.) Remove (12) Modesto Ash trees near fence line from shop on 2nd Street to play ground on Canal St with mistletoe damage a. Treat stumps, let sit for 2 - 3 days b. Haul wood and debris 3.) Grind (12) Modesto Ash and (2) additional stumps a. Grind as best as possible without damaging fence b. Leave excess mulch onsite 4.) Prune (3) Modesto Ash trees next to playground on Canal St and (4) Modesto Ash trees next to school buildings on Canal St side a. End weight reduction on heavy systems b. Reduce limbs to good lateral c. Remove all dead wood 1" in diameter and larger, remove mistletoe d. Correct skirt to even e. Provide 8' roof clearance f. Provide 6' building clearance g. Inspect trees for safety and health *Encroachment Permit Fee (not included in price) for Canal St NW on Hwy 45 (Cal Trans) - Shoulder Encroachment Only **Client responsible to ensure that no children are present during project	28,000.00

Owner agrees to identify: water lines, phone, gas, power, irrigation, septic/sewer. About Trees will not be liable for damages to unidentified utilities. This is a visual/ground-based assessment. Unseen hazards may become apparent upon climbing, which may result in additional cost to ensure safety. Customer will be notified prior to any additional costs.

Owner agrees to pay for services at time of completion of job. Invoices will incur a 1% monthly finance charge per 30 days not paid.

About Trees hereby proposes to furnish material and labor to complete services in accordance with above specifications for the sum of:	Total
--	--------------

Client Acceptance: _____ Date: _____
Signature_____

Print Name: _____ Note: This proposal may be withdrawn by About Trees if not accepted within 15 days.

All services are guaranteed to be as specified. All work to be completed in a workmanlike manner according to standard arborist practices. Any alternation or deviation from above will become an extra charge over and above specifications involving extra extra costs will be executed only upon written orders and will become an extra charge over and above the estimate. All agreements are contingent upon strikes, accidents or delays beyond our control. Owner to carry fire, tornado, and other necessary insurance. Our workers are fully covered by Workmen's Compensation Insurance.



North Valley Arbor Management, Inc.
 2 Crusader Ct
 Chico, CA 95973
 Chico Area: 530.343.4533
 Redding Area: 530.246.2477
 Fax: 530.267.8855
 E-mail: info@abouttrees.us
 CLSB# 1063007

ESTIMATE

DATE	ESTIMATE #
4/19/2021	33972

NAME / ADDRESS
Hamilton Unified School District PO Box 488 Hamilton City, CA 95951

About Trees is a division of
 North Valley Arbor Management, Inc.

PROPERTY	REP
277 Capay Ave	AHA

Description	Total

Owner agrees to identify: water lines, phone, gas, power, irrigation, septic/sewer. About Trees will not be liable for damages to unidentified utilities. This is a visual/ground-based assessment. Unseen hazards may become apparent upon climbing, which may result in additional cost to ensure safety. Customer will be notified prior to any additional costs.

Owner agrees to pay for services at time of completion of job. Invoices will incur a 1% monthly finance charge per 30 days not paid.

About Trees hereby proposes to furnish material and labor to complete services in accordance with above specifications for the sum of:	Total	\$28,000.00
--	--------------	--------------------

Client Acceptance: _____ Date: _____
 Signature

Print Name: _____ Note: This proposal may be withdrawn by About Trees if not accepted within 15 days.

All services are guaranteed to be as specified. All work to be completed in a workmanlike manner according to standard arborist practices. Any alternation or deviation from above will become an extra charge over and above specifications involving extra extra costs will be executed only upon written orders and will become an extra charge over and above the estimate. All agreements are contingent upon strikes, accidents or delays beyond our control. Owner to carry fire, tornado, and other necessary insurance. Our workers are fully covered by Workmen's Compensation Insurance.



Certified Arborists and Tree Workers

3882 Esplanade, Chico, CA 95973

(530) 893-9649 (530) 893-9650 FAX

WEB: www.nvtree.com

EMAIL: nvtree@nvtree.com

CSLB: #1032601

PROPOSAL & CONTRACT



NAME / ADDRESS
Hamilton Unified School District PO Box 488 Hamilton City, CA 95951

DATE	ESTIMATE #
5/29/2019	25147

PROPERTY
277 Capay Ave, Hamilton City

DESCRIPTION	TOTAL
Remove all 20 ash trees Haul wood Grind stumps where possible Chip brush and clean up -Trim Black Walnut tree =\$32,400	

North Valley Tree Service agrees to perform all tree work in accordance with the above Proposal and the General Terms and Conditions described on reverse side of Proposal. The person signing this Proposal on behalf of North Valley Tree Service hereby represent and warrant to Customer that this Proposal is duly authorized, signed and delivered by North Valley Tree Service.

Amount Due Upon Completion of Project	\$0.00
Accept Proposal & Contract: _____	
Arborist: _____	Date: _____



NORTH VALLEY TREE SERVICE

Certified Arborists and Tree Workers

3882 Esplanade, Chico, CA 95973

(530) 893-9649 (530) 893-9650 FAX

WEB: www.nvtree.com

EMAIL: nvtree@nvtree.com

CSLB: #1032601

PROPOSAL & CONTRACT



NAME / ADDRESS
Hamilton Unified School District PO Box 488 Hamilton City, CA 95951

DATE	ESTIMATE #
5/29/2019	25147

PROPERTY
277 Capay Ave, Hamilton City

DESCRIPTION	TOTAL
Option #1	0.00
Trim 20 dying Ash trees Reduce canopies to 20 feet tall for safety Lower limbs and wood down safely	
Chip brush and clean up	
Trim 1 large Black Walnut tree Reduce and thin heavy limbs for safety Remove deadwood Raise and balance lower canopy for clearance	
Chip brush and clean up	
= \$25,200	
Option #2	

North Valley Tree Service agrees to perform all tree work in accordance with the above Proposal and the General Terms and Conditions described on reverse side of Proposal. The person signing this Proposal on behalf of North Valley Tree Service hereby represent and warrant to Customer that this Proposal is duly authorized, signed and delivered by North Valley Tree Service.

Amount Due Upon Completion of Project

Accept Proposal & Contract: _____

Arborist: _____ Date: _____



5106 Cliffhanger Ln.
Paradise, CA 95969

825 Main St.
Chico CA 95928

530-343-6809
530-876-1418

All work will be performed according to
ANSI A300 Standards for tree care, unless noted otherwise.

Date: 7/16/2019 12:48 PM
Hamilton Unified School District
Allan
277 Capay Ave
Hamilton City, CA 95951

Job Name: Hamilton Unified School District

Work Site: 277 Capay Ave
Hamilton City, CA 95951

Mobile: 530-228-5550

Proposed By: Marc Wesley

Customer Code: 989837

#	Item	Description	Qty	Cost
1	Ash-Modesto(Fraxinus velutina glabra)	Tree Removal	0	\$28,500.00

Remove the Modesto ash trees along the back fence.
trim the ash in the back left of the yard to elevate and balance, prune
back away from the structure, remove the dead wood 1" in diameter
and larger for safety.
remove the walnut on the left side of the fence in the back left of the
yard net to the structure.
Remove the brush and wood.

Notes:

Subtotal: \$28,500.00

Tax: \$0.00

Total: \$28,500.00

Customer Signature

Date

Terms and Conditions

It is agreed by and between M&S Wesley Tree Service and the authorizing party (customer and/or customer's agent) that the following provisions are made as part of this contract:

Insurance by Contractor: M&S Wesley Tree Service warrants that it is insured for liability resulting from injury to person(s) or property and that all employees are covered by Workers' Compensation as required by law. Certificates of coverage are available upon request.

Cancellation Fee: M&S Wesley Tree Service kindly requests that the authorizing party provide at least 24 hours advance notice of any full or partial work cancellation. If a crew has been dispatched to the job site, the customer will be assessed a mobilization fee of \$250.00 for incurred expenses.

Completion of Contract: M&S Wesley Tree Service agrees to do its best to meet any agreed upon performance dates, but shall not be liable in damages or otherwise for delays because of inclement weather, labor, or any other cause beyond its control; nor shall the customer be relieved of completion for delays.

Tree Ownership: The authorizing party warrants that all trees listed are located on the customer's property, and, if not, that the authorizing party has received full permission from the owner to allow M&S Wesley Tree Service to perform the specified work. Should any tree be mistakenly identified as to ownership, the customer agrees to indemnify M&S Wesley Tree Service for any damages or costs incurred from the result thereof.

Safety: M&S Wesley Tree Service warrants that all arboricultural operations will follow the latest version of the ANSI Z133.1 industry safety standards. The authorizing party agrees to not enter the work area during arboricultural operations unless authorized by the crew leader on-site.

ANSI A300 Tree Care Standard Definitions: The following definitions apply to specifications detailed in this proposal.

Crown cleaning: Selective pruning to remove one or more of the following parts: dead, diseased, and/or broken branches. Unless noted otherwise on this proposal, all cleaning will be of branches 1inch diameter or greater throughout the entire crown.

crown: The leaves and branches of a tree measured from the lowest branch on the trunk to the top of the tree.

leader: A dominant or co-dominant, upright stem.

raise: Selective pruning to provide vertical clearance.

reduce: Selective pruning to decrease height and/or spread by removing specified branches.

restore: Selective pruning to improve the structure, form, and appearance of trees that have been severely headed, vandalized, or damaged.

thin: Selective pruning to reduce density of live branches, usually by removing entire branches.

vista pruning: Selective pruning to allow a specific view, usually by creating view "windows" through the tree's crown.

Stump Removal: Unless specified in the proposal, stump removal is not included in the price quoted. Grindings from stump removal are not hauled unless specified in this proposal. Surface and subsurface roots beyond the stump are not removed unless specified in this proposal.

Concealed Contingencies: Any additional work or equipment required to complete the work, caused by the authorizing party's failure to make known or caused by previously unknown foreign material in the trunk, the branches, underground, or any other condition not apparent in estimating the work specified, shall be paid for by the customer on a time and material basis. M&S Wesley Tree Service is not responsible for damages to underground sprinklers, drain lines, invisible fences or underground cables unless the system(s) are adequately and accurately mapped by the authorizing party and a copy is presented before or at the time the work is performed.

Clean-up: Clean-up shall include removing wood, brush, and clippings, and raking of the entire area affected by the specified work, unless noted otherwise on this proposal

Lawn Repair: M&S Wesley Tree Service will attempt to minimize all disturbances to the customer's lawn. Lawn repairs are not included in the contract price, unless noted otherwise on this proposal.

Terms of Payment: Payment is due at the time of service unless otherwise noted in this proposal.

Returned Check Fee: There will be a \$25.00 fee charged for all checks returned to our office for non-sufficient funds.

Arborist Disclaimer Statement

Arborists are tree specialists who use their education, knowledge, training, experience, and research to examine trees and woodlands. Arborists recommend measures to enhance the beauty and health of trees and forests, while attempting to reduce the risk of living near them. Clients may choose to accept or disregard the recommendations of the Arborist, or seek additional advice.

Arborists cannot detect every condition that could possibly lead to the structural failure of a tree. Trees are living organisms subject to attack by disease, insects, fungi and other forces of nature. There are some inherent risks with trees that cannot be predicted with any degree of certainty, even by a skilled and experienced arborist. Arborists cannot predict acts of nature including, without limitation, storms of sufficient strength, which can cause even a healthy tree to fail. Any entity who develops land and builds structures with a tree in the vicinity should be aware and inform future residents of the risk of living with trees and this Arborist Disclaimer.

Arborists cannot guarantee that a tree will be healthy or safe under all circumstances, or for a specified period of time. Likewise, remedial treatments, like medical care, cannot be guaranteed 100%. Treatment, pruning, and removal of trees may involve considerations beyond the scope of the Arborists services, such as property boundaries, property ownership, disputes between neighbors and other issues. Consulting Arborists cannot take such considerations into account unless complete and accurate information is disclosed to the arborist by the client. An Arborist should then be expected to reasonably rely upon the completeness and accuracy of the information provided.

Neither this author nor M&S Wesley Tree Service has assumed any responsibility for liability associated with the trees on or adjacent to this project site, their future demise and/or any damage, which may result there from. To live near trees is to accept some degree of risk. Thank you for choosing M&S Wesley Tree Service to provide arborist services for your project. If you have any questions, or additional service requests, please don't hesitate to contact us.

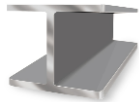
Marc Wesley
ISA Certified Arborist WE8458-AUM
Certified Tree Care Safety Professional
Certified Utility Specialist
Certified Municipal Specialist
M&S Wesley Tree, Landscape and Pest Management Services
<<http://www.mswtree.com>>
(530) 343-6809

CONFIDENTIAL



HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13h	Date: 5/19/2021
Agenda Item Description: Approve quote from Steel-Crete Inc. for HES fencing	
Background: The chain link fence in front of the elementary school provides a safety hazard in several ways. There is no easy out in the case of an emergency. It is difficult to secure the various existing gates. By removing the chain link fence and replacing with a wrought iron fence these safety hazards will be addressed.	
Status: Pending board approval	
Fiscal Impact: The cost is \$53,505.00	
Educational Impact: Will provide a safe environment for learning	
Recommendation: Recommend board approve quote from Steel-Crete Inc. for HES fencing	



STEEL-CRETE INC.

1692 Mangrove Avenue, #504, Chico, CA 95928 - (530) 624-4986 - Lic. 803951 - DIR #1000410544

PROJECT: HC Elementary fence

Bid Date: 4/9/2021

Bid #: 21-057

SUBMITTED BY: Craig Johnson

Prev. Wage: Yes

Location: Hamilton City

Addendums Inc.-

Description of Work:	Total Price:
A) Demo existing fence / gates and install temp fence, install new black powdercoat 2.5"x2.5" posts, install ~475' of new 6' black powdercoat heavy fence panels, w/ 2ea. 10' gates, 4ea. 7'-6" gates, 3 ea reg. 3' man gates, (one ready to receive panic hardware by others) and 1ea. 7' rolling gate.	\$ 39,777.00
B) Demo ~160' of exist. Fence & posts, install temp fence, install new black powder- 2.5"x2.5" posts, install ~160' of new 6' black powdercoat heavy fence panels.	\$ 13,728.00

NOTE: Due to current global steel issues, the bid price is only good for 30 days.

- Clarifications:
- 1) All steel to be primed only as required.
 - 2) No engineering or permits included in price.
 - 3) No OT or weekend work included.
 - 4) Equipment required to be provided by Steel-Crete UNO.
 - 5) Bid does not include any special safety training time.
 - 6) All wet set anchors (FOB Site) & installed by others UNO.
 - 7) Grouting if required by others.
 - 8) Testing or field review / certification costs by others.
 - 9) Priming field welds by others.
 - 10) No supervision of layout, setting or placing anchor bolts or embeds.
 - 11) No Safety railing, guards, toe boards, etc. for other trades.
 - 12) No Weld inspection and associated costs.
 - 13) No Light gauge framing, non-ferrous metals or sheet metal.
 - 14) No fire watch or protection for work above or below our work area.
 - 15) No removing, replacing or installing fireproofing.
 - 16) Max. of one template per anchor bolt set,
 - 17) GC's are to set (1ea.) anchor bolt nut to grade on each AB group.
 - 18) No demolition of any kind UNO.
 - 19) Any wall/ground penetrating X-ray's for rebar/utility ID is by others.
 - 20) Gate Hardware provided & installed by others.

\$ 53,505.00

******Payment is due at Net-30 days from time invoice is submitted/work is furnished****

We include (1) mobilization (s), additional mobilizations @ \$1,000.00 each

Assumptions and Exclusions:

- 1 Prices are valid for 30 days from submittal date.
- 2 Steel-Crete Inc. reserves the right to amend the proposed costs due to changes in material costs or if the project changes in any way either by addition or deletion of any items listed in this Bid.
- 3 We exclude all permits, engineering, underground utility location (except as identified by USA Underground) and the costs of complying with owner restrictions unless specifically listed above.
- 4 Free and Clear access for delivery, work trucks and erection equipment.
- 5 If payment to Steel-Crete Inc. is delayed because (a) Owner fails to make timely payment of amounts certified and approved, or (b) Contractor fails to make timely payment after receiving funds from the owner for Steel-Crete Inc. work, or (c) because Owner declines to approve or certify payment for reasons not the fault of or directly related to Steel-Crete Inc. work, then Steel-Crete Inc. may suspend work after giving at least five (5) days written notice to Contractor of the intent to suspend and the date of intended suspension. Should Steel-Crete Inc. work be thereafter suspended for at least twenty-one (21) days, Steel-Crete Inc. and may terminate the subcontract upon written notice of termination to Contractor. Steel-Crete Inc. shall be entitled to payment in full for all work performed, plus twenty eight percent (28%) of the estimated value of
- 6 This proposal must be made a part of any Subcontract, Purchase Agreement or Change Order issued by the Prime Contractor.

If you should have any questions or concerns please do not hesitate to contact me at:

Phone: 530-520-6776

Email: Craig@steel-crete.com

Craig Johnson

Sr. Proj. Mgr.

Proposal

Page No. _____ of _____ Pages

50 Years in the North Valley

When accepted a contract

6276 Graham Road
Paradise, CA 95969
(530) 877-8507

Licensed & Insured
Lic. #356563

STRATTON & SON

FENCE CONSTRUCTION

Tiffany

PROPOSAL SUBMITTED TO
Hamilton Unified School District

PHONE (530) 826 3261

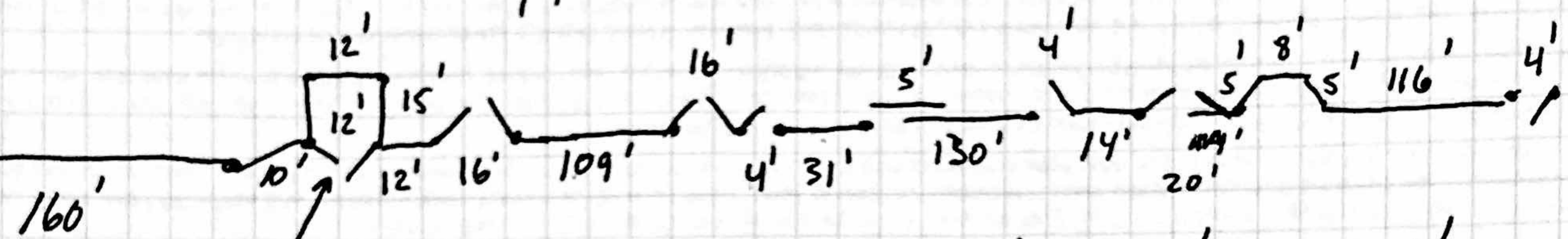
DATE 4/7/21

STREET 277 Capay Ave

JOB LOCATION same

JOB #

CITY, STATE, ZIP Hamilton City, CA



maybe single gate
(slatted chain link
around garbage can enclosure)

Install 669' Approx 6' heavy
ornamental iron biusable fence

* Includes tear down and removal
of existing chain link

** Deduct 7500.00 if not doing
final 160' run

- (1) 20' double drive gate
- (2) 16' " " " 54' 6' view guard
- (3) 4' walk gates slatted chain link
- (1) 5' rolling gate w/ one drive gate

All accounts are due and payable within 30 days of Invoice date. A finance charge of 1½% per month (or a minimum charge of 50¢ for balance under \$50.00) which is an annual percentage rate of 18%, will be applied to unpaid invoices after 30 days.

We Propose hereby to furnish material and labor — complete in accordance with above specifications for the sum of:

- NOTE:
- (1) Once posts are set, they become property of owner.
 - (2) Property lines are the owner's responsibility.
 - (3) Stratton & Son assumes no responsibility for underground pipes, wires, or sewer lines. Repairs are to be made at owner's expense.
 - (4) Any changes on specifications must be in writing and signed by both Stratton & Son and Owner.

_____ dollars (\$ 54,870.00)

Payment to be made as follows:

1/2 down when posts
are set, balance on
completion

Material	\$ _____
Sales Tax	\$ _____
Labor	\$ _____
TOTAL	\$ _____

All material is guaranteed to be as specified. All work to be completed in a workmanlike manner according to standard practices. Any alteration or deviation from above specifications involving extra costs will be executed only upon written orders, and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. Owner to carry fire, tornado, vandalism, and other necessary insurance. Our workers are fully covered by Workmen's Compensation Insurance.

Authorized Signature _____

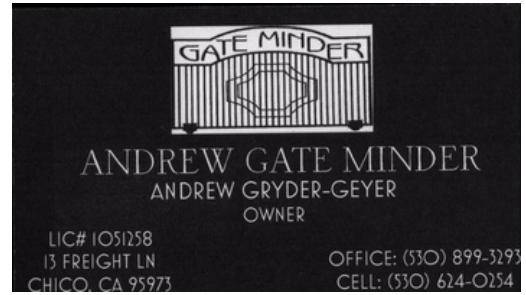
[Signature]

NOTE: This proposal may be withdrawn by us if not accepted within _____ days.

Acceptance of Proposal — The price, specifications, and conditions noted above, and on the reverse side of this document are satisfactory and are hereby accepted.

Date of Acceptance _____ Signature _____

Andrew Gateminder
 13 Freight Ln
 Chico, CA 95973 US
 15gminder51@gmail.com
 andrewgateminder.com



Estimate

ADDRESS

Hamilton Unified School District

ESTIMATE # 1207

DATE 05/11/2021

SERVICE	DESCRIPTION	QTY	RATE	AMOUNT
6x8 regal panel		70	309.89	21,692.30T
2x2 post		71	83.74	5,945.54T
install labor		1	4,340.80	4,340.80T

SUBTOTAL	31,978.64
TAX	2,318.46
TOTAL	\$34,297.10

Accepted By

Accepted Date

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13i	Date: 5/19/2021
Agenda Item Description: Approve agreement between HUSD and Gaynor to install and maintain network intercom server pending CDE approval ESSER Expenditure.	
Background: This project will tie together paging, clock, and bells system that integrates directly into our new NEC phone system. Upon completion of this project, the District will have multiple ways to communicate health and safety updates for staff and students. This project has been needed for many years. It was originally part of the phone system project but it was broken off into it's own project due to cost and funding.	
Status: Pending board approval	
Fiscal Impact: One-time purchase that ties into our phone system. Price is listed on Quote/Contract.	
Educational Impact: Unified Bells, Clock, and Paging (interior and exterior). Provides multiple layers of safety and health for students and staff.	
Recommendation: Recommend board approve agreement between HUSD and Gaynor to install and maintain network intercom server pending CDE approval ESSER Expenditure.	

CORPORATE HEADQUARTERS
9650 Tanqueray Court
Redding, CA 96003
O. 530.223.2979
F. 530.224.9260
GaynorTelesys.com



Authorized Dealer of these
products and more



Hamilton Unified School District
Hamilton City, CA

April 12, 2021



- 2 EA Application Pro Server** This server has a web browser access to setup, schedules, and real-time control functions, multiple simultaneous schedules, multiple events per schedule, up to 12 simultaneous events. An event may send audio to any number of page groups. Events may control paging, relays, and/or streaming audio. Event types: Audio File, Streaming Audio, Relay Control, Test Room, Stop, Delay Cascading events from a single time trigger. Permits execution of a selection manually via the browser, Relay device input or CAP Message. Includes Import and ability to convert audio files from many .wav formats, Text-To-Speech Conversion, Option to enhance audio files during import Record page audio to a files can be used in an event, schedule, and/or playlist. File may be date and time stamped and kept as history. Option for immediate playback: program playback zone(s) and number of repeats. System backup and restore (with various restore options) Volume control per event and master volume control (system wide).
One Per School Campus
- 11 EA VE8001BR Single Networked Page Zone Extender** enables voice access to four zones of one way paging over an IP based LAN/WAN. This allows page zone extension anywhere on the network. Multiple VE8002A Quad Networked Page Zone Extenders can be used on the same network to create very large and distributed public address systems. **(Interface for Horns)**
4 for Elem School and 7 for High School
- 2 EA VE 8012BR Quad Enhanced Networked Station Port** enables up to 4 telephones to engage in paging and phone to phone communications over an IP based LAN/WAN. (FXS or FXS interface)
(Interface to NEC SV9100 and Valcom Admin phone) One per School campus
- 2 EA IP Input/output Relay Contacts Module** allows operation of eight (8) contact closures which are software programmable as either form A or form B. Eight (8) contact closure activated inputs provide for various programmable relay functions. **(For Emergency Lock down buttons) One per School campus**

78 EA IP VL520 Talkback Speaker with Text and Bright LED Flashers: Provides highly visible message output and audio paging over an Ethernet network. Valcom multicast group paging features robust grouping and priority controls. This makes it easy to distribute low priority announcements yet allow high priority paging to override. **33 for Elem School and 45 for High School**



26 EA External Speaker (Point to Field) 15-Watt High Efficiency Amplified Horn
9 for Elem School and 17 for High School



12 EA Power supply for amplified horns
4 for Elem School and 8 for High School

2 EA 2 Button Custom Switch with Red and Green colors. (Active Lockdown and All Clear)
One per school site

2 EA Valcom Admin phone. One per School Campus

Customer responsibility:

- Installation of all client software
- Firewall Configuration
- IP address range
- POE ports for Valcom equipment
- VLAN for Valcom equipment
- Rack space for Valcom Equipment
- Installation of VL520 and Horns
- Provide patch cords and data jacks for Speaker Clock assembly
- Provide patch cords for Valcom Server and IP Gateways
- All Cabling

Gaynor responsibility:

- DIR #1000010104 Prevailing Wage Project
- Implementation Meeting(s) with stakeholders
- Install Valcom Head end equipment
- Configuration of Valcom equipment
- Interface Valcom to NEC phone system
- On-Site end user training
- On-Site Admin training on System Administration

HIGH SCHOOL CAMPUS	
VALCOM SYSTEM	\$ 56,976.51
SALES TAX	\$ 4,130.80
GAYNOR TEL INSTALLATION LABOR	\$ 5,750.00
TOTAL PROJECT	\$ 66,857.31

ELEMENTARY CAMPUS	
VALCOM SYSTEM	\$ 44,110.72
SALES TAX	\$ 3,198.03
GAYNOR TEL INSTALLATION LABOR	\$ 4,560.00
TOTAL PROJECT	\$ 51,868.75

- **ONE YEAR HARDWARE WARRANTY**
- **ONE YEAR LABOR WARRANTY**
- **FREE HELP DESK FOR USER FEATURES FOR THE LIFE OF THE SYSTEM**

Gaynor Telesystems may connect your equipment to a third-party dial tone or internet service provider within your business, the installation or monthly charges from your third-party dial tone provider isn't included in the pricing above. Gaynor Telesystems has no control over the reliability of the third-party service providers. It is the customer's responsibility to provide a stable service provider for integration to our equipment. If multiple trips are required there may be additional labor charges. There is a potential for additional charges to be incurred if connection problems or network diagnostics arise, before, during or after installation. An example of these is static, dropped calls, disconnects, echo, network integration issues, or cell phone carrier claims that the phone system is at fault. When we troubleshoot, and discover the problem is with the carrier or customer's network we will bill for our diagnostic time at our normal rates.

Gaynor Telesystems recommends a UPS / Surge protection on all equipment. Problems or hardware failure due to electrical loses (power outages / surges / brownouts) are not covered under warranty or maintenance.

Unforeseen circumstances may require additional hardware and/or software to be purchased and installed during the installation of your new phone system. This quote doesn't include upgrading your existing cable infrastructure, which would be a separate quote if needed. Examples of existing infrastructure include: cables, jacks, routers, patch panels, network switches, POE switches, racks, 66 blocks, patch cords, network equipment, virtual private network equipment, and network configuration.

Prices and are good for 30 days.

**If you have any questions, please contact Richard Brush 530-895-8441 Ext 140
rbrush@gaynortelesys.com or Maureen Gaynor Ext 125 mgaynor@gaynortelesys.com**

CORPORATE HEADQUARTERS
9650 Tanqueray Court
Redding, CA 96003
O. 530.223.2979
F. 530.224.9260
GaynorTelesys.com



Authorized Dealer of these
products and more



SYSTEM ORDER AGREEMENT

No. 050621rb

Date: 5/6/21

This agreement is made between Gaynor Telesystems, Inc. with its principal office located at 9650 Tanqueray Ct., Redding, CA 96003, hereinafter referred to as "Gaynor", and **HAMILTON UNIFIED SCHOOL DISTRICT** (Hereinafter referred to as "Customer").

- 1. Gaynor will deliver and install a system as described on the attached Schedule A, referred to as a VALCOM CLOCK BELL SYSTEM dated 4/12/21**

Gaynor will deliver and install the system at customer's premises located at: **ELEMENTARY & HIGH SCHOOL**

Gaynor estimates delivery and installation to begin **SUMMER 2020**. The estimated delivery and installation date is conditioned on Gaynor's receipt of the system from the manufacturer in time for delivery and installation as estimated. Gaynor will use its reasonable best efforts to communicate with customer as the estimated delivery and installation date approaches in order to confirm a date to begin delivery and installation. Gaynor will progress with and complete installation as soon as reasonably practical under the circumstances but can only estimate the time for completion at the time of the entry of this System Order Agreement. In part, the time for installation is dependent upon access and systems in place at customer's premises and Gaynor may not yet had an opportunity to inspect and assess those circumstances.

- 2. Purchase Price: \$118,726.06**

Customer shall pay to Gaynor the purchase price on terms as follows:

25% of purchase price shall be paid upon execution of this System Order Agreement.

40% of purchase price shall be paid upon delivery and beginning of installation of the equipment.

30% of purchase price shall be paid on substantial completion. Gaynor shall notify customer in writing when the installation is substantially complete. Thereafter, payment upon substantial completion shall be immediately due and payable.

Balance owing of the purchase price, 5%, shall be due and payable upon acceptance of the system by customer, which shall not be withheld without good and reasonable cause. Customer shall be notified in writing when Gaynor has substantially completed the installation. Thereafter, if customer does not notify Gaynor in writing within 10 days of any defect, or default, in the equipment, and/or installation of the system, customer will be deemed to have accepted the system.

3. Lease Option:

Customer may elect to apply for a third-party lease to pay the purchase price for the system covered by this System Order Agreement. In order to elect this leasing option, Customer must initial this paragraph where indicated. If the lease application is approved by the third-party lessor and if the lease terms are approved by Gaynor, then the purchase price of the communication system shall be as provided by the third-party lease agreement terms which will be incorporated into this System Order Agreement. If the third-party lease is not accepted by the lessor or Gaynor, then this System Order Agreement shall be of no further force and effect and is cancelled.

Customer Initials: _____ Gaynor Approval: _____

In the event this System Order Agreement is executed by an authorized representative of Gaynor Telesystems, Inc., but has not been accepted by customer, prices and terms contained in the System Order Agreement will be honored by Gaynor Telesystems, Inc. for ten (10) days, unless Gaynor notifies customer prior to acceptance of cancellation of the System Order Agreement.

4. Warranty:

Gaynor warrants that all equipment shall be free of defects for a period of one (1) year from notice of substantial completion in writing provided by Gaynor to customer. Customer shall have the obligation to notify Gaynor in writing of a defect within the one (1) year period and upon notice, Gaynor shall have the option to repair or replace any defective equipment. **Repair or replacement of defective equipment shall be customer's sole and exclusive remedy under this warranty.**

5. Maintenance:

Gaynor will perform all necessary maintenance to keep the system in good working condition and repair at no expense to customer for a period of one (1) year from the date of notice of substantial completion by Gaynor to customer. Such maintenance shall include the furnishing of all necessary labor and materials.

6. Limitation on Warranties and Maintenance:

Gaynor shall have no liability under the warranty or maintenance terms in this System Order Agreement if the equipment is damaged by willful act or negligence of customer or customer's agent, theft, vandalism, and acts of nature, such as fire, water damage, or storm damage. In addition, any failure of the system equipment caused by maintenance or repair not performed by Gaynor or authorized, in writing, by Gaynor shall not be covered under any warranty or maintenance obligation of Gaynor. As a condition to Gaynor's obligations under this System Order Agreement, warranty and maintenance provisions, Customer must provide at Customer's expense, adequate UPS protection at all times for the system. On request, Gaynor will provide assistance for the installation of UPS protection at Customer's expense.

7. Arbitration:

If Gaynor or customer believe that the other party has not performed its obligations under this agreement, both parties agree to submit any such dispute to binding arbitration before a single neutral Arbitrator to be conducted pursuant to the provisions of California Code of Civil Procedure section 1280 and related sections. The parties shall, in good faith, attempt to come to an agreement on the selection of a neutral arbitrator. If they are unable to do so, the arbitrator shall be selected by the presiding Civil Judge of the Shasta County Superior Court. Any arbitration pursuant to this agreement shall be conducted in Shasta County, California pursuant to the laws of the State of California. The prevailing party in such arbitration shall be entitled to recover its attorney's fees and costs in the discretion of the arbitrator.

8. Manufacturer's Licensing Requirements:

Gaynor sells and installs low voltage system equipment manufactured by others. The manufacturer requires, as part of the sale, that the customer sign a license agreement generally referred to as an End-User License Agreement designed to protect the manufacturer's proprietary interest in the software. This System Order Agreement is conditioned upon customer signing and returning the manufacturer's license agreement. A copy of the license agreement has been provided to the Customer, or will be provided on request prior to Customer's acceptance of the terms of this System Order Agreement.

GAYNOR TELESYSTEMS, INC.

HAMILTON UNIFIED SCHOOL
DISTRICT

(Firm Name)

MAUREEN GAYNOR

(Name - Please Print)

(Signature)

(Title)

(Date)

(Title)

(Date)

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13j	Date: 5/19/2021
Agenda Item Description: Approve proposal from CSEA to HUSD 2019-20 Sunshine Reopener	
Background: This item was brought to the attention of the current Superintendent by CSEA President, Chris DeVries, regarding the need to further negotiate one item from the 2019-2020 contract negotiations.	
Status: Pending board approval	
Fiscal Impact: To be negotiated.	
Educational Impact: N/A	
Recommendation: Recommend board approve proposal from CSEA to HUSD 2019-20 Sunshine Reopener	

**PROPOSAL FROM THE
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS
HAMILTON CHAPTER NO. 623 (“CSEA”)
TO THE
HAMILTON UNIFIED SCHOOL DISTRICT (“DISTRICT”)
REGARDING THE 2019/2020 REOPENER**

Article 10 Pay and Allowances: CSEA hereby proposes modifying the Classified salary schedule to bring the number of Steps and the Longevity Intervals into accordance with that of the Classified Management/Confidential salary schedule.

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13k	Date: 5/19/2021
Agenda Item Description: Adopt Resolution Number 20-21-107: A resolution authorizing the establishment of Fund 08 – Student Activity Special Revenue Fund.	
Background: Governmental Accounting Standards Board (GASB) Statement No. 84 became effective for the 2019-20 school year; however, it was subsequently delayed for one year due to the COVID-19 pandemic. GASB 84 states that if a Districts’ ASB’s are considered non-fiduciary, those funds should be accounted for in a governmental fund. Our ASB’s are considered non-fiduciary so the District has the option to account for the funds in Fund 01 (General Fund) or Fund 08. The District has opted to establish Fund 08 to account for the ASB funds instead of using the Fund 01 so as to keep more identifiable and separate from the General Fund.	
Status: Pending board approval.	
Fiscal Impact: n/a	
Educational Impact: n/a	
Recommendation: Recommend board adopt Resolution Number 20-21-107: A resolution authorizing the establishment of Fund 08 – Student Activity Special Revenue Fund.	

**HAMILTON UNIFIED SCHOOL DISTRICT
RESOLUTION NO. 20-21-107**

**A RESOLUTION OF THE GOVERNING BOARD AUTHORIZING
THE ESTABLISHMENT OF FUND 08 –
STUDENT ACTIVITY SPECIAL REVENUE FUND**

BE IT RESOLVED by the Board of Trustees of the Hamilton Unified School District and hereby ordered that:

WHEREAS, the Board of Trustees has authorized/approved, per Education Code 48930 students at Hamilton Unified School District to organize a student body association within its public schools; and

WHEREAS, per Education Code 48933(b) & 48938 the District recognizes their administrative involvement in the Associated Student Body (ASB) Activities; and

WHEREAS, per GASB Statement 84, effective 2019-20, the District has determined that the ASB Activities within its public schools do not meet the fiduciary criteria (per GASB 84, paragraph 11(c2)); and

WHEREAS, school districts are authorized by Education Code 48930, 48933(b), & 48938 to organize ASB's and by GASB 84, to establish a restricted governmental fund known as the Student Activity Special Revenue Fund 08;

BE IT RESOLVED that the Governing Board of Trustees hereby authorizes the Glenn County Auditor and Treasurer to establish a restricted fund to be known as the Student Activity Special Revenue Fund (08).

THIS RESOLUTION is effective on the date of adoption until revoked or superseded.

APPROVED, PASSED AND ADOPTED by the Governing Board of the Hamilton Unified School District this 19th day of May 2021, by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

I, _____, Clerk/Secretary of the Governing Board, do hereby certify that the foregoing is a full, true and correct copy of a resolution duly passed and adopted by said Board at a regularly called and conducted meeting held on said date.

Clerk/Secretary of the Governing Board

GASB 84 and its Impact on Associated Student Body Accounts

This fiscal alert addresses the impact to associated student body (ASB) accounts resulting from Governmental Accounting Standards Board (GASB) Statement No. 84 (Statement), Fiduciary Activities. This guidance is provided in response to questions from county offices of education and school districts throughout California, and has been addressed by the California Department of Education's School Fiscal Services Division at numerous statewide meetings, including recent Standardized Account Code Structure (SACS) forums. This alert includes local education agency (LEA) considerations and practical applications to help LEAs conform with the provisions of the Statement. It should be considered analysis rather than legal advice, and all LEAs are encouraged to seek additional guidance from their external auditors.

Background

As outlined by GASB, Statement No. 84 was issued to provide guidance for identifying fiduciary activities for accounting and financial reporting purposes, as well as how those activities should be reported.

As indicated in the Statement's summary:

The Statement establishes criteria for identifying fiduciary activities of all state and local governments. The focus of the criteria generally is on (1) whether a government is controlling the assets of the fiduciary activity and (2) the beneficiaries with whom a fiduciary relationship exists. Separate criteria are included to identify fiduciary component units and postemployment benefit arrangements that are fiduciary activities.

An activity meeting the criteria should be reported in a fiduciary fund in the basic financial statements. Governments with activities meeting the criteria should present a statement of fiduciary net position and a statement of changes in fiduciary net position.

The Statement describes four fiduciary funds that should be reported, if applicable: (1) pension (and other employee benefit) trust funds, (2) investment trust funds, (3) private-purpose trust funds, and (4) custodial funds.

FCMAT

Michael H. Fine
Chief Executive Officer

1300 17th Street - CITY CENTRE
Bakersfield, CA 93301-4533
Telephone 661-636-4611
Fax 661-636-4647

755 Baywood Drive,
Second Floor
Petaluma, CA 94954
Telephone 707-775-2850
www.fcmat.org

Administrative Agent
Mary C. Barlow
Office of Kern County
Superintendent of Schools

Custodial funds [such as student body accounts] generally should report fiduciary activities that are not held in a trust or under an equivalent arrangement that meets specific criteria.

Also according to the Statement:

A fiduciary component unit, when reported in the fiduciary fund financial statements of a primary government, should combine its information with its component units that are fiduciary component units and aggregate that combined information with the primary government's fiduciary funds.

As further indicated in the Statement itself, the purpose of GASB 84 is to improve reporting:

The requirements of the Statement will enhance consistency and comparability by (1) establishing specific criteria for identifying activities that should be reported as fiduciary activities and (2) clarifying whether and how business-type activities should report their fiduciary activities. Greater consistency and comparability enhance the value provided by the information reported in financial statements for assessing government accountability and stewardship.

The Statement became effective for the 2019-20 fiscal year; however, in March 2020 GASB proposed postponing the implementation of all recent statement and implementation guide provisions, including Statement No. 84. Due to the closure of many state and local government offices resulting from the COVID-19 pandemic, many government officials do not have access to the information needed to implement new GASB pronouncements. The Governmental Accounting Standards Board subsequently issued an exposure draft (in April 2020) proposing a one-year delay in implementation. Final guidance following public comment is expected in the near future.

Despite the potential delay, FCMAT is issuing the following guidance to allow LEAs to begin, or continue, preparations to implement the Statement's provisions related to ASB.

Relevant Issues

Determining whether ASB funds meet the definition of "fiduciary" within the provisions of Statement No. 84 is paramount. Paragraph 11.c. of the Statement states, "the activity is a fiduciary activity if...the assets are for the benefit of individuals and the government does *not* have administrative involvement with the assets or direct financial involvement with the assets." Because a lack of "administrative involvement" is necessary for an activity to qualify as fiduciary, it is likely that all ASBs in California will be considered nonfiduciary.

Unorganized ASBs are typically those in elementary schools, adult education programs, continuation schools, special education programs, regional occupational programs (ROPs) and K-8 schools. Although students in unorganized ASBs raise funds, they usually have more limited involvement in making decisions about fundraising events and how the funds are to be spent. The governing board may delegate its authority to oversee the raising and spending of funds to the principal or other school administrator or employee,

who is authorized to make all decisions related to ASB operations and funds. As such, there is considerable administrative involvement in an unorganized ASB.

In organized ASBs in middle schools, high schools and community colleges, the students retain substantially more control over their activities and funds, with oversight by district administrators and advisors. Students in organized ASBs are primarily responsible for their organizations, with the student council and student club leaders holding formal meetings, developing budgets, planning fundraisers, and approving payments, with district co-approval (including via board designees and certificated advisors).

Although students in an organized ASB have primary authority over the use of their funds, the school administrator(s) and club advisor(s) assist, advise and co-approve student decisions. Considerably less administrative involvement exists than in unorganized ASBs; however, the LEA must still co-approve all expenditures of the student body. Specifically, Education Code Section 48933(b) states the following:

The funds shall be expended subject to such procedure as may be established by the student body organization subject to the approval of each of the following three persons, which shall be obtained each time before any of the funds may be expended: an employee or official of the school district designated by the governing board, the certificated employee who is the designated adviser of the particular student body organization, and a representative of the particular student body organization.

In addition, in both an organized and unorganized ASB, students receive approval from the governing board to conduct all fundraising activities. Education Code Section 48932 states:

The governing board of any school district may authorize any organization composed entirely of pupils attending the schools of the district to maintain such activities, including fund-raising activities, as may be approved by the governing board.

The governing board of any school district may, by resolution, authorize any student body organization to conduct fund-raising activities on school property during school hours provided that the governing board has determined that such activities will not interfere with the normal conduct of the schools.

Accordingly, both organized and unorganized ASBs should be considered nonfiduciary for the purposes of Statement No. 84. Even scholarship or memorial accounts within an ASB are subject to the same administrative oversight and approval processes as other ASB funds, with additional criteria for administering these funds. Where potential exceptions may exist, such as for scholarship or memorial accounts that are outside of ASB and are administered by the district, FCMAT recommends consulting with the district's external auditors or legal counsel for a more definitive determination.

Reporting Requirements

Although it is unlikely a district would have an ASB that meets the definition of fiduciary under Statement No. 84, such an account would continue to be reported in Fund 95 as a student body fund. Otherwise, all ASB accounts that do not meet the definition of fiduciary are considered governmental activities and should be reported in a governmental fund.

Local education agencies will have two reporting options for nonfiduciary ASBs: using either a new special reserve fund or the general fund.

1. Reporting in a special reserve fund (Fund 08)

LEAs have the option of establishing a special reserve fund, Fund 08, to record ASB activity that is determined to be governmental rather than fiduciary. According to the California Department of Education's School Fiscal Services Division, the new special reserve fund will have the following characteristics:

- The fund is intended for use by county offices of education, school districts, and charter schools.
- The indirect cost rate calculation will be revised to include Fund 08 expenditures, as indirect costs may be an allowable ASB expenditure.

FCMAT recommends that LEAs that intend to use this option seek adoption of a board resolution to formally establish the fund.

2. Reporting in the general fund

Alternatively, LEAs may choose to report nonfiduciary activity within the general fund, using coding specific to ASB activity as identified below.

Regardless of the reporting option chosen, a new restricted resource has been established for reporting and tracking nonfiduciary ASB activity. The resource, titled Student Activity Funds (8210), will be mandatory for both options, with a range of resources from 8201 through 8299 reserved for local use to allow LEAs to track specific ASB activities. The resource will be open to Fund 01, Fund 08, Fund 09 (charter schools special reserve fund), and Fund 62 (charter schools enterprise fund), and will be excluded from the minimum classroom compensation calculation.

Other Considerations

Some LEAs may choose to begin recording all ASB transactions directly in the LEA's financial system, although the use of a separate electronic or manual ASB bookkeeping system may continue if desired. In some instances, LEAs may choose to record ASB activity within an existing account, such as a school site budget account, and track the activity using ASB-specific coding. It is important, however, that any activity be periodically recorded or imported into the LEA's financial system, either into the special reserve fund or the general fund. Each LEA will need to determine if this is accomplished through an ongoing process, or if ending balances are imported only at year end. When a separate

ASB system and/or bank account is used, the transaction detail and frequency of importing data into the LEA's financial system will vary depending on the financial systems involved, the size of the ASB, available LEA resources, technological capabilities, and so on.

Some LEAs, especially those with smaller student body accounts, may also choose to move ASB funds to their county treasurer rather than maintain the funds in a separate bank account. However, the use of a local bank is still permissible and may continue if the LEA allows it.

Conclusion

Each LEA will need to determine how best to record their ASB activity within the guidelines of GASB Statement No. 84. Although there is a potential delay in the reporting requirements, GASB continues to encourage early implementation regardless of whether an LEA's 2019-20 annual independent audit will require this new reporting. If questions arise regarding fiduciary versus nonfiduciary activities or the new reporting requirements under Statement No. 84, FCMAT recommends an LEA consult with its external auditors or legal counsel.

The entire text of the GASB Statement No. 84 can be found [here](#).

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 131	Date: 5/19/2021
Agenda Item Description: Approve Perkins Grant: Strengthening Career and Technical Education for the 21 st Century Act- Amount \$7,155.	
Background: <ul style="list-style-type: none">● Perkins funding is designed to align high school students will college and career ready indicators. High-quality CTE pathways and programs of study are included in a school improvement strategy.● Should prioritize improving the performance of student subgroups.● Should prioritize high-quality CTE programs and programs of study that have a CTSO.● Teachers need to have a CTE credential.	
Status: Pending board approval	
Fiscal Impact: None	
Educational Impact: Strengthens CTE program.	
Recommendation: Recommend board approve Perkins Grant: Strengthening Career and Technical Education for the 21 st Century Act -Amount \$7,155.	



Program Grant Management System (PGMS)

Hamilton Unified (131 - Secondary)

2021-22 Application

2021-22 Section II - Stakeholders

Quick Facts Box

Allocation Amount	\$7,155.00
Budgeted Amount	\$7,155.00
Indirect Amount	\$340.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Saturday, May 15, 2021 12:00 AM
Application Status	Submitted For Review on May 9 2021
GAN Status	GAN has not been processed or sent to LEA
Fiscal Activity	No fiscal activity
Approved Claims	
Activity Log	Janice Lohse (Perkins Coordinator), Application Submitted ▾

* Subject to change based on Capital Outlay and actual expenditures

Special Population Stakeholders

The Strengthening Career and Technical Education For the 21st Century Act (Perkins V) requires local educational agencies (LEAs) to implement strategies To overcome barriers that may be lowering special population students' rates of access to or success in career technical education (CTE) programs assisted with the funds. CTE programs must be designed to enable special population students to meet the performance level targets established for the programs. These programs must also provide the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.

This form confirms that the LEA coordinators or administrators responsible for each of the programs associated with special population groups listed below have contributed to the LEA's Comprehensive Local Needs Assessment for the 2020-21 Perkins V application.

Each special population category must be signed by the LEA’s designated administrator or the certificated representative responsible for that program.

Download the [Sign-off Form](#) for Representatives of Special Populations, collect the appropriate signatures, and keep the form on file to be available for compliance reviews, complaint investigations, or audits.

Students with Disabilities (Special Education Coordinator/Administrator)

Name Jeremy Powell
Title Superintendent

Economically Disadvantaged (Title I Coordinator/Administrator)

Name Jeremy Powell
Title Superintendent

Students Preparing for Non-Traditional Fields (Title IX Coordinator/Administrator)

Name Jeremy Powell
Title Superintendent

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

Name Jeremy Powell
Title Superintendent

Out-Of-Workforce Individuals (Title IX Coordinator/Administrator)

Name Jeremy Powell
Title Superintendent

English Language Learners (English Learner Coordinator/Administrator)

Name Jeremy Powell
Title Superintendent

Homeless

Name Jeremy Powell
Title Superintendent

Youth who are In, or who have aged out Of, the foster care system

Name Jeremy Powell
Title Superintendent

Youth with a parent who is on active duty In the military

Name Jeremy Powell
Title Superintendent

Edit

CTE Teacher Matrix

For every CTE teacher in the LEA, enter the following information:

- 1. CTE-eligible credential
 - 1A) For each CTE teacher assisted w/ Perkins funds, enter the name of the teacher as it appears on the CTE-eligible credential.

1B) Enter the document number of the CTE-eligible credential. We look up 100% of the entries on the CTC website.

1C) Enter the document title of the CTE-eligible credential (i.e., credential type: CTE, Designated Subjects, Vocational, Single Subject, etc).

1D) Enter the subject description of the CTE-eligible credential (i.e., subject authorization). For credentials issued 2008 or later, the subject description should match one of the 15 industry sectors. For credentials issued before 2008 ('Designated Subjects Vocational'), the subject descriptions do not conform to the 15 industry sectors and come from a nearly infinite variety of job titles—type the one from the credential into this field.

2. The subject of the credential matches the pathway assigned.

2A) For each CTE teacher assisted w/ Perkins funds, enter the local name of the site.

2B) Enter the name of the site of the pathway.

2C) Enter the local name of the pathway if it's different from the name of the pathway as coded in CALPADS.

2D) Enter the official CALPADS pathway name; i.e., the name of the CTE Model Curriculum Standards the teacher covers. If the same teacher is assigned to two or more pathways, list him/her two or more times.

1) Teacher Credential and CTE-Eligibility

1A) Teacher's Name

1B) CTE-Eligible Credential Document Number

1C) Document Title

1D) Subject Description

Select a subject description

2) Does the Credential Match the Assignment?

2A) Site Name

2B) Local Name of Pathway

2C) CALPADS Pathway Name

Submit Teacher

1A) CTE Teacher's Last Name	1C) Document Title/ 1D) Subject Description	2A) Site Name	2C) CALPADS Pathway	Status	Comments	Action
Lohse, Janice Elisabeth	Single Subject Teaching Credential -- Agriculture AND Agricultural Specialist	Hamilton High	Agriculture and Natural Resources -- Agriscience	Submitted By LEA		<input type="button" value="Delete"/> <input type="button" value="Review"/>
Martin, Andrew	Career Technical Education Teaching Credential -- Agriculture & Natural Resources	Hamilton High	Agriculture and Natural Resources -- Agricultural Mechanics	Submitted By LEA		<input type="button" value="Delete"/> <input type="button" value="Review"/>

LEA Sign-off

- As the duly authorized representative of the local educational agency applying for the Strengthening Career and Technical Education for the 21st Century Act, 2021-22 funding, I confirm that the LEA coordinators or administrators responsible for each of the programs associated with special population groups have contributed to the LEA's Comprehensive Local Needs Assessment for this application.

CDE Review and Sign-off

CDE Comments

Section Approved

California Department of Education
 1430 N Street
 Sacramento, CA 95814

Web Policy



Program Grant Management System (PGMS)

Hamilton Unified (131 - Secondary)

2021-22 Application

2021-22 Section III - State Determined Performance Levels

Quick Facts Box

Allocation Amount	\$7,155.00
Budgeted Amount	\$7,155.00
Indirect Amount	\$340.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Saturday, May 15, 2021 12:00 AM
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Approved Claims	
Activity Log	Janice Lohse (Perkins Coordinator), Application Submitted ▾

* Subject to change based on Capital Outlay and actual expenditures

Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
1S1: Four-Year Graduation Rate	88.10%	89.10%	89.10%	91.10%	91.10%
1S2: Extended Graduation Rate	N/A	N/A	N/A	N/A	N/A
2S2: Academic Proficiency in Rereading Language Arts	60.60%	62.00%	62.00%	63.40	63.40%
2S2: Academic Proficiency in Mathematics	33.00%	34.50%	34.50%	36.50%	36.50%
2S3: Academic Proficiency in Science	27.70%	28.20%	28.20	31.20%	31.20%
3S1: Post-Program Placement	67.20%	68.00%	68.00%	69.40%	69.40%

4S1: Non-traditional Program Concentration	20.80%	20.80%	20.80%	21.00%	21.00%
5S1: Program Quality – Attained Recognized Postsecondary Credential	N/A	N/A	N/A	N/A	N/A
5S2: Program Quality – Attained Postsecondary Credits	21.60%	23.90%	23.90	26.20%	26.20%
5S3: Program Quality – Participated in Work-Based Learning	N/A	N/A	N/A	N/A	N/A
5S4: Program Quality - Other	N/A	N/A	N/A	N/A	N/A

The table above lists the State Determined Performance Levels (SDPLs) (formerly State Targets) for every sub-group. Note that future targets are likely to change as actual state-wide performance levels are gathered.

The Perkins V law defines special populations as individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for nontraditional fields; single parents, including single pregnant women; out-of-workforce individuals; English language learners; homeless individuals; youth who are in, or who have aged out of, the foster care system; and youth with a parent who is on active duty in the military.

For reporting purposes in Perkins V, a 'completer' is defined as a student who has completed a high-quality CTE pathway of not less than 300 hours, with a C- or better in the capstone class, and exited secondary education.

Under Perkins V, California defines a 'concentrator' as a student who has completed a high-quality CTE pathway of not less than 300 hours, with a C- or better in the capstone class, and exited secondary education.

California's College/Career Readiness Indicator (CCI) tracks graduation cohorts who also meet one or more defined categories. For categories involving CTE completion, the student must have completed a high-quality CTE pathway of not less than 300 hours with a C- or better in the capstone class.

LEA Sign-off

LEA Section Sign-off

CDE Review and Sign-off

CDE Comments

Section Approved

Save Save and Continue to Section IV

California Department of Education
 1430 N Street
 Sacramento, CA 95814

Web Policy



Program Grant Management System (PGMS)

Hamilton Unified (131 - Secondary)

2021-22 Application

2021-22 Section IV - Comprehensive Local Needs Assessment (CLNA) Reporting Template & Local Application Requirements

Quick Facts Box

Allocation Amount	\$7,155.00
Budgeted Amount	\$7,155.00
Indirect Amount	\$340.00 *
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Introduction

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) requires all eligible recipients of Perkins V funds to complete a Comprehensive Local Needs Assessment (CLNA) and use that information to develop the eligible recipient's local application plan. One of the most significant changes within the Perkins V federal legislation is the introduction of the CLNA. Conducting the CLNA is described under Perkins V subsection 134(c), and developing the local application is described in Perkins V subsection 134(b). The CLNA must be completed by eligible grant recipients of Perkins V funds at the beginning of the grant period and updated at least once every two years.

Perkins V requires eligible grant recipients to use a data-driven decision-making process on local planning and spending on career technical education (CTE). The CLNA is a review of a number of elements, including student performance data, especially gaps among sub-groups of special population; labor market needs; educator development; equity and access for special populations, and program size, scope and quality. To validate the information obtained through the CLNA, an eligible Perkins V grant recipient shall involve a diverse body of stakeholders, including, at a minimum—secondary and postsecondary educators, business and industry partners, parents and students among others. More importantly, local planning, program, and funding decisions must be based on the CLNA with the primary purpose of improving overall performance and reducing performance gaps between different special population subgroups.

The goal of the CLNA is to help educators identify, understand, and prioritize the needs that districts and schools must address to improve performance and decrease performance gaps. Identifying priority needs is the first in a series of closely tied steps that also include understanding root causes that contribute to the areas of need, selecting evidence based strategies that address those areas, preparing for and implementing selected strategies, and evaluating whether those strategies are addressing improvement needs and achieving desired results.

Directions

Each question below is meant to be a concise and complete¹ summary of the CLNA developed by each local educational agency (LEA). The [Workbook To Accompany the CLNA Reporting Template](#) offers a more in-depth exploration of each question from the [CLNA Reporting Template](#) to guide and inspire LEAs as they engage their required stakeholders in the construction of their CLNA. Each section is based on a separate requirement from the Perkins V law, Section 134, (b) (1–9) and subsection c, of what must be contained in a CLNA and a local Perkins application.

The responses from the seven questions in the 'CLNA Reporting Template' and the subsequent eight questions in the 'Meeting the Perkins V Local Application Requirements' are required to be:

1. Included in the annual Perkins renewal application via the California Department of Education's (CDE) online Program Grant Management System, Section IV
2. Printed and signed by the LEA Perkins Coordinator and Stakeholder/CTE Advisory Committee Chairperson, to be kept on file and available for compliance reviews, reviews, complaint investigations, or audits, along with all other evidence of a complete CLNA process.

CLNA Reporting Template

1. Section 134(c)(d)(e): Stakeholder Consultation on the CLNA, Dates, Content, and Membership:

- i. **What was the date of the eligible grant recipient's most recent district-wide CTE Advisory or Stakeholder Engagement meeting that served as the source for constructing the LEA's CLNA?**

The Hamilton City CTE Advisory Committee that serves for the agriculture pathway met on Tuesday, December 1, 2020. Agenda's and minutes are on file at the school site.
(Maximum 5000 Characters)

- ii. **The basis for that meeting should have included a discussion/agreement of the eligible grant**

recipient's Perkins V accountability indicators plus a self-evaluation, as detailed in the "Workbook to Accompany the CLNA Reporting Template." Was the eligible grant recipient's previous self-evaluation based on the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) "11 Elements of a High-Quality CTE Program" aka the "CTE Self-Review," the CTEIG Self Review Rubric, or Workbook to Accompany the CLNA Reporting Template? How will the eligible grant recipient move towards the 12 Essential Elements of a High-Quality College and Career Pathway, which are supported by the Guiding Policy Principles to Support Student-Centered K-14+ Pathways, established by the California Workforce Pathways Joint Advisory Committee (CWPJAC)? The Guiding Policy Principles to Support Student-Centered K-14+ Pathways can be found on the CWPJAC's web page at, <https://www.cde.ca.gov/ci/ct/gi/guidingpps.asp>.

During the advisory committee meeting the 11 Elements of a High Quality CTE Program were addressed. Our school receives Perkins, Ag Incentive Grant, and CTEIG funding. The CTE Agriculture Advisory Committee is the primary review and advisor committee for recommended program improvement or expenditures.

(Maximum 5000 Characters)

- iii. **What is the date of the eligible grant recipient's next district-wide CTE Advisory or Stakeholder Engagement meeting that will review, evaluate, & identify needs per Section 134(c), Comprehensive Needs Assessment, and Section 134(e), Continued Consultation?**

CTE Advisory Committee Meeting for Agriculture - Friday, May 28, 2021 at 8:00 AM

(Maximum 5000 Characters)

- iv. **For the meeting reported in question 1A, were all required categories of stakeholders present? If not, list which categories of stakeholders were missing and describe the effort in getting them there. What will be done to ensure they will be present for the next stakeholder engagement meeting to update the CLNA and to evaluate the effectiveness of previous strategies chosen?**

Agriculture interests make up our stakeholder advisory committee. At least three meetings are held annually. Stakeholders include teachers, an administrator, local employers, a parent, and alumni. One of our welding representatives missed the meeting, but he communicated prior to the meeting and discussed items on the agenda. The other member missing was our Pest Control Advisor representative. Due to COVID, many companies have had different requirements for attending meetings. Now that we are in a lower tier, our next meeting will hopefully have more representatives present. We have a nine member advisory committee, with our principal as a guest. Hamilton Unified also invites stakeholders to LCAP meetings and school board meetings.

(Maximum 5000 Characters)

2. **Section 134(c)(2)(A): Student Performance on Required Performance Indicators (Disaggregated)**

Student performance indicators are analyzed each year to implement improvements to the CTE program where applicable. Teachers meet in PLC groups to look at performance indicators in a group. Graduation rates, academic proficiency in areas of reading/language arts, mathematics, and science are all considered. Graduate follow-up reports are completed each year to determine how many students are enrolled in a post-secondary program, went into the military, or obtained employment. Hamilton High had a graduation rate of 100% in 2020. CAASPP testing scores are continually analyzed to improve scores and student learning objectives.

(Maximum 10000 Characters)

3. **Section 134(c)(2)(B)(i): Program Size, Scope, and Quality to Meet the Needs of All Students**

There are two main goals that drive everything we do at Hamilton Unified School District: academic success for every child we serve, and the development of good character in all. The district follows CTE Model Curriculum Standards and Frameworks, and strives to align with Math, English, and NGSS standards. CTE students are encouraged by teachers, counselors, and administrators to enroll in a CTE class. Agribusiness, Animal Science, and Horticulture are currently offered as Dual Enrolled classes with Butte College. Depending on the course offerings, one of those Dual Enrollment classes may rotate in the schedule every other year. Ag Biology, Ag Soil Chemistry, Animal Science, and Floral Design are all UC approved courses. Instructors work closely with the Special Education Department to maintain open communication about student services and accommodations. Due to the small school and class sizes, it is easy for the CTE program to adjust to meet the needs of special population students. All CTE courses are standards aligned and the Braves Time Intervention allows for students

to spend additional time with the teacher when needed.
(Maximum 5000 Characters)

4. Section 134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study

Approximately 2/3 of the students enrolled in Hamilton High participate in the CTE programs included in this plan. The CTE program provides students with the opportunity to acquire skills and career training to prepare them for success in a changing workplace or continuing education. The CTE program includes special population students, nontraditional students, English learners, individuals with disabilities, and economically disadvantages students. All students have the opportunity to excel and learn awards or certifications. FFA degrees and proficiency awards are also available. Goals and expected outcomes include: provide students with industry skills and career guidance, reinforce CTE skills with basic academic skills through applied learning experiences such as Supervised Agriculture Experience Projects or Placements, assist students in developing work ethic and employability skills, communication between CTE teachers and industry stakeholders or advisory committee, and the ability for every program completer to have the skills necessary to obtain employment. As of now the Agriculture CTE pathways are the only programs of study that are using Perkins funds at Hamilton Unified. They have proper CTE credentials and student organizations. If at anytime other courses or instructors qualify, they will be added to the teacher matrix.

(Maximum 5000 Characters)

5. Section 134(c)(2)(D): Improving recruitment, retention, and training of CTE teachers and paraprofessionals, including underrepresented groups

CTE teachers attend numerous professional development activities. The following list includes trainings teachers have attended: Superior Region CATA Road Show, CATA Summer Conference, New Professionals Institute, and North Valley Section CATA. Hamilton Unified provides staff development days to improve or update teaching methods and practices in the LEA. The agriculture teachers also attend numerous professional organization meetings and industry workshops. Both agriculture teachers are active in the content area they teach, allowing the teachers to stay current with industry needs and keeping an open line of communication between the teachers and industry professionals. The California Ag Teachers' Association, Farm Bureau, and personal business ventures in animal science, tree crops, and more keep the CTE teachers up to date as industry professionals.

(Maximum 5000 Characters)

6. Section 134(c)(2)(E): Progress Towards Equal Access to CTE Programs for All Students. In your summary of the discussion with Stakeholders, you must describe each of the following three points. Strategies to overcome barriers that result in:

i. lower rates of access to, or performance gaps in, the courses and programs for special populations;

Hamilton Unified School District will not allow discrimination at any level of the education system. Accommodations are made to ensure access to all programs. All students enrolled in the Agriculture CTE courses are also a member of the CTSO which is FFA. Just to name a few things that help students overcome barriers, Hamilton High school has a school farm for student projects, and has 3 agriculture vehicles to help with transportation for students and their fair SAE projects.

(Maximum 5000 Characters)

ii. Providing programs that are designed to enable special populations to meet the local levels of performance;

Special populations are included in all CTE classes. When needed classroom aides will assist with Special Population students.

(Maximum 5000 Characters)

iii. Providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

All students are included in CTE activities and FFA Conferences or events in order to prepare for high-skill, high-wage, or in demand industry sectors. Students are encouraged to participate in Career Development Events through FFA, as well as Leadership Development Events, and conferences.

(Maximum 5000 Characters)

7. Section 134(c)(2)(B)(ii): Alignment to Labor Market Information

Hamilton City and the surrounding area is predominantly agriculture. Most jobs are involved in production agriculture or are immediately in the chain of production, distribution, and marketing of agriculture products. Labor information presented by the Department of Labor, local employment needs, regional, state, and national employment needs, retirement rates, average age of the workforce, and reports by Get Real and CTE show the necessity for training students in CTE. In recent statistic reports Glenn County's largest sectors are farming, government enterprises, and retail trade. Farm employment makes of the largest sector of the county employment.

(Maximum 5000 Characters)

Local Application Requirements

Once the LEA completes their CLNA Reporting Template above, the LEA must use that information to address the nine separate required elements identified within the Perkins V legislation. The elements are provided below and must be completed by the LEA and then entered along with the CLNA Reporting Template into the CDE online Program Grant Management System, Section 4. **1. Section**

134(b)(2)(A-C) refers to information on the CTE course offerings and activities that the eligible recipient will provide with funds under this part, which shall include not less than one program of study approved by a State under Section 124(b)(2). Indicate how the results of the CLNA:

- i. **Informs the selection of the specific CTE programs and activities selected to be funded;**
- ii. **describes any new programs of study the eligible recipient will develop and submit to the State for approval;**
- iii. **Shows how students, including students who are members of special populations, will learn about their school's CTE course offerings and whether each course is part of a CTE program of study.**

CTE programs and activities are selected for funding based upon the teachers having a CTE credential and student CTSO. At Hamilton Unified the only programs that meet the CTE requirements are the Agriculture and Natural Resources pathways. If at anytime an additional pathway in CTE is added, funding will be split across pathways. The only new addition of classes is an Agriculture Soil Chemistry class. It is in the Agriscience pathway. All students, including special populations students are able to enroll in a CTE program of study and be involved in the CTSO which is FFA. All course offerings have descriptions in the course handbook, are listed on the registration paper provided to all students, and are listed in the Ag Pathway brochure and website. Counselors along with CTE teachers continue to counsel/mentor students regarding the scope and sequence of their CTE coursework.

(Maximum 5000 Characters)

2. Section 134(b)(3)(A-C) refers to how the eligible recipient, in collaboration with local workforce development boards and other local workforce agencies, one-stop delivery systems, and other partners, will use the information provided through the CLNA to describe the following:

- i. **Career exploration and career development coursework, activities, or services;**
- ii. **career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations;**
- iii. **An organized system of career guidance and academic counseling to students before enrolling and while participating in a career and technical education program.**

Career exploration and career development is part of the coursework, as well as Career Development Events,

Leadership Development Events, and Supervised Agriculture Experience Projects. With FFA as the recognized CTSO, examples of opportunities include: Greenhand Conference, Made for Excellence, Advanced Leadership Academy, State Leadership Conference, Job Interview, Creed Speaking, Impromptu Speaking, Farm Power, Fruit Tree Judging, and Cooperative Marketing. Industry and college fairs are also available for students to attend. The advisory committee also helps to keep up-to-date information on industry skill demand. Open communication between counseling, CTE teachers, and the Special Education Department is our key to success. The district also has time set aside for teacher collaboration, student intervention, and SMART teams when needed.
(Maximum 5000 Characters)

3. **Section 134(b)(4): describe how the eligible recipient will improve the academic and technical skills of students participating in CTE programs by strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education (as defined in section 8101 of the Elementary and Secondary Education Act of 1965). Use the information provided through the CLNA to answer the content of this section.**

Academic and technical skills of students will be improved in the CTE program by strengthening the academic and CTE components. Ag Biology, Animal Science, Ag Soil Chemistry, Agribusiness, Horticulture, and Metal Art are all UC approved courses. Agribusiness, Animal Science, and Horticulture are also Dual Enrolled with Butte College. Hamilton Unified is looking into more certifications for students. Currently a forklift certification is offered, Youth for the Quality Care of Livestock, and a test pilot of the floriculture certifications will be piloted as a class final this year. A tractor driving certificate is also being evaluated at this time. An additional CTE teacher has also been hired to increase course offerings and to down size class size for CTE classes.

4. **Section 134(b)(5)(A-D): describe how the eligible recipient will:**
- i. **Provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations that will lead to self-sufficiency;**
 - ii. **prepare CTE participants for non-traditional fields;**
 - iii. **Provide equal access for special populations to CTE courses, programs, and programs of study; and**
 - iv. **ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations.**

Use the information provided through the CLNA to answer this content of this section.

All CTE programs are equal access for all students. This includes special populations. Discrimination is not tolerated. CTE will prepare students for work-ready careers, as well as continued education. Activities are provided to prepare students for high-skill, high-wage, or in-demand industry sectors. Skills are taught and students are able to practice and explore career options. Competitive events are also available to lead students to explore career options. Industry tours, internships, and student ownership projects also lead to students self-sufficiency. The school farm learning lab also provides for practical application of what is taught in CTE classes.
(Maximum 5000 Characters)

5. **Section 134(b)(6): describe the work-based learning opportunities that the eligible recipient will provide to students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning opportunities for CTE students, as applicable. Use the information provided through the CLNA to answer this content of this section.**

Work based learning opportunities have included Supervised Agriculture Experience Projects such as working for tree crop farms with almonds, and walnuts, dairy farms, sales jobs such as feed stores and hardware stores, yard service, and more. Hamilton Unified currently has 64 livestock projects and 12 metal projects that will be exhibited at the county fair. Ag Careers classes have been offered in the past to allow time out of the school day for students to work out of the classroom. CTE instructors communicate with the employer and measure student

success. Members of the advisory committee work with CTE instructors to target new student work-based learning opportunities. Proficiency awards are also available to students in FFA to showcase their work-based learning that is documented in the AET record book system.

(Maximum 5000 Characters)

6. **Section 134(b)(7): describe how the eligible recipient will provide students participating in CTE programs with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as practicable. Use the information provided through the CLNA to answer this content of this section.**

Hamilton Unified has the following classes Dual Enrolled with Butte College: Agribusiness, Horticulture, and Animal Science. Meetings have been conducted with the Superintendent, Butte College representatives, and CTE teachers to expand this program and provide a Certificate to students completing the Agriculture Pathway. New promotional materials and a Certificate completer recognition is currently being discussed. One of the agriculture instructors from Hamilton High also is a member of the Butte College Agriculture Advisory Committee. This helps with an open line of communication and expectations.

(Maximum 5000 Characters)

7. **Section 134(b)(8): describe how the eligible recipient will coordinate with the eligible agency and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel. Use the information provided through the CLNA to answer this content of this section.**

CTE teachers attend a variety of professional development workshops each year. The California Ag Teachers' Association has Section, Region, and State meetings each year. These meetings include curriculum workshops, administrators night, skill training for equipment, teacher retention through mentoring, and more. Both CTE teachers also have personal business ventures in agriculture, which act as an externship, allowing teachers to bring the experiences and knowledge to the classroom. Hamilton Unified allows teachers time off for professional development, and also provides PLC time for teachers to meet and plan.

(Maximum 5000 Characters)

8. **Section 134(b)(9): describe how the eligible recipient will address disparities or gaps in performance between groups of students in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions that will be taken to eliminate these disparities or gaps. Use the information provided through the CLNA to answer this content of this section.**

Disparities or gaps between groups of students will be addressed on a school-wide basis. Hamilton Unified strives to increase testing scores each year. Braves Time is an intervention that each student is enrolled in to help students when needed. The learning loss that has occurred due to Covid-19 has been a topic of discussion. Reduced class sizes and additional teachers are the first step being implemented. Summer "camps" or content specific student academic groups are being discussed. The Animal Science and Ag Mechanics pathway are currently having "open shop" and school farm livestock activities outside of class time to allow for further skills to be developed. Benchmarks are currently being designed for all CTE classes.

(Maximum 5000 Characters)

LEA Sign-off

- Progress Report Toward Implementing the Local CTE Plan section Is complete And ready For CDE review.

CDE Review and Sign-off

CDE Comments

- Section Approved



Program Grant Management System (PGMS)

Hamilton Unified (131 - Secondary)

2021-22 Application

2021-22 Section V - Budget Builder

Quick Facts Box

Allocation Amount	\$7,155.00
Budgeted Amount	\$7,155.00
Indirect Amount	\$340.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Saturday, May 15, 2021 12:00 AM
Application Status	Submitted For Review on May 9 2021
GAN Status	GAN has not been processed or sent to LEA
Fiscal Activity	No fiscal activity
Approved Claims	
Activity Log	Janice Lohse (Perkins Coordinator), Application Submitted ↕

* Subject to change based on Capital Outlay and actual expenditures

Line Item Detail

This section is used to budget expenditures for each pathway in an industry sector.

Line Item Number	Site Name	Industry Sector	Career Pathway	Budget Amount	Action
1	Hamilton Unified / Hamilton High	Agriculture and Natural Resources	Agricultural Mechanics	\$2,000.00	Detail
2	Hamilton Unified / Hamilton High	Agriculture and Natural Resources	Agriscience	\$5,155.00	Detail
			Total	\$7,155.00	

Inventory Verification

Each LEA maintains a historical inventory system, which contains the description, name, serial or other identification number, acquisition date, original cost, and percentage of federal participation in the cost, location, use, condition, and date and mode of disposal of all equipment items acquired by it that has a market value of five-hundred \$500.00 or more per item. A reasonable estimate of the original cost may be used if the actual original cost is unknown. [CEC 35268]

Hamilton Unified (131 - Secondary) conducts a historical inventory verification at least every 2 years for all of the following:

- Description ■
 - Name
 - Serial or other identification number
 - Acquisition date
 - Original cost
 - Location (room)
 - Use, condition, and date and mode of disposal of all equipment items acquired by it that has a market value of five-hundred \$500.00 or more per item. A reasonable estimate of the original cost may be used if the actual original cost is unknown.

• Yes No

Provide justification for not maintaining a historical inventory system that meet all of the above points.

LEA Sign-off

Sequence of Courses to Be Funded section is complete.

CDE Review and Sign-off

CDE Comments

Section Approved



Program Grant Management System (PGMS)

Hamilton Unified (131 - Secondary)

2021-22 Application

2021-22 Section VI - Budget Viewer

Quick Facts Box

Allocation Amount	\$7,155.00
Budgeted Amount	\$7,155.00
Indirect Amount	\$340.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Saturday, May 15, 2021 12:00 AM
Application Status	Submitted For Review on May 9 2021
GAN Status	GAN has not been processed or sent to LEA
Fiscal Activity	No fiscal activity
Approved Claims	
Activity Log	Janice Lohse (Perkins Coordinator), Application Submitted ^ ↕

* Subject to change based on Capital Outlay and actual expenditures

To add a site/sector/pathway or line item, go to [Section V](#).

Object Code	At Least 85% of the grant must be spent in these areas						Not to exceed 10% of total expenditure	Not to exceed 5% of total expenditure	Total
	(A) Instruction (Including Career Technical Student Organizations)	(B) Professional Development	(C) Curriculum Development	(D) Transportation and Child Care for Economically Disadvantaged Participants	(E) Special Populations Services	(F) Research Evaluation and Data Development	(G) Career and Academic Guidance and Counseling for Students Participating in CTE Programs	(H) Administration or Indirect Costs	
1000 Certificated Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2000 Classified									

Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 Employee Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
4000 Books/Supplies	\$4,155.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,155.00
5000 Services/Operating Expenses	\$0.00	\$3,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,000.00
6000 Capital Outlay	\$0.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$0.00
7000 Indirect Costs	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$0.00	\$0.00
Total	\$4,155.00	\$3,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,155.00

CLNA Component Grouped by Object Code

Object Code	Section 134(c)(d)(e): Stakeholder Consultation on CLNA, Dates, Content, Membership	S134(c)(2)(A): Student Performance on Required Performance Indicators (Disaggregated)	S134(c)(2)(B)(ii): Program Size, Scope, and Quality to Meet the Needs of All Students	S134(c)(2)(C): Progress Towards Implementation of CTE Programs of Study	S134(c)(2)(D): Improving Recruitment, Retention, and Training of CTE Professionals, Including Underrepresented Groups	S134(c)(2)(E): Progress Towards Equal Access to CTE Programs for All Students	S134(c)(2)(B)(ii): Alignment to Labor Market Information (LMI)	Object Code Total
4000 Books/Supplies	\$0.00	\$0.00	\$4,155.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,155.00
5000 Services/Operating Expenses	\$0.00	\$0.00	\$0.00	\$0.00	\$3,000.00	\$0.00	\$0.00	\$3,000.00
	\$0.00	\$0.00	\$4,155.00	\$0.00	\$3,000.00	\$0.00	\$0.00	\$7,155.00

Student Categories Targeted Grouped by Object Code

Object Code	General Population (All CTE Participants)	Individuals With Disabilities	Individuals From Economically Disadvantaged Families, Including Low-income Youth and Adults	Individuals Preparing for Nontraditional Fields	Single Parents, Including Single Pregnant Women	Out-of-workforce Individuals	English Language Learners	Homeless Individuals	Youth Who Are In, Or Who Have Aged Out Of, The Foster Care System	Youth With A Parent Who Is On Active Duty In The Military	Object Code Total
4000 Books/Supplies	\$4,155.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$4,155.00
5000 Services/Operating Expenses	\$3,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$3,000.00
	\$7,155.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$7,155.00

Continue to Section VII

1430 N Street
Sacramento, CA 95814

Web Policy



Program Grant Management System (PGMS)

Hamilton Unified (131 - Secondary)

2021-22 Application

Local CTE Program Changes Update

Quick Facts Box

Allocation Amount	\$7,155.00
Budgeted Amount	\$7,155.00
Indirect Amount	\$340.00 *
Maximum Claim Indirect Amount	The maximum indirect amount that can be expended cannot exceed \$0.00
Application Due Date	Saturday, May 15, 2021 12:00 AM
Application Status	Submitted For Review on May 9 2021
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Fiscal Activity	No fiscal activity
Approved Claims	
Activity Log	Janice Lohse (Perkins Coordinator), Application Submitted ⬇

* Subject to change based on Capital Outlay and actual expenditures

Local CTE Plan Update

Are there any major changes made to the LEA's CTE program for 2021-22, e.g.:

- New courses have been added to an existing program sequence.
- New sequences of courses have been developed for an existing industry sector.
- A new industry sector and the corresponding sequences of courses have been developed.

• Yes No

Agriculture Soil Chemistry has been added to the course sequence.

LEA Sign-off

Local CTE Plan Update section is complete and ready for CDE review.

CDE Review and Sign-off

CDE Comments

Section Approved

[Save](#)

[Save and Continue to Application Status](#)

California Department of Education
1430 N Street
Sacramento, CA 95814

[Web Policy](#)

Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

2020-21 REPRESENTATIVES OF SPECIAL POPULATIONS

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) requires local educational agencies (LEAs) to implement strategies to overcome barriers that may be lowering special population students' rates of access to or success in career technical education (CTE) programs assisted with the funds. CTE programs must be designed to enable special population students to meet the performance level targets established for the programs. These programs must also provide the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations.

This form confirms that the LEA coordinators or administrators responsible for each of the programs associated with special population groups listed below have contributed to the LEA's Comprehensive Local Needs Assessment for the 2020–21 Perkins V application.

Each special population category must be signed by the LEA's designated administrator or the certificated representative responsible for that program.

Students with Disabilities (Special Education Coordinator/Administrator)

Printed Name Jeremy Powell Title Superintendent

Signature  Date 5/10/2021

Economically Disadvantaged (Title I Coordinator/Administrator)

Printed Name Jeremy Powell Title Superintendent

Signature  Date 5/10/2021

Students Preparing for Non-Traditional Fields (Title IX Coordinator/Administrator)

Printed Name Jeremy Powell Title Superintendent

Signature  Date 5/10/2021

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

Printed Name Jeremy Powell Title Superintendent

Signature  Date 5-10-2021

Out-Of-Workforce Individuals (Title IX Coordinator/Administrator)

Note: Required only on Section 132 (Adult) applications

Printed Name Jeremy Powell Title Superintendent

Signature  Date 5-10-2021

English Language Learners (English Learner Coordinator/Administrator)

Printed Name Jeremy Powell Title Superintendent

Signature  Date 5-10-2021

Homeless

Printed Name Jeremy Powell Title Superintendent

Signature  Date 5-10-2021


Youth who are in, or who have aged out of, the foster care system

Printed Name Jeremy Powell Title Superintendent

Signature  Date 5-10-2021

Youth with a parent who is on active duty in the military

Printed Name Jeremy Powell Title Superintendent

Signature  Date 5-10-21




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General Assurances and Certifications 2020-21

General Assurances and Certifications required for grants supported by state or federal funds in 2020-21.

1. Programs and services are and will be in compliance with Title VI and Title VII of the Civil Rights Act of 1964; the California Fair Employment Practices Act, Government Code §11135; and Chapter 1, Subchapter 4 (commencing with §30) of Division I of Title 5, California Code of Regulations (5 CCR).
2. Programs and services are and will be in compliance with Title IX (nondiscrimination on the basis of sex) of the Education Amendments of 1972. Each program or activity conducted by the local educational agency (LEA) will be conducted in compliance with the provisions of Chapter 2, (commencing with §200), Prohibition of Discrimination on the Basis of Sex, of Part 1 of Division 1 of Title I of the California Education Code (EC), as well as all other applicable provisions of state law prohibiting discrimination on the basis of sex.
3. Programs and services are and will be in compliance with the affirmative action provisions of the Education Amendments of 1972.
4. Programs and services are and will be in compliance with the Age Discrimination Act of 1975.
5. Programs and services for individuals with disabilities are in compliance with the disability laws. (Public Law (PL) 105-17; 34 Code of Federal Regulations (34 CFR) 300, 303; and Section 504 of the Rehabilitation Act of 1973)
6. When federal funds are made available, they will be used to supplement the amount of state and local funds that would, in the absence of such federal funds, be made available for the uses specified in the state plan, and in no case supplant such state or local funds. (20 United States Code (USC) §6321; PL 114-95, §1118(b)(1))
7. All state and federal statutes, regulations, program plans, and applications appropriate to each program under which federal or state funds are made available through this application will be met by the applicant agency in its administration of each program.
8. Schoolsite councils have developed and approved a School Plan for Student Achievement (SPSA) for schools participating in programs funded through the consolidated application process, and any other school program they choose to include, and that school plans were developed with the review, certification, and advice of any applicable school advisory committees. (EC §64001)
9. LEAs using their own school planning template in place of the SPSA have ensured that the content meets the statutory requirements of schoolwide programs and school improvement (comprehensive support and improvement, targeted support and improvement, and additional targeted support and improvement) under the Every Student Succeeds Act, as applicable. (EC §64001; 20 USC §6311; PL 114-95, §1111(d)(1)(2))

10. The LEA will use fiscal control and sound accounting procedures that will ensure proper disbursement for federal funds paid to that agency under each program. (20 USC §6491; PL 114-95, §1501(d)(1)(H))
11. The LEA will make reports to the state agency or board and to the Secretary of Education as may reasonably be necessary to enable the state agency or board and the Secretary to perform their duties and will maintain such records and provide access to those records as the state agency or board or the Secretary deems necessary. Such records will include, but will not be limited to, records which fully disclose the amount and disposition by the recipient of those funds, the total cost of the activity for which the funds are used, the share of that cost provided from other sources, and such other records as will facilitate an effective audit. The recipient shall maintain such records for three years after the completion of the activities for which the funds are used. (34 CFR 76.722, 76.730, 76.731, 76.760; 2 CFR 200.333)
12. The local governing board has adopted written procedures to ensure prompt response to complaints within 60 calendar days, and has disseminated these procedures to students, employees, parents or guardians, district/school advisory committees, appropriate private school officials or representatives, and other interested parties. (5 CCR, §4600 et seq.)
13. The LEA declares that it neither uses nor will use federal funds for lobbying activities and hereby complies with the certification requirements of 34 CFR Part 82.
14. The LEA has complied with the certification requirements under 34 CFR Part 84 regarding debarment, suspension and other requirements for a drug-free workplace. (34 CFR Part 84)
15. The LEA will provide the certification on constitutionally protected prayer. (20 USC §7904; PL 114-95, §8524(b))
16. The LEA administers all funds and property related to programs funded through the Consolidated Application. (20 USC §6320; PL 114-95, §1117(d)(1))
17. The LEA will adopt and use proper methods of administering each program including enforcement of any obligations imposed by law on agencies responsible for carrying out programs and correction of deficiencies in program operations identified through audits, monitoring or evaluation. (20 USC §7846; PL 114-95, §8306(a)(3)(A-B))
18. The LEA will participate in the California Assessment of Student Performance and Progress. (EC §60640, et seq.) Every English learner will be assessed annually using the Summative English Language Proficiency Assessment for California. (5 CCR §11306, EC §313(c))
19. The LEA assures that classroom teachers who are being assisted by instructional assistants retain their responsibility for the instruction and supervision of the students in their charge. (EC §45344(a))
20. The LEA governing board has adopted a policy on parent involvement that is consistent with the purposes and goals of EC Section 11502. These include all of the following:
 - a. to engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society;
 - b. to inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home;
 - c. to build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom

- learning activities;
- d. to train teachers and administrators to communicate effectively with parents; and
 - e. to integrate parent involvement programs, including compliance with this chapter, into the school's master plan for academic accountability. (EC §§11502, 11504)
21. Results of an annual evaluation demonstrate that the LEA and each participating school are implementing Consolidated Programs that are not of low effectiveness, under criteria established by the local governing board. (5 CCR §3942)
 22. The program using consolidated programs funds does not isolate or segregate students on the basis of race, ethnicity, religion, sex, sexual orientation or socioeconomic status. (United States Constitution, Fourteenth Amendment; California Constitution, Article 1, §7; California Government Code §§11135-11138; 42 USC §2000d; 5 CCR, §3934)
 23. Personnel, contracts, materials, supplies, and equipment purchased with Consolidated Program funds supplement the basic education program. (EC §62002; 5 CCR, §§3944, 3946)
 24. At least 85 percent of the funds for School Improvement Programs, Title I, Title VI are spent for direct services to students. Ninety eight percent of Title III funds are spent for direct services to English learner and immigrant students. One hundred percent of Miller-Unruh apportionments are spent for the salary of specialist reading teachers. (EC §63001; 5 CCR, §3944(a)(b))
 25. State and federal categorical funds will be allocated to continuation schools in the same manner as to comprehensive schools, to the maximum extent permitted by state and federal laws and regulations. (EC §48438)
 26. Programs and services are and will be in compliance with Section 8355 of the California *Government Code* and the Drug-Free Workplace Act of 1988, and implemented at CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.105 and 84.110.
 27. Federal grant recipients, sub recipients and their grant personnel are prohibited from text messaging while driving a government owned vehicle, or while driving their own privately owned vehicle during official grant business, or from using government supplied electronic equipment to text message or email when driving. Recipients must comply with these conditions under Executive Order 13513, "Federal Leadership on Reducing Text Messaging while Driving," October 1, 2009.
 28. The Federal grant sub recipient has complied 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 web page at <https://www.sam.gov/SAM/> .

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

Last Reviewed: Friday, February 7, 2020



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Drug Free Workplace

Certification regarding state and federal drug-free workplace requirements.

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

Grantees Other Than Individuals

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

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition
 - b. Establishing an on-going drug-free awareness program to inform employees about:
 1. The dangers of drug abuse in the workplace
 2. The grantee's policy of maintaining a drug-free workplace
 3. Any available drug counseling, rehabilitation, and employee assistance programs
 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace
 - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a)
 - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 1. Abide by the terms of the statement
 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than 5 calendar days after such conviction
 - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee. Notice shall include the identification number(s) of each affected grant.
 - f. Taking one of the following actions, as to any employee who is convicted, within 30 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction:

- 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973 (29 U.S.C. Section 794), as amended; or
- 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency
- g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

B. The grantee may insert in the space provided below the site(s) for the performance of work done in connection with the specific grant: Grantee must ensure all such site(s) are identified.

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

Hamilton High
620 Canal Street
Hamilton City, CA 95951

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

Grantees Who Are Individuals

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

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

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

Name of Applicant: Janice Lohse

Name of Program: Hamilton High

Printed Name and Title of Authorized Representative: Jeremy Powell, Superintendent

Signature: _____



Date: _____

5-10-2021

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

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-322-5111

Last Reviewed: Wednesday, October 21, 2020



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Debarment and Suspension

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

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

Instructions for Certification

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

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

Certification

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

Name of Applicant:

Janice Lohse

Name of Program:

Hamilton High

Printed Name and Title of Authorized Representative:

Jeremy Powell, Superintendent

Signature:

[Handwritten Signature]

Date:

5-10-21

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

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-322-5111

Last Reviewed: Wednesday, October 21, 2020



Home / Finance & Grants / Funding / Funding Tools & Materials

Lobbying

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

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

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

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

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

Name of Applicant: Janice Lohse

Name of Program: Hamilton High

Printed Name and Title of Authorized Representative:

Jeremy Powell, Superintendent

Signature: 

Date: 5-10-21

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

Questions: Funding Master Plan | fmp@cde.ca.gov | 916-322-5111

Last Reviewed: Wednesday, October 21, 2020

Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

2021-22 ASSURANCES AND CERTIFICATIONS

Perkins V Special Assurances Are Required for Funding

1. The eligible recipient will provide a career technical education (CTE) program that is of such size, scope, and quality to be effective. (Perkins V, Section 135[b])
2. The eligible recipient that uses funds under Perkins V for in-service and preservice CTE professional development programs for CTE teachers, administrators, and other personnel will, upon written request, permit the participation in such programs of CTE teachers, administrators, and other personnel in nonprofit private schools offering CTE programs located in the geographical area served by such recipient. (Perkins V, Section 217[a])
3. The eligible recipient may, upon written request, use funds made available under Perkins V to provide for the meaningful participation, in CTE programs and activities receiving funding under this Act of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. (Perkins V, Section 217[b])
4. The eligible recipient will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in CTE programs and activities receiving funding under Perkins IV, of secondary school students attending nonprofit private schools. (Perkins V, Section 217[b][2])
5. Nothing in Perkins V shall be construed to be inconsistent with applicable federal law prohibiting discrimination on the basis of race, color, sex, national origin, age, or disability in the provision of Federal programs or services. (Perkins V, Section 216)
6. Curriculum, instruction, and assessment are designed to serve all students, including students who are members of special populations.

Use of Perkins V Funds

1. Funds made available under the Perkins V for CTE activities will supplement, and will not supplant, non-federal funds expended to carry out CTE activities and

technical preparation activities. (Perkins V, Section 211[a])

2. All of the funds made available under Perkins V will be used in accordance with the requirements of this Act. (Perkins V, Section 6)
3. No funds made available under Perkins V shall be used to require any secondary school student to choose or pursue a specific career path or major; or to mandate that any individual will be required to participate in a CTE program, including a CTE program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. (Perkins V, Section 214)
4. No funds made available under the Perkins Act will be used to provide CTE programs for students prior to the middle grades (any of grades 5-8) except that equipment and facilities purchased with funds under the Perkins V may be used for such students. (Perkins V, Section 215)
5. No funds will be used to acquire equipment or software in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization. (Perkins V, Section 122[d][13][B])
6. The funding for development and implementation of the Integrated and Career-Related Education Continuum as described in *California's Federal Perkins V State Plan* (formerly the *2008-2012 California State Plan for Career Technical Education*) will be limited to programs as described in the local CTE plan that (a) begin no earlier than the middle grades; (b) include a clearly defined sequence of courses that prepare students for career entry and postsecondary education; (c) are part of a sequence that may include a capstone course at the high school, ROCP or community college; (d) are taught by a qualified CTE teacher; and (e) integrates CTE and academic instruction.
7. The eligible recipient will comply with the requirements of Perkins V, Title I, and the provisions of *California's Federal Perkins V State Plan* (formerly the *California State Plan for Career Technical Education*), including the provision of a financial audit of funds received under this title which may be included as part of an audit of other Federal or State programs. (Perkins V, Section 122[d][13][A])

Consortia Requirements

1. Consortia formed to meet the minimum allocation requirement will use funds only for purposes and programs that are mutually beneficial to all members of the consortium.

2. Funds will not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium. (Perkins V, sections 131[f][2] and 132[a][3][B])

Requirements of Local CTE Programs Assisted with Perkins funds

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

Funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective and that—

(1) provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study, which may include—

(A) introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;

(B) readily available career and labor market information, including information on—

(i) occupational supply and demand;

(ii) educational requirements;

(iii) other information on careers aligned to State, local, or Tribal (as applicable) economic priorities; and

(iv) employment sectors;

(C) programs and activities related to the development of student graduation and career plans;

(D) career guidance and academic counselors that provide information on postsecondary education and career options;

(E) any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including non-traditional fields; or

(F) providing students with strong experience in, and comprehensive understanding of, all aspects of an industry;

(2) provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which may include—

(A) professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curricula;

(B) professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491–2(e)(2)(C));

(C) providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials;

(D) supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such school leaders or administrators;

(E) supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs;

(F) providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices;

(G) training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided

accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;

(H) training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support; or

(I) training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries;

(3) provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;

(4) support integration of academic skills into career and technical education programs and programs of study to support—

(A) CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and

(B) CTE participants at the postsecondary level in achieving academic skills;

(5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include—

(A) a curriculum aligned with the requirements for a program of study;

(B) sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills that are in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop centers, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102), and other appropriate organizations, including community-based and youth-serving organizations;

(C) where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV)), including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a career and technical education program of study;

(D) appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;

(E) a continuum of work-based learning opportunities, including simulated work environments;

(F) industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential;

(G) efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;

(H) where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act;

(I) expanding opportunities for students to participate in distance career and technical education and blended learning programs;

(J) expanding opportunities for students to participate in competency-based education programs;

(K) improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;

(L) supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;

(M) supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;

(N) providing career and technical education, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;

(O) supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curricula;

(P) making all forms of instructional content widely available, which may include use of open educational resources;

(Q) supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;

(R) partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;

(S) support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or

(T) other activities to improve career and technical education programs; and

(6) develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).

State Established CTE Quality Criteria for Programs Assisted with Perkins V funds

Perkins V Section 135(b) requires each CTE program assisted with the funds to provide services and activities that are of sufficient size, scope, and quality to be effective.

California's *Federal Perkins V State Plan* (formerly the *2008-2012 California State Plan for Career Technical Education*) identifies 12 essential planning, organization, and

instructional elements determined by the state to be critical to high-quality CTE programs. These elements are incorporated into the following criteria which are required of all programs assisted with the funds.

- A. **Student-Centered Delivery of Services** for all K–14+ college and career pathways incorporates the removal of institutional or systemic barriers that impede the progress of students in achieving their education and career goals. This includes a renewed commitment to offer an engaging learning experience and support the diversity of individual student needs while accommodating their multiple entry points as they progress along a continuum of education and training, or advance in a sector-specific occupation or industry.
- B. Student **Equity** goes beyond the reduction of institutional barriers to create an environment of being fair, impartial and free from racism, bias, or favoritism, promote educational and employment attainment, and to eliminate the achievement gap for all students including, but not limited to, English language learners and students with disabilities in the K–14+ college and career pathway system.
- C. **Access** denotes a broader vision of equity ensuring that all students are provided ample opportunities to attain the necessary skills, education and training required to maximize their individual goals including a collective awareness of all the supports that are available to students both inside and out of class. Access also facilitates the elimination of the achievement gap by providing information on how to access programs, services, and rigorous course work for all California students regardless of region, gender, socio-economic status, special needs, and/or English proficiency. Access also includes creating pathways with demonstrable careers for students.
- D. **Leadership at All Levels** is required to achieve greater integration across systems and programs to ensure that the contexts for an engaging learning experience can occur and programs connect, so all students can reach across systems easily and succeed with their desired outcomes including employment, and employers have the workforce needed to thrive.
- E. **High-Quality, Integrated Curriculum and Instruction** informed by labor market information, student interest, technology, industry standards, and real-world engagement through relevant work-based learning opportunities is essential to prepare students. Rigorous and aligned programs should be supported to guide students through relevant course sequences (i.e., both in-person and online) and work-based learning opportunities leading to a mastery of standards, high school graduation, and transition to postsecondary education, training, apprenticeship,

and/or employment, as appropriate. Courses and programs may be designed to use cross-system strategies like dual enrollment and/or dual credit with community colleges and universities or other articulations to create a seamless student experience, and avoid unnecessary repeating of courses or other inefficient practices to facilitate “on-time” postsecondary graduation, where appropriate. Stackable badging and credentials can ensure frequency of assessment and a value-added outcome.

- F. **Skilled Instruction and Educational Leadership, informed by Professional Learning**, is the cornerstone of the public education system in California. The educational experience is only as strong as the capacity and investment made in faculty, educational leaders, and the other key field talent to provide in-class, online, or work-based learning opportunities as well as developing an awareness of student support services. California encourages the culture of innovation and entrepreneurialism in program instruction and design that leads to student success.
- G. The strong presence of **Career Exploration and Student Supports** is an essential component for establishing a learning plan for all K–14+ students. This includes identifying appropriate foundational courses (i.e., using competency-based learning) and information about jobs, determining student progression in a single pathway or along multiple pathways or sequences of learning, or making available in-class and online course offerings and work-based learning opportunities. To complement their learning plan, students should also have access to comprehensive counseling, individualized supports along their journey (including, but not limited to, for students who are part-time, face barriers to learning, need academic or cultural supports, transportation, child care, or financial aid), or opportunities through student leadership development organizations to achieve their individual goals and aspirations, through a variety of transitions, in an ever-changing workforce.
- H. **Appropriate Use of Data and Continuous Improvement** should continue to drive CTE through relevant accountability that is outcomes-based, is supported both vertically and horizontally across systems, and ensures equity and access for all students. Continuous improvement ensures students can access the best pathways possible. Focusing on students’ and employers’ needs will allow for identification of capacity building, refinement of programs, and elimination of inefficiencies to meet the existing and emerging needs of regional economies. Through intentional sharing of specific data elements that are actionable across systems will help to showcase student attainment, including mastery of standards, and be informed by industry needs to achieve relevant system

outcomes. Responsible data use is to inform practice and improve programs, not to track students.

- I. Opportunities for strategic and intentional **Cross-System Alignment** should be informed by the ongoing analysis of student data, and alignment of data definitions across systems to provide, for example, deliberate sector-based programs, deployment of technical field assistance using a regional distribution, or evidence-based practices and processes to optimize pathway success and upward mobility opportunities for all participants.
- J. **Intentional Recruitment and Marketing (Promotion, Outreach, and Communication)** should reflect an understanding of students' and employers' needs, be consistent in its messaging to stakeholders across all segments, and use tools and reports as a platform to display the added value of high quality K-14+ college and career pathway programs.
- K. **Sustained Investments and Funding through Mutual Agreements** must be present to encourage regional alliances along with industry sector strategies, especially with a focus on current and/or emerging high-skill, high-wage, and/or high-demand occupations. This includes but is not limited to Kindergarten through grades twelve (K-12) Education, Adult Education, Higher Education, Labor, Economic Development Councils, Chambers of Commerce, Workforce Development Boards, career advisory boards, and regional industry alliances aligned by sector that lead to an industry-recognized credential or certificate, postsecondary training, apprenticeship, and/or employment.
- L. **Strong Partnerships with Industry** and appropriate employers must be developed to inform and improve CTE program design, instruction and work-based learning activities; as well as, ensure that career pathway programs in all grade levels, organizations and apprenticeship programs continue to meet the workforce demands.

Signatures:

Perkins Coordinator

Printed Name: Janice Lohse

Title: Teacher/CTE Coordinator

Signature: Janice Lohse

Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

2021-22 ASSURANCES AND CERTIFICATIONS

Perkins V Special Assurances Are Required for Funding

1. The eligible recipient will provide a career technical education (CTE) program that is of such size, scope, and quality to be effective. (Perkins V, Section 135[b])
2. The eligible recipient that uses funds under Perkins V for in-service and preservice CTE professional development programs for CTE teachers, administrators, and other personnel will, upon written request, permit the participation in such programs of CTE teachers, administrators, and other personnel in nonprofit private schools offering CTE programs located in the geographical area served by such recipient. (Perkins V, Section 217[a])
3. The eligible recipient may, upon written request, use funds made available under Perkins V to provide for the meaningful participation, in CTE programs and activities receiving funding under this Act of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. (Perkins V, Section 217[b])
4. The eligible recipient will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in CTE programs and activities receiving funding under Perkins IV, of secondary school students attending nonprofit private schools. (Perkins V, Section 217[b][2])
5. Nothing in Perkins V shall be construed to be inconsistent with applicable federal law prohibiting discrimination on the basis of race, color, sex, national origin, age, or disability in the provision of Federal programs or services. (Perkins V, Section 216)
6. Curriculum, instruction, and assessment are designed to serve all students, including students who are members of special populations.

Use of Perkins V Funds

1. Funds made available under the Perkins V for CTE activities will supplement, and will not supplant, non-federal funds expended to carry out CTE activities and

technical preparation activities. (Perkins V, Section 211[a])

2. All of the funds made available under Perkins V will be used in accordance with the requirements of this Act. (Perkins V, Section 6)
3. No funds made available under Perkins V shall be used to require any secondary school student to choose or pursue a specific career path or major; or to mandate that any individual will be required to participate in a CTE program, including a CTE program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. (Perkins V, Section 214)
4. No funds made available under the Perkins Act will be used to provide CTE programs for students prior to the middle grades (any of grades 5-8) except that equipment and facilities purchased with funds under the Perkins V may be used for such students. (Perkins V, Section 215)
5. No funds will be used to acquire equipment or software in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization. (Perkins V, Section 122[d][13][B])
6. The funding for development and implementation of the Integrated and Career-Related Education Continuum as described in *California's Federal Perkins V State Plan* (formerly the *2008-2012 California State Plan for Career Technical Education*) will be limited to programs as described in the local CTE plan that (a) begin no earlier than the middle grades; (b) include a clearly defined sequence of courses that prepare students for career entry and postsecondary education; (c) are part of a sequence that may include a capstone course at the high school, ROCP or community college; (d) are taught by a qualified CTE teacher; and (e) integrates CTE and academic instruction.
7. The eligible recipient will comply with the requirements of Perkins V, Title I, and the provisions of *California's Federal Perkins V State Plan* (formerly the *California State Plan for Career Technical Education*), including the provision of a financial audit of funds received under this title which may be included as part of an audit of other Federal or State programs. (Perkins V, Section 122[d][13][A])

Consortia Requirements

1. Consortia formed to meet the minimum allocation requirement will use funds only for purposes and programs that are mutually beneficial to all members of the consortium.

2. Funds will not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium. (Perkins V, sections 131[f][2] and 132[a][3][B])

Requirements of Local CTE Programs Assisted with Perkins funds

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

Funds made available to eligible recipients under this part shall be used to support career and technical education programs that are of sufficient size, scope, and quality to be effective and that—

(1) provide career exploration and career development activities through an organized, systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in a career and technical education program, in making informed plans and decisions about future education and career opportunities and programs of study, which may include—

(A) introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;

(B) readily available career and labor market information, including information on—

(i) occupational supply and demand;

(ii) educational requirements;

(iii) other information on careers aligned to State, local, or Tribal (as applicable) economic priorities; and

(iv) employment sectors;

(C) programs and activities related to the development of student graduation and career plans;

(D) career guidance and academic counselors that provide information on postsecondary education and career options;

(E) any other activity that advances knowledge of career opportunities and assists students in making informed decisions about future education and employment goals, including non-traditional fields; or

(F) providing students with strong experience in, and comprehensive understanding of, all aspects of an industry;

(2) provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, which may include—

(A) professional development on supporting individualized academic and career and technical education instructional approaches, including the integration of academic and career and technical education standards and curricula;

(B) professional development on ensuring labor market information is used to inform the programs, guidance, and advisement offered to students, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491-2(e)(2)(C));

(C) providing teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials;

(D) supporting school leaders and administrators in managing career and technical education programs in the schools, institutions, or local educational agencies of such school leaders or administrators;

(E) supporting the implementation of strategies to improve student achievement and close gaps in student participation and performance in career and technical education programs;

(F) providing teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, principals, school leaders, or paraprofessionals, as appropriate, with opportunities to advance knowledge, skills, and understanding in pedagogical practices, including, to the extent the eligible recipient determines that such evidence is reasonably available, evidence-based pedagogical practices;

(G) training teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals, as appropriate, to provide appropriate accommodations for individuals with disabilities, and students with disabilities who are provided

accommodations under the Rehabilitation Act of 1973 (29 U.S.C. 701 et seq.) or the Individuals with Disabilities Education Act;

(H) training teachers, faculty, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals in frameworks to effectively teach students, including a particular focus on students with disabilities and English learners, which may include universal design for learning, multi-tier systems of supports, and positive behavioral interventions and support; or

(I) training for the effective use of community spaces that provide access to tools, technology, and knowledge for learners and entrepreneurs, such as makerspaces or libraries;

(3) provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations;

(4) support integration of academic skills into career and technical education programs and programs of study to support—

(A) CTE participants at the secondary school level in meeting the challenging State academic standards adopted under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965 by the State in which the eligible recipient is located; and

(B) CTE participants at the postsecondary level in achieving academic skills;

(5) plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance established under section 113, which may include—

(A) a curriculum aligned with the requirements for a program of study;

(B) sustainable relationships among education, business and industry, and other community stakeholders, including industry or sector partnerships in the local area, where applicable, that are designed to facilitate the process of continuously updating and aligning programs of study with skills that are in demand in the State, regional, or local economy, and in collaboration with business outreach staff in one-stop centers, as defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102), and other appropriate organizations, including community-based and youth-serving organizations;

(C) where appropriate, expanding opportunities for CTE concentrators to participate in accelerated learning programs (as described in section 4104(b)(3)(A)(i)(IV) of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 7114(b)(3)(A)(i)(IV)), including dual or concurrent enrollment programs, early college high schools, and the development or implementation of articulation agreements as part of a career and technical education program of study;

(D) appropriate equipment, technology, and instructional materials (including support for library resources) aligned with business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials;

(E) a continuum of work-based learning opportunities, including simulated work environments;

(F) industry-recognized certification examinations or other assessments leading toward a recognized postsecondary credential;

(G) efforts to recruit and retain career and technical education program teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, and paraprofessionals;

(H) where applicable, coordination with other education and workforce development programs and initiatives, including career pathways and sector partnerships developed under the Workforce Innovation and Opportunity Act (29 U.S.C. 3101 et seq.) and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act;

(I) expanding opportunities for students to participate in distance career and technical education and blended learning programs;

(J) expanding opportunities for students to participate in competency-based education programs;

(K) improving career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions, including academic and financial aid counseling;

(L) supporting the integration of employability skills into career and technical education programs and programs of study, including through family and consumer science programs;

(M) supporting programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science and architecture) for students who are members of groups underrepresented in such subject fields;

(N) providing career and technical education, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills;

(O) supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program standards and curricula;

(P) making all forms of instructional content widely available, which may include use of open educational resources;

(Q) supporting the integration of arts and design skills, when appropriate, into career and technical education programs and programs of study;

(R) partnering with a qualified intermediary to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality career and technical education;

(S) support to reduce or eliminate out-of-pocket expenses for special populations participating in career and technical education, including those participating in dual or concurrent enrollment programs or early college high school programs, and supporting the costs associated with fees, transportation, child care, or mobility challenges for those special populations; or

(T) other activities to improve career and technical education programs; and

(6) develop and implement evaluations of the activities carried out with funds under this part, including evaluations necessary to complete the comprehensive needs assessment required under section 134(c) and the local report required under section 113(b)(4)(B).

State Established CTE Quality Criteria for Programs Assisted with Perkins V funds

Perkins V Section 135(b) requires each CTE program assisted with the funds to provide services and activities that are of sufficient size, scope, and quality to be effective. California's *Federal Perkins V State Plan* (formerly the *2008-2012 California State Plan for Career Technical Education*) identifies 12 essential planning, organization, and

instructional elements determined by the state to be critical to high-quality CTE programs. These elements are incorporated into the following criteria which are required of all programs assisted with the funds.

- A. **Student-Centered Delivery of Services** for all K–14+ college and career pathways incorporates the removal of institutional or systemic barriers that impede the progress of students in achieving their education and career goals. This includes a renewed commitment to offer an engaging learning experience and support the diversity of individual student needs while accommodating their multiple entry points as they progress along a continuum of education and training, or advance in a sector-specific occupation or industry.
- B. **Student Equity** goes beyond the reduction of institutional barriers to create an environment of being fair, impartial and free from racism, bias, or favoritism, promote educational and employment attainment, and to eliminate the achievement gap for all students including, but not limited to, English language learners and students with disabilities in the K–14+ college and career pathway system.
- C. **Access** denotes a broader vision of equity ensuring that all students are provided ample opportunities to attain the necessary skills, education and training required to maximize their individual goals including a collective awareness of all the supports that are available to students both inside and out of class. Access also facilitates the elimination of the achievement gap by providing information on how to access programs, services, and rigorous course work for all California students regardless of region, gender, socio-economic status, special needs, and/or English proficiency. Access also includes creating pathways with demonstrable careers for students.
- D. **Leadership at All Levels** is required to achieve greater integration across systems and programs to ensure that the contexts for an engaging learning experience can occur and programs connect, so all students can reach across systems easily and succeed with their desired outcomes including employment, and employers have the workforce needed to thrive.
- E. **High-Quality, Integrated Curriculum and Instruction** informed by labor market information, student interest, technology, industry standards, and real-world engagement through relevant work-based learning opportunities is essential to prepare students. Rigorous and aligned programs should be supported to guide students through relevant course sequences (i.e., both in-person and online) and work-based learning opportunities leading to a mastery of standards, high school graduation, and transition to postsecondary education, training, apprenticeship,

and/or employment, as appropriate. Courses and programs may be designed to use cross-system strategies like dual enrollment and/or dual credit with community colleges and universities or other articulations to create a seamless student experience, and avoid unnecessary repeating of courses or other inefficient practices to facilitate “on-time” postsecondary graduation, where appropriate. Stackable badging and credentials can ensure frequency of assessment and a value-added outcome.

- F. **Skilled Instruction and Educational Leadership, informed by Professional Learning**, is the cornerstone of the public education system in California. The educational experience is only as strong as the capacity and investment made in faculty, educational leaders, and the other key field talent to provide in-class, online, or work-based learning opportunities as well as developing an awareness of student support services. California encourages the culture of innovation and entrepreneurialism in program instruction and design that leads to student success.
- G. The strong presence of **Career Exploration and Student Supports** is an essential component for establishing a learning plan for all K–14+ students. This includes identifying appropriate foundational courses (i.e., using competency-based learning) and information about jobs, determining student progression in a single pathway or along multiple pathways or sequences of learning, or making available in-class and online course offerings and work-based learning opportunities. To complement their learning plan, students should also have access to comprehensive counseling, individualized supports along their journey (including, but not limited to, for students who are part-time, face barriers to learning, need academic or cultural supports, transportation, child care, or financial aid), or opportunities through student leadership development organizations to achieve their individual goals and aspirations, through a variety of transitions, in an ever-changing workforce.
- H. **Appropriate Use of Data and Continuous Improvement** should continue to drive CTE through relevant accountability that is outcomes-based, is supported both vertically and horizontally across systems, and ensures equity and access for all students. Continuous improvement ensures students can access the best pathways possible. Focusing on students’ and employers’ needs will allow for identification of capacity building, refinement of programs, and elimination of inefficiencies to meet the existing and emerging needs of regional economies. Through intentional sharing of specific data elements that are actionable across systems will help to showcase student attainment, including mastery of standards, and be informed by industry needs to achieve relevant system

outcomes. Responsible data use is to inform practice and improve programs, not to track students.

- I. Opportunities for strategic and intentional **Cross-System Alignment** should be informed by the ongoing analysis of student data, and alignment of data definitions across systems to provide, for example, deliberate sector-based programs, deployment of technical field assistance using a regional distribution, or evidence-based practices and processes to optimize pathway success and upward mobility opportunities for all participants.
- J. **Intentional Recruitment and Marketing (Promotion, Outreach, and Communication)** should reflect an understanding of students' and employers' needs, be consistent in its messaging to stakeholders across all segments, and use tools and reports as a platform to display the added value of high quality K–14+ college and career pathway programs.
- K. **Sustained Investments and Funding through Mutual Agreements** must be present to encourage regional alliances along with industry sector strategies, especially with a focus on current and/or emerging high-skill, high-wage, and/or high-demand occupations. This includes but is not limited to Kindergarten through grades twelve (K–12) Education, Adult Education, Higher Education, Labor, Economic Development Councils, Chambers of Commerce, Workforce Development Boards, career advisory boards, and regional industry alliances aligned by sector that lead to an industry-recognized credential or certificate, postsecondary training, apprenticeship, and/or employment.
- L. **Strong Partnerships with Industry** and appropriate employers must be developed to inform and improve CTE program design, instruction and work-based learning activities; as well as, ensure that career pathway programs in all grade levels, organizations and apprenticeship programs continue to meet the workforce demands.

Signatures:

Perkins Coordinator

Printed Name: Janice Lohse

Title: Teacher / CTE Coordinator

Signature: Janice Lohse

Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

2021-22 GRANT CONDITIONS

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

1. Your local educational agency's (LEA's) 2021-22 Strengthening Career and Technical Education for the 21st Century Act (Perkins V) grant award is part of the Career and Technical Education Basic Grants to States from the U.S. Department of Education's (ED) Office of Career, Technical, and Adult Education. The *Catalog of Federal Domestic Assistance* number is 84.048A. The funds are subject to, and grantees must comply with, ED's federal regulations contained in the Code of Federal Regulations (CFR), including those found in Title 2 of the CFR at Parts 200, 3474 and 3485; as well as Title 34 of the CFR at Parts 75 – 82; and Title 34, Subtitle B, Chapter 1 (the regulations of ED's Office of Civil Rights)..
2. In order to accept Perkins V funds, the LEA must have:
 - At least one complete "program of study" as defined by Perkins V Section 3 Paragraph 41.
 - A completed Comprehensive Local Needs Assessment that meets the requirements as defined by Perkins V, Section 134(c) – (e).
 - An approved 2020-21 online application submitted through the PGMS and approved by the CDE.
3. The grant award will be processed upon receipt of the signed Grant Award Notification (AO-400). The AO-400 must be signed by the Superintendent or an authorized official and **returned within 10 working days of receipt**.
4. Funds awarded under Perkins V shall be used to **supplement, and shall not supplant**, non-federal funds expended to carry out CTE program activities.

5. The LEA must meet all federal statutes and regulations applicable to Perkins V in its administration of the program.
6. Perkins V requires grant recipients to submit annual Perkins Core Indicators data by the designated deadlines. The Report on CTE Enrollment and Program Completion (CDE 101 E1) and the Report on CTE Placement (CDE 101 E2) data may be submitted annually by the prescribed deadlines and methods. Final reimbursement for the grant period will not be paid until the CDE 101 E1 data are submitted to the CDE. The CDE may request that all Perkins V funds for the program year be returned for failure to adhere to the Perkins V data requirements.
7. All Perkins V funds must be expended within the dates designated and for not more than the maximum amount indicated on the AO-400. Encumbrances may be made at any time after the beginning date of the grant stated on the AO-400. All funds must be expended or legally obligated by June 30, 2021. Any funds left unclaimed after September 30, 2020, will revert to the CDE for reallocation to other LEAs. Unauthorized expenditures shall be the responsibility of the LEA. **No extensions of this grant will be allowed.**
8. No less than 85 percent of the LEA's allocation must be expended to improve or expand CTE programs and CTE courses approved in the local plan. No more than 10 percent of the grant can be spent on non-instructional items. The grantee shall limit the administrative costs to 5 percent and may include indirect (less any funds expended for capital outlay) or direct costs related to administering the funds. Indirect costs are limited to the indirect cost rate approved by the CDE for the applicable fiscal year in which the funds are expended, or 5 percent, whichever is less.
9. While interest earned up to \$500 per year may be retained by the grantee for administrative expense, interest earned in excess of that amount must be remitted to the federal government pursuant to Title 2, CFR Section 200.305.
10. Any single expenditure of \$5,000 or greater (including taxes, shipping, and installation) is considered capital outlay and requires prior written CDE approval, separate from their entry into the Strategic Spending Plan (budget) in PGMS.
11. Grant funds will be remitted on a quarterly reimbursement basis only. All claims must be submitted through PGMS. Filing a second quarter claim and fourth-quarter claim is mandatory. To claim reimbursement of funds, the LEA must complete and submit a claim for reimbursement for actual expenditures according to the following schedule:

- First quarter (July 1–September 30): due before or on October 31, 2020
 - Second quarter (October 1–December 31): due before or on January 31, 2021
 - Third quarter (January 1–March 31): due before or on April 30, 2021
 - Fourth quarter/Final (April 1–June 30): due before or on July 31, 2021
12. A budget revision is required through PGMS for new expenditures or if expenditures for any budget category will be exceeded by 20 percent or more of the authorized budget category total in the approved budget. The budget revision must be approved by CDE before expenditures are made. Expenditures that exceed the approved budget category amount by 20 percent may not be approved for payment when a claim is submitted.
13. All claims must contain actual expenditures incurred by the LEA; expenditures cannot be rounded to whole numbers.
14. Federal regulations governing the Perkins V will overrule any errors inadvertently made by the CDE.
-

Signatures:

Perkins Coordinator

Printed Name: Janice Lohse

Title: Teacher / CTE Coordinator

Signature: Janice Lohse

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13m	Date: 5/19/2021
Agenda Item Description: Approve Agriculture Incentive Grant Amount \$30,124	
Background: The Agricultural Career Technical Education Incentive Grant provides local educational agencies (LEAs) with funds to improve the quality of their agricultural career technical education programs. The goal is to maintain a high-quality, comprehensive agricultural career technical program in California's public school system to ensure a constant source of employable, trained, and skilled individuals. Grant amount is based on number of ag teachers, FFA activities checklist, in-service activities, class size, extended contract and project period, number of students on FFA Roster, and Quality Criterion 12. Grant amount increased over previous year due to hiring a 3 rd ag teacher. Grant is funded depending upon how many schools submit, and how many meet categories. Amount awarded is usually less than application amount.	
Status: Pending board approval	
Fiscal Impact: Matching Grant (Match comes from Perkins, classroom budgets, FFA, Friends of Hamilton City FFA, and Floral Club.)	
Educational Impact: Strengthens CTE Classes and FFA	
Recommendation: Recommend board approve Agriculture Incentive Grant	

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2021-22 APPLICATION FOR FUNDING

California Department of Education
(Due Date: To be received in Regional Supervisor's Office by June 30, 2021)

Hamilton High School

School Site

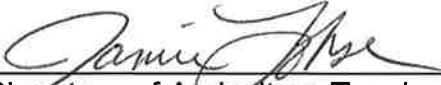
Hamilton Unified

District

Please include the following items with your application:

- Eligibility Determination Sheet
- Variance Request Form (if applicable)
- Quality Criterion 12 Form (if applicable)
- Award Estimator and Budget Sheet
- List of Agriculture Teachers

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

Signature of Authorized Agent


Signature of Agriculture Teacher
Responsible for the Program

Superintendent

Authorized Agent Title

Signature of Principal

Contact Phone Number: (530) 826-3561

Date of Local Agency Board Approval: 5/19/21

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2021–22 APPLICATION FOR FUNDING

California Department of Education
(Due Date: To be received in Regional Supervisor's Office by June 30, 2021)

Eligibility Determination Sheet

IN ORDER TO APPLY FOR FUNDING, YOU MUST MEET **ALL** THE QUALITY CRITERIA LISTED BELOW.

Please check each Quality Criteria you meet:

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

IF YOU CHECKED **ALL** THE REQUIRED QUALITY CRITERIA, PLEASE
CONTINUE TO THE NEXT PAGE OF YOUR APPLICATION.

If you **do not** meet one or more of the criteria listed above, you may submit a Variance Request Form for each unmet criterion.

A variance is a proposed plan to bring your program into compliance with all the quality criteria listed above, prior to the following year's application.

All variances must be approved with this application in order to be eligible for funding. Non-compliance with the terms of the approved variance will result in a loss of funds.

Will you be including a formal Variance Request Form for each unmet criterion?

Yes No

IF YOU ARE REQUESTING ONE OR MORE VARIANCES, PLEASE COMPLETE A
VARIANCE REQUEST FORM FOR EACH AND CONTINUE TO THE NEXT PAGE OF
YOUR APPLICATION.

IF YOU DO NOT MEET **ALL** REQUIRED QUALITY CRITERIA LISTED ABOVE,
AND YOU ARE **NOT** SUBMITTING A VARIANCE REQUEST FORM

STOP

YOU ARE NOT ELIGIBLE TO APPLY FOR FUNDING THROUGH THE AGRICULTURAL
CAREER TECHNICAL EDUCATION INCENTIVE GRANT **Page 145 of 247**

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2021–22 APPLICATION FOR FUNDING

California Department of Education

(Due Date: To be received in Regional Supervisor's Office by June 30, 2021)

AWARD ESTIMATOR

DATES OF PROJECT DURATION: JULY 1, 2021 TO JUNE 30, 2022

Applicant Information (please fill in the underlined fields)

Number of different agriculture teachers at site (Please attach a separate list of agriculture teachers' names):	<u>3</u>
Total number of students from the prior fiscal year R-2 Report:	<u>203</u>
Number of teachers meeting Criterion 10 (Class size - See instructions):	<u>2</u>
Number of teachers meeting Criterion 11a (Year round employment - See instructions):	<u>3</u>
Number of teachers meeting Criterion 11b (Project supervision period - See instructions):	<u>3</u>
Do you meet all criteria on the attached Quality Criterion 12 Form (Y/N)?	<u>Y</u>

Award Calculations

Part 1: Based on your number of agriculture teachers at the site: (Please attach a separate list of agriculture teachers' names):	<u>\$ 5,000.00</u>
Part 2: Based on \$8.00 per member listed on the R-2 Report:	<u>\$ 1,624.00</u>
Part 3a: Based on number of teachers meeting Criterion 10:	<u>\$ 4,000.00</u>
Part 3b: Based on number of teachers meeting Criterion 11a:	<u>\$ 6,000.00</u>
Part 3c: Based on number of teachers meeting Criterion 11b:	<u>\$ 6,000.00</u>
Part 4: Based on meeting all criteria on the Quality Criterion 12 Form:	<u>\$ 7,500.00</u>
Total Estimated Award:	<u>\$ 30,124.00</u>

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2021–22 APPLICATION FOR FUNDING

California Department of Education

(Due Date: To be received in Regional Supervisor's Office by June 30, 2021)

Budget Sheet

Incentive grant awards must be matched for each Account Number below (4000, 5000, and 6000). Account Number 4000 requires only the subtotal be matched, but Account Numbers 5000 and 6000 must be matched by line item. A waiver of matching must be approved for any instances where matching funds do not meet or exceed Incentive Grant funds.

Amount left to Allocate: \$ 0.00

4000: Books & Supplies

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	Books and Supplies	\$ 10,500.00	\$ 10,500.00
Subtotal	N/A	\$ 10,500.00	\$ 10,500.00

5000 Services and Operating Expenses, including services of consultants, staff travel, conferences, rentals, leases, repairs, and bus transportation

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	Conferences	\$ 5,000.00	\$ 5,000.00
2.	Fuel/Transportation	\$ 5,000.00	\$ 5,000.00
3.	Repairs	\$ 2,624.00	\$ 2,624.00
4.			
5.			
6.			
7.			
8.			
9.			
10.			
Subtotal	N/A	\$ 12,624.00	\$ 12,624.00

6000 Capital Outlay, including sites, buildings, improvement of buildings, and equipment

Items	Description of Items of Funds Being Used	Incentive Grant Funds	Matching Funds
1.	Equipment	\$ 7,000.00	\$ 7,000.00
2.			
3.			
4.			
5.			
Subtotal	N/A	\$ 7,000.00	\$ 7,000.00

Total Allocated Funds: \$ 30,124.00 \$ 30,124.00

AGRICULTURAL CAREER TECHNICAL EDUCATION INCENTIVE GRANT 2021–22 APPLICATION FOR FUNDING

California Department of Education

(Due Date: To be received in Regional Supervisor's Office by June 30, 2021)

QUALITY CRITERION 12 FORM

Agricultural programs meeting all of the required Quality Criteria (Criteria 1 – 9) may qualify for an additional \$7,500 by also meeting Criterion 12.

Please check each qualifying condition you meet below.

This form, along with the appropriate verification, must be submitted with the Agricultural Career Technical Education Incentive Grant Application by the application deadline.

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

12A: Leadership and Citizenship Development

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

12B: Practical Application of Occupational Skills

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

12C: Qualified and Professional Activities

2 Number of teachers who attended a minimum of five professional in-service activities (Must attach approved In-service Activities Verification Page)

12D: Community, Business, and Industry Involvement

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

Name of Agriculture Advisory Committee Chair: Matt Schager or Shannon Douglass

Phone Number of Agriculture Advisory Committee Chair: (530) 680-4545

(530) 517-0432

12E: Retention

36 Number of students from the 2017 freshman cohort who completed 3 or 4 years of Agriculture Education courses. Must be at least 30% of the 2017 freshman cohort

12F: Graduate Follow-Up

26 Number of program completers graduating last year

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

ANNUAL FFA CHAPTER ACTIVITIES CHECK SHEET

Year 20-21

School Hamilton High

Must meet at least 12 areas

ACTIVITY	NUMBER OF PARTICIPANTS
----------	------------------------

Attended the following:

Greenhand Conference	30
Made For Excellence Conference	6
Advanced Leadership Academy	4
Chapter Officer Leadership Conference	
Spring Region Meeting	2
State Leadership Conference	48
National Convention	10

Submitted the following:

State Degree Application	10
American Degree Application	
Proficiency Award Application - Section	
Chapter Award Application - State	
Scholarship Application - State	1

Participated in the following:

Opening and Closing Contest - Section	24
Best Informed Greenhand Contest - Section	12
Co-Op Marketing Quiz - Section	12
Creed Recitation - Section	1
Extemporaneous Speaking - Section	
Job Interview - Section	
Impromptu Speaking - Section	
Prepared Speaking - Section	
Parliamentary Procedure - Section	
County/District Fair/Show	64
Career Development Teams (other than those identified above)	
1 Colusa Red Hawk Classic BIG Series	5
2 Colusa Red Hawk Classic COOPS	5
3 Farm Records - Section	4
Other Activity Above the Chapter Level (Leadership Events/Additional CDE Teams)	
1 Section Leadership Night	14
2 Regional Officer Elected (2 Interviewed)	1
3	
4	
5	

TOTAL AREAS MET 18

INCENTIVE GRANT IN-SERVICE ACTIVITIES DOCUMENTATION

CRITERIA 4.B

School Year

20-21

School

Hamilton High -

Based on the previous year's record, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four of the following professional development activities:

Qualified and Competent Personnel

ACTIVITIES	TEACHERS NAMES							
	Lohse	Martin						
Fall Region Meeting	X	X						
Region In-service Day	X	X						
Spring Region Meeting	X	X						
Section In-service*	X	X						
Section In-service*								
Section In-service*								
Section In-service*								
Summer Conference	X	X						
University AgEd Skills Week								
Professional Development **	X	X						

* Four Section In-service Meetings equals one Professional Development Activity

** Can utilize a maximum of two other "Agriculturally Related" Professional Development activities than those listed above. Explain the Professional Development:

- 1 CFAP Webinar USDA
- 2 Pesticide Safety Training/Certification Test/Spray Permit
- 3 FFA Advisory Committee Meetings
- 4
- 5

INCENTIVE GRANT CHECKLIST

1. CURRICULUM & INSTRUCTION

Yes No

X	Yes	1A. The curriculum includes the components required under Section 52454 of the Education Code: organized classes in the study of agriculture science and technology; student supervised agricultural experience; and a program of leadership, organization and personal development.
X	Yes	1B. A minimum of three sequential pathway courses consistent with the Career Technical Education Model Curriculum Standards of the Agriculture and Natural Resources Industry sector. Curriculum addresses both "Pathway and Anchor" standards.
X	Yes	1C. Career pathways in agriculture have been identified and can be found on a chart or diagram in the Program Plan.
X	Yes	1D. The school master schedule allows students to follow the recommended sequence of agriculture courses to complete the selected career pathway.
X	Yes	1E. Agriculture Career Awareness information is included in every course.
X	Yes	1F. Recordkeeping is taught in all agriculture classes. Every student maintains and completes (closes out) either an actual SAE Project or Mock Problem.
X	Yes	1G. Agriculture courses have been submitted to meet high school graduation requirements and/or University of California a-g credit.
X	Yes	1H. Instruction includes guest speakers and/or field trips.

2. LEADERSHIP & CITIZENSHIP DEVELOPMENT

Yes No

X	Yes	2A. An FFA Chapter has been chartered by the State Association or has been applied for.
X	Yes	2B. A Chapter Program of Activities is developed annually and a copy is made available to the Regional Supervisor by November 15th.
X	Yes	2C. Every student is given a grade based upon participation in leadership activities. (per Ed Code Section 52454)
X	Yes	2D. The program has a clearly stated department policy that identifies the criteria for a student to earn full credit for leadership development.
X	Yes	2E. All students enrolled in agriculture classes are affiliated with the State FFA Association.
X	Yes	2F. Based on previous year's records, the department participated in a minimum of 12 activities as listed on the FFA Activities Check Sheet. (Attached)
X	Yes	2G. A minimum of 80% of the students participate in at least three leadership development activities annually as verified by department records.

3. PRACTICAL APPLICATION OF AGRICULTURAL SKILLS

Yes No

X	Yes	3A. Student participation in Supervised Agricultural Experience (SAE) is part of the grading criteria for every agriculture student in the program. (per Ed Code Section 52454)
X	Yes	3B. The program has a clearly stated department policy that identifies the criteria for a student to earn full credit for their SAE.

X		3C. First year students have either been engaged in a SAE project(s) or have a plan in place for a SAE, as verified by the Student's AET Experience Manager
X		3D. A minimum of 80% of continuing students are engaged in SAE project(s) as verified by Department records.
X		3E. Students with SAE projects are visited by their agriculture teacher and the visits are documented in Department records. (ex: Ag. Experience Tracker)
X		3F. Students apply for advanced degrees and/or awards above the local level based on their SAE.

4. QUALIFIED & PROFESSIONAL PERSONNEL

Yes No

X		4A. Every teacher has an appropriate credential. (Single Subject Agriculture & Agriculture Specialist or a Designated Subject Agriculture) or has an approved variance request.
X		4B. Based on the previous year's records, every agriculture teacher, teaching at least ½ time agriculture, attends a minimum of four professional development activities: (Complete attachment).
X		4C. The agriculture staff meets a minimum of twice a month. This is to be verified by minutes or records of action taken. The records of such meetings are shared with the principal.
X		4D. Teachers are reimbursed for personal expenses they incur while participating in all approved integral activities associated with FFA, SAE, and professional CATA in-service activities.

5. FACILITIES, EQUIPMENT & MATERIALS

Yes No

X		5A. Modification of facilities and equipment has occurred when necessary, based on the needs of students, including special populations.
X		5B. There is appropriate storage space for materials, records, equipment and supplies.
X		5C. Community or school-based laboratory facilities have been provided to accommodate students who have no place for their SAE project(s): For example: <ul style="list-style-type: none"> * School Farm Laboratory * Greenhouse * Growing Area * Agriculture Shop
X		5D. The facilities are appropriately equipped for the courses being taught.
X		5E. A school vehicle is readily available to each agriculture teacher for all SAE activities and transporting students associated with the program, or each teacher is adequately compensated for using their own personal vehicle. There is a replacement schedule for the vehicle.
X		5F. The reviewer verifies by visual observation that the agriculture facilities are neat, clean, and orderly. Facilities and equipment are regularly maintained, repaired, or replaced and are functional and operational.

6. COMMUNITY, BUSINESS AND INDUSTRY INVOLVEMENT

Yes No

X		6A. The Advisory Committee is operational and reflects the local agricultural industry for the courses being offered, as outlined in the "Agricultural Education Advisory Committee Manual"
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X		6B. The Agricultural Advisory Committee meets at least twice each year. (Three meetings recommended)
X		6C. The Agricultural Advisory Committee has assisted in the development or revision of the following components of the Comprehensive Program Plan, as evidenced in the Ag. Advisory Committee minutes * Job Market Description * Targeted Occupations * Total Program Goals & Objectives * Program Description - Courses, SAE, FFA * Course Subject Matter Outlines * Program Completion Standards * 5 Year Facility & Equipment Acquisition * Current Year Budget * Graduate Follow Up * List of Active placement Sites
X		6D. The Agricultural Advisory committee minutes clearly reflect programmatic recommendations made by the committee.
X		6E. The Agricultural Advisory Committee minutes are shared with the principal, superintendent, school board and Regional Supervisor.

7. CAREER GUIDANCE

Yes No

X		7A. Evidence is provided that students are counseled regarding career opportunities in agriculture, agribusiness, and agriculture education.
X		7B. All students have a completed career plan on their AET Student Profile and it is updated annually.
X		7C. Progress has been made in developing Student Certification based on industry standards.

8. PROGRAM PROMOTION

Yes No

X		8A. The Agriculture Education program has materials that can be used to promote the program to the community and/or future students.
X		8B. Students have alternative means of overcoming financial barriers to participate in program activities. (Includes FFA, SAE, Leadership Activities.)
X		8C. The Agriculture Department conducts recruitment activities with local feeder schools.

9. PROGRAM ACCOUNTABILITY & PLANNING

Yes No

X		9A. A Comprehensive Program Plan has been provided electronically to the Regional Supervisor and is available for onsite review.
X		9B. Updates of the Program Plan are forwarded to the Regional Supervisor by November 15th. These updates must include: (1) Five Year Equipment Acquisition Schedule; (2) Chart of Staff Responsibilities; (3) FFA Program of Activities; (4) Advisory Committee Roster; and (5) Advisory Committee Minutes.
X		9D. The Graduate Follow Up is posted on the state data base as required by <i>October 15th</i> .
X		9E. The Agriculture Education Program provides evidence that student retention and graduate follow up data is reviewed and used in for program evaluation and improvement.
X		9F. The FFA Roster and the Program and Teacher Profiles were updated on calaged.org and the AIG Expenditure Report was received; all by no later than October 15.

QUALITY CRITERIA 10, 11 and 12 MUST BE SCORED DURING THE REVIEW PROCESS. HOWEVER, SCORES WILL ONLY COUNT IF THESE CRITERIA HAVE BEEN APPLIED FOR VIA THE AGRICULTURE INCENTIVE GRANT APPLICATION.

# Met	# Not Met
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1	1	10A. Shop and laboratory-based classes have no more than 22 students enrolled. Classroom based classes have no more than 28 students enrolled. For a teacher to qualify for funding of Criteria 10 they must meet the requirement for each period. (Enter the number of teachers appropriate for each column.)
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11. FULL YEAR EMPLOYMENT

# Met	# Not Met
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2		11A. Indicate for each teacher if they are provided an extended contract and are paid at least \$2,000. (Enter the number of teachers appropriate for each column.)
2		11B. Indicate for each teacher if they are provided a Project Supervision Period. To qualify, the project supervision period must be in addition to the preparation period assigned to all teachers in the school. (Enter the number of teachers appropriate for each column.)

12. PROGRAM ACHIEVEMENT

Yes	No
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X		12A. The Agriculture Program meets the requirements of Program Achievement (attach checklist)
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**Hamilton High School Agriculture Teachers
2021-2022**

Janice Lohse

Andrew Martin

Ashley Hautala

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13n	Date: 5/19/2021
<p>Agenda Item Description: Approve Career Technical Education Incentive Grant Amount \$156,685 Match is \$313,370</p>	
<p>Background: Program established as a state education, economic, and workforce development initiative to provide pupils with the knowledge and skills necessary to transition to employment and postsecondary education. Teachers must hold a CTE credential and have a recognized student organization. Allowable Activities and Costs - Funds provided under the CTEIG grant may be used for, but are not limited to, the following:</p> <ol style="list-style-type: none"> 1. Purchase and/or develop evidence-based, standards-based curriculum and instructional materials that focus on career technical pathway courses through a collaborative effort with secondary, postsecondary, and industry. This could include the development of updated or new career technical pathway courses, articulated and dual credit courses, curriculum to support leadership and work-based learning, and/or the development of curriculum and activities that lead to industry-recognized certifications or credentials; 2. CTE Professional Development to enhance teaching and learning; 3. Training and planning meetings between district CTE Advisory Committee personnel, including counselors, parents, college faculty, and business leaders, to support program sustainability and build local and regional awareness on the benefits of having such programs; 4. Purchase of CTE equipment and materials needed to maintain industry standards; 5. Transportation and other expenses that enable CTE leadership and work-based learning activities, including after-school, extended day, and out-of-school opportunities; 6. Food and refreshments for CTE conference travel, student field trips and special events, and working CTE Advisory Committee and partnership meetings; 7. Pupil support services; 8. Facility repair for use of CTE program specific course equipment for industry skills attainment; and 9. Purchase or rent vehicles exclusively for CTE use and available for use by all CTE programs. Capital outlay requests for vehicle purchases must be submitted to the regional COE Consultant for review and approval. 	
<p>Status: Pending board approval</p>	
<p>Fiscal Impact: None Match is based on salaries and benefits of CTE teachers, FFA, Ag Incentive Grant, Perkins, Floral Club, and Friends of HC FFA.</p>	
<p>Educational Impact: Strengthens CTE Classes and FFA</p>	
<p>Recommendation: Recommend board approve Career Technical Education Incentive Grant</p>	



Program Grant Management System (PGMS)

Career Technical Education Incentive Grant (CTEIG)

PGMS Portal » CTEIG Part I » CTEIG Application Part I

CTEIG 2021-22 Application Part I

The 2021-22 CTEIG grant requires a match of two dollars (\$2.00) for every one dollar (\$1.00) received from this program. For the 2021-22 application, matching funds may be based on local match expenditures starting July 1, 2021, to June 30, 2022.

Local educational agency (LEA) Information

Local educational agency (LEA) information can be updated through the Online Public Update for Schools (OPUS). LEAs should have authorized LEA County-District-School (CDS) coordinators notify the California Department of Education (CDE) of updates to information contained in the Public School Directory, such as contact information, personnel, agency name, school type, grade span, etc. Refer to the [OPUS-CDS Application and Resources](#) for more information.

Lead LEA Name: Hamilton Unified
CDSCode: 11765620000000
Address: PO Box 488
City: Hamilton City
State: CA
Postal Code: 95951-0488
Phone Number: (530) 826-3261
Fax Number: (530) 826-0440
Email: jpowell@hudsdschools.org
Administrator Name: Jeremy Powell
Administrator Title: Superintendent

CTEIG Coordinator Information

Enter the information of the intended CTEIG Coordinator.

First Name: Janice
Last Name: Lohse
Phone: (530) 570-3778
Email: jlohse@hudsdschools.org

2019-20 Reported P2 ADA

2019-20 Average Daily Attendance (ADA) Second Principal (P-2) as represented

Actual ADA Number Reported: 351.15
Remaining ADA Number: 351.15

Types of Applicants

There are two types of applications allowed in this grant. LEAs may apply for this grant as a single applicant or as the lead member of a consortium. However an LEA may submit only one application.

- Apply as a single LEA
- Apply as a consortium

Industry Sector and Pathway

Select the industry sector(s) and pathway(s) that the LEA will be using their CTEIG allocation for. Select the yes button for each new pathway that is being started during this grant period and using CTEIG funds.

Industry Sector	Pathway	Pathway Status	Action
Industry Sector ▼	Select an Industry Sector		
Agriculture and Natural Resources	Agricultural Business	<input type="radio"/> Yes <input checked="" type="radio"/> No	N/A
Agriculture and Natural Resources	Agricultural Mechanics	<input type="radio"/> Yes <input checked="" type="radio"/> No	N/A
Agriculture and Natural Resources	Agriscience	<input type="radio"/> Yes <input checked="" type="radio"/> No	N/A
Agriculture and Natural Resources	Animal Science	<input type="radio"/> Yes <input checked="" type="radio"/> No	N/A
Agriculture and Natural Resources	Plant and Soil Science	<input type="radio"/> Yes <input checked="" type="radio"/> No	N/A

Match

Enter the amount of dollars that the LEA has for Match based on the amount of funds expended for CTE programs

Match Amount: 313370 (Required)

Estimate Match Amount: \$156,685 (This estimate is not a guarantee of being funded for this amount.)

Total Budget Amount: \$470,055

Joint Powers Authority (JPA)

Do you offer an existing High Quality Regional-based CTE program as a JPA?

- Yes
- No

Collaboration

Are you engaged in post-secondary educational institutions, Community College Strong Workforce program (SQP), K-12 Strong Workforce Program consortium, or other LEAs to align career pathway instruction with postsecondary program requirements?

No Collaboration

Post-secondary educational institutions or other LEAs to align career pathway instruction with postsecondary program requirements.

- Post-secondary educational institutions
- Community College Strong Workforce
- K-12 Community College Strong Workforce
- Dual Enrollment
- Concurrent Enrollment
- Other

Infrastructure/Equipment Investment

Enter your total investment in in CTE infrastructure, equipment and facilities(object code 6000/Capital Outlay) for this grant round \$

50000

Infrastructure/Equipment Investment Percentage: %10.64

Existing Structures, Requirements and Resources

Based on the lead LEA selected, the applicants are using existing structures, requirements, and resources of the following.

Grant recipient List:

- Agriculture Incentive Grant
- Federal Carl D.Perkins

Contributions from Industry, labor and philanthropic sources.

Enter the source of contribution name and the contribution amount then select the Add Source and Contribution button. You can add multiple source of contributions.

Source	Contribution	Action
Friends of HC FFA	12000	N/A
Floral Club	20400	N/A
FFA Challenge	17000	N/A

Previous Grants Received

CTEIG Recipient Grant Year(s)

- FY 2020-21
- FY 2019-20
- FY 2018-19
- FY 2016-18

K-12 Strong Workforce Recipient Grant Year(s)

FY 2020-21

FY 2019-20

FY 2018-19

Assurance Statement

Checking this box will prevent you from making any changes to the application. Insure the application is complete before you check this box. By checking this box, the applicant is assuring the information entered in the RFA – Part I is correct. The applicant has read the information provided regarding the CTEIG and understands, during the 2021-22 grant term, the LEA will be required to match the grant award two dollars (\$2.00) for every \$1.00 (one dollar) received for this grant period.

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy

Attachment II: Career Technical Education Incentive Grant FY 21–22 Budget Narrative Worksheet

Fiscal Year 2021–22 Budget Narrative Worksheet - California Dept. of Education - April 2021

Instructions: See Part II, Step 2 of the Request for Application for instructions. Provide detailed descriptions of proposed expenditures.

Object Code 1000 (Certificated Salaries)				
Detailed Expenditure Description	Minimum Eligibility Standard(s) #	Match Source	Match Amount	CTEIG Amount (Fiscal Year [FY] 2021–22)
		HUSD LCAP, EPA	\$168,046.00	\$0.00
			\$0.00	\$0.00
			\$0.00	\$0.00
			\$0.00	\$0.00
			\$0.00	\$0.00
			\$0.00	\$0.00
			\$0.00	\$0.00
Object Code 1000 Totals			\$168,046.00	\$0.00

Attachment II: Career Technical Education Incentive Grant FY 21–22 Budget Narrative Worksheet

Fiscal Year 2021–22 Budget Narrative Worksheet - California Dept. of Education - April 2021

Instructions: See Part II, Step 2 of the Request for Application for instructions. Provide detailed descriptions of proposed expenditures.

Object Code 2000 (Classified Salaries)				
Detailed Expenditure Description	Minimum Eligibility Standard(s) #	Match Source	Match Amount	CTEIG Amount (FY 2021–22)
			\$0.00	\$0.00
			\$0.00	\$0.00
			\$0.00	\$0.00
			\$0.00	\$0.00
			\$0.00	\$0.00
			\$0.00	\$0.00
Object Code 2000Totals			\$0.00	\$0.00

Attachment II: Career Technical Education Incentive Grant FY 21–22 Budget Narrative Worksheet

Fiscal Year 2021–22 Budget Narrative Worksheet - California Dept. of Education - April 2021

Instructions: See Part II, Step 2 of the Request for Application for instructions. Provide detailed descriptions of proposed expenditures.

Object Code 3000 (Employee Benefits)				
Detailed Expenditure Description	Minimum Eligibility Standard(s) #	Match Source	Match Amount	CTEIG Amount (FY 2021–22)
		HUSD LCAP	\$61,906.00	\$0.00
			\$0.00	\$0.00
			\$0.00	\$0.00
			\$0.00	\$0.00
			\$0.00	\$0.00
			\$0.00	\$0.00
			\$0.00	\$0.00
Object Code 3000 Totals			\$61,906.00	\$0.00

Attachment II: Career Technical Education Incentive Grant FY 21–22 Budget Narrative Worksheet

Fiscal Year 2021–22 Budget Narrative Worksheet - California Dept. of Education - April 2021

Instructions: See Part II, Step 2 of the Request for Application for instructions. Provide detailed descriptions of proposed expenditures.

Object Code 4000 (Books and Supplies)				
Detailed Expenditure Description	Minimum Eligibility Standard(s) #	Match Source	Match Amount (\$2)	CTEIG Amount (FY 2021–22)
Books and supplies such as lab equipment, online certifications, and curriculum	1A, 1B, 2, 8	Ag Incentive, Perkins, HLSD	\$27,555.00	\$20,000.00
Textbooks	1A, 1B, 8		\$0.00	\$18,000.00
Floral and Horticulture Supplies	1A	Floral Club, LCAP, Ag Incentive	\$18,000.00	\$20,400.00
CTE Materials for Ag Mechanics Pathway	1A, 1B,	LCAP, Perkins, Ag Incentive	\$5,000.00	\$10,000.00
CTE Pathway Brochures	1B, 2, 3A		\$0.00	\$8,285.00
Object Code 4000 Totals			\$50,555.00	\$76,685.00

Attachment II: Career Technical Education Incentive Grant FY 21–22 Budget Narrative Worksheet

Fiscal Year 2021–22 Budget Narrative Worksheet - California Dept. of Education - April 2021

Instructions: See Part II, Step 2 of the Request for Application for instructions. Provide detailed descriptions of proposed expenditures.

Object Code 5000 (Services and Other Operating Expenditures, Travel and Conference, Contracting Services)				
Detailed Expenditure Description	Minimum Eligibility Standard(s) #	Match Source	Match Amount (\$2)	CTEIG Amount (FY 2021–22)
College and Industry Tours	2, 5A	Ag Incentive, Friends of HC	\$15,863.00	\$15,000.00
Career Development Events and FFA Conferences	2, 3B, 5B, 6	Ag Incentive, Friends of HC	\$10,000.00	\$10,000.00
CTE Professional Development	9B	Perkins, Ag Incentive, LCAP	\$2,000.00	\$5,000.00
			\$0.00	\$0.00
			\$0.00	\$0.00
			\$0.00	\$0.00
Object Code 5000 Totals			\$27,863.00	\$30,000.00

Attachment II: Career Technical Education Incentive Grant FY 21–22 Budget Narrative Worksheet

Fiscal Year 2021–22 Budget Narrative Worksheet - California Dept. of Education - April 2021

Instructions: See Part II, Step 2 of the Request for Application for instructions. Provide detailed descriptions of proposed expenditures.

Object Code 6000 (Capital Outlay)				
Detailed Expenditure Description	Minimum Eligibility Standard(s) #	Match Source	Match Amount (\$2)	CTEIG Amount (FY 2021–22)
Capital Outlay Equipment for CTE Classes	1A, 1B, 2, 4, 7A, 8	Perkins, Ag Incentive, Friends	\$5,000.00	\$50,000.00
			\$0.00	\$0.00
			\$0.00	\$0.00
			\$0.00	\$0.00
			\$0.00	\$0.00
Object Code 6000 Totals			\$5,000.00	\$50,000.00

Attachment II: Career Technical Education Incentive Grant FY 21–22 Budget Narrative Worksheet

Fiscal Year 2021–22 Budget Narrative Worksheet - California Dept. of Education - April 2021

Instructions: See Part II, Step 2 of the Request for Application for instructions. Provide detailed descriptions of proposed expenditures.

Object Code 7000 (Indirect Cost)				
Detailed Expenditure Description	Minimum Eligibility Standard(s) #	Match Source	Match Amount (\$2)	CTEIG Amount (FY 2021–22)
			\$0.00	\$0.00
			\$0.00	\$0.00
Object Code 7000 Totals			\$0.00	\$0.00

Attachment II: Career Technical Education Incentive Grant FY 21–22 Budget Narrative Worksheet

Fiscal Year 2021–22 Budget Narrative Worksheet - California Dept. of Education - April 2021

Instructions: See Part II, Step 2 of the Request for Application for instructions. Provide detailed descriptions of proposed expenditures.

Object Code	Match Amount Total	CTEIG Amount (FY 2021-22)
Object Code 1000 (Certificated Salaries)	\$168,046.00	\$0.00
Object Code 2000 (Classified Salaries)	\$0.00	\$0.00
Object Code 3000 (Employee Benefits)	\$61,906.00	\$0.00
Object Code 4000 (Books and Supplies)	\$50,555.00	\$76,685.00
Object Code 5000 (Services and Other Operating Expenditures, Travel and Conference, Contracting Services)	\$27,863.00	\$30,000.00
Object Code 6000 (Capital Outlay)	\$5,000.00	\$50,000.00
Object Code 7000 (Indirect Cost)	\$0.00	\$0.00
Budget Totals Page 108 of 247	\$313,370.00	\$156,685.00

Signature of Lead Superintendent or Designee

Attachment III: 2021–22 Career Technical Education Incentive Grant Three-Year Budget

Enter the amount of funding that was spent on Career Technical Education (CTE) programs, excluding CTE Incentive Grant (CTEIG) funds, in FY 2019–20:

*Do not include past or present CTEIG funds. Align with Local Control Accountability Plan (LCAP) and specify source of match of all matching funds included and not included in LCAP.

Object Code and Description of Line Item	2021–22 Budget	2022–23 Budget	2023–24 Budget	Sources of Matching funds
1000 – Certificated Salaries	168,046.00	168,046.00	168,046.00	HUSD LCAP, EPA
2000 – Classified Salaries	0.00	0.00	0.00	
3000 – Employee Benefits	61,906.00	61,906.00	61,906.00	HUSD, LCAP
4000 – Books and Supplies	50,555.00	50,555.00	50,555.00	Ag Incentive, HUSD LCAP, FFA, Friends of HC FFA, Floral Club
5000 – Services and Other Operating Expenditures	27,863.00	27,863.00	27,863.00	Ag Incentive, HUSD LCAP, FFA, Friends of HC FFA
6000 – Capital Outlay	5,000.00	5,000.00	5,000.00	Ag Incentive, Perkins
7000 – Indirect Costs	0.00	0.00	0.00	
Total Amount Budgeted	313,370.00	313,370.00	313,370.00	

Per California *Education Code* Section 53071(b), I am submitting a three-year plan for continued financial and administrative support of CTE programs that demonstrates a financial commitment of no less than the amount expended on those programs in the previous fiscal year. The plan, at a minimum, shall include the identification of available funding within an applicant's current or projected budget to continue to support CTE programs and a written commitment to do so.

Page 169 of 247

Signature of Lead Superintendent or Designee

Attachment I: High-Quality Career Technical Education Program Evaluation & Plan

Name of Local Educational Agency (LEA):

Hamilton Unified

Directions: The metrics in this rubric apply to students that are enrolled in career technical education (CTE) programs, programs of study, and pathways. Read each of the 10 Minimum Eligibility Standards (criteria). Reviewing all of your CTE programs, check the box that best corresponds to the current practice of your programs and for which you can provide evidence. List evidence of your practice that is currently on file at your LEA and make comments that the grant reader may take into consideration in the corresponding boxes.

***All responses must specifically address CTE programs and services rather than general services offered to all students.**

<p>Total Score: <u>40.00</u></p> <p>(TO BE COMPLETED BY THE LEA)</p> <p>Total Score: _____</p> <p>(TO BE COMPLETED BY THE CDE)</p>

Minimum Eligibility Standard 1.A. Offers high-quality CTE curriculum and instruction aligned to CTE Model Curriculum Standards.

Essential Element: High-Quality, Integrated Curriculum and Instruction.

<p>Not Yet in Practice (0 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • CTE curricula and instruction is not aligned to the CTE Model Curriculum Standards for each pathway offered. • Integration of CTE and academic standards is not demonstrated. • Books, supplies, materials, and equipment do not align to industry standards.
<p>Emerging Practice (1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • CTE curricula and instruction is aligned to the CTE Model Curriculum Standards for some pathways offered. • Integration of CTE and academic standards is demonstrated in some pathways. • Books, supplies, materials, and equipment somewhat align to curriculum and industry standards. Significant updates needed.
<p>Quality Practice (2 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • CTE curricula and instruction is aligned to the CTE Model Curriculum Standards for most pathways offered. • Integration of CTE and academic standards is demonstrated in most pathways. • Books, supplies, materials, and equipment mostly align to curriculum and industry standards. Some updates needed.
<p>Exemplary Practice (3 points)</p> <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • CTE curricula and instruction is fully is aligned to the CTE Model Curriculum Standards for all pathways offered. • Integration of CTE and academic standards is clearly demonstrated in all pathways. • Books, supplies, materials, and equipment fully align to curriculum and industry standards.
<p>Potential Tools/ Examples of Evidence</p>	<ul style="list-style-type: none"> • Alignment matrix of CTE curriculum syllabi and CTE Model Curriculum Standards. • Alignment matrix of CTE curriculum syllabi and academic standards. Course outlines. Lesson plans.
<p>Evidence on File at LEA <i>(max. 1100 characters)</i></p>	<ul style="list-style-type: none"> • Specify Industry Sectors and Pathways: All CTE classes are fully aligned to the CTE Model Curriculum Standards. Each course outline is provided to students and is available on the Ag Department Website. Course descriptions are included in the class catalogue when students register for classes. Daily standards and objectives are posted in class. Animal, Plant Science, and Agribusiness are Dual Enrolled with Butte College. Ag science classes also align with NGSS standards.
<p>LEA Comments <i>(max. 1100 characters)</i></p>	<ul style="list-style-type: none"> • Specify upgrade requests: Hamilton Unified has included money in the budget to create pathway brochures to inform students and their parents what pathways are available in CTE. Money has also been budgeted to purchase updated curriculum and textbooks. A floral certification curriculum is also be evaluated.

Minimum Eligibility Standard 1.A. Offers High-Quality CTE curriculum and instruction aligned to CTE Model Curriculum Standards.

Essential Element: High-Quality, Integrated Curriculum and Instruction

Areas of Strength (*max. 1500 characters*). Specify Sectors and Pathways.

Hamilton Unified exposes students to CTE and provides counseling and guidance. Career exploration and college tours are an area of strength. Curriculum and travel opportunities are key in meeting this standard.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). *Specify Sectors and Pathways.

An agriculture CTE brochure is provided prior to registering for classes. The brochure will be updated to include new CTE pathways and certificate programs. With the classes that are Dual Enrolled with Butte College, students are eligible to complete a certificate. An improvement for pathway completion is a goal. Due to a being a small school, scheduling conflicts make it difficult to complete pathway classes in the correct order. Program completors receive recognition at graduation. We are looking into recognition for pathway completors.

Minimum Eligibility Standard 1.B. Offers CTE pathway(s) that provides a coherent sequence of courses, are reported in the California Longitudinal Pupil Achievement Data System (CALPADS) as CTE.

Essential Element: High-Quality, Integrated Curriculum and Instruction.

<p>Not Yet in Practice (0 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> No clear sequential progression of pathway courses. No clear CTE pathway that leads to a postsecondary career pathway or training and/or employment. No courses are reported in CALPADS as CTE.
<p>Emerging Practice (1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> Offers CTE programs where some pathways show a clear sequential progression of courses. Some courses are reported in CALPADS as CTE.
<p>Quality Practice (2 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> Offers CTE programs where most pathways are 300 hours and show a clear sequential progression of courses. Most courses are reported in CALPADS as CTE.
<p>Exemplary Practice (3 points)</p> <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> Offers CTE programs where all pathways are 300 hours and show a clear sequential progression of courses. All courses are reported in CALPADS as CTE. Provides a catalog of programs and courses required at each grade for each CTE pathway.
<p>Potential Tools/ Examples of Evidence</p>	<ul style="list-style-type: none"> Provides list and description of pathway courses, identifying the planned sequence of courses. Provides document listing CTE pathway courses reported as CTE in CALPADS.
<p>Evidence on File at LEA (max. 1100 characters)</p>	<p>The program brochure and program plan included classes taught and pathways. Registration packets for all students include course outlines. Sequences of CTE classes are included on registration papers, depending upon student grade level. Pre-requisites are listed on course descriptions.</p>
<p>LEA Comments (max. 1100 characters)</p>	<p>The counseling staff meets with the CTE teachers when CALPADS data is reported to make sure data is correct. They also work together to make sure CTE classes are properly coded.</p>

Minimum Eligibility Standard 1.B. Offers CTE pathways that provides a coherent sequence of courses, are reported in CALPADS as CTE.

Essential Element: High-Quality, Integrated Curriculum and Instruction.

Areas of Strength (*max. 1500 characters*). Specify CTE Courses as reported in CALPADS for all Sectors and Pathways.

Counseling and administration complete CALPADS reporting. The CTE teacher meets with the counselor in charge of reporting to answer any questions.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). *Specify Sectors and Pathways.

Counseling staff and CTE teachers will continue to collaborate to make sure CTE course offerings are available to all students.

Minimum Eligibility Standard 2. Provides career exploration and guidance opportunities for all pathway learners.

Essential Element: Career Exploration and Student supports.

<p>Not Yet in Practice (0 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> There is no formalized career exploration and guidance program offered by LEA.
<p>Emerging Practice (1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> Some CTE pathway students participate in a formalized career exploration program. CTE students receive guidance through general counseling services.
<p>Quality Practice (2 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> Most CTE pathway students participate in a formalized career exploration program. Some CTE students have an individualized four-year plan on file. CTE-specific students receive career guidance through programs of study and CTE-specific counseling services.
<p>Exemplary Practice (3 points)</p> <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> All CTE pathway students participate in a formalized career exploration program. All CTE students have an individualized four-year plan on file. CTE students receive career guidance through programs of study, CTE-specific counseling services, and formalized industry mentoring.
<p>Potential Tools/ Examples of Evidence</p>	<ul style="list-style-type: none"> California Career Resource Network (CalCRN), Kuder, Career Cruising, Naviance, etc. Example of plan. Description of career guidance provided.
<p>Evidence on File at LEA (max. 1100 characters)</p>	<ul style="list-style-type: none"> Clearly identify formalized program and how students participate. <p>AET is the FFA record book for agriculture students. This includes: student profile, resumes, and career exploration. Supervised Agriculture Experience Projects such as student owned projects or work placements are documented in the system. ONet allows students to explore career interests, abilities, technologies, job outlooks, and education needed. Tallo matches students to scholarships. The FFA Program of Activities is posted on the Hamilton High website. This provides additional information about Supervised Ag Experience Projects, Leadership Development Events, and course sequences.</p>
<p>LEA Comments (max. 1100 characters)</p>	<p>The counselors also provide opportunities for students such as college tours, Educational Talent Search, enrolling students in the Career Life Planning and Study Skills classes.</p>

Minimum Eligibility Standard 2. Provides career exploration and guidance opportunities for all pathway learners.

Essential Element: Career Exploration and Student supports.

Areas of Strength (*max. 1500 characters*). Specify Sectors and Pathways.

Hamilton Unified exposes students to CTE and provides counseling and guidance. Career exploration and college tours are an area of strength. Curriculum and travel opportunities are key in meeting this standard. Career Development Events and the Leadership Continuum through FFA are available to any student wanting to get more involved.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). *Specify Sectors and Pathways.

An agriculture CTE pathway brochure needs to be updated. Improvements needed include increased pathway completors. Money has been budgeted to increase college and industry tours for all students and pathways.

Minimum Eligibility Standard 3.A. Provides support services for students, including counseling.
Essential Element: Career Exploration and Student supports.

<p>Not Yet in Practice (0 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • There is no evidence that CTE pathway students have career and/or academic needs assessed or addressed. • Career counseling services are general, but not specifically related to CTE.
<p>Emerging Practice (1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • Some CTE pathway students receive CTE-specific counseling services. • Student needs are assessed, and CTE students receive the same supports offered to all students. • No data of CTE student services effectiveness is collected.
<p>Quality Practice (2 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • Most CTE pathway students receive CTE-specific counseling services. • Student needs are assessed, and CTE students receive supports specific to CTE pathways and individual student needs. • Some data of CTE student services effectiveness is collected.
<p>Exemplary Practice (3 points)</p> <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • All CTE pathway students receive CTE- specific counseling services. • Student supports are documented and assessed annually by CTE pathway faculty, associated academic faculty, counselors and administration. • A CTE plan of specified support for all services is developed for each special population (i.e. Individualized Education Program, At- risk, etc.) and CTE pathway(s). • Data on program effectiveness for special populations is collected, and continuous improvement principles are applied to all CTE pathways.
<p>Potential Tools/ Examples of Evidence</p>	<ul style="list-style-type: none"> • List of identified student career and academic needs/gaps and the supports that have been provided to address those needs. • Tools used to determine student career and learning needs. • Data on effectiveness of supports provided. • Description of counseling services provided.
<p>Evidence on File at LEA (max. 1100 characters)</p>	<p>A program plan is on file. A 5 year equipment aquisition schedule to improve education tools and offerings for all students is included in the program plan. CTE teachers work with Special Ed teachers and classroom aids. Teachers attend IEP meetings fro individualized learning plans. At risk students are also identified for SMART team.</p> <p>Brave Time is part of each student's class schedule to allow time for additional help or intervention. Friday teachers have PLC time to allow collaboration with other teachers and counselors on campus to discuss learning outcomes and student needs.</p>
<p>LEA Comments (max. 1100 characters)</p>	<p>An additional CTE teacher has been hired. This will help with course offerings and student support.</p>

Minimum Eligibility Standard 3.A. Provides support services for students, including counseling.
Essential Element: Career Exploration and Student supports.

Areas of Strength (*max. 1500 characters*). Specify Sectors and Pathways.

Ongoing career guidance and academic counseling is provided. IEP's and 504's have accommodations implemented. ELD teachers and instructional aids are also provided.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). *Specify Sectors and Pathways.

Open communication between counseling, CTE teachers, and the Special Education Department is key to success. We have seen an improvement with the instructional aides serving the CTE students. Another goal is to get more of the special populations students using the school farm or participating with SAE projects.

Minimum Eligibility Standard 3.B. Student leadership development is embedded into career pathway teaching and learning.

Essential Element: Career Exploration and Student supports.

<p>Not Yet in Practice (0 points) <input type="checkbox"/></p>	<ul style="list-style-type: none"> • There is no evidence that CTE pathway student leadership development is addressed.
<p>Emerging Practice (1 Point) <input type="checkbox"/></p>	<ul style="list-style-type: none"> • Student leadership development is embedded into some CTE program(s) through one of the six recognized Career Technical Student Organizations (CTSOs) or through an alternative leadership strategy. • CTE pathway students have the opportunity to participate in a CTSO.
<p>Quality Practice (2 points) <input type="checkbox"/></p>	<ul style="list-style-type: none"> • Student leadership development is embedded into some career pathway(s) through one of the six recognized CTSOs. • Some CTE pathway students actively participate in a CTSO.
<p>Exemplary Practice (3 points) <input checked="" type="checkbox"/></p>	<ul style="list-style-type: none"> • Student leadership development is embedded into all career pathway(s) through one of the six recognized CTSOs. • All CTE pathway students actively participate in a CTSO.
<p>Potential Tools/ Examples of Evidence</p>	<ul style="list-style-type: none"> • Description of student leadership development strategies, percent of student participation, and outcomes of program(s) implemented.
<p>Evidence on File at LEA <i>(max. 1100 characters)</i></p>	<p>FFA is the recognized CTSO on campus. The FFA Program of Activities is on file. Evidence of student involvement in the CTSO is also found in the AET record book system. Program reports may be printed at any time. These can include all members of the FFA chapter, ownership projects, placement projects, FFA activities, and hours spent in FFA.</p>
<p>LEA Comments <i>(max. 1100 characters)</i></p>	<p>Student officers are elected annually and installed at the FFA Banquet.</p>

Minimum Eligibility Standard 3.B. Student leadership development is embedded into career pathway teaching and learning.

Essential Element: Career Exploration and Student supports.

Areas of Strength (max. 1500 characters). Specify Sectors and Pathways.

CTSO is FFA
Career Development Events
Leadership Continuum Conferences

Officers attend a planning and training retreat each summer. The FFA roster is submitted to California FFA each year. This will also track pathway and program completors. An FFA meeting is held each month in the evening and includes all students. Agendaas and minutes are kept for each meeting. Students participate in Career Development Events and Leadership Conferences. Conferences include Greenhand, Made for Excellence, Advanced Leadership Academy, Chapter Officer Leadership Conference, State Conference, and National Convention. Section and region events are also available.

Leadership is taught in all agriculture classes. Introduction to Ag embeds most of the FFA leadership to students as a freshmen to help them choose their path through high school. The FFA executive team meets each Monday at lunch to prepare for meetings and events. FFA is a student run organization that elects new officers each year. Advisors attend meetings to support the students.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (max. 1500 characters). *Specify Sectors and Pathways.

Improvement goals for student leadership development is to increase student attendance at leadership conferences. It has been difficult to encourage kids to attend on the online platforms due to Covid. As soon as restrictions are lifted, students will be encouraged to attend in person events.

An Ag Careers class will be encouraged to allow for work-based learning for students to be placed in internships as part of their class schedule.

Minimum Eligibility Standard 4. Provides for system alignment, coherence, and articulation, including ongoing and structural regional or local partnerships with postsecondary educational institutions, documented through formal written agreements.

Essential Element: Cross-System Alignment.

<p>Not Yet in Practice (0 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • Kindergarten through grade twelve (K–12) and postsecondary core CTE pathway faculty do not coordinate or collaborate. • There is no established program of study for CTE pathways.
<p>Emerging Practice (1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • K–12 and postsecondary core CTE pathway faculty are members of an advisory committee that represents some CTE pathways. • Curriculum, instruction, transitions, and outcomes are reviewed at Advisory Committee meetings. • There are no formal agreements other than advisory committee responsibilities. • Programs of study need revision or improvement.
<p>Quality Practice (2 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • K–12 and postsecondary core CTE pathway faculty meet regularly to plan and review curriculum and instruction across levels of education, to plan program and support services for smooth transitions, and to develop or update and improve articulation/dual credit agreements for most CTE pathways. • Formal agreements are developed that define participants, roles, activities, products, and timeline. • Programs of study are complete for most pathways.
<p>Exemplary Practice (3 points)</p> <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • K–12 and postsecondary core CTE pathway faculty meet regularly to plan and review curriculum and instruction across levels of education, to plan program and support services for smooth transitions, and to develop or update and improve articulation/dual credit agreements for all CTE pathways. • K–12 and postsecondary educational institutions collaborate to create transition agreements, guides, and plans for each CTE pathway. • Articulation/dual credit agreements apply to all participating educational institutions. • Formal agreements define participants, roles, activities, products, and timeline. • Programs of Study are accurate and complete for all pathways.
<p>Potential Tools/ Examples of Evidence</p>	<ul style="list-style-type: none"> • Transition guide showing secondary and postsecondary pathway courses for each pathway, industry-recognized certifications at each level, and degree and employment options. • Memoranda of Understanding (MOUs) and other agreements between K–12 and postsecondary education that are updated annually. • Secondary and postsecondary curriculum outlines showing coordinated curriculum/ transitions. • Other products from collaboration.
<p>Evidence on File at LEA <i>(max. 1100 characters)</i></p>	<p>Board approved Dual Enrollment Agreements with Butte College.</p> <p>Glenn County CTE meetins with other schools in the county.</p> <p>Program Plan on File for Agriculture CTE Classes</p> <p>California Ag Teachers Association Meetings and Professional Development</p>
<p>LEA Comments <i>(max. 1100 characters)</i></p>	<p>Dual enrolled classes include Agribusiness, Animal Science, and Plant Science. The CTE advisory committee meets 3 times per year.</p> <p>Friday PLC Time and Department Meetings</p>

Minimum Eligibility Standard 4. Provides for system alignment, coherence, and articulation, including ongoing and structural regional or local partnerships with postsecondary educational institutions, documented through formal written agreements.

Essential Element: Cross-System Alignment.

Areas of Strength (*max. 1500 characters*). Specify Sectors and Pathways.

Dual Enrollment
Communication with Butte College.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). *Specify Sectors and Pathways.

The 3 dual enrolled classes as Hamilton High have rotated throughout the years to give students choices. With the recent new hire in the agriculture pathway, more dual enrolled courses can be offered each year. It will also allow the ag mechanics teacher to teach all mechanics classes.

Minimum Eligibility Standard 5.A. Form ongoing and meaningful industry and labor partnerships, evidenced by written agreements and through participation on advisory committees and collaboration with business and labor organizations to provide opportunities for pupils.

Essential Element: Appropriate Use of Data and Continuous Improvement.

<p>Not Yet in Practice (0 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • There are no industry/labor partnership agreements. • An advisory committee representing every sector offered by the LEA has not been formed.
<p>Emerging Practice (1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • Agreements with labor/industry partners are informal and verbal. • An advisory committee representing every sector offered by the LEA is established, but only represents a limited number of stakeholders and employers.
<p>Quality Practice (2 points)</p> <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • Most partnerships are solidified through written agreements, and some are made as verbal agreements. • An advisory committee representing every sector offered by the LEA, is composed of a variety of stakeholders (including industry and labor, secondary and postsecondary leaders, faculty, parents, and students) meets at least once a year to evaluate program progress and to engage in continuous improvement activities.
<p>Exemplary Practice (3 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • All partnerships are solidified through written agreements that detail the responsibilities and roles of each party. • An advisory committee representing every sector and pathway offered by the LEA, is composed of a variety of stakeholders (including industry and labor, secondary and postsecondary leaders, faculty, parents, and students) meets two or more times to address program progress and program/industry needs and opportunities for pupils. • The advisory committee is integral to the operation of the CTE pathway(s).
<p>Potential Tools/ Examples of Evidence</p>	<ul style="list-style-type: none"> • MOUs, written agreements, contracts, description of verbal agreements. • Copy of Advisory Committee meeting minutes with a list of advisory committee members, the organization they represent, and their position in that organization. • A narrative of the impact these partnerships and the advisory committee have had on the CTE program, faculty, and students. • A list of advisory members identified by name, business, etc.
<p>Evidence on File at LEA (max. 1100 characters)</p>	<p>Advisory Committee Minutes/Agendas</p>
<p>LEA Comments (max. 1100 characters)</p>	<p>The CTE advisory committee meets 3 times per year. Advisory members consist of a student parent, and members of industry sectors. The principal is invited to all advisory meetings. Besides advisory members Hamilton High has numerous industry partners.</p> <p>Advisory members: Mat Schager, Chuck Crete, Craig Knight, Pete Knight, Shannon Douglass, Trevor Dietle, Anthony Porter, and Adam Boles.</p> <p>Industry partners include: CA Harvesting, Knight Farms, Glenn County Farm Supply, Nutrien Ag Services, Syngenta, Lockwood Seed, McCorkle Trucking, California Olive Ranch, and Flora Fresh.</p>

Minimum Eligibility Standard 5.A. Form ongoing and meaningful industry and labor partnerships, evidenced by written agreements and through participation on advisory committees and collaboration with business and labor organizations to provide opportunities for pupils.

Essential Element: Appropriate Use of Data and Continuous Improvement.

Areas of Strength (*max. 1500 characters*). Specify Sectors and Pathways

Advisory Meetings 3 Times Per Year
Industry Partners - provide school farm assistance and industry tours.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). *Specify Sectors and Pathways.

Improvement to the advisory committee would be to add representation from the local community college.

Minimum Eligibility Standard 5.B. Provides opportunities for pupils to gain access to pre-apprenticeships, internships, and work-based learning (WBL) opportunities for industry to provide input to the CTE programs and curriculum.

Essential Element: High-Quality, Integrated Curriculum and Instruction.

<p>Not Yet in Practice (0 points)</p> <p><input type="checkbox"/></p>	<ul style="list-style-type: none"> Does not provide opportunities for pupils to gain access, pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum.
<p>Emerging Practice (1 Point)</p> <p><input type="checkbox"/></p>	<ul style="list-style-type: none"> Provides opportunities for some pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum in some pathways. There is little evidence of a link between CTE course assignments opportunities and experiences provided.
<p>Quality Practice (2 points)</p> <p><input type="checkbox"/></p>	<ul style="list-style-type: none"> Provides opportunities for most pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum in most pathways. There is ongoing communication between the K–12 institution and the business providing the WBL activities to ensure quality experiences for CTE pathway students and employers in most pathways.
<p>Exemplary Practice (3 points)</p> <p><input checked="" type="checkbox"/></p>	<ul style="list-style-type: none"> All partnerships are solidified through written agreements that detail the responsibilities and roles of each party. Provides opportunities for all pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum in all pathways. There is a documented training plan and assignments are related to WBL in all pathways. Industry partners and K–12 CTE pathway faculty collaborate on activities for students on all levels of the CTE pathway; knowledge and skill preparation needed for each WBL activity; assessment and documentation of student performance in the workplace; and orientation for workplace supervisors and students.
<p>Potential Tools/ Examples of Evidence</p>	<ul style="list-style-type: none"> List of businesses providing WBL opportunities, the type of WBL provided, and the number of students participating in each opportunity. Student logs of WBL activities. Schedule of WBL for each grade level. Training plan for WBL at each grade level. Student WBL portfolios. Program and student assessments from WBL supervisors. Specify WBL Offered.
<p>Evidence on File at LEA <i>(max. 1100 characters)</i></p>	<p>AET FFA Record Books Student Proficiency Awards Student SAE Plans Student Owned Enterprise Projects</p>
<p>LEA Comments <i>(max. 1100 characters)</i></p>	<p>Glenn County CTE offered a job shadow program. Due to Covid Hamilton High did not participate. This will be great opportunity when restrictions lift and students may travel to work sites.</p>

Minimum Eligibility Standard 5.B. Provides opportunities for pupils to gain access to pre-apprenticeships, internships, and WBL opportunities for industry to provide input to the CTE programs and curriculum.

Essential Element: High-Quality, Integrated Curriculum and Instruction.

Areas of Strength (*max. 1500 characters*). Specify Sectors and Pathways

Examples of current student work-based learning include: heavy equipment operation, farming of alfalfa, corn, rice, sunflowers, etc., dairy herd management, livestock production, equine recreation, and more.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). *Specify Sectors and Pathways.

Students need opportunities to bring the next generation of science, technology, and equipment into their skill set to meet job placement standards and curriculum standards. The equipment acquisition schedule continues to add industry relevant equipment to the classroom. The advisory committee and industry partners will help guide purchasing.

Minimum Eligibility Standard 6. Provides opportunities for pupils to participate in after school, extended day, and out-of-school activities and competitions.

Essential Element: Career Exploration and Student Supports.

<p>Not Yet in Practice (0 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> After school, extended day, and out-of-school activities and competitions are not provided.
<p>Emerging Practice (1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> After school, extended day, and out-of-school activities and competitions are provided to some CTE students and/or in some pathways. These activities may be developed or supervised by the CTE pathway faculty.
<p>Quality Practice (2 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> After school, extended day, and out-of-school activities and competitions are provided to most CTE students in most pathways. These activities are developed and supervised by the CTE pathway faculty.
<p>Exemplary Practice (3 points)</p> <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> After school, extended day, and out-of-school activities and competitions are provided to all CTE students in all pathways. These activities are developed, supervised, and evaluated by the CTE pathway faculty. Students are made aware of these options when they enroll in the CTE pathway and are matched with the best time option, based on their career goals and scheduling needs.
<p>Potential Tools/ Examples of Evidence</p>	<ul style="list-style-type: none"> List of after school, extended day, out-of-school competitions and activities offered to and participated in by the students.
<p>Evidence on File at LEA <i>(max. 1100 characters)</i></p>	<p>FFA Newsletter included event details and calendar of events. Events are documented in AET record books. Copies of event registration.</p>
<p>LEA Comments <i>(max. 1100 characters)</i></p>	<p>Activities and competitions include: Opening/Closing Contest Creed Speaking Impromptu Speaking Best Informed Greenhand Cooperative Marketing Farm Records</p> <p>Contests were on a virtual format. When in person events start again we will offer Farm Power, Fruit Tree Judging, and additional events students show interest in.</p>

Minimum Eligibility Standard 6. Provides opportunities for pupils to participate in after school, extended day, and out-of-school activities and competitions.

Essential Element: Career Exploration and Student Supports.

Areas of Strength (max. 1500 characters). Specify Sectors and Pathways.

Students are active in FFA where they attend leadership conferences, participate in career development events, leadership development events, and have supervised agriculture experience projects. Students are required to participate in at least 2 FFA activities per semester.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (max. 1500 characters). *Specify Sectors and Pathways.

Increased participation in leadership events for all students. Grant funds have been budgeted to keep events free of charge for students. Travel barriers have been overcome by the purchase of an additional CTE vehicle. The school district will continue to pay teacher stipends to supervise these student activities.

Minimum Eligibility Standard 7.A. CTE pathway program reflects regional and/or local labor market demands and focuses on current or emerging high-skill, high-wage, or high-demand occupations.

Essential Element: Appropriate Use of Data and Continuous Improvement.

<p>Not Yet in Practice (0 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • There is no evidence that the CTE pathway is aligned with economic needs and labor market information. • CTE pathway does not appear to lead to high-skill, high-wage, or high-demand occupations.
<p>Emerging Practice (1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • There is minimal alignment of CTE pathway design, delivery, and outcomes with current and projected labor market needs • Evidence minimally identifies a need in the industry sector or general category of employment, but not for any specific CTE pathway.
<p>Quality Practice (2 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> • There is general alignment of CTE pathway design, delivery, and outcomes with current and projected labor market needs. • There is correlation between the specific high-skill, high-wage, or high-demand occupations which are the focus of the CTE pathway and the labor market information provided for some sectors and pathways.
<p>Exemplary Practice (3 points)</p> <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> • There is clear and specific alignment of all CTE pathway design, delivery, and outcomes with current and projected labor market needs. • Evidence provides a clear case for all current and projected labor market needs for the CTE pathways for all sectors and pathways. • A projection of the number of students from this CTE pathway that will be qualified to enter high-skill, high-wage, or high-demand occupations in this field at entry and technical levels is provided.
<p>Potential Tools/ Examples of Evidence</p>	<ul style="list-style-type: none"> • K–12 Strong Workforce Program (SWP) Deputy Sector Navigator reports. • Labor market reports from valid sources, correlated with CTE sequence of courses. • Letters from industry and labor partners indicate how their participation in the CTE pathway will prepare and encourage future workers in this field.
<p>Evidence on File at LEA (max. 1100 characters)</p>	<p>Program Plan Graduate Follow-Up Graduation Rate Program Completers Forklift Training YQCA Certification Floral Certification Curriculum ShowSmart Curriculum Platform</p>
<p>LEA Comments (max. 1100 characters)</p>	<p>Hamilton Unified and the surrounding area is predominatly agriculture. Most jobs are involved in production ag or are in the chain of production, distribution, or marketing of ag products.</p> <p>CTE classes and the high school farm provide hands on learning with the farm facility.</p> <p>Additional CTE class section have been added.</p>

Minimum Eligibility Standard 7.A. CTE pathway program reflects regional and/or local labor market demands and focuses on current or emerging high-skill, high-wage, or high-demand occupations.

Essential Element: Appropriate Use of Data and Continuous Improvement.

Areas of Strength (*max. 1500 characters*). Specify Sectors and Pathways.

New farm lab facilities and equipment. Recent additions include a tractor, gator, and ultrasound flex. Updates to the greenhouse facility are on order.

Agriculture classes reflect area labor by providing hands on instruction with the school farm facility, shop, and ag science classroom. Top acreage in the area includes rice, almonds, walnuts, forage, and olives. Approximately 75% of people in our community have only a high school diploma, while 14% have a Bachelors or higher.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). *Specify Sectors and Pathways.

Greenhouse repairs.
Class curriculum improvements and benchmarks.
Certifications for CTE pathways.
Industry tours to see high-skill, and high-demand job sectors.

Minimum Eligibility Standard 7.B. Is informed by the regional plan of the local SWP consortium.
Essential Element: Cross-System Alignment.

<p>Not Yet in Practice (0 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> The CTE pathways are not part of the local SWP consortium and LEA does not collaborate or seek to align with the regional plan of the local SWP.
<p>Emerging Practice (1 Point)</p> <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> The CTE pathways are aware of the regional plan of the local SWP consortium, but LEA is beginning to collaborate or seek to align with the regional plan of the local SWP.
<p>Quality Practice (2 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> The CTE pathways are involved in the regional SWP consortium, and LEA is aware of the regional plan. The CTE pathways are aligned with the SWP plan where it complements the CTEIG requirements.
<p>Exemplary Practice (3 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> The CTE pathways are involved in the development and implementation of the regional plan of the SWP consortium. The CTE pathways are aligned with both CTEIG and SWP goals and desired outcomes. Funding from CTEIG, SWP, and other sources are braided to best apply and use funds for the improvement and expansion of CTE pathway.
<p>Potential Tools/ Examples of Evidence</p>	<ul style="list-style-type: none"> Document identifying members of local SWP consortium members. Local SWP plan. CTE pathway plan is aligned with CTEIG and SWP goals and desired outcomes. The successful integration and braiding of CTEIG, SWP, and other CTE initiatives' goals, activities, and funding sources can serve as a model for others.
<p>Evidence on File at LEA <i>(max. 1100 characters)</i></p>	<p>Principal has looked into Strong Workforce.</p>
<p>LEA Comments <i>(max. 1100 characters)</i></p>	<p>Hamilton Unified does not have enough money to match both the Strong Workforce Program and CTEIG. As a district we have chosen to use CTEIG.</p>

Minimum Eligibility Standard 7.B. Is informed by the regional plan of the local SWP consortium.
Essential Element: Cross-System Alignment.

Areas of Strength (*max. 1500 characters*). Specify Sectors and Pathways.

Hamilton Unified receives email updates about SWP and is invited to consortium meetings.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). *Specify Sectors and Pathways.

Hamilton Unified did not receive SWP funding. Hamilton Unified continues to apply for CTEIG only, due to the small amount of matching funds. CTEIG has been a primary funding source for CTE program improvement in the district.

Minimum Eligibility Standard 8. Leads to an industry recognized credential or certificate, or appropriate postsecondary education or training, employment, or postsecondary degree.

Essential Element: High-Quality, Integrated Curriculum and Instruction.

<p>Not Yet in Practice (0 points)</p> <p><input type="checkbox"/></p>	<ul style="list-style-type: none"> • The CTE pathways are not aligned to any industry certifications. • There is no CTE-specific support or guidance to assist students in pursuing postsecondary education, training, or employment. • No CTE data is collected to determine postsecondary choices or success.
<p>Emerging Practice (1 Point)</p> <p><input type="checkbox"/></p>	<ul style="list-style-type: none"> • Some CTE pathway students have the opportunity to receive an industry certification that may or may not qualify them for entry-level employment. • Some programs lead to postsecondary education or training, employment, or postsecondary degree. • Collects some CTE student survey data on postsecondary choices and success without any follow-up.
<p>Quality Practice (2 points)</p> <p><input checked="" type="checkbox"/></p>	<ul style="list-style-type: none"> • Most CTE pathway students have the opportunity to achieve at least one capstone certification that qualify them for entry-level employment. • The majority of CTE programs lead to postsecondary education or training, employment, or postsecondary degree. • Collects all grade twelve CTE student survey data on postsecondary choices and success. Follows up with students one year after high school to determine outcomes of program.
<p>Exemplary Practice (3 points)</p> <p><input type="checkbox"/></p>	<ul style="list-style-type: none"> • All CTE pathway students have the opportunity to achieve at least one capstone, industry-recognized certification that qualifies them for entry-level employment. • All technical assessments are nationally benchmarked and include a skills-based component. • All CTE programs lead to postsecondary education or training, employment or postsecondary degree. • Collects all CTE student survey data on postsecondary choices and success. Follows up with students one year after high school to determine outcomes of program. • Data informs program improvement.
<p>Potential Tools/ Examples of Evidence</p>	<ul style="list-style-type: none"> • List of industry-recognized certifications available for students within the CTE pathway, number of students in capstone course(s), number of students taking exam/assessment, and number of students achieving certification. • Description of organization providing exam(s), general content of exam(s), portability of certification. • Type of employment opportunities for which each exam qualifies students. • List of postsecondary education, training, employment, or postsecondary degree options for each CTE program. • Student surveys for postsecondary education, training, or employment plans.
<p>Evidence on File at LEA <i>(max. 1100 characters)</i></p>	<p>YQCA Certificates Forklift Training and Certification Floral Certificate Curriculum and Training</p> <p>Capstone Classes: Advanced Ag Mechanics, Agribusiness, Plant Science, Animal Science</p> <p>Graduate Follow-Up</p>
<p>LEA Comments <i>(max. 1100 characters)</i></p>	<p>All students exhibiting livestock at the county fair must pass the YQCA certification.</p> <p>Ag Mechanics instructor will work to attend a "Train the Trainers" class for forklift certification.</p> <p>A tractor safety certificate has also been researched for implementation.</p>

Minimum Eligibility Standard 8. Leads to an industry recognized credential or certificate, or appropriate postsecondary education or training, employment, or postsecondary degree.

Essential Element: High-Quality, Integrated Curriculum and Instruction.

Areas of Strength (max. 1500 characters). Specify Sectors and Pathways.

YQCA
Forklift Certification
Postsecondary Education

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (max. 1500 characters). *Specify Sectors and Pathways.

Improvements have included implementing iCEV curriculum. Floral certifications are currently in a trial phase at Hamilton Unified. California FFA is also working to implement certifications in floral and ag mechanics. A career training section with brochures about alternate pathways to career success should be provided to students. The increased dual enrollment offerings will also allow for quicker completion at the community college and will allow students to graduate high school with an Agriculture Certificate from Butte College.

Minimum Eligibility Standard 9.A. CTE courses are staffed by skilled teachers or faculty.
Essential Element: Skilled Instruction and Educational Leadership, informed by Professional Learning.

<p>Not Yet in Practice (0 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> One or more CTE program(s) do not have CTE credentialed teachers.
<p>Emerging Practice (1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> Most CTE pathway teachers have the correct preliminary or clear CTE Designated Subjects credential, or one of the five appropriate Single Subject credentials including Agriculture, Business, Home Economics, Industrial Arts, Industrial Technology Education; and/or an authorization with some industry experience. Some CTE pathway teachers are in the beginning phases of credentialing and/or hold a temporary permit or preliminary. Some CTE teachers participate in CTE professional development relevant to their pathway.
<p>Quality Practice (2 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> All CTE pathway teachers have the correct preliminary or clear CTE Designated Subjects credential or one of the five appropriate Single Subject credentials including Agriculture, Business, Home Economics, Industrial Arts, Industrial Technology Education; and/or an authorization with some industry experience. Most CTE teachers have completed some CTE professional development relevant to their pathway during the past three years.
<p>Exemplary Practice (3 points)</p> <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> All CTE pathway teachers have the correct clear CTE Designated Subjects credential or one of the five appropriate Single Subject credentials including Agriculture, Business, Home Economics, Industrial Arts, Industrial Technology Education; and/or an authorization with significant industry experience. All CTE teachers have completed specific CTE professional development relevant to their pathway during each of the past three years.
<p>Potential Tools/ Examples of Evidence</p>	<ul style="list-style-type: none"> List of CTE teachers and faculty including the credentials/ minimum qualifications and the type and date(s) of industry experience for each, and any professional development that was completed during the past three years.
<p>Evidence on File at LEA (max. 1100 characters)</p>	<p>Teacher Credentials</p> <ol style="list-style-type: none"> Single Subject Agriculture, Agriculture Specialist, and Introductory Business. Bachelor's Degree in Agribusiness and Master's Degree in Agriculture Career Technical Education Credential in Agriculture and Natural Resources Single Subject Agriculture, Agriculture Specialist
<p>LEA Comments (max. 1100 characters)</p>	<p>All teachers have CTE credentials and attend professional development.</p>

Minimum Eligibility Standard 9.A. CTE courses are staffed by skilled teachers or faculty.

Essential Element: Skilled Instruction and Educational Leadership, informed by Professional Learning.

Areas of Strength (max. 1500 characters). Specify Sectors and Pathways.

All CTE teachers are highly skilled in their content area.
Professional development includes California Ag Teachers' Association workshops and meetings.
The floral teacher attends workshops by FloraFresh and visits local floral shops.
Two of the agriculture teachers work in the industry during summers and breaks and have a vested interest in personal agribusiness endeavours.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (max. 1500 characters). *Specify Sectors and Pathways.

Improvements may included time for teachers to attend professional development activites, observe other CTE teachers, take industry tours, or attend curriculum trainings. An additional pathway improvement would be if the Medical Terms teacher would obtain a CTE credential and start an additional pathway.

Minimum Eligibility Standard 9.B. Dedicates resources for professional development for CTE teachers including educator externships with industry.

Essential Element: Skilled Instruction and Educational Leadership, informed by Professional Learning.

<p>Not Yet in Practice (0 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> Resources are rarely provided for professional development of CTE pathway teachers. Few CTE teachers attend specific CTE conferences and workshops annually. Externships are rarely pursued or supported. Few CTE teachers participate in teacher externships. Few CTE teachers maintain and update their knowledge of their career focus and of current trends and developments in education that affect their CTE pathway.
<p>Emerging Practice (1 Point)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> Some resources are provided for professional development of CTE teachers. Some CTE teachers attend specific CTE conferences and workshops annually. Externships are pursued and supported upon request. Some CTE teachers participate in teacher externships. Some CTE teachers maintain and update their knowledge of their career focus and of current trends and developments in education that affect their CTE pathway.
<p>Quality Practice (2 points)</p> <input type="checkbox"/>	<ul style="list-style-type: none"> Many resources are provided for professional development of CTE teachers. Most CTE teachers attend specific CTE conferences and workshops annually. Externships are offered to CTE teachers annually; externships are pursued and supported. Most CTE teachers participate in teacher externships. Most CTE teachers maintain and update their knowledge of their career focus and of current trends and developments in education that affect their CTE pathway.
<p>Exemplary Practice (3 points)</p> <input checked="" type="checkbox"/>	<ul style="list-style-type: none"> All necessary resources are provided for professional development of CTE teachers. All CTE teachers attend sector-specific CTE conferences and workshops annually. Externships are offered to CTE teachers annually, individualized to meet specific needs; externships pursued and supported. All CTE teachers participate in teacher externships. All CTE teachers maintain and update their knowledge of their career focus and of current trends and developments in education that affect their CTE pathway.
<p>Potential Tools/ Examples of Evidence</p>	<ul style="list-style-type: none"> Professional development needs assessment for CTE teachers. List of events, classes, and workshops that CTE teachers accessed, and the number of CTE teachers that attended. List of curricular or instructional products or changes. that resulted from CTE professional development. List of teacher externships and outcomes.
<p>Evidence on File at LEA (max. 1100 characters)</p>	<p>Conference Registrations: CATA Summer Conference, New Professionals, Road Show, Industry Tours</p> <p>Glenn County CTE Meetings</p>
<p>LEA Comments (max. 1100 characters)</p>	<p>Teachers both have industry jobs/business ventures. These act as an externship and helps bring current industry trends and knowledge into the classroom.</p>

Minimum Eligibility Standard 9.B. Dedicates resources for professional development for CTE teachers, including educator externships with industry.

Essential Element: Skilled Instruction and Educational Leadership, informed by Professional Learning.

Areas of Strength (max. 1500 characters). Specify Sectors and Pathways.

Industry Externships: farming, custom harvest business, livestock, and water district.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (max. 1500 characters). *Specify Sectors and Pathways.

Teachers will maintain and update their knowledge of industry trends through working in the agriculture industry. Teachers will also attend professional development training through the California Ag Teachers' Association. Science curriculum training will also be looked into such as ICEV training, Case curriculum, UCCI curriculum, or any other CTE related curriculum.

Minimum Eligibility Standard 10. Provides opportunities for pupils who are individuals with exceptional needs to participate in all programs.

Essential Element: Equity and Access.

<p>Not Yet in Practice (0 points)</p> <p><input type="checkbox"/></p>	<ul style="list-style-type: none"> • The LEA has policies in place to ensure the learning environment is accessible to all students, but nothing specific to special populations in CTE programs. • Special populations have access to few CTE pathways. • The LEA does not provide resources designed to recruit, retain and support special populations in CTE programs. • Promotional materials are unavailable, and need to be developed to highlight supports for special populations.
<p>Emerging Practice (1 Point)</p> <p><input type="checkbox"/></p>	<ul style="list-style-type: none"> • The LEA has policies in place to ensure the learning environment is accessible to all students, and some CTE pathways ensure accessibility through reasonable accommodations and modifications. • Special populations have access to some CTE pathways. • The LEA provides resources designed to recruit, retain and support special populations for some CTE programs. • Promotional materials for some pathways are available, but need to be developed to highlight supports for special populations.
<p>Quality Practice (2 points)</p> <p><input checked="" type="checkbox"/></p>	<ul style="list-style-type: none"> • The LEA has policies in place to ensure the learning environment is accessible to all students, and most CTE pathways ensure accessibility through reasonable accommodations and modifications and differentiation. • Special populations have access to most CTE pathways. • The LEA provides resources designed to recruit, retain, and support special populations for most CTE programs. • Promotional materials for most pathways are available, present a broad range of career options, and highlight supports for special populations across pathways.
<p>Exemplary Practice (3 points)</p> <p><input type="checkbox"/></p>	<ul style="list-style-type: none"> • The LEA has policies in place to ensure the learning environment is accessible to all students, and all CTE pathways ensure accessibility through individualized accommodations, modifications, and differentiation. • Special populations have access to all CTE pathways, and LEA works with families and staff to recruit, retain, and support special populations in CTE programs. • LEA resources are designed to recruit, retain, and support special populations in all CTE programs. • Promotional materials for all pathways are available, present a broad range of career options, are multilingual and highlight supports for special populations across pathways
<p>Potential Tools/ Examples of Evidence</p>	<ul style="list-style-type: none"> • School and program equity and access policies. • Promotional materials. • Accommodations and modifications in place for special populations students. • Strategies and supports provided that promote recruitment, retention, and success of special population students.
<p>Evidence on File at LEA <i>(max. 1100 characters)</i></p>	<p>IEP Meetings Classroom Instructional Aides</p>
<p>LEA Comments <i>(max. 1100 characters)</i></p>	<p>Special population students are encouraged to enroll in CTE programs and participate in the CTSO which is FFA.</p>

Minimum Eligibility Standard 10. Provides opportunities for pupils who are individuals with exceptional needs to participate in all programs.

Essential Element: Equity and Access.

Areas of Strength (*max. 1500 characters*). Specify Sectors and Pathways.

CTE teachers work closely with the special education teachers and aides to modify assignments to meet student needs.

The school farm allows for special populations to be included in supervised agriculture experience projects. Extra help and guidance from the CTE teachers is provided when needed.

New farm facilities meet ADA requirements.

Inclusion of all students.

IEP and 504 Meetings.

Improvement Opportunities and Plans as aligned with Budget Narrative Worksheet (Attachment II) (*max. 1500 characters*). *Specify Sectors and Pathways.

CTE teachers will continue to work with special education teachers to retain all students in CTE classes. The CTE program will work to adapt and modify school farm and classroom opportunities for special populations. Ideas for improvement included small animal ownership projects or the marketing of farm products grown. It is recommended to place support staff in the ag mechanics shop for special populations.

11. Unique Conditions: Describe any unique conditions that may apply to your CTE program. (max. 1500 characters)

The school farm lab is right outside the classroom. The farm consists of a greenhouse, mandarin and olive orchard, hog barn, lamb and goat barn, cattle facility, equipment storage, and a poultry area. Open space on the farm allows for tractor and forklift driving practice. The floral program also has a large walk-in cooler.

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13o	Date: 5/19/2021
Agenda Item Description: Authorize four 10-hour day work weeks for administrative assistants June through August 2021.	
Background: In previous summers the administrative assistants/confidential employees that work summer and non-student work weeks have had the HUSD Board approve the option for them to work four ten-hour work weeks June through August instead of the traditional five eight-hour days during the rest of the school year. If approved, each employee will work closely with their immediate supervisor to create a work schedule that will maximize productivity without impact to the students and families that we serve.	
Status: Pending board approval	
Fiscal Impact: None	
Educational Impact: n/a	
Recommendation: Recommend board authorize four 10-hour day work weeks for administrative assistants June through August 2021.	

Proposal to Work Four Ten-Hour Work Weeks During Non-Student Summer of 2021

To: HUSD Board

From: Administrative Assistants/Confidential Employees

Date: May 19, 2021

In previous summers, the administrative assistants/confidential employees that work summer and non-student work weeks have had the HUSD Board approve the option for them to work four ten-hour work days June through August instead of the traditional five eight-hour days during the rest of the school year.

Working four ten-hour days on non-student weeks allows employees to use this time to schedule necessary appointments and enjoy family time without impacting the student experience. Many surrounding area school districts, colleges and universities have also been practicing this style of summer schedule for years.

If approved, each employee will work closely with their immediate supervisor to create a work schedule that will maximize productivity without impact to the students and families that we serve.

Thank you for your consideration of this proposal to approve the optional four ten-hour work day during the summer of 2021 for the administrative assistants/confidential employees that will be working during these non-student weeks.

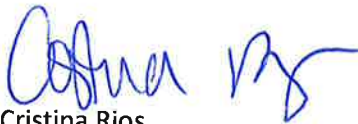
Sincerely,



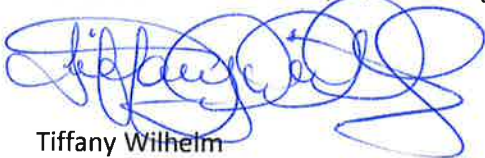
Martha Jaeger
Administrative Assistant, Ella Barkley High School



Jazmin Martinez
Administrative Assistant, Hamilton Elementary School



Cristina Rios
Administrative Assistant, Hamilton High School



Tiffany Wilhelm
District Executive Assistant

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13p	Date: 5/19/2021
Agenda Item Description: Approve GCOE MOU Agreement for Technology Support Services July 1, 2021 through June 30, 2022.	
Background: The July 1, 2021 through June 30, 2022 MOU Agreement is between GCOE and the District for Technology Support Services. In the past, the District hired personnel for Technology Support Services. Beginning with the 2020-21 school year, the District and GCOE entered into a MOU so GCOE would provide these services. The attached agreement for 2021-22 remains the same as the 2020-21 agreement.	
Status: Pending board approval.	
Fiscal Impact: \$40,000 General Fund expenditure.	
Educational Impact: n/a	
Recommendation: Recommend board approve GCOE MOU Agreement for Technology Support Services July 1, 2021 through June 30, 2022.	

Glenn County Office of Education

Tracey Quarne, Superintendent
311 South Villa Avenue • Willows, California 95988
(530) 934-6575 Ph • (530) 934-6576 Fax

Information Technology Department

MEMORANDUM OF UNDERSTANDING (M.O.U.) Agreement for Technology Support Services

This agreement is made and entered by and between the Glenn County Office of Education, hereinafter referred to as “GCOE”, and the Hamilton Unified School District, hereinafter referred to as “HUSD”. The term of this agreement shall be from July 1, 2021 through June 30, 2022. GCOE, while engaged in the performance of this contract is acting as an independent contractor, and is not an officer, agent, or employee of HUSD.

GCOE agrees to provide the following services as a standard bundled service package:

WAN-Wide Area Network Support	Support the WAN links between each of your school sites.
LAN – Local Area Network Support	Support all connections and cable runs at each school site including patch cables and switch ports.
Server Support – Software & Hardware	Support all hardware equipment and software owned by HUSD including software updates & upgrades.
Network Monitoring Support	Monitoring of all Router end points, and servers.
Router/Switches/Firewall Support	Support all Router, Switch, and Firewall configurations.
Email Service Support	Support existing Exchange Server and mailbox accounts.
Helpdesk Service Support	Support all technology related helpdesk calls and work orders.
Spam & Content Filtering Support	Support existing Spam/Content Filter
QSS/Financial System Support	Support VPN access and connection issues related to QSS/QCC.
Desktop/Laptop/Printer/Copier/Misc Device Support	All Desktop end user support for PC’s, laptops, copier/printer, projector, or any other electronic end user device owned by HUSD.
Virus Protection Support	Technical support related to any virus issue possibly including retrieval of missing files, re-installation of necessary software, and other services required to place devices and servers back into service.
Aeries.NET Support	All services related to supporting the hardware/software of the system including required updates and upgrades.
Cell Phone Support	Provide assistance in the support of district provided cell phones.
Assist in Public Records Requests	Assistance with public records request that relate to technology or email.

Glenn County Office of Education

Tracey Quarne, Superintendent
311 South Villa Avenue • Willows, California 95988
(530) 934-6575 Ph • (530) 934-6576 Fax

Information Technology Department

Monitor Network Abuses	Monitor issues involving abuses, misconduct, and/or violations to acceptable use policies.
Technology Planning Support	Assist in technology planning and recommendation of equipment, standardization, and replacement cycle policies.
Technology Purchasing	Assist with recommendations for technology purchases and replacement cycles.

HUSD is responsible for equipment purchases. GCOE will not assume costs, support contracts, or leases.

HUSD will be responsible for all district licensing and renewals.

HUSD will have full time in-district support (5 days a week).

In exchange for services, HUSD agrees to pay GCOE in the amount of \$40,000.00 a year, to be billed quarterly.

Both parties mutually agree to hold each agency harmless for executing the actions set forth within the terms and provisions of this agreement.

This agreement may only be amended in writing with mutual consent by both parties. If for whatever reason either party wishes to rescind this agreement at any time, a written 30-day notice must be provided. The remaining balance and/or refund will be calculated and pro-rated.

Glenn County Office of Education

Hamilton Unified School District

Signed: _____

Signed: _____

Print Name

Print Name

Title

Title

Date: _____

Date: _____

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13q	Date: 5/19/2021
Agenda Item Description: Superintendent to notify Golden State Risk Management Authority (GSRMA) Board of Directors of HUSD's intent to possibly withdraw membership effective July 1, 2022.	
Background: A letter is required to be submitted to GSRMA by June 30, 2021 if a member intends to withdraw membership effective July 1, 2022. HUSD will again be reaching out to TCSIG to see how their services and costs compare to GSRMA so a decision can be made if HUSD will remain with GSRMA or join TCSIG. HUSD will confirm intention to withdraw or retain GSRMA membership prior to June 1, 2022.	
Status: Pending Board approval.	
Fiscal Impact: n/a	
Educational Impact: n/a	
Recommendation: Recommend Board approve the Superintendent to notify GSRMA Board of Directors of HUSD's intent to possibly withdraw membership effective July 1, 2022.	



HAMILTON UNIFIED SCHOOL DISTRICT

620 Canal Street
P.O. Box 488, Hamilton City, CA 95951
TEL 530-826-3261 | FAX 530-826-0440

Jeremy Powell, Ed. D.
Superintendent

May 3, 2021

Golden State Risk Management Authority

Board of Directors

P.O. Box 706

243 W. Sycamore Street

Willows, CA 95988

To Golden State Risk Management Authority Board of Directors:

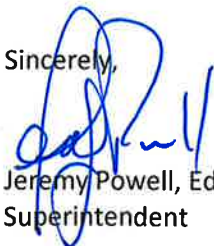
Hamilton Unified School District (HUSD) is a member of Golden State Risk Management Authority (GSRMA).

The bylaws of GSRMA provide that a member may withdraw participation in the program by notifying the GSRMA Board of Directors in writing of its intent to withdraw provided it has given the Authority 12 months' notice. Thus, June 30, 2021 is the deadline for the intent to withdraw.

In accordance with the GSRMA Member Withdrawal Policy (Article VII, paragraph C.2 of GSRMA By-Laws), HUSD is submitting this letter serving as the required 12 months written notice of our intent to withdraw from GSRMA effective July 1, 2022.

HUSD intends to confirm intention to withdraw or retain our GSRMA membership prior to June 1, 2022.

Sincerely,



Jeremy Powell, Ed. D.
Superintendent

BOARD OF TRUSTEES

Hubert "Wendell" Lower, President | Rod Boone, Clerk
Gabriel Leal, Trustee | Ray Odom, Trustee | Genaro Reyes, Trustee

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13r	Date: 5/19/2021
Agenda Item Description: Approve the 2020-21 Certificated (Teacher/Counselor) Salary Schedule containing 1% retroactive.	
Background: The School Board approved a 1% retro on the 2020-21 Certificated (Teacher/Counselor) salary schedule on 4/28/2021.	
Status: Pending board approval	
Fiscal Impact: A 1% retro will be paid to from the current year budget (2020-21). Cost of a 1% increase is \$37,190 per Form Public Disclosure of Proposed Collective Bargaining Agreement which was approved 4/28/2021. Anticipated pay date is 5/31/2021.	
Educational Impact: None.	
Recommendation: Recommend board approve the Certificated 2020-21 (Teacher/Counselor) Salary Schedule containing 1% retroactive.	

HAMILTON UNIFIED SCHOOL DISTRICT
 CERTIFICATED SALARY SCHEDULE
 TEACHERS
 DISTRICT COUNSELORS/DEAN OF STUDENTS
 2020-2021
 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	42,137	47,534	49,991	52,407	65,943
2	43,394	48,959	51,410	53,981	67,519
3	44,702	50,433	52,952	55,600	69,138
4	49,936	51,944	54,539	57,266	70,806
5		53,504	56,176	58,983	72,524
6		55,107	57,859	60,757	74,299
7		56,763	59,597	62,578	76,122
8		58,464	61,384	64,453	77,999
9			63,228	66,388	79,934
10			65,122	68,380	81,928
11			67,076	70,429	83,979
12			69,091	72,548	86,100
13				74,721	88,274
14				76,964	90,520
15				79,270	92,827
16 - 19				81,656	95,218
20 - 23				84,643	98,205
24 - 27				86,619	100,185
28 over				89,221	102,787

184 days for Teachers (Columns I - IV), 181 days in 2020-21

*194 days for District Counselors/Dean of Students (Column V), 191 days in 2020-21

Effective July 1, 2020

1% board approved retro 4/28/21

CAP \$11,370

Master's stipend \$800

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13s	Date: 5/19/2021
Agenda Item Description: 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 agreements.	
Background: It has been past practice and included in employment agreements that if an employee group receives an increase on the salary schedule, all other employees will receive the same.	
Status: Pending Board Approval	
Fiscal Impact: A 1% salary schedule increase on the above listed salary schedules will cost \$13,788 in 2020-21.	
Educational Impact: n/a	
Recommendation: Recommend the board 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 agreements.	

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13t	Date: 5/19/2021
Agenda Item Description: Approve the 2020-21 \$50,000 bond repayment from the General Fund (Fund 01) to the Building/Bond Fund (Fund 21).	
Background: In 2018-19, a \$350,000 transfer from the Building/Bond Fund (Fund 21) to the General Fund (Fund 01) occurred to cover unexpected overages on a building project. The board has determined that the transfer that occurred in 2018-19 should be repaid to the Building/Bond Fund. It was approved that a transfer of \$50,000 annually will occur beginning in 2020-21. The \$50,000 annually will be transferred from either the General Fund (Fund 01) or the Special Reserve Fund for Other Than Capital Outlay Projects (Fund 17). The Superintendent is to bring to the board which Fund the transfer will come out of for approval. The \$50,000 is currently budgeted in Fund 17, but the District intends to transfer out of Fund 01.	
Status: Pending board approval.	
Fiscal Impact: The 2020-21 \$50,000 transfer will decrease the General Fund (Fund 01) and increase the Building/Bond Fund (Fund 21).	
Educational Impact: n/a	
Recommendation: Recommend the board approve the 2020-21 \$50,000 bond repayment from the General Fund (Fund 01) to the Building/Bond Fund (Fund 21).	

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13u	Date: 5/19/2021
Agenda Item Description: Approve Resolution 20-21-108 to establish procedures for transfer of associated student body funds for field trip and other activities affected by the shelter in place order N-33-20.	
Background: The Governor’s shelter in place order due to COVID-19 has disrupted student activities, including the field trip of the 8 th grade class of 2021. Funds have been raised for the field trip and other activities that now cannot take place before the end of the 2020-21 school year. This Resolution will authorize the transfer to the Hamilton High School ASB account, the Hamilton Elementary School ASB funds of the 8 th graders. These funds will be spent on a field trip and other activities including graduation activities for the students of the Hamilton High School class of 2025.	
Status: Pending board approval.	
Fiscal Impact: n/a	
Educational Impact: n/a	
Recommendation: Recommend the board approve Resolution 20-21-108 to establish procedures for transfer of associated student body funds for field trip and other activities affected by the shelter in place order N-33-20.	

HAMILTON UNIFIED SCHOOL DISTRICT

RESOLUTION #20-21-108

RESOLUTION TO ESTABLISH PROCEDURES FOR TRANSFER OF ASSOCIATED STUDENT BODY FUNDS FOR FIELD TRIP AND OTHER ACTIVITIES AFFECTED BY THE SHELTER IN PLACE ORDER N-33-20

WHEREAS, the Governing Board of a school district may authorize activities of student organizations under Education Code sections 48930-48938;

WHEREAS, the Governor’s shelter in place order due to COVID-19 has disrupted student activities, including the field trip of the 8th grade class of 2021;

WHEREAS, students have raised funds for the field trip and other activities that now cannot take place before the end of the 2020-2021 school year; and

WHEREAS, associated student body funds may only be spent on current students of the District;

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of the Hamilton Unified School District, as follows:

1. Recitals. The Board hereby finds and determines the foregoing recitals to be true and correct.
2. Without setting a precedent for future school closures, the Board hereby authorizes transfer to the Hamilton High School associated student body (“ASB”) account of any Hamilton Elementary School ASB funds raised by the Hamilton Elementary School class of 2021 for the purpose of funding Hamilton Elementary School 2021 field trip and other activities and held in the Hamilton Elementary School ASB class account. It is further resolved that the transferred funds will be held in a distinctly identified account and the funds will only be spent on a field trip and other activities including graduation activities for the students of the Hamilton High School class of 2025 at any time prior to June 30, 2025.
3. The Board further resolves that any of the remaining money in the distinctly identified ASB account will be designated by the Hamilton High School class of 2025 as a gift to the school, and that any money remaining in the distinctly identified ASB account on July 1, 2025 will be transferred to the ASB general account.

APPROVED, PASSED and ADOPTED by the Governing Board of the Hamilton Unified School District this 19th day of May 2021, by the following vote:

AYES:	ABSENT:
NOES:	ABSTAIN:

I, _____, Clerk of the Board, hereby certify that the foregoing is a full, true, and correct copy of a resolution adopted by the Board at a special meeting thereof, held at its regular place of meeting on the date shown above and by the vote as stated, which resolution is on file in the office of said Board.

Signed: _____

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13v	Date: 5/19/2021
Agenda Item Description: Approve Resolution 20-21-109 to recognize student achievement and perseverance during difficult and unprecedented circumstances through individualized high school end of year activities for students affected by the shelter in place order N-33-20.	
Background: The Governor’s shelter in place order due to COVID-19 has disrupted student activities, including the senior trip activities and end of year activities of the 12 th grade class of 2021. Funds have been raised for the senior trip activities and other end of year activities that now cannot take place before the end of the 2020-21 school year. This Resolution allows the board to recognize achievement, perseverance and the completion of the 2020-21 school year by the 12 th grade class of 2021 under unprecedented and difficult circumstances related to the COVID-19 pandemic. Distribution of these funds will be in equal apportionments of the remaining unspent funds in the HHS ASB account to each current 12 th grade HHS student. This will allow students to celebrate their achievements in an alternative, individualized setting in lieu of class events in light of current social distancing and shelter-in-place orders.	
Status: Pending board approval.	
Fiscal Impact: n/a	
Educational Impact: n/a	
Recommendation: Recommend the board approve Resolution 20-21-109 to recognize student achievement and perseverance during difficult and unprecedented circumstances through individualized high school end of year activities for students affected by the shelter in place order N-33-20.	

HAMILTON UNIFIED SCHOOL DISTRICT

RESOLUTION # 20-21-109

RESOLUTION TO RECOGNIZE STUDENT ACHIEVEMENT AND PERSERVERENCE DURING DIFFICULT AND UNPRECEDENTED CIRCUMSTANCES THROUGH INDIVIDUALIZED HIGH SCHOOL END OF YEAR ACTIVITIES FOR STUDENTS AFFECTED BY THE SHELTER IN PLACE ORDER N-33-20

WHEREAS, the Board of Education (“Board”) of the Hamilton Unified School District (“District”) may authorize activities of student organizations under Education Code sections 48930-48938;

WHEREAS, the Governor’s shelter in place order due to COVID-19 has disrupted student activities, including the senior trip activities and end of year activities of the 12th grade class of 2021;

WHEREAS, District students have raised funds for senior trip activities and other end of year activities that now cannot take place before the end of the 2020-2021 school year;

WHEREAS, associated student body funds may only be spent on current students of the District;

WHEREAS, District policy permits associated student body funds to be used on activities that promote the general welfare, morale, and educational experiences of the student body; and

WHEREAS, the Board of the District desires to recognize achievement, perseverance, and the completion of the 2020-2021 school year by the 12th grade class of 2021 under unprecedented and difficult circumstances related to the COVID-19 pandemic;

NOW, THEREFORE, BE IT RESOLVED by the Board of Education of the Hamilton Unified School District, as follows:

1. Recitals. The Board hereby finds and determines the foregoing recitals to be true and correct.
2. Without setting future precedent, the Board hereby authorizes the distribution in equal apportionments of the remaining unspent funds in the Hamilton High School associated student body (“ASB”) account to each current 12th grade Hamilton High School student. It is further resolved that the distributed funds are intended to recognize the completion of the 2020-2021 school year under extremely difficult circumstances by allowing students to celebrate their achievements in an alternative, individualized setting in lieu of a class event in light of current social distancing and shelter-in-place orders.
3. The Board further resolves that any of the remaining money in the distinctly identified ASB account will be designated by the Hamilton High School class of 2021 as a gift to the school, and that any money remaining in the distinctly identified ASB account on July 1, 2021, will be transferred to the ASB general account.

HAMILTON UNIFIED SCHOOL DISTRICT

RESOLUTION # 20-21-109

RESOLUTION TO RECOGNIZE STUDENT ACHIEVEMENT AND PERSERVERENCE DURING DIFFICULT AND UNPRECEDENTED CIRCUMSTANCES THROUGH INDIVIDUALIZED HIGH SCHOOL END OF YEAR ACTIVITIES FOR STUDENTS AFFECTED BY THE SHELTER IN PLACE ORDER N-33-20

APPROVED, PASSED and ADOPTED by the Board of Education of the Hamilton Unified School District this 19th day of May 2021, by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

I, _____, Clerk of the Board, hereby certify that the foregoing is a full, true, and correct copy of a resolution adopted by the Board at a special meeting thereof, held at its regular place of meeting on the date shown above and by the vote as stated, which resolution is on file in the office of said Board.

Signed: _____

HAMILTON UNIFIED SCHOOL DISTRICT

Agenda Item Number: 13w	Date: 5/19/2021
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
REGULAR BOARD MEETING MINUTES
Hamilton High School Library/Zoom/Facebook Live
Wednesday, April 28, 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/83420112346?pwd=eklPWk1ZWlJya0l4Q2VRcm5ldWU4UT09>

Meeting ID: 834 2011 2346
Passcode: board

Dial in:

+1 669 900 6833

Meeting ID: 834 2011 2346
Passcode: 428731

1.0 OPENING BUSINESS:

- a. Call to order and roll call **at 5:30 p.m.**

<input checked="" type="checkbox"/> Hubert "Wendell" Lower, President	<input checked="" type="checkbox"/> Rod Boone, Clerk	<input checked="" type="checkbox"/> Gabriel Leal
<input checked="" type="checkbox"/> Genaro Reyes	<input checked="" type="checkbox"/> 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. [Nothing to report out.](#)

5.0 PUBLIC SESSION/FLAG SALUTE: [Lead by Mr. Leal.](#)

6.0 ADOPT THE AGENDA: (M)

Motion to adopt the agenda by Mr. Leal 2nd by Mr. Reyes.

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. Reyes made comments.
- b. District Reports (written)
 - i. Technology Report by Frank James & Derek Hawley (p. 5)
 - ii. Nutrition Services Report by Sean Montgomery (p. 6)
 - iii. Operations Report by Alan Joksch (p.7)
- c. Principal and Dean of Student Reports (written)
 - i. Kathy Thomas, Hamilton Elementary School Principal (p. 8)
 - ii. Maria Reyes, District Dean of Students (p. 9)
 - iii. Cris Oseguera, Hamilton High School Principal (p. 10)
 - 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. 13)

8.0 PRESENTATIONS:

- a. None

9.0 CORRESPONDENCE:

- a. None

10.0 INFORMATION ITEMS:

- a. HUSD Enrollment History for 5 years (p. 14)
 - i. Dr. Powell reviewed
- b. Bond Status (Fund 21) Update (p. 16)
 - i. Dr. Powell reviewed
- c. HHS Site Expansion Permitting Status Update – Mike Cannon (p. 19)
 - i. Mike Cannon reviewed

11.0 DISCUSSION ITEMS:

- a. Board Member Participation in End-of-Year Activities
 - i. HHS Awards Night – May 25th – Mr. Boone will attend at 7:00 p.m.
 - ii. HES Promotion – June 3rd - Mr. Reyes will attend
 - iii. HHS Graduation – June 4th – Mr. Odom and Mr. Reyes will attend.
- b. Strategic Planning/LCAP
 - i. Dr. Powell reviewed the below and answered questions
 - 1. 2021-22 Strategic Plan/LCAP Priorities (p. 21)
 - 2. Updated Strategic Planning – Educational Program (p. 25)
 - 3. Updated Strategic Planning – Facilities (p. 26)
 - 4. Updated Strategic Planning – Community Connection and Safety (p. 27)
- c. Bond Fund Project Expenditures
 - i. Dr. Powell reviewed the below and asked for direction
 - ii. Mr. Odom suggested spending a maximum of \$220,000 from bond funds and to look for funding from other sources beyond that amount.
 - iii. Mr. Leal commented that the intercom project and Elementary bathrooms are priorities.
 - iv. Dr. Powell will bring back these projects at the May regular meeting for approval.
 - 1. Original Bond Fund Resolution (p. 28)
 - 2. Proposed Bond Funded Projects (p. 39)

- d. COVID-19 Funding and Projected Expenditures
 - i. Dr. Powell reviewed the below and answered questions.
 - ii. Will present ESSR spending plan at May regular board meeting.
 - 1. 2021-2024 COVID Funding (p. 40)
 - 2. Proposed COVID Expenditure Recommendation (p. 41)

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 requested direction from the board regarding Prom
- b. Mr. Lower and Mr. Boone are in favor of prom
- c. Dr. Powell commented that we will move forward planning while following CDPH guidelines
- d. Mr. Odom supported prom under health guidelines
- e. Mr. Odom asked about the status of Sober Grad
- f. Mr. Oseguera commented that Calskate is reserved the night of 6/4/2021 thru the morning of 6/5/2021 for Sober Grad.

13.0 ACTION ITEMS:

- a. Glenn County Educators Hall of Fame 2020-21, nominees and selection (p. 42)
 - i. The board discussed potential candidates
 - ii. Mr. Odom indicated that their used to be a committee that make make recommendations to the board for this event.

Motion to nominate Wendy Robinson and Muriel Pope by Mr. Boone 2nd by Mr. Leal. Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- b. Approve HUSD/CJUESD Developer Fee Agreement effective July 1, 2021 – June 30, 2022 (p. 46)
 - i. Dr. Powell reviewed
 - ii. Mr. Oseguera, Mr. Odom and Ms. Hamman commented

Motion to approve by Mr. Leal 2nd by Mr. Reyes. Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- c. Approve Public Disclosure of Proposed Collective Bargaining Agreement (p. 48)
 - i. Dr. Powell reviewed with a note that on p. 48, 1% retroactive this year adds to the 2.5% for next year
 - ii. Ms. Hamman clarified that 1% is for this year and 2.5% is for next year means a total fiscal impact of 3.5%
 - iii. Mr. Leal asked for clarification that the total increase is 3.5% combined
 - iv. Ms. Hamman clarified that the 3.5% increase is salary only

Motion to approve by Mr. Odom 2nd by Mr. Boone. Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- d. Approval of Tentative Agreement to negotiated terms in collective bargaining agreement between the District and HTA for the 2020-21 school year. (p. 52)
 - i. Dr. Powell reviewed

Motion to approve by Mr. Odom 2nd by Mr. Leal. Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- e. Approval of memorandum of understanding (“MOU”) between the District and CSEA concerning the impacts and effects of resumed District operations under post-COVID-19 conditions developed as a result of CSEA’s June 18, 2020 Demand to Bargain and the negotiations that have since transpired between Parties. (p. 55)

- i. Dr. Powell reviewed

Motion to approve by Mr. Boone 2nd by Mr. Leal.

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- f. District and CSEA present Articles they intend to negotiate for the 2021-22 school year consistent with Government Code section 3547 “sunshining” requirements. (p. 64)

- i. Dr. Powell noted that there is a document missing to review the 2019-20 sunshine agreement and that it will be brought to the board for the May meeting.

- ii. Dr. Powell reviewed

Motion to approve by Mr. Odom 2nd by Mr. Leal.

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- g. Approve purchase of 2021 Ford Expedition XLT 4x4, 8 passenger vehicle with 19-20 Career Technical Incentive Grant (CTEIG) funds. (p. 67)

- i. Dr. Powell reviewed and answered questions

Motion to approve by Mr. Reyes 2nd by Mr. Boone.

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- h. Approve HUSD Certificated Intervention Specialist Job Description (p. 70)

- i. Dr. Powell reviewed and asked for approval

Motion to approve by Mr. Boone 2nd by Mr. Leal.

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- i. 2021 High School Graduation and 8th Grade Promotion (p. 73)

- i. Dr. Powell reviewed and requested approval of moving toward traditional graduation and promotion at stadium following all Glenn County and CDPH guidelines

Motion to approve by Mr. Reyes 2nd by Mr. Leal.

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- j. CSBA March 2021 Policies for 2nd Reading and Approve (p. 74)

- i. Board Policy 0420.42 – Charter School Renewal
 - ii. Board Policy 3110 – Transfer of Funds
 - iii. Board Policy 3230 – Federal Grant Funds
 - iv. Administrative Regulation 3230 – Federal Grant Funds
 - v. Administrative Regulation 3311.2 – Lease-Leaseback Contracts
 - vi. Administrative Regulation 3311.3 – Design Build Contracts
 - vii. Administrative Regulation 3320 – Claims and Actions Against the District
 - viii. Board Policy 3452 – Student Activity Funds
 - ~~ix. Board Policy 3515.3 – District Police/Security Department~~
 - ~~x. Administrative Regulation 3515.3 – District Policy/Security Department~~
 - xi. Board Policy 3600 – Consultants
 - xii. Exhibit 4112.9/4212.9/4312.9 – Employee Notifications
 - xiii. Administrative Regulation 4161.2/4261.2/4361.2 – Personal Leaves
 - xiv. Administrative Regulation 4161.8/4261.8/4361.8 – Family Care and Medical Leave
 - 1. Recommend Option 1 and Option 1
 - xv. Board Policy 6142.8 – Comprehensive Health Education

xvi. Administrative Regulation 6142.8 – Comprehensive Health Education

1. Dr. Powell reviewed and requested accepting policies as listed striking items ix and x

Motion to accept and approve as written by Mr. Boone 2nd by Mr. Odom.

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. Boone.

Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- a. Minutes from Regular Board Meeting on March 24, 2021 (p. 80)
- b. California Department of Education Consolidated Application for 2020-21 (CARS) (p. 84)
- c. Gear Up Field Trip for two 8th Grade cohorts to Chico State for a grounds tour, picnic lunch to think about college on Friday, May 14th and Friday May 21st.
- d. Approve Hamilton Elementary School Single Plana for Student Achievement (SPSA) 2020-21 (p. 101)
- e. HHS School Site Council Meeting on March 23, 2021 Agenda (p. 161)
- f. HHS School Site Council Meeting on March 23, 2021 Minutes (p. 162)
- g. HES School Site Council Meeting on February 9, 2021 Minutes (p. 164)
- h. HES School Site Council Meeting on March 23, 2021 Agenda (p. 166)
- i. Warrants and Expenditures (p. 176)
- j. Interdistrict Transfers (new only; elementary students reapply annually).
 - i. Out
 - 1. Hamilton Elementary School
 - a. K x 1 (2021-22)
 - 2. Hamilton High School
 - a. 9th x 1 (2021-22)
 - ii. In
 - 1. Hamilton Elementary School
 - a. None
 - 2. Hamilton High School
 - a. 9th x 2 (2021-22)
- k. Personnel Actions as Presented:
 - i. New hires:

Rina Gonzales	Local Support Teacher (LST) for Temp. Intern Teacher at HES for 20-21 school year, beginning 1/11/2021 – ending 6/4/2021	HUSD
Timothy DeVries	Short-Term District Custodian	HUSD
Sophie Montgomery	Short-Term District Custodian	HUSD
 - ii. Resignations/Retirement:

Asha Mundo	Child Nutrition Assistant, Effective 6/30/2021	HES
Derek Nall	Temporary Physical Education Teacher, Effective 6/30/2021	HES

Aaron Johnson	Temporary Science Teacher, Effective 6/30/2021	HES
Susan Song	Temporary Science Teacher, Effective 6/30/2021	HHS
Trevor Heyl	Temporary Multiple Subject Teacher, Effective 6/30/2021	HES
Luis Perez Vargas	Temporary English Teacher (Intern), Effective 6/30/2021	HES
Sheila Skemp	Long-Term Substitute Teacher, Effective 6/30/2021	HUSD
Luke Widener	Long-Term Substitute Teacher, Effective 6/30/2021	HUSD
Chloe Patton	Long-Term Substitute Teacher, Effective 6/30/2021	HUSD

15.0 ADJOURNMENT: 8:00 p.m.

“A generation which ignores history has no past and no future.” – Robert Heinlein

X

Rod Boone
HUSD Board Clerk

X

Jeremy Powell, Ed.D.
Superintendent



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

Hamilton Elementary School
School Site Council Meeting
5/11/2021

Join Zoom Meeting

<https://zoom.us/j/91058674531?pwd=V2VvVktieXNGS2Z6R1RBVzU0UFlk2QT09>

Meeting ID: 910 5867 4531

Passcode: HES

Norms:

- Bring multiple perspectives
- Share openly & honestly
- Stay on agenda
- Assume positive intent
- Respect commitment of role: Attend all meetings, arrive on time, come prepared

Agenda

ORDER OF BUSINESS

Item 1 Call to Order

- Welcome
- Introductions

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

Staff Present:

Parents Present:

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

Anticipated posting by 3/18/21

Item 4 Public Comment

This is the time for members of the audience to present items not on the Agenda. Comments should be limited to a maximum of three minutes duration. The SSC is prohibited by State Law from taking action on any item presented if it is not listed on the Agenda.

Item 5 Approval of Minutes— (5 minutes.)

DISCUSSION ITEMS

Item 6 End of Year Events

Item 7 Presentation: CASEL room at Mill Street

Item 8 Title I expenditures/presentations:

- Lobo Zen Den (Goal 1, Activity 2: SEL supports)



- Planners (Goal 2, Activity 7: Academic support)
- Parent support/outreach (Goal 3): Training and resources
- Tier 1 Professional development: UDL

Item 10

ACTION ITEMS

Item 9 Approve Title I expenditures

ADJOURNMENT

By 7:00 pm

Hamilton Elementary School Site Council By-laws

Revised January 2015

ARTICLE I – HAMILTON ELEMENTARY SCHOOL SITE COUNCIL

The Hamilton Unified School District has established the Hamilton Elementary School Site Council. Hereinafter, the School Site Council may be referred to as the Council.

ARTICLE II - ROLE OF THE COUNCIL

The School Site Council is required, under state law, to serve as the school community representative body for determining the focus of the school's academic instructional program and all related categorical resources. The School Site Council has responsibilities for these duties:

- **Analyzing and evaluating the academic achievement of all students in the school.**
- **Obtaining recommendations from school site advisory, standing, and special committees regarding the focus of the School's Single Plan for Student Achievement**
- **Developing and approving the school plan and all related budget expenditures to the local governing board**
- **Providing ongoing monitoring of the implementation of the plan and budget expenditures in accordance with all state and federal laws and regulations**
- **Recommending the school plan including related budget expenditures to the local governing board**



- **Providing ongoing monitoring for the implementation of the plan and budgets/expenditures**
- **Revising the school plan, including expenditures, timelines, and evaluation criteria, as needed**
- **Participating in all local, state, and federal reviews of the school's program for compliance and quality**
- **Annually evaluating the effectiveness of the school's progress toward meeting school goals to raise student achievement for all students**
- **Encouraging broad representation of parents, community members, teachers, and students, if appropriate, including all socioeconomic, ethnic, and programmatic groups represented in the school in leadership roles and in the activities of the School Site Council**
- **Carry out all other duties assigned to the council by the district governing board and by state or federal law.**

Every two years, an English Learner Advisory Committee may elect to have the School Site Council serve as the site leadership body for the EL program. If this occurs, the School Site Council, after training, will assist the principal and staff in:

- **Developing a detailed school plan for EL students as a part of the Single Plan for Student Achievement that is submitted to the local board of education**
- **Developing the school's needs assessment for EL students**
- **Administering the school's language census**
- **Assuring that efforts have been made to notify EL parents of the importance of regular school attendance**

If funding for Economic Impact Aid becomes available, every two years a School Advisory Committee may elect to have the School Site Council serve as the site leadership body for the Economic Impact Aid Program will assist the principal and staff in:

- **Developing a detailed school plan for low income educationally disadvantaged and English learner students as a part of the Single Plan for Student Achievement that is submitted to the local board of education.**

The School Site Council will vote to determine whether the school will participate in the School based Coordination Program.

ARTICLE III – Members



Section 1: Size and Compensation

The School Site Council will be composed of (10) members. Half of the representation on the council shall be from the school staff. This council half will include:

(1)-Principal

(3)-Teachers, selected by teachers; (NOTE: Classroom teachers shall constitute the majority of those persons representing the school staff)

(1)-Other School Personnel

(5)-Parents or community members, selected by parents at the school

Section 2: Term of Office

All parents of the Council shall serve for a term of 2 years. All teachers or other school personnel shall serve for a term of one year. However, in order to achieve staggered membership, one half, or the nearest approximation, of each representative group shall be selected during the odd years and the remaining number of members selected during the even years. At the end of each representative member's term, membership terminates. In order to continue to serve as a council member, the member must be reselected by the appropriate representative group.

(New Councils) With the exception of the principal a chance method or lottery will be used to determine the length of each member's term at the first council meeting.

Section 3: Selection/Election of Members

Elections of council members shall be held each year, no later than September 30th.

Annually, the SSC will establish an Election Committee composed of a teacher, other school personnel, a parent to oversee the election of council members.

Election Committee: The duties of the committee shall be to supervise the election procedure, to identify nominees on the basis of the nominating procedure, to unseal and count the ballots, and to declare elected representatives on the basis of the election procedure.

The following procedures shall be followed in nominating candidates and selecting/electing council members:

- Teachers: Secret ballot of HES certificated staff that are HTA members; election by the end of September 30
- Parents/Guardians: Secret ballot of parents/guardians election by September 30
- Other School Personnel: Secret ballot of HES classified staff that are CSEA members election by September 30.



Election ballots shall be prepared by the Election Committee with the assistance of the principal and shall be distributed to each peer group.

In all elections for council members, ties will be decided by lot.

Section 4: Voting Rights

Each member of the council shall be entitled to one vote and may cast that vote on each matter submitted to a vote of the Council. Absentee ballots shall not be permitted.

An alternate representative may not cast a vote in the absence of the selected member. The role of an alternate is for information collection only.

Section 5: Termination of Membership

A member shall no longer hold membership should he or she cease to be a resident of the school or no longer meets the membership requirements under which he or she was selected (e.g., a parent becomes employed by the district). Membership shall automatically terminate for any member who is absent from all regular meetings for a period three consecutive meetings. The Council, by an affirmative vote of two-thirds of all the members, can suspend or expel a member.

Section 6: Transfer of Membership

Membership on the Council **may not** be assigned or transferred.

Section 7: Resignation

Any selected council member may terminate his or her membership by submitting a written letter of resignation to the Council chairperson.

Section 8: Vacancy

Any vacancy on the Council that occurs during the term of a member shall be filled by:

- **An election of a new member by the appropriate representative group**
- **Or an appointment of a new member through the remainder of the term (selected by the remaining peer group members, not the council as a whole).**

ARTICLE IV - OFFICERS

Section 1: Officers

The officers of the Council shall include a chairperson, vice- chairperson, secretary, parliamentarian and any other officers the Council shall deem as desirable.



Section 2: Election of Officers and Terms of Office

The officers of the Council shall be elected annually and shall serve a term for one year or until a successor has been elected. Any member of the Council, including the principal, may serve in any officer capacity.

Section 3: Removal of Officers

Any officer may be removed from their office by a two-thirds vote of all council members.

Section 4: Vacancy in an Officer Position

A vacancy in any office because of resignation, removal, disqualification, death, or otherwise shall be filled for the remainder of the officer's term. A vacancy in any office shall be filled by a special election of the Council. This special election will be included in the posted meeting agenda.

Section 5: Officer duties

The chairperson shall:

- **Preside at all meetings of the Council**
- **Sign all letters, reports, and other communications of the Council**
- **Perform all duties incident to the Office of the chairperson**

The vice-chairperson shall:

- **Represent the chairperson or council in assigned duties**
- **Substitute for the chairperson in his or her absence**

The secretary shall:

- **Keep minutes of all regular and special meetings of the Council**
- **Promptly transmit to each of the council members and district representative true and correct copies of the minutes of such meetings**
- **Provide all notices in accordance with the provisions of these by laws**
- **Serve as custodian of the School Site Council records**
- **Maintain a register of the address, phone number, and term of office of each council member**
- **Maintain a register of the chairpersons of other school advisory and subcommittee members, including addresses and phone numbers**
- **Perform all duties incident to the office of secretary**
- **Perform such duties that are assigned by the chairperson or the council**

The Parliamentarian shall:

- **Be the time keeper for the meeting**
- **Ensure the Bylaws are followed**
- **Draft positions or plans for council review**



- **Perform the duties of Sargent at Arms**

Annually each School Site Council shall convene a professional development committee, composed of a majority of teachers, to determine the professional development activities included within the Single Plan for Student Achievement.

ARTICLE V – COMMITTEES

Section 1: Standing and Special Committees

The School Site Council may, from time to time, establish standing or special committees to perform various functions as prescribed by the Council. All such committees will include representation from the various representative groups. All appointed individuals and committees serve at the pleasure of the Council and are advisory to it. No standing or special committee may exercise the authority of the Council. A standing or special committee may be abolished by a vote of the Council.

The purpose of these committees is to:

- **Gather and analyze data**
- **Examine materials staffing or fund possibilities**
- **Propose to the Council strategies for improving the instructional practices**

Section 2: Standing and Special Committee Membership

Unless otherwise determined by the Council, the Council chairperson shall appoint members of the standing or special committees. A vacancy on a standing or special committee shall be filled by appointment of the chairperson.

Section 3: Standing and Special Committee Term of Office

The Council shall determine the membership terms for all standing and special committees. This term should be communicated to the committee members at the beginning of their assignment.

Section 4: Standing and Special Committee Rules

Each standing and special committee will establish procedural rules that are consistent with the Council's bylaws and the district governing board.

ARTICLE VI - MEETINGS OF THE SCHOOL SITE COUNCIL

Section 1: Meetings

The council shall hold regular monthly meetings with the day and time as agreed upon by the



Council at the September meeting of that school year. Special meetings of the Council may be called by the chairperson or by a majority vote of the Council.

Section 2: Place of Meetings

The Council shall hold its regular meetings at a facility provided by the school, unless the school principal determines that such a facility accessible to the public, including 'handicapped persons, is unavailable or does not meet health and/or safety codes. Alternative meeting sites shall be determined jointly by the school principal and Council chairperson.

Section 3: Notice of Meetings

Written notice of the meeting shall be posted at least 72 hours in advance of the meeting at the school site, or any other appropriate place that is accessible to the public. This written notice shall specify the date, time, and location of the meeting, and contain an agenda describing each item of business to be discussed or acted upon. Any change in the established date, time, or location of the meeting needs to be especially noted in the agenda. The Council shall not take any action on any item of business unless that item appears on the posted agenda or unless the Council or committee members present by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the council or committee subsequent to the posting of the agenda.

Questions or brief statements made at a meeting by members of the Council, committee, or public that do not have a significant effect on pupils or employees in the school or school district or that can be resolved solely by the provision of information need not be described on an agenda as items of business.

All required notices shall be delivered to council and committee members to no less than 72 hours, and no more than (5) days in advance of the meeting, personally, by mail, or by email.

The Council will annually notify representative groups of the meetings through:

- Inclusion in school communications (e.g.. bulletins, newsletters)
- Posted (e.g., in the school office window and community services bulletin)

Section 4: Quorum

The presence of 51% of the Council membership (51% school and 51% parent) in attendance at the meeting will constitute a quorum. No decisions of the Council shall be valid unless a quorum of the membership is present.

Section 5: Conduct of Meetings



Meeting of the Council shall be conducted in accordance with the rules of order established by Education Code 35147 and the Robert's Rules of Order or an adaptation thereof approved by the Council.

If the Council violates any of the procedural meeting requirements found in Ed. Code Section 35147, and upon demand of any person, the Council shall reconsider the item at its next meeting, after allowing for public input.

Section 6: Meetings Open to the Public

All meetings of the Council and its appointed committees shall be open to the public. Any member of the public shall be able to address the Council during the meeting on any item within the subject matter jurisdiction of the Council. Every agenda for regular meetings shall provide an opportunity for members of the public to directly address the School Site Council on any item of interest to the public, before or during the Council's consideration of that item.

The Council may not take any action on any item of business unless that item appears on the posted agenda or unless council members present, by unanimous vote, find that there is a need to take immediate action and that the need for action came to the attention of the Council subsequent to the posting of the agenda.

Each meeting agenda will include a time for public comment. The School Site Council will provide opportunities for the public to comment on matters that are not on the agenda, but no action may be taken by the Council.

The minutes of the Council meeting are public records and are available to the public. Any materials provided to a School Site Council shall be made available to any member of the public who requests the materials pursuant to the California Public Records Act (Chapter 3.5 (Commencing with Section 6250) of Division 7 of Title 1).

Section 7: Communication with the Local Board of Education

The School Site Council shall implement the rules and regulations as defined in local board policy. The Council may communicate with the board by submitting a letter to the Board of Education office. A School Site Council may request to speak at a local board of education meeting by following district procedures for communicating with the school board.

A local board of education has the right to deny the content and related and related budget found in the school's Single Plan for Student Achievement. The Board of Education will provide written notification to the Council about their concerns.

Section 8: Uniform Complaint Procedures

Annually, the School Site Council shall participate in training about the district's uniform



complaint procedures. This training will review procedures for filing a complaint. If any School Site Council member or member of the public believes that the School Site Council has taken an action that is in violation of their legal authority, the individual or group may file a uniform compliant form with the district.

ARTICLE VII – BYLAW AMENDMENTS

An amendment of these bylaws maybe made at any regular meeting of the Council 'by a vote of two -thirds of the members present. Written notice of the proposed amendment must be posted as a part of the agenda and must be submitted to the Council members at least (5) days prior to the meeting at which the amendment is to be considered for adoption.

School Site Council Meeting
March 23rd, 2021

Item 1: Welcome and introductions 6:12 PM

Item 2:

Staff Present: Jenny Firth, Kathy Thomas, Maribel Hernandez, Dianna Camarena, Maggie Sawyer
Parents Present : Maria Guerra, Rocio Jauregui, Ana Lozano

Item 3: Verification of positing of the agenda, March 18th 2021

Item 4: Public Comment--no public comment

Item 5: Approval of Minutes--Jenny Firth made motion to approve minutes. Rocio Jauregui seconded.

Item 6: PBIS and expenditures update-- Expenditures were approved for incentives. This goes directly to our mascot and brag tags. Mrs. Sawyer spoke about incentive prizes and our wolf bucks. Students' names were drawn and students were chosen and shared on social media.

Item 7: FIA: Academic Support Plan--Mrs. Thoms discussed FIA. This will help with our school wide plan as well as with our academic intervention approach.

Item 8: Chronic Absenteeism--Dianna Camarena

The state collects all absences and discussed the Hamilton Elementary performance under the accountability system. There is a three tier of intervention approach to reduce chronic absenteeism. Community member Vanessa Ortiz wanted to know if the data shared were 2019 or 2020. As of now, 10% of HES students are chronically absent. Maggie Sawyer commented that if students are quarantined they can make up absences by submitting their online work.

Item 9: SPSA presentation

Plan is required by all sites and districts. Kathy shared data from the current school year. Hamilton Elementary is falling below and students are decreasing performance. Suspension rates have declined but students are needing support in ELA. The goals were shared. Budget was shared and Mrs. THomas recommended we use the extra funds for teacher training and support to help students. Question was asked regarding where the funds were coming from, Cares Act and relief funds. Newsletters will continue to be shared and zoom options will be provided for parents for the upcoming school year. Comments made by Jenny discussing more programs targeting reading performance for students. Another comment by Vanessa Ortiz regarding more discussion on social and emotional learning.

Item 10: Expanding staff training: Title I expenditure--expanding training with expenditures to support classroom staff.

Item 11: SPSA approval--Maggie Sawyer made motion and Rocio Jauregui seconded.

Meeting adjourned 7:13 PM

2021-2022 Designation of CIF Representatives to League

Please complete the form below for each school under your jurisdiction and **RETURN TO THE CIF SECTION OFFICE (ADDRESSES ON REVERSE SIDE) no later than June 28, 2021.**

Hamilton Unified School District/Governing Board at its May 26, 2021 meeting,
 (Name of school district/governing board) (Date)
 appointed the following individual(s) to serve for the 2021-2022 school year as the school's league representative:

PHOTOCOPY THIS FORM TO LIST ADDITIONAL SCHOOL REPRESENTATIVES

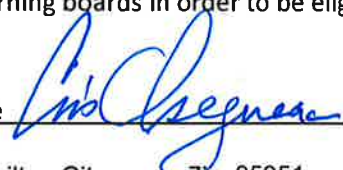
NAME OF SCHOOL Hamilton High School
 NAME OF REPRESENTATIVE Cris Oseguera POSITION Principal
 ADDRESS P.O. Box 488 CITY Hamilton City ZIP 95951
 PHONE 530-826-3261 FAX 530-826-0440 E-MAIL coseguera@hudschools.org

NAME OF SCHOOL Hamilton High School
 NAME OF REPRESENTATIVE Erin Johnson POSITION Athletic Director
 ADDRESS P.O. Box 488 CITY Hamilton City ZIP 95951
 PHONE 530-826-3261 FAX 530-826-0440 E-MAIL ejohnson@hudschools.org

NAME OF SCHOOL Hamilton High School
 NAME OF REPRESENTATIVE Jeremy Powell POSITION Superintendent
 ADDRESS P.O. Box 488 CITY Hamilton City ZIP 95951
 PHONE 530-826-3261 FAX 530-826-0440 E-MAIL jpowell@hudschools.org

NAME OF SCHOOL _____
 NAME OF REPRESENTATIVE _____ POSITION _____
 ADDRESS _____ CITY _____ ZIP _____
 PHONE _____ FAX _____ E-MAIL _____

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

Superintendent's or Principal's Name Cris Oseguera Signature 
 Address P.O. Box 488 City Hamilton City Zip 95951
 Phone 530-826-3261 Fax 530-826-0440

**PLEASE RETURN THIS FORM DIRECTLY TO THE CIF SECTION OFFICE.
 SEE FOLLOWING PAGE FOR CIF SECTION OFFICE CONTACT INFORMATION.**

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
001075/00	AT&T							
PO-000403	04/12/2021	APR HS/DIST;16304292	1 01-0000-0-0000-2700-5990-000-000-00000	NN	P		0.00	190.11
			TOTAL PAYMENT AMOUNT					190.11
000794/00	BUSWEST - NORTH							
PO-000421	04/12/2021	XA410025291:01	1 01-0000-0-0000-3600-4300-000-000-00000	NN	P		0.00	158.15
			TOTAL PAYMENT AMOUNT					158.15
000053/00	CALIFORNIA WATER SERVICE CO	000000000						
210052	PO-000422	03/29/2021	APR 3141117777	1 01-0000-0-0000-8100-5590-000-000-00000	NN	P	0.00	55.69
210052	PO-000422	03/29/2021	APR 4141117777	1 01-0000-0-0000-8100-5590-000-000-00000	NN	P	0.00	55.69
			TOTAL PAYMENT AMOUNT					111.38
001161/00	CHICO SPRINKLER INC							
210049	PO-000419	04/07/2021	117933	1 01-8150-0-0000-8100-4300-000-000-00000	NN	P	0.00	641.37
			TOTAL PAYMENT AMOUNT					641.37
000764/00	DANIELSON CO							
PO-000425	03/30/2021	FUNDS EXPIRED	8 01-3210-0-1110-1000-4300-000-000-00000	NN	C		0.00	0.00
PO-000425	03/30/2021	246518	4 13-5320-0-0000-3700-4700-000-049-00000	NN	P		0.00	114.13
PO-000425	03/30/2021	246518	2 13-5310-0-0000-3700-4700-000-000-00000	NN	P		0.00	1,886.54
			TOTAL PAYMENT AMOUNT					2,000.67
001023/00	FP MAILING SOLUTIONS							
210054	PO-000424	04/02/2021	APR-JUNE;RI104846309	1 01-0000-0-0000-2700-5620-000-000-00000	NN	P	0.00	66.93
210054	PO-000424	04/02/2021	APR-JUNE;RI104846309	2 01-0000-0-1110-1000-5620-100-000-00000	NN	P	0.00	100.38
			TOTAL PAYMENT AMOUNT					167.31
000753/00	GLENN COUNTY ROAD SHOP							
PO-000436	03/25/2021	PW21-01123	2 01-0000-0-0000-3600-5630-000-000-00000	NN	P		0.00	225.00
			TOTAL PAYMENT AMOUNT					225.00

012 HAMILTON UNIFIED SCHOOL DIST. J42929
 BATCH 47:MAY 19 2021

ACCOUNTS PAYABLE PRELIST
 BATCH: 0047 BATCH 47:MAY 19, 2021

APY500 L.00.19 04/19/21 09:35 PAGE 2
 << 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
000646/00	HAY WAGON INC										
210465	PO-021515	04/05/2021	PO#21-515;#HELD								
				1	01-6387-0-3800-1000-4400-100-000-00000	NN	F			2,050.48	2,050.48
			TOTAL PAYMENT AMOUNT							2,050.48 *	2,050.48
000072/00	HILLYARD INC										
	PO-000412	04/07/2021	604289392								
				1	01-8150-0-0000-8100-4300-000-000-00000	NN	P			0.00	1,027.37
			TOTAL PAYMENT AMOUNT							1,027.37 *	1,027.37
001003/00	INFINITY COMMUNICATIONS & CONS										
210069	PO-021135	04/12/2021	APR-JUNE;12020								
				1	01-9150-0-0000-2420-5890-000-000-00000	NN	F			1,575.00	1,575.00
			TOTAL PAYMENT AMOUNT							1,575.00 *	1,575.00
001138/00	JOHNNY ON THE SPOT			464458679							
210360	PO-021427	04/13/2021	FUNDS EXPIRED								
				1	01-3210-0-1110-1000-5890-800-000-00000	N1	C			872.89	0.00
210360	PO-021427	04/13/2021	FUNDS EXPIRED								
				2	01-3210-0-1110-1000-5890-100-000-00000	N1	C			954.82	0.00
210360	PO-021427	04/13/2021	I15542;HS 4/13-5/10								
				3	01-3212-0-1110-1000-5890-100-000-00000	N1	P			192.90	192.90
210360	PO-021427	04/13/2021	I15547;ELEM 4/13-5/10								
				4	01-3212-0-1110-1000-5890-800-000-00000	N1	P			379.35	379.35
			TOTAL PAYMENT AMOUNT							572.25 *	572.25
001388/00	LARRY'S PEST & WEED CONTROL			141953612							
	PO-000440	04/07/2021	MAR 2021-W13363								
				1	01-0000-0-0000-8100-5590-000-000-00000	NY	P			0.00	540.00
			TOTAL PAYMENT AMOUNT							540.00 *	540.00
000592/00	MISSION UNIFORM & LINEN										
	PO-000405	04/15/2021	514572053								
				1	13-5310-0-0000-3700-4300-000-000-00000	NN	P			0.00	84.68
			TOTAL PAYMENT AMOUNT							84.68 *	84.68
000524/00	MJB WELDING SUPPLY										
210120	PO-021200	03/31/2021	01336019-TANK RENTAL								
				4	01-0350-0-6000-1000-5890-100-053-00000	NN	P			0.00	9.50
			TOTAL PAYMENT AMOUNT							9.50 *	9.50

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
000012/00	NAPA AUTO PARTS										
PO-000418	04/05/2021	751488									
			1	01-8150-0-0000-8100-4300-000-000-00000	NN	P				0.00	121.49
			TOTAL PAYMENT AMOUNT								121.49 *
000309/00	OFFICE DEPOT INC										
210012	PO-021100	03/30/2021	164884819001-HS	LIB CLOCK	5	01-0000-0-1110-1000-4300-100-000-00000	NN	P		0.00	14.49
210447	PO-021502	04/01/2021	165440083002		1	01-0000-0-1110-1000-4300-100-603-00000	NN	P		8.58	8.58
210447	PO-021502	03/26/2021	165440083001		1	01-0000-0-1110-1000-4300-100-603-00000	NN	P		132.95	132.95
210447	PO-021502	03/26/2021	165453120001		1	01-0000-0-1110-1000-4300-100-603-00000	NN	F		12.61	12.61
210451	PO-021508	04/01/2021	166399166001		1	01-0000-0-1110-1000-4300-100-604-00000	NN	P		134.96	134.96
210451	PO-021508	04/01/2021	166415147001		1	01-0000-0-1110-1000-4300-100-604-00000	NN	F		42.63	42.63
210445	PO-021510	03/26/2021	165335143001		1	01-0000-0-1110-1000-4300-100-610-00000	NN	P		11.89	11.89
210445	PO-021510	03/26/2021	165335145001		1	01-0000-0-1110-1000-4300-100-610-00000	NN	P		17.04	17.04
210445	PO-021510	03/29/2021	165317110002		1	01-0000-0-1110-1000-4300-100-610-00000	NN	P		18.90	18.90
210445	PO-021510	03/26/2021	165317110001		1	01-0000-0-1110-1000-4300-100-610-00000	NN	P		167.59	167.59
210467	PO-021523	03/30/2021	164879223001		1	01-0000-0-0000-2700-4300-000-000-00000	NN	F		246.67	246.67
			TOTAL PAYMENT AMOUNT								808.30 *
000084/00	PG&E										
PO-000416	03/30/2021	MAR ELEM;3699672995-4	4	01-0000-0-0000-8100-5590-800-000-00000	NN	P				0.00	5,159.42
			TOTAL PAYMENT AMOUNT								5,159.42 *
000763/00	PROPACIFIC FRESH										
PO-000407	03/29/2021	6854757	1	13-5310-0-0000-3700-4700-000-000-00000	NN	P				0.00	679.50
PO-000407	03/29/2021	6854757	3	13-5320-0-0000-3700-4700-000-049-00000	NN	P				0.00	178.86
			TOTAL PAYMENT AMOUNT								858.36 *
000134/00	QUILL CORPORATION										
PO-021125	03/29/2021	148899211-TW	1	01-0000-0-0000-2700-4300-000-000-00000	NN	P				0.00	49.17
210452	PO-021509	03/31/2021	148944779		1	01-0000-0-1110-1000-4300-100-601-00000	NN	P		24.21	24.21
210452	PO-021509	03/31/2021	148944795		1	01-0000-0-1110-1000-4300-100-601-00000	NN	F		8.08	8.09
PV-000081	03/30/2021	HS ATH-STOPWATCHES		01-0000-0-1110-1000-4300-100-006-00000	NN						78.31
			TOTAL PAYMENT AMOUNT								159.78 *

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

000137/00	SCHOOL SERVICES OF CALIF INC							
PO-000426	04/01/2021	APRIL 2021-0128725-IN	1	01-0000-0-1110-1000-5890-000-000-000000	NN P		0.00	320.00
TOTAL PAYMENT AMOUNT								320.00 *

000377/00	WASTE MANAGEMENT								
210044	PO-000402	04/01/2021	APR	DIST;40236285003	1	01-0000-0-0000-8100-5590-000-000-000000	NN P	0.00	517.78
210044	PO-000402	04/01/2021	APR	HS;40236285003	2	01-0000-0-0000-8100-5590-100-000-000000	NN P	0.00	776.66
210044	PO-000402	04/01/2021	APR	ELLAB/PRESCH;40238905009	1	01-0000-0-0000-8100-5590-000-000-000000	NN P	0.00	287.65
210044	PO-000402	04/01/2021	APR	ELEM;40238285009	3	01-0000-0-0000-8100-5590-800-000-000000	NN P	0.00	287.65
210044	PO-000402	04/01/2021	APR	ELEM CAFE;40238215004	3	01-0000-0-0000-8100-5590-800-000-000000	NN P	0.00	312.79
TOTAL PAYMENT AMOUNT								2,182.53 *	2,182.53

000743/00	WEST COAST PAPER								
PO-000429	03/10/2021	12168227	1	01-8150-0-0000-8100-4300-000-000-000000	NN P		0.00	165.63	
TOTAL PAYMENT AMOUNT								165.63 *	165.63

TOTAL BATCH PAYMENT	19,128.78 ***	0.00	19,128.78
TOTAL DISTRICT PAYMENT	19,128.78 ****	0.00	19,128.78
TOTAL FOR ALL DISTRICTS:	19,128.78 ****	0.00	19,128.78

Number of checks to be printed: 22, not counting voids due to stub overflows. 19,128.78

Printed: 04/22/2021 22:27:02

<i>Chris Torres</i>	<i>4/19/21</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

000008/00	CALIFORNIA'S VALUED TRUST H/W								
PO-000444	04/19/2021	MAY 2021	1	01-0000-0-0000-0000-9571-000-000-00000	NN P			0.00	32,111.87
PO-000444	04/19/2021	MAY 2021	2	01-0000-0-0000-0000-9572-000-000-00000	NN P			0.00	63,905.65
PO-000444	04/19/2021	MAY 2021	3	01-0000-0-0000-0000-9573-000-000-00000	NN P			0.00	3,833.05
TOTAL PAYMENT AMOUNT									99,850.57 *

002047/00	DANNIS WOLIVER KELLEY	943172834							
PO-000423	04/19/2021	FEBRUARY 2021 ATTORNEY BILL	1	01-0000-0-0000-7110-5815-000-000-00000	NE P			0.00	2,321.50
PO-000423	04/19/2021	FEBRUARY 2021 ATTORNEY BILL	2	21-0000-0-0000-8500-5815-000-000-00000	NE P			0.00	8,113.50
TOTAL PAYMENT AMOUNT									10,435.00 *

000522/00	LESLIE ANDERSON-MILLS	573472011							
PO-000433	04/19/2021	MAY 2021 - CASH IN LIEU	1	01-0000-0-1110-1000-3701-000-000-00000	NY P			0.00	791.67
TOTAL PAYMENT AMOUNT									791.67 *

000584/00	STANDARD								
PO-000408	04/19/2021	APRIL 2021	1	01-0000-0-0000-0000-9573-000-000-00000	NN P			0.00	340.08
TOTAL PAYMENT AMOUNT									340.08 *

TOTAL BATCH PAYMENT				111,417.32 ***		0.00		111,417.32
TOTAL DISTRICT PAYMENT				111,417.32 ****		0.00		111,417.32
TOTAL FOR ALL DISTRICTS:				111,417.32 ****		0.00		111,417.32

Number of checks to be printed: 4, not counting voids due to stub overflows. 111,417.32

<i>John Tom</i>	4/19/21
Prepared by	Date
Authorized by	Date

012 HAMILTON UNIFIED SCHOOL DIST. J43121
 BATCH 49:MAY 19 2021

ACCOUNTS PAYABLE PRELIST
 BATCH: 0049 BATCH 49:MAY 19 2021

APY500 L.00.19 04/22/21 23:57 PAGE 1
 << 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
001075/00	AT&T										
	PO-000403	04/12/2021	APR ELEM;16305736	1	01-0000-0-0000-2700-5990-000-000-00000	NN	P			0.00	114.30
			TOTAL PAYMENT AMOUNT							114.30 *	114.30
000332/00	BOARD OF EQUALIZATION										
	FV-000083	04/19/2021	057-416161;QTR 1 2021 FUEL TAX	01	0000-0-0000-3600-4392-000-000-00000	NN					192.00
			TOTAL PAYMENT AMOUNT							192.00 *	192.00
001072/00	CORNING FORD										
	210462	PO-021512	04/20/2021	2021 FORD EXPEDITION	1	01-6387-0-3800-1000-6400-100-000-00000	NN	F		60,018.31	58,393.48
			TOTAL PAYMENT AMOUNT							58,393.48 *	58,393.48
000764/00	DANIELSON CO										
	PO-000425	04/13/2021	247313	9	01-3212-0-1110-1000-4300-000-000-00000	NN	P			0.00	273.00
	PO-000425	04/13/2021	247313	2	13-5310-0-0000-3700-4700-000-000-00000	NN	P			0.00	2,172.73
	PO-000425	04/13/2021	247313	4	13-5320-0-0000-3700-4700-000-049-00000	NN	P			0.00	509.48
			TOTAL PAYMENT AMOUNT							2,955.21 *	2,955.21
000320/00	GERLINGER STEEL & SUPPLY CO										
	210119	PO-021195	04/19/2021	4202979	1	01-0350-0-6000-1000-4300-100-053-00000	NN	P		468.68	468.68
			TOTAL PAYMENT AMOUNT							468.68 *	468.68
000072/00	HILLYARD INC										
	PO-000412	04/14/2021	604296074	1	01-8150-0-0000-8100-4300-000-000-00000	NN	P			0.00	70.16
	PO-000412	04/14/2021	604296076	1	01-8150-0-0000-8100-4300-000-000-00000	NN	P			0.00	54.89
			TOTAL PAYMENT AMOUNT							125.05 *	125.05
001388/00	LARRY'S PEST & WEED CONTROL	141953612									
	PO-000440	04/08/2021	APRIL 2021-W13460	1	01-0000-0-0000-8100-5590-000-000-00000	NY	P			0.00	560.00
			TOTAL PAYMENT AMOUNT							560.00 *	560.00

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
000012/00	NAPA AUTO PARTS								
	PO-000418	04/19/2021	753491						
				1	01-8150-0-0000-8100-4300-000-000-00000	NN	P	0.00	29.00
									29.00
									TOTAL PAYMENT AMOUNT
									29.00 *
000309/00	OFFICE DEPOT INC								
210094	PO-021175	04/13/2021	166749862001-student awards						
				2	01-0000-0-1110-1000-4300-800-000-00000	NN	P	65.72	65.72
									65.72
									TOTAL PAYMENT AMOUNT
									65.72 *
000409/00	ORLAND SAW & MOWER								
210484	PO-021539	03/26/2021	039843						
				1	01-8150-0-0000-8100-5630-000-000-00000	NN	F	72.90	72.90
									72.90
									TOTAL PAYMENT AMOUNT
									72.90 *
000512/00	PLATT ELECTRIC SUPPLY INC								
	PO-000432	04/15/2021	Z860356						
				1	01-8150-0-0000-8100-4300-000-000-00000	NN	P	0.00	166.67
									166.67
									TOTAL PAYMENT AMOUNT
									166.67 *
000763/00	PROPACIFIC FRESH								
	PO-000407	04/13/2021	6858069						
				7	01-3212-0-1110-1000-4300-000-000-00000	NN	P	0.00	46.70
	PO-000407	04/13/2021	6858069						
				1	13-5310-0-0000-3700-4700-000-000-00000	NN	P	0.00	1,083.11
	PV-000082	04/01/2021	APR ELEM CAFE;40238215004						
					01-7420-0-1110-1000-4300-000-000-00000	NN			139.92
									1,269.73
									TOTAL PAYMENT AMOUNT
									1,269.73 *
001510/00	RAY MORGAN COMPANY								
210046	PO-000413	04/20/2021	MAY DIST;3296376						
				1	01-0000-0-0000-2700-5620-000-000-00000	NN	P	0.00	166.44
210046	PO-000413	04/20/2021	MAY HS;3296376						
				2	01-0000-0-1110-1000-5620-100-000-00000	NN	P	0.00	370.12
210046	PO-000413	04/20/2021	MAY ELEM;3296376						
				3	01-0000-0-1110-1000-5620-800-000-00000	NN	P	0.00	995.19
210046	PO-000413	04/20/2021	MAY ELLA;3296376						
				4	01-0000-0-3200-1000-5620-300-000-00000	NN	P	0.00	104.03
210046	PO-000413	04/20/2021	MAY DIST USE COLOR;3296376						
				7	01-0000-0-0000-2700-4300-000-000-00000	NN	P	0.00	39.66
210046	PO-000413	04/20/2021	MAY DIST USE B&W;3296376						
				7	01-0000-0-0000-2700-4300-000-000-00000	NN	P	0.00	23.22
210046	PO-000413	04/20/2021	MAY HS USE B&W;3296376						
				8	01-0000-0-1110-1000-4300-100-000-00000	NN	P	0.00	109.12
210046	PO-000413	04/20/2021	MAY ELEM USE B&W;3296376						
				9	01-0000-0-1110-1000-4300-800-000-00000	NN	P	0.00	146.19
210046	PO-000413	04/20/2021	MAY ELLAB USE B&W;3296376						
				10	01-0000-0-3200-1000-4300-300-000-00000	NN	P	0.00	1.71
210046	PO-000413	04/20/2021	MAY ADULT ED;3296376						
				5	11-6391-0-4110-1000-5620-000-000-00000	NN	P	0.00	202.58
210046	PO-000413	04/20/2021	MAY ADULT ED USE B&W;3296376						
				11	11-6391-0-4110-1000-4300-000-000-00000	NN	P	0.00	19.56
210046	PO-000413	04/20/2021	MAY PRESCH;3296376						
				6	12-6105-0-1110-1000-5620-000-000-00000	NN	P	0.00	104.03
210046	PO-000413	04/20/2021	MAY PRESCH USE B&W;3296376						
				12	12-6105-0-1110-1000-4300-000-000-00000	NN	P	0.00	1.71

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						2,283.56 *		2,283.56
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000930/00	SUPERIOR REGION CATA	000000000							
210489	PO-021541	04/13/2021	5/18/21	REGIST	1	01-7010-0-3800-1000-5200-100-000-00000	NN F	50.00	50.00
TOTAL PAYMENT AMOUNT						50.00 *		50.00	

001383/00	SUTHERLAND LANDSCAPE CENTER								
210376	PO-021435	03/30/2021	2021-462;	PRESCH BARK	1	12-6105-0-1110-1000-4300-000-000-00000	NN F	550.00	471.36
TOTAL PAYMENT AMOUNT						471.36 *		471.36	

001035/00	UNIVERGE BLUE-NEC CLOUD	000000000							
210396	PO-000451	04/01/2021	IN75466-MAR	DIST	1	01-0000-0-0000-2700-5990-000-000-00000	NN P	0.00	84.50
210396	PO-000451	04/01/2021	IN75466-MAR	HS	2	01-0000-0-0000-2700-5990-100-000-00000	NN P	0.00	126.75
210396	PO-000451	04/01/2021	IN75466-MAR	ELEM	3	01-0000-0-0000-2700-5990-800-000-00000	NN P	0.00	182.50
TOTAL PAYMENT AMOUNT						393.75 *		393.75	

TOTAL BATCH PAYMENT	67,611.41 ***	0.00	67,611.41
TOTAL DISTRICT PAYMENT	67,611.41 ****	0.00	67,611.41
TOTAL FOR ALL DISTRICTS:	67,611.41 ****	0.00	67,611.41

Number of checks to be printed: 16, not counting voids due to stub overflows.

Printed: 05/05/2021 00:28:57

<i>Chris DePries</i>	4/22/21
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
001198/00	FLORAL RESOURCES								
210408	PO-021454	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
000176/00	GLENN CO ENVIRONMENTAL HEALTH	946000691							
210492	PO-021544	04/27/2021	IN0006998-HS FA0000157		1 13-5310-0-0000-3700-5890-000-000-00000	NN	P	230.16	230.16
210492	PO-021544	04/27/2021	IN0006996-ELEM FA0000158		1 13-5310-0-0000-3700-5890-000-000-00000	NN	F	230.16	230.16
					TOTAL PAYMENT AMOUNT			460.32 *	460.32
000145/00	GLENN COUNTY AIR POLLUTION								
210493	PO-021545	04/27/2021	PERMIT#1101254;INV#4015602		1 01-7010-0-3800-1000-5890-100-000-00000	NN	F	15.00	15.00
					TOTAL PAYMENT AMOUNT			15.00 *	15.00
000162/00	GRAINGER								
	PO-000409	04/13/2021	9867781404-HOSE 50'		1 01-8150-0-0000-8100-4300-000-000-00000	NN	P	0.00	53.54
	PO-000409	04/13/2021	9867781412-SPRINKLER COVER		1 01-8150-0-0000-8100-4300-000-000-00000	NN	P	0.00	87.65
					TOTAL PAYMENT AMOUNT			141.19 *	141.19
000072/00	HILLYARD INC								
	PO-000412	04/21/2021	604302762		1 01-8150-0-0000-8100-4300-000-000-00000	NN	P	0.00	627.97
					TOTAL PAYMENT AMOUNT			627.97 *	627.97
002077/00	IN TENTS EVENTS	844486166							
210340	PO-021401	04/19/2021	FUNDS EXPIRED		3 01-3210-0-1110-1000-5890-100-000-00000	N1	C	1,200.00	0.00
210340	PO-021401	04/19/2021	FUNDS EXPIRED		4 01-3210-0-1110-1000-5890-800-000-00000	N1	C	2,400.00	0.00
210340	PO-021401	04/29/2021	4010:APRIL HS; SCREEN TENT		5 01-3212-0-1110-1000-5890-100-000-00000	N1	P	600.00	600.00
210340	PO-021401	04/29/2021	4010:APRIL ELEM; SCREEN TENT		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
001138/00	JOHNNY ON THE SPOT	464458679							
210360	PO-021427	05/01/2021	I15986;HS 5/11-6/7		3 01-3212-0-1110-1000-5890-100-000-00000	N1	F	192.90	192.90
210360	PO-021427	05/01/2021	I15988;ELEM 5/11-6/7		4 01-3212-0-1110-1000-5890-800-000-00000	N1	F	379.35	379.35
					TOTAL PAYMENT AMOUNT			572.25 *	572.25

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
000120/00	JOHNNY'S LOCK & SAFE	942370699									
PO-000411	04/21/2021	1264647-LATCH ASSMBLY	1	01-8150-0-0000-8100-5630-000-000000	NY	P				0.00	160.82
PO-000411	04/26/2021	1264755-CLASSROOM SARGENT	1	01-8150-0-0000-8100-5630-000-000000	NY	P				0.00	32.12
		TOTAL PAYMENT AMOUNT									192.94
000438/00	LALO'S TREE SERVICE										
210315	PO-021370	04/27/2021	1262-TREE REMOVAL	1	01-0000-0-0000-8100-5890-000-048-000000	NY	F			4,200.00	3,800.00
		TOTAL PAYMENT AMOUNT									3,800.00
000592/00	MISSION UNIFORM & LINEN										
PO-000405	04/29/2021	514657849									
		TOTAL PAYMENT AMOUNT								0.00	84.68
000309/00	OFFICE DEPOT INC										
210475	PO-021528	04/15/2021	167168940001	1	01-0000-0-1110-1000-4300-100-603-000000	NN	F			48.54	48.54
		TOTAL PAYMENT AMOUNT									48.54
000512/00	PLATT ELECTRIC SUPPLY INC										
PO-000432	04/19/2021	IM59176									
		TOTAL PAYMENT AMOUNT								0.00	107.59
000134/00	QUILL CORPORATION										
210446	PO-021511	04/19/2021	16138770	1	01-0000-0-1110-1000-4300-100-603-000000	NN	P			55.17	55.17
210446	PO-021511	04/19/2021	16121933	1	01-0000-0-1110-1000-4300-100-603-000000	NN	P			72.96	72.96
210446	PO-021511	04/19/2021	16115906	1	01-0000-0-1110-1000-4300-100-603-000000	NN	P			92.50	92.50
210446	PO-021511	04/19/2021	16095669	1	01-0000-0-1110-1000-4300-100-603-000000	NN	P			8.27	8.27
210446	PO-021511	04/19/2021	16094822	1	01-0000-0-1110-1000-4300-100-603-000000	NN	P			27.98	27.98
210446	PO-021511	04/19/2021	16118334	1	01-0000-0-1110-1000-4300-100-603-000000	NN	F			48.31	48.31
210476	PO-021530	04/16/2020	16115401	1	01-0000-0-1110-1000-4300-100-609-000000	NN	P			14.79	14.79
210476	PO-021530	04/16/2020	16116480	1	01-0000-0-1110-1000-4300-100-609-000000	NN	F			154.49	154.49
		TOTAL PAYMENT AMOUNT									474.47

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
000335/00	SAVVAS LEARNING COMPANY LLC	000000000						
210026	PO-021117 09/18/2020	4026217652;REALIDADES #2	1	01-6300-0-1110-1000-4200-100-000-00000	NN P		716.75	716.75
210026	PO-021117 07/29/2020	4026128277;REALIDADES #3	1	01-6300-0-1110-1000-4200-100-000-00000	NN F		717.88	728.69
TOTAL PAYMENT AMOUNT								1,445.44 *

001462/00	WIZARD CLEANING	822765674						
210339	PO-021402 04/21/2021	2732;APRIL 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 *

TOTAL BATCH PAYMENT	13,397.29 ***	0.00	13,397.29
TOTAL DISTRICT PAYMENT	13,397.29 ****	0.00	13,397.29
TOTAL FOR ALL DISTRICTS:	13,397.29 ****	0.00	13,397.29
			13,397.29

Number of checks to be printed: 15, not counting voids due to stub overflows.

Printed: 05/04/2021 23:26:23

<i>Chris Torres</i>	4/30/21
Prepared by	Date
Authorized by	Date