

**HAMILTON UNIFIED SCHOOL DISTRICT  
REGULAR BOARD MEETING AGENDA  
Hamilton High School Library/Zoom/Facebook Live  
Wednesday, April 28, 2021**

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- 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/83420112346?pwd=eklPWk1ZWlJya0l4Q2VRcm5ldWU4UT09>

Meeting ID: 834 2011 2346  
Passcode: board

Dial in:

+1 669 900 6833

Meeting ID: 834 2011 2346  
Passcode: 428731

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**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. 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)
- b. Bond Status (Fund 21) Update (p. 16)
- c. HHS Site Expansion Permitting Status Update – Mike Cannon (p. 19)

### **11.0 DISCUSSION ITEMS:**

- a. Board Member Participation in End-of-Year Activities
  - i. HHS Awards Night – May 25<sup>th</sup>
  - ii. HES Promotion – June 3<sup>rd</sup>
  - iii. HHS Graduation – June 4<sup>th</sup>
- b. Strategic Planning/LCAP
  - i. 2021-22 Strategic Plan/LCAP Priorities (p. 21)
  - ii. Updated Strategic Planning – Educational Program (p. 25)
  - iii. Updated Strategic Planning – Facilities (p. 26)
  - iv. Updated Strategic Planning – Community Connection and Safety (p. 27)
- c. Bond Fund Project Expenditures
  - i. Original Bond Fund Resolution (p. 28)
  - ii. Proposed Bond Funded Projects (p. 39)
- d. COVID-19 Funding and Projected Expenditures
  - i. 2021-2024 COVID Funding (p. 40)
  - ii. 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.

### **13.0 ACTION ITEMS:**

- a. Glenn County Educators Hall of Fame 2020-21, nominees and selection (p. 42)
- b. Approve HUSD/CJUESD Developer Fee Agreement effective July 1, 2021 – June 30, 2022 (p. 46)
- c. Approve Public Disclosure of Proposed Collective Bargaining Agreement (p. 48)
- 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)
- 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)

- 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)
- g. Approve purchase of 2021 Ford Expedition XLT 4x4, 8 passenger vehicle with 19-20 Career Technical Incentive Grant (CTEIG) funds. (p. 67)
- h. Approve HUSD Certificated Intervention Specialist Job Description (p. 70)
- i. 2021 High School Graduation and 8<sup>th</sup> Grade Promotion (p. 73)
- j. CSBA March 2021 Policies for 2<sup>nd</sup> 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

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 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 8<sup>th</sup> Grade cohorts to Chico State for a grounds tour, picnic lunch to think about college on Friday, May 14<sup>th</sup> and Friday May 21<sup>st</sup>.
- 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. 9<sup>th</sup> x 1 (2021-22)
  - ii. In
    - 1. Hamilton Elementary School
      - a. None
    - 2. Hamilton High School
      - a. 9<sup>th</sup> x 2 (2021-22)
- k. Personnel Actions as Presented:
  - i. New hires:
 

Rina Gonzales	Local Support Teacher (LST) for Temp. Intern	HUSD
	Teacher at HES for 20-21 school year,	
	beginning 1/11/2021 – ending 6/4/2021	

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:**

**Technology Report**  
**Board Meeting on April 28, 2021**  
**Frank James, Director of Technology**  
**Derek Hawley, Information Systems Technician**

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**Completed and in Progress Tasks – April 2021**

- **Chromebook Repair:** This last month has seen an emphasis on the physical (hardware) repairs of some Chromebooks. To date we have rebuilt about 30-35 Chromebooks using scavenged parts from older/broken Chromebooks.
- **Cachebox:** We continue to work with Cachebox and PA support to resolve the last few bugs left in the deployment of the Cachebox.
- **Staff/Faculty Support:** March proved to be a fairly busy month with 530 new tech requests. April is shaping up to be equally as busy with 30 new requests as of the 20<sup>th</sup>.
- **Projectors:** Tech has also been able to access classrooms outside of school hours and replace a few older/broken projectors with new LCD projectors.
- **APC and Server Projects:** Both projects are in the configuration process. Once those are set we can start to roll those units out into the network.
- **Aeries Communication to Parent Square:** Steps have been taken to train staff for the June implementation of Parent Square. The go live date has been set to 6/11/2021.

## HUSD Food Service Report

Board Meeting on April 28, 2021

Sean Montgomery, Director of Nutrition and Student Welfare

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### April Meals Totals

The below April meal totals are for 7 regular school days and 5 days for the Boys and Girls Club following our Spring Break at the beginning of the month.

	Breakfast	Lunch
Elementary	944	1804
High School	332	294
	Suppers	Snacks
Boys & Girls Club	458	458

### Administrative Review of After-School Supper & Snack Service

- There were two findings during the administrative review of our after-school supper and snack service for CACFP (Child and Adult Care Food Program), The Boys and Girls Club.
  - Although whole grains were present in the meals served, whole grains were not indicated on the menu provided for the review.
  - We were non-compliant in our Civil Rights and Complaint training.
- Staff will be taking a course in menu planning and we have already completed the training on Civil Rights and Complaints in the Child Nutrition Programs.
- By 4/28/2021 all staff will be trained and the review will be completed with our department in full compliance.

### Summer Staffing Plans

- It will be a group effort providing the nutrition support for regular Summer School.
- Doris Velasquez, our newest employee, will be covering the Boys and Girls Club for the summer.
- Erindida Moreno and Marcie Riviera will be cooking for Summer School.

## HUSD Maintenance Report

Board Meeting on April 28, 2021

Alan Joksch, Director of Maintenance and Transportation

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### Facilities

- All custodians are going a great job staying on top of many demands
- Team cooperation is ensuring that each room is getting cleaned while staying on top of the busy sports schedule

### Maintenance

- Sports fields and the Gym have been a priority this month
  - Lots of setting up for new sports as soon as an old one completes
  - Some overlapping of seasons
  - Baseball fields are a priority this month
- Rose Garden Maintenance
  - Due to dry winter we are dealing with extraordinarily hard ground for digging
  - Transplanting with some difficulty
- Regular maintenance of irrigation system at this time of year
  - Replacing sprinklers
  - Fixing leaky valves
- Sacramento Park Maintenance
  - Serviced the engine at the park
  - Began watering and mowing
- We have bids out on a few larger projects that we hope to get approved for summer

### Transportation

- All drivers will attend mandatory school bus training on April 24<sup>th</sup>
  - This is part of the yearly classroom time required for our bus licenses
- We have had to replace some lights on the busses
  - We are maintaining busses with high mileage
- We have already driven almost 750 miles for sports this season

**HAMILTON ELEMENTARY SCHOOL**

**Board Meeting on 4/28/2021**

Submitted by

**Kathryn Thomas, Principal**

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**Enrollment: 420**

**Attendance: February**

<b>Grade</b>	<b>Mode</b>	<b>Percentage</b>
TK	Synchronous/Asynchronous	95.86%
K	Synchronous/Asynchronous	92.98%
1	Synchronous/Asynchronous	95.08%
2	Synchronous/Asynchronous	96.37%
3	Synchronous/Asynchronous	97.05%
4	Synchronous/Asynchronous	97.14%
5	Synchronous/Asynchronous	97.54%
6	Synchronous/Asynchronous	95.86%
7	Synchronous/Asynchronous	97.37%
8	Synchronous/Asynchronous	95.69%

**Campus News:**

- HES is celebrating the virtue of Honesty for our last recognition this month.
- Progress Reports will be mailed on April 30<sup>th</sup>
- Plans are underway for the 8th grade promotion ceremony. Kindergarten “graduation” is still set for June 4<sup>th</sup> (8:00-10:00) but will take a “drive by” approach for diploma and professional photo opportunity.

**Instructional News:**

- Teachers are working with our Glenn County leads with next steps in aligning essential standards with Tier 1 instruction and benchmark assessments
- ELPAC testing has now been completed
- The testing schedule for Statewide testing is set for April 26<sup>th</sup> - May 21<sup>st</sup> grades 3-8

**Coming Up:**

- El Día del Niño: April 30<sup>th</sup> (celebrated on April 29<sup>th</sup> with PTO support)



**Alternative Education Report**

**Board Meeting on Wednesday 28, 2021**

**Maria Reyes, Dean of Students**

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- As we head into the fourth quarter, students are working diligent earning credits and attending school in am/pm schedule.
- Seniors are working with our Butte College liaison Brenda Rodriguez and setting zoom counseling appoints to meet with a Butte College Academic counselor and selecting classes for next school year.
- We will be preparing for CAASPP testing this month.

**Enrollment:**

12<sup>th</sup> grade = 9 (two of the nine are in Independent Study)

11<sup>th</sup> grade = 2

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Hamilton High School  
HUSD Board Report  
April 2021  
(created 4/20/21)

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1. 2020-21 Current Enrollment: HHS Grades 9-12= 296; EBHS=11. Total 9-12= 376 students. (+30 increase from 19-20)
2. This 9-12 enrollment is an increase of five (5) since February.  
2019 Enrollment: HHS Grades 9-12= 263; EBHS=13. Total 9-12= 276  
2021-22 Projected 9-12 Enrollment: 290 students
  - a. Attendance continues to be solid with nearly 96% attendance for the latest attendance month! A testament to our Students and our Teachers, with great support from our Parents!
  - b. This would indicate 9-12th grades remaining roughly at 290-295 for the upcoming school year and with an expected 22-23 Frosh class of 80 (conservative), that would indicate approximately 292-297 for 9-12 in 22-23 .
  - c. Out of district families continue to choose HHS and, as we rebuild our programs we expect more growth.
3. Spring Break was an enjoyable and welcome respite for students, families and staff! Though there were no classes in session, HHS students still participated in many school activities such as athletic games and practices, as well as fair animal feeding and training. It has been exciting to see our students participate in various activities as we continue to advocate on behalf of our students regarding safety protocols.
4. On Fridays afternoons, teacher conversations and collaboration continue on Essential Standards, Benchmark Assessments, and building specific expectations for our incoming Frosh are the district and group goals. These expectations are intended to bridge non-covid gaps seen in science and math areas for students who matriculate to 9th grade from 8th grade. English, Social Science, and PE also are keen to build the expectations that will create unified conversations and unified goals that will benefit our students and staff. These conversations are building needed unity in these core areas and allowing for time in the groups as trusted professionals will be crucial and vital for growth of staff camaraderie and collegiality.
5. We had successful seasons of sports for Football, Cross Country, Volleyball, Soccer, and will start Basketball, Softball, Baseball, and Track in mid April (following CDPH, county health guidelines). The primary goal continues to be giving our student-athletes and opportunity to participate. This is the main objective- student participation. We will make every effort to provide a viewing experience for spectators, though the main objective is students first and we will adhere to CDPH and county public health spectator guidelines and restrictions for spectators. We are proud to offer athletics this school year when so many other schools have chosen not to do so.
6. We will be testing our 11<sup>th</sup> graders on CAASPP (Math/English/Science) and 12<sup>th</sup> Graders (Science) in late April and early May. AP testing will be in May, with AP English Lit, AP US History, AP Spanish Language, & AP Calculus students getting prepared.

Submitted:



Cris Oseguera

Principal

Hamilton High School

**Hamilton Adult Education**  
**Board Meeting Report-April 28, 2021**  
**Silvia Robles/Director**

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**Completed and in Progress Tasks – March, 2021**

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

- Citizenship.....14
- Computer Basics .....16
- CPR/First Aid scheduled for March .....14
- ESL.....31
- Floral Design.....22
- Forklift Training.....24
- High School Diploma.....29
- Job Readiness scheduled for February and March....11

**TOTAL: .....161**

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 April, and May is full, and June will fill up quickly.

**Hamilton Unified School District  
General Fund - Unrestricted and Restricted  
April 28, 2021 Board Report**

	<b>2020-21 Revised Budget Second Interim</b>	<b>2020-21 Year To Date As of 4/20/21</b>	<b>2019-20 Revised Budget Second Interim</b>	<b>2019-20 Year To Date As of 4/20/20</b>
<b>Revenues</b>				
LCFF Sources	\$ 7,714,760	\$ 5,107,129	\$ 7,833,272	\$ 5,601,695
All Other Federal Revenue	\$ 1,162,188	\$ 911,827	\$ 332,568	\$ 306,937
Other State Revenue	\$ 561,743	\$ 550,142	\$ 454,493	\$ 202,017
Other Local Revenue	\$ 150,442	\$ 171,705	\$ 109,577	\$ 75,818
Other Financing Sources	\$ -	\$ -	\$ -	\$ -
<b>Total Revenues</b>	<b>\$ 9,589,133</b>	<b>\$ 6,740,803</b>	<b>\$ 8,729,910</b>	<b>\$ 6,186,467</b>
<b>Expenditures</b>				
Certificated Personnel Salaries	\$ 3,115,770	\$ 2,358,868	\$ 3,475,572	\$ 2,536,732
Classified Personnel Salaries	\$ 1,046,639	\$ 799,331	\$ 1,268,602	\$ 884,113
Employee Benefits	\$ 1,748,336	\$ 1,356,541	\$ 1,986,270	\$ 1,458,134
Books and Supplies	\$ 745,160	\$ 579,002	\$ 475,163	\$ 260,486
Travel and Conferences	\$ 79,145	\$ 10,657	\$ 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	\$ 189,167	\$ 275,450	\$ 230,347
Rents/Leases/Repairs	\$ 64,745	\$ 42,333	\$ 77,099	\$ 49,371
Other Operating Expenditures	\$ 615,921	\$ 440,006	\$ 285,627	\$ 249,812
Capital Outlay	\$ 410,340	\$ 396,240	\$ 420,978	\$ 242,032
Other Outgo	\$ 998,074	\$ 32,874	\$ 861,565	\$ 392,678
<b>Total Expenditures</b>	<b>\$ 9,209,266</b>	<b>\$ 6,309,119</b>	<b>\$ 9,371,154</b>	<b>\$ 6,472,578</b>
<b>Net Increase (Decrease) in Fund</b>	<b>\$ 379,867</b>	<b>\$ 431,684</b>	<b>\$ (641,244)</b>	<b>\$ (286,111)</b>
Beg. Fund Bal. (2019-20 Unaudited Actuals)	\$ 887,322			
Projected End. Fund Bal.	\$ 1,267,189			

**HUSD Superintendent Report**  
**Board Meeting on April 28, 2021**  
**Jeremy Powell, Ed. D.**

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**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

Athletics, State Assessments, and Planning for the end of the year are all signs of a return to a somewhat normal Spring for Hamilton Unified. Although we are not able to provide all of the traditional aspects of school life, our staff is focused on providing everything we can for our students as they move into the final quarter of the school year.

**District Update:**

- 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.
- COVID-19:
  - Although our COVID-19 numbers have gone down in Glenn County in the last month, we are still in the Red Tier (hopefully when reading this we will have moved into the Orange tier).
  - Our schools continue to follow ALL CDPH guidelines to the best of our ability.
  - We are now able to offer Rapid Testing for our Indoor Athletes on campus to ensure their eligibility to play their sport.
  - 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.

**Upcoming District Events:**

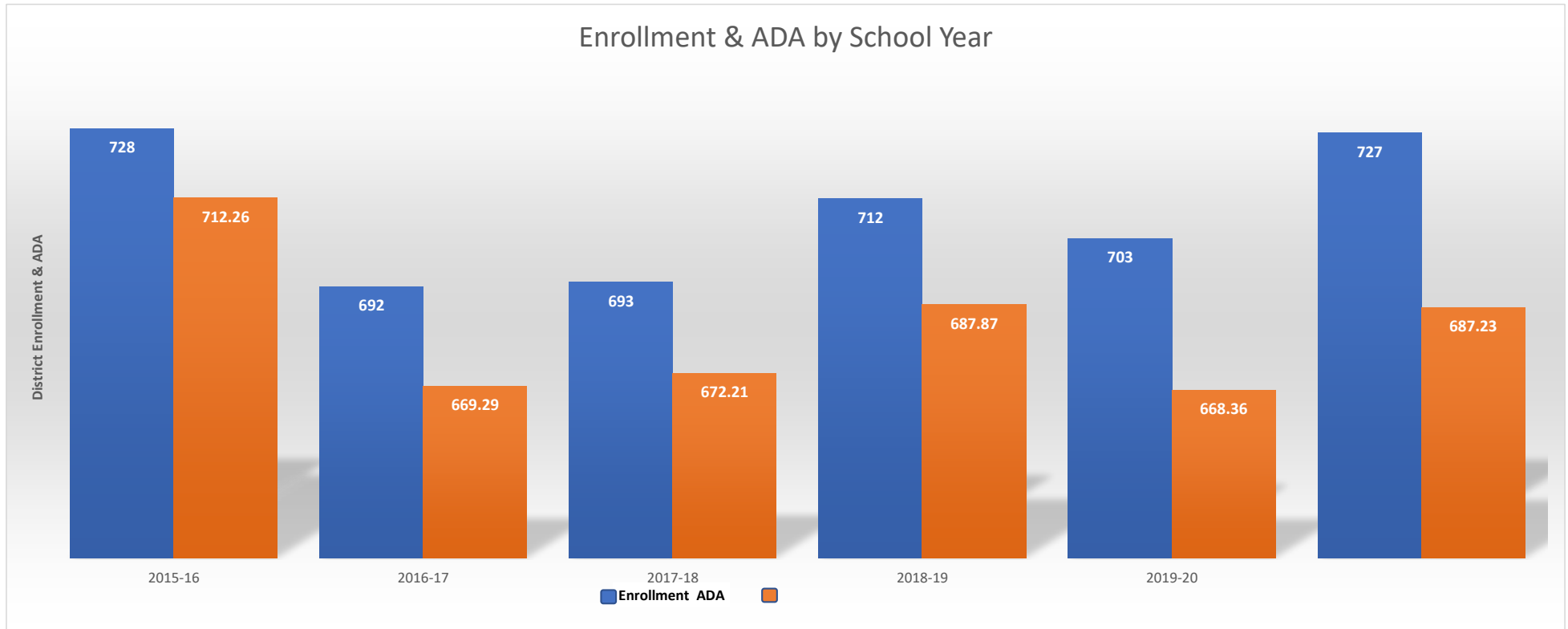
- 5/3: Bond Oversight Committee meeting @ 5:30 in the HHS Library
- 5/19-20: Glenn County Fair Minimum Days at HHS
- 5/19: HULC @ 3:30 via Zoom
- 5/19: Regular School Board Meeting @ 5:30
- 6/3: Jr. High Graduation
- 6/4: High School Graduation

## HUSD ENROLLMENT OVER SIX YEARS 2015-2021

1	2	3	4	5	6
<b>2015-16</b>	<b>2016-17</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2020-21</b>
304 HHS	264 HHS	269 HHS	286 HHS	265 HHS	296 HHS
9 EBHS	14 EBHS	12 EBHS	9 EBHS	13 EBHS	11 EBHS
415 K-5	414 K-5	279 K-5	292 K-5	272 K-5	274 K-5
6-8	6-8	133 6-8	125 6-8	153 6-8	146 6-8
<b>728 ENROLLMENT</b>	<b>692 ENROLLMENT</b>	<b>693 ENROLLMENT</b>	<b>712 ENROLLMENT</b>	<b>703 ENROLLMENT</b>	<b>727 ENROLLMENT</b>
<b>712.26 ADA</b>	<b>669.29 ADA</b>	<b>672.21 ADA</b>	<b>687.87 ADA</b>	<b>668.36 ADA</b>	<b>687.23 ADA</b>

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

2020-21 ADA based on Month 7 report (1/25/20210-2/9/2021)



## 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	
<b>713 TOTAL</b>		

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
<b>710 TOTAL</b>		<b>688.53</b>

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
<b>709 TOTAL</b>		<b>693.1</b>

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
<b>705 TOTAL</b>		<b>677.56</b>

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
<b>709 TOTAL</b>		<b>682.41</b>

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
<b>707 TOTAL</b>		<b>682.1</b>

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
<b>720 TOTAL</b>		<b>681.77</b>

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
<b>727 TOTAL</b>		<b>687.23</b>

2020-21 4/19-5/14/2021		ADA
#STU	GRADE	
	TK	
	K	
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
	12	
<b>0 TOTAL</b>		<b>0</b>

2020-21 5/17-6/11/2021		ADA
#STU	GRADE	
	TK	
	K	
	1	
	2	
	3	
	4	
	5	
	6	
	7	
	8	
	9	
	10	
	11	
	12	
<b>0 TOTAL</b>		<b>0</b>

**Building Fund 21 (Bond) Expenditures for 2020-21  
For April 28, 2021 HUSD Board Meeting  
Total Expenditures through April 20, 2021**

<b>PO #</b>	<b>Date</b>	<b>Vendor</b>	<b>Description</b>	<b>Amount</b>
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
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
<b>Total expenditures through 4/20/2021</b>				<b>\$ 126,895.59</b>



**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
<b>Total expenditures through 6/30/2020</b>				<b>\$ 193,861.54</b>

## 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**

**April 28, 2021**

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**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 being conducted for functional interest groups, parents, students and community members through April 2021. Last focus groups (Special Education & Multipurpose/Food Services) being held April 30, 2021.

**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**

**April 28, 2021**

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**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.

## 2021-2022 Strategic Planning/ LCAP Priorities for the Hamilton Unified School District

These areas of Priority were developed during the Special Board Meeting held on March 11 after reviewing the data from our HUSD Parent Surveys.

[3/12/2021 Quarterly Cabinet Meeting Suggestions](#)

[3/17/2021 HULC Meeting Suggestions](#)

[4/21/2021 HULC Meeting Suggestions](#)

### Facilities:

- Sink in Ella Barkely classroom/kitchenette not working, needs help
- Ella Barkely Greenhouse
- Wish-New lockers at High School
- Gate issues at Elementary
- Drinking stations throughout district needed Priority 2
- Move to #1-Beautification of campuses
- HES: More permanent pick-up drop off area solution
- HES: Tree situation #1 priority
- HHS: Trees at soccer field removed
- HES: Science Lab
- Improve esthetics of schools: Paint gym, Paging systems
- HES: More trash cans
- HES: Science Tables Priority #1
- Need to improve Elementary upper grade fields, priority 1
- Removing of trees could be lowered in priority

### Educational Programs:

- Summer School
  - HES: Need for additional summer staff
- HES: Middle school science room just like other classrooms, need for more lab ability
- Move Career Day to Priority 2
- Move VPA to #1, move college visit down in priority
- Move Vocational training to #2
- Add Dual Immersion--Translation Pathway
- More Focus on Dual Immersion--Priority #1 or #2
- Invest in Dual Immersion--supplemental materials/books
- Add librarian/computer literacy/make library more interactive for parents
- Hire more para to support classrooms
- Promote positive and regular attendance
- Expanded Vocational opportunities
- Expand Intervention/Tutoring during school day
- Career Pathway/Program Priority #1

- Create FFA Elective in Elementary School/Middle School

Safety:

- Cameras at Ella, Elementary, and HHS
- Crosswalk over canal street--keep at #1
- Move visitor signage to #2
- Additional lighting--behind cafeteria to Ella and Pre-School Priority #2
- Universal Safety Plan and procedures in place by Fall 2021
- Paging System district wide
- Canal Street crossing an be on hold until new high school
- Need to move up SRO recommendation to level 2 priority

Community Connection:

- Establish community events that have not been in place due to COVID
- HUSD Community access to computers at Adult Ed-expand to more community members
- Continue Parade through town
- Parent education programs through Adult Ed-Continue #1

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## 2020-2021 Strategic Planning/ LCAP Priorities for the Hamilton Unified School District

3/11/2020 LCAP/Strategic Planning Meeting Suggestions

4/9/2020 Quarterly Cabinet Meeting Suggestions

4/14 & 4/15 /2020 District and Ed. Services Meetings

### Facilities:

- Improve Physical Condition of the Elementary School (JP, KT, MS, AJ)
  - Front Fencing from Road
  - Eliminate uneven surfaces
  -
- Develop better plan for student drop off/pickup at Elementary (JP, KT, MS, AJ, CHP)
- Improved Parking at the Elementary (JP, KT, MS, AJ)
  - Alan is currently working with contractors
- HHS Gym Painting/Tennis Courts (JP, CO, AJ, KH)
- Bathrooms at Elementary (JP, KT, MS, AJ)
  - Complete renovation
- Elementary Fences (JP, KT, MS, AJ)
  - Eliminate Temporary Fencing
  - Functionality/Closing of Gates
  - Transition to Iron Fencing
  - Area between portables, Ramp behind the cafeteria
- Drinking stations (both Elementary and High School) (JP, CO, KT, AL)
- Painting of Facilities (JP, CO, KT, AJ)
- High School Lockers (JP, CO, AJ, KH)
  - Painting of current lockers
  - Purchase of new lockers
- Elementary Electronic Sign (JP, KT, MS, AJ)
- Entry/Exit for Pre-School on Elementary Campus (JP, KT, MS, Wendy, AJ)
- High School Landscape Beautification (CO, AJ)
- Elementary Landscape Beautification (KT, MS, AJ)
- Look into lockers for Jr. High (JP, KT, MS)
- PA system in HS and Elem cafeteria (JP, CO, KT, FJ, DH)
- Marquee at High School
  - Donations coming

### *Alan Priorities:*

1. *Trashcan resurface*
2. *Move Bus Stop to front of school*
3. *Move angled sidewalk to property line*
4. *Add sidewalk/fencing between 606-607 and PE/Conex both*
5. *Ella Barkely--Rose garden and parking*

Educational Programs: **Ed Services Develop Focus**

- Develop Life Skills Classes (Writing checks, budget creation)
  - Identify what already doing
  - Messaging out to parents what doing
- How to better hold students accountable for Behavior
- Develop After School Tutoring
- Further develop Visual and Performing Arts Program
- Provide Access to Technology for Students
- Further develop Pathway Programs at the Secondary level
- Support of MTSS: K-12
- Earning College Credit
- Vocational Training
  - Cooking, Home Economics, Woodshop, auto mechanics
- Literacy Center @ Elementary
- Build College/Career Awareness K-12
- Provide Opportunities for students(and families?) to visit colleges
- Find ways for students to earn college credit during high school

*Safety:*

- Provide for School Resource Officer (SRO) at HHS and HES (JP, CO, KT, SRO)
- Canal Street Crossing/Parking at Elementary, Student Parking (JP, CO, KT, AJ, GC Irrigation District, Cal Trans, CHP)
  - Meeting with Public Works several years ago--Jolene will look into
- Ensure Gates are Locked (JP, KT, MS, AJ)
- Uneven Paving at Elementary (JP, KT, MS, AJ)
- Student Drop off/Pick UP (JP, KT, MS, AJ)
- Additional Cameras for blind spots (JP, CO, KT, FJ, DH)
- MTSS Behavioral Support (JP, CO, KT, MS, KL, MR, DC, TB)
- Lighting--at Elementary (JP, KT, MS, AJ)
  - Look into motion sensor lighting that are solar
- Potholes in the fields (JP, KT, MS, AJ)
- Potholes in HHS parking lot (CO, AJ)
- Staff Door at Elementary slams shut; Nall Door slams shut (KT, AJ)
- Fire alarm system district wide (TW, AJ, DH, FJ, DJ)

*Community Connection:*

- Provide Parent Education (how to better parent, support their child) (JP, CO, KT, DC, SR)
- Grow Opportunities for Parent Engagement (CO, KT, DC, MS)
- Standardized App to communicate with parents (JP, TW, DH)
- More family events (math night, grandparents day, father daughter dance) (School Sites)
- Parent volunteers (School Sites)
- Career day for High School and Elementary (RO, CO, KT, Natalie Castro-Gear up)
- Add classes/courses at Adult School (JP, SR, CO, MR)
- Computer access for parents (JP, CO, KT)
  - Literacy--access for parents
  - Library/Computer lab open later for community



## Strategic Planning/LCAP Planning Priorities 2021-2022 Update

Educational Program						
Priority Level (1=high-3 lower)	Group	Goal	Target Completion	Cost	Funding Source	Notes
1	Ed. Program	HUSD: Improve Educational Technology Access	Ongoing	\$10,000	LCFF	Annual-connectivity, devices, parent training
1	Ed. Program	HUSD: After Hours Computer Lab/Community Resources	2021-2022	\$6,000	COVID-19 Grants	Extended Library hours at HHS twice weekly, employee salary
1	Ed. Program	HUSD: Further develop MTSS	Ongoing	\$10,000	LCFF	Materials, Supplies, Teacher Stipends
1	Ed. Program	HES: Literacy Center	2021-2022	\$25,000	COVID-19 Grants	Purchase supplies, materials, and salary of employee
1	Ed. Program	HUSD: Visual and Performing Arts Program	2021-2022	\$85,000	LCFF	Need further development; teacher salary and benefit package
1	Ed. Programs	HUSD: Summer School	2021-2022	\$15,000	ELO-Grant	Offer Summer Program Summer of 2021 but develop needs based plan for Summer 2022
1	Ed. Programs	HUSD: Dual Immersion-Support for current programs and development of Translation Pathway	2021-2022	\$0	LCFF	Focus on K-12 development of clear plan leading to Biliterate Certification for all Dual Immersion students by 12th grade
1	Ed. Programs	HUSD: Increase Para Support in Classroom	2021-2022	\$20,000	ELO-Grant	Hire and train additional Para and Special Education Para Educators
1	Ed. Programs	HUSD: Expand Intervention/Tutoring during the regular school day	2021-2022	\$85,000	ELO-Grant	Hire and train Intervention Specialist to support students during and beyond the regular school day.
2	Ed. Program	HUSD: Develop College/Career Awareness	2022-2023	\$2,500	Gear Up	Create a clear focus K-12 with Benchmarks/Expectations for all grade levels
2	Ed. Program	HHS: College Visits	2022-2023	\$5,000	Gear Up/LCFF	Further funds for campus visits and college awareness; need to fund two trips (seniors in fall, juniors in spring)
2	Ed. Program	HHS: Expand Vocational Training Options	2022-2023	\$85,000	LCFF	Need further development; teacher salary and benefit package. Can be built into College Credit Accessibility
2	Ed. Programs	HES: Upgrade/Update Science Lab	2022-2023	\$7,500	LCFF/General Fund/Bond	Visit other High Schools and Junior Highs, develop plan, purchase necessary materials
2	Ed. Programs	HUSD: Develop Attendance Reward Program	2022-2023	\$2,500	LCFF/Title 1	Visit other school districts to evaluate successful programs, develop plan, and implement
2	Ed. Programs	HES: Create FFA Elective at HMS	2022-2023	\$1,500	LCFF	Work with current Ag instructors to develop an Ag based elective at the Middle School
3	Ed. Program	HHS: Develop College Credit Accessibility	2023-2024	\$0	LCFF	Work with Butte College to offer more Dual Enrollment courses specifically in Agriculture and Biology building towards College Pathway Programs
3	Ed. Program	HHS: Develop Career Pathway Program	2023-2024	\$85,000	LCFF	Need further development; teacher salary and benefit package. Can be built into College Credit Accessibility
3	Ed. Program	HUSD: Develop Life Skills Class sequence	2023-2024	\$85,000	LCFF	Need further development; teacher salary and benefit package

## Strategic Planning/LCAP Planning Priorities 2021-2022 Update

Facilities						
Priority Level (1=high-3 lower)	Group	Goal	Target Completion	Cost	Funding Source	Notes
1	Facilities	HES: Develop plan for student drop off/pickup incl. relocation of Bus Drop	2021-2022	\$2,500	Bond Funds	Focus on safety and improved traffic flow
1	Facilities	HUSD: Landscape Beautification	2021-2022	\$3,000	General Fund	Develop plan for all school sites.
1	Facilities	HES: Trashcan area renovation	2021-2022	\$20,000	Bond Funds	Projected to be completed by Fall 2021
1	Facilities	HHS: Gym Painting	2021-2022	\$40,000	Deferred Maintenance	Projected to be completed by Fall 2021
1	Facilities	HHS & HES: PA Systems	2021-2022	\$120,000	Bond Funds COVID Funds	Projected to be completed by Fall 2021
1	Facilities	EBHS: Repair Sink in Classroom	2021-2022	\$1,000	General Fund	Projected to be completed by Fall 2021
1	Facilities	EBHS: Greenhouse Repair/Removal	2021-2022	\$5,000	General Fund	Projected to be completed by Fall 2021
1	Facilities	HES: Move/Replace Trash Cans around campus	2021-2022	\$500	General Fund	Need to review needs with site admin; Projected to be completed by Fall 2021
1	Facilities	HHS: Clean up fields (old equipment)	2021-2022	\$0	General Fund	Projected to be completed by Fall 2021
1	Facilities	HES: Improve Fields for Upper Grade students	2021-2022	\$5,000	General Fund	Need to create a plan to improve the conditions of the playing field the upper grade students use.
2	Facilities	HES: Eliminate Uneven Surfaces	2022-2023	\$25,000	General Fund	Need to do District review and identify tripping dangers at each site and prioritize
2	Facilities	HES: Update/Renovate Bathrooms	2022-2023	\$100,000	Bond Funds	Completing removal and replacement of sink and toilets by Fall 2021, further renovations yet to be determined.
2	Facilities	HES & HHS: Install Drinking Stations	2022-2023	\$15,000	COVID Funds	Install new drinking and fix/upgrade existing; Projected completion by Fall 2012
2	Facilities	HHS: Remove Trees at Soccer Field	2022-2023	\$15,000	Deferred Maintenance	
2	Facilities	HES: Paint Trim on Buildings (Blue)	2022-2023	\$5,000	General Fund	Projected to be completed by Fall 2021
2	Facilities	HHS: New Field Bleachers	2022-2023	\$25,000	Bond Funds	Need to review with site administration and Athletic Director
2	Facilities	HHS: Extend walkway behind stadium and add lights	2022-2023	\$40,000	Bond Funds	Need to review with site administration and Athletic Director
3	Facilities	HES: Trim/Remove Trees	2021-2022	\$25,000	General Fund Deferred Maintenance	Projected to be completed by Fall 2021
3	Facilities	HHS & HES: Painting of Buildings	2023-2024	\$80,000	Bond Funds General Funds	Need to develop plan and begin receiving quotes.
3	Facilities	HES: Improve/Replace Front Fencing	2023-2024	\$55,000	Bond Funds	Projected to be completed by Fall 2021
3	Facilities	HES: Improve Parking	2023-2024	\$1,200	Deferred Maintenance	Planning has begun working with facilities support (Mike Cannon)
3	Facilities	HHS: Tennis Court Renovation	2023-2024	\$10,000	Bond Funds	Renovate Tennis court to be Futsal Courts (soccer)
3	Facilities	HHS: New Lockers	2022-2023	\$75,000	Bond Funds	Researched during 2019-2020 school year

## Strategic Planning/LCAP Planning Priorities 2021-2022 Update

### Community Connection

Priority Level (1=high-3 lower)	Group	Goal	Target Completion	Cost	One-Time or Ongoing	Notes
1	Community Connection	HUSD: Parent Education Programs	2021-2022	\$5,000	LCFF	Continue supporting APPT, review and develop further programs with support of Adult School
1	Community Connection	HUSD: Re-establish community events cancelled by COVID	2021-2022	\$1,500	General Fund LCFF	Need to review with site administration.
1	Community Connection	HUAS: Further develop community access and ability to use technology	2021-2022	\$2,500	Adult School Grant	Sylvia is developing plan to create a resource Hub.
1	Community Connection	HUSD: Work with First 5 to develop school readiness plan.	2021-2022	\$5,000	COVID-19 Grants	Work with current pre-school to establish needs and additional support the District can provide.
2	Community Connection	HAS: Look to add community needed courses	2022-2023	\$5,000	Adult School Grant	Survey Community
3	Community Connection	HHS: Career Day	2023-2024	\$1,500	LCFF	For materials/supplies/t-shirts; invite former students to speak

## Strategic Planning/LCAP Planning Priorities 2021-2022 Update

### Safety

Priority Level (1=high-3 lower)	Group	Goal	Target Completion	Cost	One-Time or Ongoing	Notes
1	Safety	HUSD: Fire Alarm System	2021-2022	\$15,000	Bond Funds	Projected to be completed by Fall 2021
1	Safety	HES: Gate Lock Procedure	2021-2022	\$0	General Fund	Need to develop procedure and provide PD for all staff
1	Safety	HUSD: Universal Safety Plan in place by Fall 2021	2021-2022	\$0	General Fund	District Office will develop plan and train staff by Fall 2021
1	Safety	HUSD: Universal Paging System	2021-2022	\$120,000	Bond Funds	See Facilities: HHS & HES: PA Systems
2	Safety	HHS: Canal Street Crossing for Students Crosswalk at EBHS	2021-2022	\$1,500	General Fund	Need to further research
2	Safety	HES: Canal Street Parking/Crossing	2021-2022	\$5,000	General Fund	Need to further research
2	Safety	HHS & HES: Additional Security Cameras	2022-2023	\$10,000	Bond Funds	Need to review with site administration and maintenance
2	Safety	HES: Additional Lighting - motion lights strategically placed	2022-2023	\$5,000	General Funds Bond Funds	Need to review with site administration and maintenance
2	Safety	HHS: Additional Lighting behind cafeteria to Ella	2022-2023	\$30,000	General fund Bond Fund	Need to review with site administration and Athletic Director
2	Safety	HUSD: Expand SRO Position	2022-2023	\$125,000	General Fund	Need to Subcontract through Glenn County Sheriff Dept
3	Safety	More visitor signage to advise check-in at office	2022-2023	\$1,500	General Fund	MTO will work with District Office
3	Safety	HHS: Repair Potholes	2022-2023	\$15,000	General Fund	Need consideration for ongoing maintenance

**HAMILTON UNIFIED SCHOOL DISTRICT  
Glenn County, State of California**

**2017-18**

**RESOLUTION NO.**

**RESOLUTION CALLING FOR AN ELECTION AUTHORIZING THE ISSUANCE OF  
GENERAL OBLIGATION BONDS OF THE DISTRICT AT AN ELECTION TO BE HELD  
NOVEMBER 6, 2018**

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WHEREAS, the Board of Trustees (the "Board") of the Hamilton Unified School District (the "District"), within the County of Glenn, California (the "County"), is authorized to order elections within the District for the purpose of considering, *inter alia*, bond measures to meet the ongoing capital improvement needs of the District, pursuant to the Constitution of the State of California (the "State") and the Education Code of the State (the "Education Code"); and

WHEREAS, Section 18 of Article XVI and Section 1 of Article XIII A of the Constitution of the State and Section 15266 *et seq.* of the Education Code (collectively, "Prop 39") provide for a methodology by which the District may call for an election and, upon approval by 55% or more of the qualified voters voting on the bond measure, issue its general obligation bonds and cause the County to levy an *ad valorem* property tax to pay debt service on said bonds; and

WHEREAS, this Board has determined it to be in the best interests of the District to call such an election under Prop 39, as further described herein; and

WHEREAS, November 6, 2018 (the "Election Date") meets the consolidation requirements of the Education Code and any County or local measure or election may be consolidated with the Statewide primary election then pending; and

WHEREAS, the Board wishes to specify the manner in which the District shall call a bond election on the Election Date and to demonstrate compliance with related requirements of the Constitution, the Education Code and the Elections Code of the State;

NOW, THEREFORE, be it hereby resolved, determined and ordered by the Board of Trustees of the Hamilton Unified School District as follows:

Section 1. Recitals. All of the foregoing recitals are true.

Section 2. Determination to Proceed under Prop 39. The provisions of Prop 39 shall control the administration of the election to consider the bond proposition of the District (the "Bond Proposition"), such that a favorable vote of no less than 55% of the qualified voters voting at the election shall constitute approval thereof, and the Board of Trustees of the District (the "Board") hereby declares its intention to meet the pertinent requirements of Prop 39.

Section 3. Bond Proposition. This Board does hereby order and request that the Glenn County Assessor-Clerk, Recorder (herein called the "Registrar") call an election (in the performance of her duties and in the exercise of her power, alone, or with the assistance of such other officers of the County as she may request) to consider the proposition attached hereto as **Exhibit A** on November 6, 2018 (the "Bond Measure"),

which constitutes the election order prescribed under California Education Code Section 15122 and Elections Code 13247.

The Registrar is hereby requested to reprint **Exhibit A** in its entirety in the voter information pamphlet to be distributed to voters pursuant to Section 13307 of the Elections Code. As required under Elections Code Section 13247, the abbreviated form of the Bond Measure to appear on the ballot is attached hereto as **Exhibit B**. Pursuant to Section 18, Article XVI and Section 1, Article XIII A of the Constitution of the State, the foregoing Bond Measure shall become effective upon the favorable vote of no less than 55% of those qualified voters voting on the proposition.

Section 4. Consolidation of Bond Election; Services of County. Pursuant to Section 1258 of the Education Code, the Superintendent of the District is hereby authorized to contract with the Registrar, who is hereby requested and authorized to perform such duties as may be required by law, necessary or useful, or customary and appropriate in the conduct of said Bond Election, including the consolidation of the Bond Election with the general election within the territory of the District being conducted on the Election Date.

The precincts, polling places for said precincts in the County, and persons appointed and designated to serve as election officers for said Bond Election will be those determined, designated, and appointed pursuant to state law by the Registrar. The County is hereby requested to tally and canvass the returns of the election, in accordance with Section 10411 of the Elections Code. The District agrees to reimburse the County for all services related to the Bond Election, such services to include the publication of the Formal Notice and a Tax Rate Statement (described in Section 9401 of the Elections Code) pursuant to the terms of 5363 of the Education Code and Section 12112 of the Elections Code.

Section 5. Approval of Project List; Accountability Safeguards. The District has developed a list of certain capital projects which are a priority in order to meet the obligations of the District to provide education to the children of its residents, as more particularly identified on **Exhibit A** hereto, which is incorporated herein by this reference. **Exhibit A** is hereby certified by this Board as the Project List (the "Project List") for funding, either in whole or in part, with the proceeds of the Bonds. This certification of the Project List shall not be interpreted by and does not constitute an official approval of any listed project for the California Environmental Quality Act ("CEQA") or other purposes, but only as a statement of present intention of this Board. Furthermore, the listing of a capital improvement on the Project List does not imply any particular prioritization among such improvements, which remains the province of the Board by subsequent action. Notwithstanding the foregoing, only those acquisitions and other capital improvements included on the Project List may be funded, in whole or in part, with the proceeds of the Bonds. Additional moneys may be obtained for listed projects, in supplementation of the Bond proceeds, from any lawful source of moneys.

The Board hereby confirms that it has, in the development of the Project List appended hereto, evaluated and taken into consideration safety, class size reduction and information technology needs.

Section 6. Citizens' Oversight Committee. Pursuant to Section 15278 *et seq.* of the Education Code, within 60 days following the certification by this Board of the official results of the Bond Election by the County, this Board is required to appoint a Citizens Oversight Committee (the "Committee") to insure the District's compliance with the foregoing restrictions and to perform the duties established under the Education Code for such committees. To assist the Committee in its statutory obligations, the District shall cause to be conducted an annual independent performance audit and an annual

independent financial audit on the expenditure of Bond proceeds; the audits shall be performed under contract with appropriate persons or firms as shall be subsequently brought for approval before this Board. The financial audit may be consolidated with the annual audit of the District's financial statement and may be performed by the same accounting firm, without further approval by this Board.

The results of the annual audits performed hereunder shall be reported to the Board and to the Committee at least annually, and more often, if the Board shall so direct.

Section 7. No Administrators' or Teachers' Salaries to Be Paid from Bond Proceeds. In accordance with Prop 39, the Board hereby confirms that no administrators' or teachers' salaries shall be paid or reimbursed, in whole or in part, from Bond proceeds, nor shall such proceeds be used to pay any other operating expenses of the District. Notwithstanding the foregoing, costs of administering the Bond Election and costs of issuance of the Bonds shall be lawful charges against Bond proceeds.

Section 8. Other Terms of the Bonds. The maturity of any bonds issued pursuant to the Bond Measure and under Chapter 1.5, Part 10, Division 1, Title 1 of the Education Code (commencing with Section 15264), as amended, and Article XIII A of the California Constitution ("Article XIII A") shall not exceed twenty-five (25) years as to maturity and shall bear interest at a rate not to exceed the maximum legal interest rate per annum. The maturity of any bonds issued pursuant to the Bond Measure and under Article 4.5 of Chapter 3 of Part 1 of Division 2 of Title 5 of the California Government Code, as amended, applicable provisions of the Education Code and Article XIII A shall not exceed the applicable legal limits as to maturity, or, in the case of bonds the interest on which is compounded, the maturity shall not exceed twenty-five (25) years, and shall bear or accrete interest at a rate not to exceed the maximum legal interest rate.

Section 9. Approval of Election Consolidation; Delivery of Order of Election. The Clerk of the Board is hereby directed to deliver, no later than July 17, 2018, one certified copy of this Resolution to the Board of Supervisors of the County with a copy to the Registrar, together with the Tax Rate Statement attached as Exhibit C and executed by the Superintendent of the District.

Section 10. Ballot Arguments. The members of the Board, or any one member or group thereof, are hereby authorized, but not directed, to file a formal Argument in Favor of the Bond Measure given above, with the Registrar within the time limits established for such arguments by the Registrar.

Section 11. Retention of Consultants. The District hereby confirms the hiring of consultants to provide for special services in connection with the proposed issue(s) of Bonds which may be authorized at the Election, to wit, (i) the law firm of Dannis Woliver Kelley as Bond Counsel to the District ("Bond Counsel") and (ii) the financial advisory firm of Isom Advisors Inc., a division of Urban Futures Inc., as Financial Advisor to the District (the "Financial Advisor"), upon conditions as may be set forth in the respective fee agreements heretofore negotiated and executed on behalf of the District by the Superintendent.

Section 12. Reimbursement of Qualified Project Expenditures. The Board presently intends and reasonably expects to have tax-exempt obligations (the "Obligations") issued on its behalf within 18 months of the date of the expenditure of moneys on the Projects outlined in the foregoing Project List or the date upon which a Project is placed in service or abandoned, whichever is later (but in no event more than 3 years after the date the original expenditure of such moneys is paid), and to allocate an amount not to exceed 10% of the proceeds thereof to the reimbursable expenditures in connection with the Project, as may

be qualified under the provisions of Section 1.150-2 of the Treasury Regulations of the Internal Revenue Service (the "Reimbursable Expenditures"). All of the Reimbursable Expenditures covered by this Resolution were paid not earlier than 60 days prior to the date of this Resolution. The Board intends to allocate within 30 days after the date of issue of the Obligations the proceeds there from to reimburse the District for the Reimbursable Expenditures. With respect to the proceeds of the Obligations allocated to reimburse the District for prior expenditures, the Board hereby covenants not to employ an abusive device under Treasury Regulation Section 1.148-10, including using within one year of the reimbursement allocation, the funds corresponding to the proceeds of the Obligations in a manner that results in the creation of replacement proceeds, as defined in Treasury Regulation Section 1.148-1, of the Obligations or another issuer of tax-exempt obligations.

The above provision is made solely for the purpose of establishing compliance with the requirements of said Section 1.150-2 of the Treasury Regulations. This provision does not bind the District or the Board to make any expenditure, incur any indebtedness, or proceed with the financing, acquisition or construction of the Project.

Section 13. Ratification. All actions heretofore taken by the officers, or their respective designees, employees and agents of the Board and the District in connection with the financing of the facilities on the Project List are hereby ratified and confirmed. The officers and their designees, the employees and agents of the Board and the District are hereby authorized to take any and all actions in connection with the financing of said facilities and as may be necessary and consistent with the purposes of this Resolution.

Section 14. Further Authorization. The members of this Board and the Superintendent (each, a "District Representative") are hereby authorized and directed, individually and collectively, to do any and all things that they deem necessary or advisable in order to effectuate the purposes of this Resolution, including selection of a final Ballot Label, and modification of the Full Ballot Text, the Ballot Label, and Tax Rate Statement if he or she determines such modifications are necessary and in the District's best interests. This Resolution and all of its Exhibits that are filed with the Registrar by a District Representative shall constitute the final, binding ballot measure of the District and such submitted measure shall be deemed ratified and approved by the Board.

Section 15. Effective Date. This Resolution shall take effect immediately upon its adoption by the Board.

PASSED AND ADOPTED this 16 day of June, 2018, by the Board of Trustees of Hamilton Unified School District, at Hamilton, California, by the following vote:

AYES: Members: 5

NOES: Members: 0

ABSENT: Members: 0

ABSTAIN: Members: 0

By:   
President, Board of Trustees



## EXHIBIT "A"

### FULL TEXT BALLOT PROPOSITION OF THE HAMILTON UNIFIED SCHOOL DISTRICT BOND ELECTION FOR NOVEMBER 6, 2018

#### ACCOUNTABILITY SAFEGUARDS

The provisions in this section are specifically included in this proposition in order that the Hamilton Unified School District's voters and taxpayers may be assured that their money will be spent wisely to address specific facilities needs of the Hamilton Unified School District, all in compliance with the requirements of Article XIII A, Section 1(b)(3) of the State Constitution, and the Strict Accountability in Local School Construction Bonds Act of 2000 (codified at Education Code Sections 15264 and following).

Evaluation of Needs. The Board of Trustees has prepared an updated facilities plan in order to evaluate and address all of the facilities needs of the Hamilton Unified School District campus, and to determine which projects to finance from a local bond at this time. The Board of Trustees hereby certifies that it has evaluated safety, class size reduction and information technology needs in developing the Project List.

Limitation on Use of Bond Proceeds. The State of California does not have the power to take locally approved school district bond funds for any State purposes. Proceeds from the sale of bonds authorized by this proposition shall be used only for the construction, reconstruction, rehabilitation, or replacement of school facilities, including the furnishing and equipping of school facilities, or the acquisition or lease of real property for school facilities, and not for any other purpose, including teacher and administrator salaries and other school operating expenses. Proceeds of the bonds may be used to pay or reimburse the District for the cost of District staff when performing work on or necessary and incidental to the bond projects.

Independent Citizens' Oversight Committee. The Board of Trustees shall establish an independent Citizens' Oversight Committee (pursuant to Education Code Section 15278 and following), to ensure bond proceeds are spent only for the school facilities projects listed in the Bond Project List. The committee shall be established within 60 days of the date when the results of the election appear in the minutes of the Board of Trustees.

Annual Performance Audits. The Board of Trustees shall conduct an annual, independent performance audit to ensure that the bond proceeds have been expended only on the school facilities projects listed in the Project List.

Annual Financial Audits. The Board of Trustees shall conduct an annual, independent financial audit of the bond proceeds until all of those proceeds have been spent for the school facilities projects listed in the Project List.

Special Bond Proceeds Account; Annual Report to Board. Upon approval of this proposition and the sale of any bonds approved, the Board of Trustees shall take actions necessary pursuant to Government Code Section 53410 and following to establish an account in which proceeds of the sale of bonds will be deposited. As long as any proceeds of the bonds remain unexpended, the Superintendent of the District shall cause a report to be filed with the Board no later than December 31 of each year, commencing December 31, 2019, stating (1) the amount of bond proceeds received and expended in that year, and (2) the status of any project funded or to be funded from bond proceeds. The report may relate to the calendar year, fiscal year, or other appropriate annual period

as the Superintendent shall determine, and may be incorporated into the annual budget, audit, or other appropriate routine report to the Board.

### PROJECT LIST

Bond proceeds will be expended to modernize, replace, renovate, expand, construct, acquire, equip, furnish and otherwise improve the classrooms and school facilities of the District.

The school facilities projects to be funded include, but shall not be limited to:

#### **Acquisition of land**

- Acquire land and facilities for school and educational uses

#### **School Health and Safety Improvements, Renovation, Repair, and Upgrade Projects**

- Make health and safety improvements, including Federal and State-mandated Americans with Disabilities Act (ADA) accessibility upgrades and as mandated by the Division of the State Architect (DSA) including site access, parking, restrooms, relocation of some existing electrical devices, drinking fountains, playground equipment, etc.
- Modernize outdated classrooms, such as asbestos abatement, new paint, carpet/vinyl, white marker boards, tackable surfaces, increased secure storage capacity for instructional materials and equipment, etc.
- Upgrade outdated restrooms.
- Upgrade, expand, repair, and/or equip school facilities, such as labs, multi-purpose rooms, food service facilities, auditoriums, libraries, athletic facilities, locker rooms.
- Renovate, repair, expand and/or upgrade the interior and/or exterior of existing classrooms and school facilities, including infrastructure, signage and landscaping improvements.
- Replace old temporary portable classrooms with permanent classrooms.
- Improve energy-efficiency by installing energy-efficient systems including "green" building projects and sustainable building practices to promote energy-efficiency (e.g., Energy Management Systems (EMS), HVAC, solar, electrical, lighting, windows, etc.).
- Federal and State-mandated Occupational Safety & Health Administration (OSHA) safety upgrades including playground areas and playground equipment replacement.
- Update technology and technology infrastructure to improve student access to computers and modern technology.
- Replace inadequate wiring and electrical systems to meet current electrical and accessibility codes, increase capacity, and relieve currently overloaded electrical systems.
- Repair, replace, or upgrade leaky roofs, walls, and floors where necessary.
- Repair, replace, or install plumbing, sewer, and irrigation/sprinkler systems.
- Pave or repave playgrounds and/or parking lots to increase safety.
- Upgrade play areas and play structures to improve student safety.
- Renovate physical education fields and facilities for school and community use.

- Repair, replace and/or upgrade paved surfaces, turf, and other grounds to eliminate safety hazards and improve outside instructional areas.

**Renovation/Modernization** (defined)

For purposes of the Project List, renovation and modernization projects are intended to restore the building systems and infrastructure, weather protections, finishes, and technology, or reallocate and reorganize space, to a condition that will provide a sustainable, functional educational and administrative environment for future years, comparable to new construction.

Renovation projects may include, but are not limited to nor necessarily encompass, all of the following, depending upon the age, condition and needs of each particular school facility:

- upgrade electrical, communication (including data and voice), fire alarm, and similar building systems as well as main power service and distribution, which may include active and passive solar power and heating system acquisition, installation and construction
- replace, repair or upgrade plumbing, piping and drainage systems, including gas and water supply, meters, water heating, and wastewater systems, plumbing fixtures and sinks, etc., within buildings and sites and to connect with city supply and drainage systems
- replace or modify aging heating, ventilation and air cooling systems with energy-efficient heating and air cooling systems (HVAC), including installing energy management systems (EMS);
- replace, modify, upgrade interior lighting and exterior safety/security lighting systems and fixtures, as necessary;
- repair, modify and construct structural elements of the existing structure as necessary;
- replace or repair aging roofs with similar materials or District standard materials;
- replace, repair, install and construct, as necessary, interior spaces: walls, floor and ceiling finishes, doors, door locks, windows, cabinets and casework, and equipment attached to wall surfaces (including white boards, marker boards, tack boards, television mounts, scoreboards, fire extinguishers, kitchen cabinets/equipment, etc.);
- upgrade, modify and construct restroom facilities;
- comply, as necessary, with Americans with Disabilities Act (ADA) and Title 24 requirements;
- refinish the exterior finishes of the school (including stucco, wood and metal trims, wood siding, paint, etc.); replace doors and windows
- modify, expand, separate, convert and construct school support areas, including staff work and lunch areas, to provide adequate, functional environments
- modify, replace and construct functional components of altered or replaced building components (including rainwater leaders, fascias, mansards, etc.)

For any project involving renovation, repair or rehabilitation of a building or the major portion of a building, the District shall be authorized to proceed with new replacement construction instead (including any necessary demolition), if the Board of Trustees determines that replacement and new construction is more practical than rehabilitation and renovation, considering the building's age, condition, expected remaining life, comparative cost, and other relevant factors.

The listed projects will be completed as needed. Each project is assumed to include its share of furniture, equipment, architectural, engineering, and similar planning costs, program/project management, staff training expenses and a customary contingency for unforeseen design and construction costs. In addition to the listed projects stated above,

the list also includes the acquisition of a variety of instructional, maintenance and operational equipment, including the reduction or retirement of outstanding lease obligations and interim funding incurred to advance fund projects from the list; installation of signage and fencing; payment of the costs of preparation of all facility planning, facility studies, assessment reviews, facility master plan preparation and updates, environmental studies (including environmental investigation, remediation and monitoring), design and construction documentation, and temporary housing of dislocated District activities caused by construction projects. In addition to the projects listed above, the repair and renovation of each of the existing school facilities may include, but not be limited to, some or all of the following: renovation of student and staff restrooms; repair and replacement of heating and ventilation systems; upgrade of facilities for energy efficiencies; repair and replacement of worn-out and leaky roofs, windows, walls, doors and drinking fountains; installation wiring and electrical systems to safely accommodate computers, technology and other electrical devices and needs; upgrades or construction of support facilities, including administrative, physical education/athletic facilities and performing arts buildings and maintenance yards; repair and replacement of fire alarms, emergency communications and security systems; resurfacing or replacing of hard courts, turf and irrigation systems and campus landscaping and play fields; expand parking; install interior and exterior painting and floor covering; demolition; and construction of various forms of storage and support spaces, upgrade classrooms, bleachers, kitchens, repair, upgrade and install interior and exterior lighting systems; replace outdated security fences and security systems. The upgrading of technology infrastructure includes, but is not limited to, computers, LCD projectors, portable interface devices, servers, switches, routers, modules, sound projection systems, laser printers, digital white boards, document projectors, upgrade voice-over-IP, call manager and network security/firewall, wireless technology systems and other miscellaneous equipment and software. The allocation of bond proceeds will be affected by the District's receipt of State matching funds and the final costs of each project. In the absence of State matching funds, which the District will aggressively pursue to reduce the District's share of the costs of the projects, the District will not be able to complete some of the projects listed above. The budget for each project is an estimate and may be affected by factors beyond the District's control. Some projects throughout the District, such as gyms, fields and performing arts facilities, may be undertaken as joint use projects in cooperation with other local public or non-profit agencies. The final cost of each project will be determined as plans and construction documents are finalized, construction bids are received, construction contracts are awarded and projects are completed. Based on the final costs of each project, certain of the projects described above may be delayed or may not be completed. Demolition of existing facilities and reconstruction of facilities scheduled for repair and upgrade may occur, if the Board determines that such an approach would be more cost-effective in creating more enhanced and operationally efficient campuses. Necessary site preparation/restoration may occur in connection with new construction, renovation or remodeling, or installation or removal of relocatable classrooms, including ingress and egress, removing, replacing, or installing irrigation, utility lines, trees and landscaping, relocating fire access roads, and acquiring any necessary easements, licenses, or rights of way to the property. Proceeds of the bonds may be used to pay or reimburse the District for the cost of District staff when performing work on or necessary and incidental to bond projects. Bond proceeds shall only be expended for the specific purposes identified herein. The District shall create an account into which proceeds of the bonds shall be deposited and comply with the reporting requirements of Government Code § 53410.

**EXHIBIT B**

**BOND MEASURE  
(Abbreviated Form)**

<b>To acquire land and facilities for school and educational uses, improve/modernize classrooms and school facilities at Hamilton schools, make health and safety improvements, including new lighting and fire suppression systems, and upgrade/modernize Ag facilities, shall Hamilton Unified School District issue \$7,000,000 in bonds, at legal interest rates, levy \$6 cents per \$100 of assessed value for as long as bonds are outstanding (\$407 thousand annually) with taxpayer oversight, audits, no administrator salaries, all money staying local?</b>	<b>Bonds- YES</b>
	<b>Bonds- NO</b>

**EXHIBIT "C"**

**TAX RATE STATEMENT**

An election will be held within the boundaries of Hamilton Unified School District ("District") on November 6, 2018 to authorize the sale of up to \$7,000,000 in bonds of the District to finance improvements to educational facilities as described in the measure. If such bonds are approved, authorized and sold, the principal and interest on the bonds will be payable only from the proceeds of *ad valorem* tax levies made upon the taxable property in the District. The following information is provided in compliance with Sections 9400 to 9404, inclusive, of the California Elections Code. Such information is based upon the best estimates and projections presently available from official sources, upon experience within the District and other demonstrable factors.

1. The best estimate from official sources of the average annual tax rate that would be required to be levied to fund this bond issue over the entire duration of the bond debt service, based on a projection of assessed valuations available at the time of filing of this statement, is 6 cents per \$100 of assessed valuation (\$60.00 per \$100,000 of assessed valuation). The final fiscal year in which it is anticipated that the tax will be collected is 2055-56.
2. The best estimate from official sources of the highest tax rate that would be required to be levied to fund this bond issue, based on a projection of assessed valuations available at the time of filing this statement is 6 cents per \$100 of assessed valuation (\$60.00 per \$100,000 of assessed valuation) It is estimates that such rate would be levied in fiscal year 2019-20.
3. The best estimate from official sources of the total debt service, including the principal and interest that would be required to be repaid if all the bonds are issued and sold, is approximately \$15.4 million.

Voters should note that the estimated tax rate is based on the assessed value (not market value) of taxable property on the Glenn County official tax rolls. In accordance with Education Code Section 15100, subparagraph (c), the Board has obtained reasonable and informed projections of assessed property valuations that take into consideration projections (if any) of assessed property valuations made by the County Assessor. In addition, taxpayers eligible for a property tax exemption, such as the homeowner's exemption, will be taxed at a lower effective tax rate than described above. Property owners should consult their own property tax bills and tax advisors to determine their property's assessed value and any applicable tax exemptions.

The attention of all voters is directed to the fact that the foregoing information is based upon projections and estimates only, which are not binding upon the District. The actual tax rates and the years in which they will apply may vary from those presently estimated, due to variations from these estimates in the timing of bond sales, the amount of bonds sold and market interest rates at the time of each sale, and actual assessed valuations over the term of repayment of the bonds. The dates of sale and the amount of bonds sold at any given time will be determined by the District based on need for construction funds and other factors. The actual interest rates at which the bonds will be sold will depend on the bond market at the time of each sale. Actual future assessed valuation will depend upon the amount and value of taxable property within the District as determined by the County Assessor in the annual assessment and the equalization process. Accordingly, the actual tax rate and the years in which such rates are applicable may vary from those presently estimated as above stated.

Signed:   
Charles Tracy, Superintendent

Dated: 6/6, 2018

### Proposed Bond Funded Projects

HUSD		Cost	Notes
1	Intercom Project (Both HHS and HES)	\$120,000.00	HHS \$ 70,000, Elem \$ 55,000; Deadline to complete for Summer 2021 is May 1
1	Water Bottle Drinking Fountains	\$1,500.00	Per Station. We are looking at 12 throughout the District
3	Painting of Buildings (not including Gym)	\$40,000.00	As needed
<b>HHS</b>			
1	Extend Walkway behind Stadium and Lights	\$40,000.00	For safety in evenings and when used by visitors
2	New Visitor Bleachers for Stadium	\$25,000.00	Old Bleachers need to be replaced
3	Re-work Fencing around Ella Restrooms for Stadium Access	\$10,000.00	To allow stadium access
3	Tennis Court Renovation	\$10,000.00	Renovate Tennis court to be Futsal Courts (soccer)
<b>HES</b>			
1	Trashcan area renovation	\$20,000.00	Currently collecting quotes
1	Front Fencing	\$55,000.00	Currently collecting quotes
1	Update/Remodel Restrooms	\$100,000.00	We will work with Mike Cannon on alternatives to fully remodeling
1	Student Drop Off/Pick-Up	\$2,500.00	
2	Sun Shades-Clean Up	\$5,000.00	
	<b>Total:</b>	\$429,000.00	

<b>Coronavirus Response and Relief Supplemental Appropriation Act, 2021 (CRRSA)</b>			
<b>Funding:</b>	<b>Allocation Based on:</b>	<b>Deadline to Spend:</b>	<b>Amount to District:</b>
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
<a href="https://www.cde.ca.gov/fg/cr/learningloss.asp">https://www.cde.ca.gov/fg/cr/learningloss.asp</a>			
<b>AB 86 Reopening Grants</b>			
<b>Funding:</b>	<b>Allocation Based on:</b>	<b>Deadline to Spend:</b>	<b>Amount to District:</b>
In-Person Instruction Grants	Allocation based on the proportion of our LCFF entitlement	8/31/2022	\$252,515.00
Expanded Learning Opportunity Grants	Allocation based on # of Homeless Youth and the proportion of our LCFF entitlement	8/31/2022	\$576,624.00
<b>TOTAL</b>			<b>\$829,139.00</b>
<b>American Rescue Plan</b>			
<b>Funding:</b>	<b>Allocation Based on:</b>	<b>Deadline to Spend:</b>	<b>Amount to District:</b>
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



**Proposed COVID-19 Fall 2021 Expenditure Recommendations**  
Presented to Board:

	4.28.21 Proposed	5.19.21 Update to be approved before 6.1.21
<b>Personnel</b>		
HHS Math (1)	\$85,000.00	
HHS Intervention Specialist (1)	\$85,000.00	
HES Science (1)	\$85,000.00	
HES PE (1)	\$85,000.00	
HES Intervention Specialist (1)	\$85,000.00	
HES Para (1)	\$25,000.00	
Independent Study (1)	\$85,000.00	
COVID Coordinator (.5)	\$45,000.00	
Sped Para (2)	\$50,000.00	
Custodial (2)	\$50,000.00	
<b>Total</b>	<b>\$680,000.00</b>	<b>\$0.00</b>
<b>Books and Supplies</b>		
Updated Classroom Technology/Flexible Seating	\$100,000.00	
<b>Total:</b>	<b>\$100,000.00</b>	<b>\$0.00</b>
<b>Services and Other Expenses</b>		
Air Scrubbers/Filtration System Upgrade	\$25,000.00	
Personal Protective Equipment	\$25,000.00	
<b>Total:</b>	<b>\$50,000.00</b>	<b>\$0.00</b>
<b>Total Proposed:</b>	<b>\$830,000.00</b>	<b>\$0.00</b>

HAMILTON UNIFIED SCHOOL DISTRICT

<b>Agenda Item Number: 13a</b>	<b>Date: 4/28/2021</b>
<b>Agenda Item Description:</b> Glenn County Educators Hall of Fame 2020-21 Nominees and Selection.	
<b>Background:</b> Each year the GCOE sends out a request for names of nominees for the Glenn County Educators Hall of Fame. Each district is responsible for purchasing individual recipient plaques. GCOE will purchase the plaque that includes all 2021 recipients to be displayed in the Chrome School on the Fairgrounds.  Recipients may represent any area of education i.e. teacher, trustee, administration, secretary, custodian, etc.  HUSD nominates two recipients annually. Attached is a list of previous recipients.  The ceremony will take place at Glenn Success Square Conference Room in Orland. This year they will have two ceremonies. They will do the 2020 inductees followed by the 2021. Ceremonies are planned for later in the Fall of 2021. More information to come at a later date per GCOE.	
<b>Status:</b> Pending nominees and selection.	
<b>Fiscal Impact:</b> None.	
<b>Educational Impact:</b> None.	
<b>Recommendation:</b> Recommend HUSD Board select and nominate two individuals for the 2021 Glenn County Educators Hall of Fame.	



GLENN COUNTY  
OFFICE of EDUCATION

## Office of the Superintendent

311 S. Villa Avenue, Willows CA 95988 (530) 934-6575 ♦ FAX (530) 934-6611

[www.glenncoe.org](http://www.glenncoe.org) ♦ [traceyquarne@glenncoe.org](mailto:traceyquarne@glenncoe.org)

Tracey J. Quarne, Superintendent

March 4, 2021

To: District Superintendents,

It's time to begin the process of selecting educators from your district for the Glenn County's Educators' Hall of Fame. Please see the attached list of those individuals who have been selected in the past.

Each district is responsible for purchasing individual recipient plaques. Glenn County Office of Education will purchase the plaque that includes all 2021 recipients to be displayed in the Chrome School on the Fairgrounds.

DEADLINE **April 30** - notify Imelda Diaz at GCOE who your recipient is.

CRITERIA Criteria for selection will be left entirely up to each district's Board of Trustees. Recipients may represent any area of education i.e. teacher, trustee, administration, secretary, custodian, etc.

SEND  
INFORMATION **By May 14** – send to Imelda:  
- Short biographical sketch  
- Picture of recipient for display binder  
- Name and address of recipient

NUMBER OF  
RECIPIENTS Capay School – 1  
Hamilton Unified - 2  
Lake School - 1  
Plaza School - 1  
Orland Unified - 2  
Princeton Unified - 1  
Stony Creek Unified- 1  
Willows Unified - 2  
Glenn Co. Office of Education -2

CEREMONY **Time and date of the ceremony will be announced at a later date.** The ceremony will take place at Glenn Success Square Conference Room, located at 131 E Walker Street, Orland. In the interest of time we are asking that inductees limit their presentation to 5 minutes. Inductees will have the opportunity to ride in a Glenn County school bus in the Orland Fair Parade after the ceremony.

It is the district's responsibility to contact the recipient(s) and notify them of the award. Let the recipient(s) know that they and their relatives are invited to attend. If a recipient is deceased, please notify their relatives of the selection and the specifics of the ceremony.

Please notify my office if you do not have a recipient this year. For additional information, please let Imelda at 934-6575 ext. 3061.

Sincerely,

Tracey Quarne, Superintendent,  
Glenn County Schools

## GCOE HALL OF FAME HISTORY FOR HUSD

### HAMILTON HIGH

1979 Ella McLaughlin Barkely  
1979 James Cameron  
1979 Winifred Hook  
1979 Hans J. Reines  
1979 Fred K. Walker  
1979 Thelma Ahsley Watson  
1981 Donald R. Prusia  
1983 Arvel V. Allread  
1984 Maynard Strong  
1984 Pete Panchesson  
1985 Emerson Carter  
1985 Neal Butler  
1986 Bernice Loveall Fox  
1987 Hilmer Finne  
1989 Oscar Carpenter  
1990 Emma Uhl Roney  
1992 Charles Haines  
1993 Prentice Ross  
1994 Bill Rankin  
1995 Patricia Kaiser  
1996 Gail Zimmerman  
1997 Marta Coleman  
1998 Paul Houser  
1999 Scott D. Johnson  
2000 Hubert Lower  
2001 Rae Turnbull  
2002 Maxine Bigler  
2003 Frederick Sturzen  
2003 Jeanette Sturzen  
2004 Sonya Reynier  
2005 Jeannie Robinson  
2006 Fred Freitas  
2007 Coleen Parker  
2008 Otto Lohse  
2009 Jill R. Kortie  
2010 Blanca Carrillo

### HAMILTON ELEMENTARY

1981 Irma Stratton  
1983 Ruth Reager Stanley  
1986 Joe Billiou  
1987 Paula James  
1988 Nellie Hanks  
1990 Gerald F. Tipping  
1991 Chester Walker  
1991 Margaret Mason  
1992 Edna Curtis  
1993 Dale Anderson  
1994 Bryant Odom  
1995 Tomasa Murgia  
1996 Esther Sabin  
1997 Beulah Cyr  
1998 Alice Donovan  
1999 Daniel O . Paul  
2000 Sarah Odom  
2001 Fred L. Shanks  
2002 Marge Howard  
2003 Sharon Talk  
2004 Mike Thomas  
2004 Judy Mulvany  
2005 Ruthie Holland  
2006 Jenell Cook  
2007 John Kissam  
2008 Eva Perez  
2008 Pamela Radke  
2009 Lili Hands  
2010 Dan White

### HAMILTON UNIFIED

2011 Ray Odom  
2012 William (Bill) Boone  
2013 Lui Tuato'o  
2014 Cyndee Staley  
2014 Darlene Odom  
2015 Susan Lohse  
2016 Ken Mason  
2016 Greg Felton  
2017 Ralph Brand Jr.  
2017 Tom Conwell  
2018 Keith Dietle  
2018 Shelley Hutchens  
2019 Leslie Anderson  
2019 Marc Eddy  
2020 Janice Boeger Peterson  
2020 Maria Elena Diaz

## HAMILTON UNIFIED SCHOOL DISTRICT

<b>Agenda Item Number: 13b</b>	<b>Date: 4/28/2021</b>
<b>Agenda Item Description:</b> Agreement between CJUESD and HUSD on how developer fees shall be collected and divided between the two districts.	
<b>Background:</b> Per education code 17620, the district collects developer fees for school facilities improvements. Developer fees are placed in Fund 25. Developer fees are not intended for general revenue purposes.  The agreement between CJUESD and HUSD sets forth the manner in which developer fees shall be collected and divided between the two districts. The division of fees for residential and commercial development shall be 69% for CJUESD whose grade levels include K-8 and 31% for HUSD whose grade levels include 9-12. CJUESD rates are \$4.08 for residential development and \$0.66 for commercial development. HUSD rates are \$3.79 for residential development and \$0.61 for commercial development. Rates are per square foot of new construction.  This agreement is for implementation effective July 1, 2021 through June 30, 2022.	
<b>Status:</b> Pending Board approval.	
<b>Fiscal Impact:</b> No impact on General Fund. Amounts and percentages are used to calculate developer fees that HUSD retains in Fund 25 and the fees that are transferred to CJUESD.	
<b>Educational Impact:</b> n/a	
<b>Recommendation:</b> Recommend that the Board approve and/or ratify the agreement between CJUESD and HUSD on how developer fees shall be collected and divided between the two districts.	

**AGREEMENT**

The following school districts are party to this agreement which sets forth the manner in which developer fees collected under the authority of Chapters 886 and 887, Statutes of 1986, (known as Stirling Legislation) shall be collected and divided between the elementary school district and the high school district:

Capay Joint Union Elementary School District (CJUESD)  
Hamilton Unified School District (HUSD)

The division of fees shall for residential development be established at 69 percent of \$4.08 for the CJUESD whose grade levels include kindergarten through eighth grades and 31 percent of \$3.79 for the HUSD whose grade levels include ninth through twelfth grades.

For commercial development, the division of fees shall be at the same percentage level as for residential development and shall be established at \$.66 for CJUESD and \$.61 for HUSD respectively.

All developer fees shall be collected by the HUSD. On a monthly basis, the HUSD shall notify the Glenn County Office of Education of the amount of fees that are to be deposited to the CJUESD fund on whose behalf the HUSD has collected fees.

The CJUESD authorizes the HUSD to issue a certificate of compliance in the name of the CJUESD for all projects for which HUSD collects developer fees. In the event the HUSD does not collect such fees, no certificate of compliance shall be issued.

Commencing, July 1, 2021, or as soon thereafter as practical, and on or about April 1 of each year thereafter, if this agreement is extended beyond June 30, 2022, the superintendents of the districts listed above shall review this agreement and determine if any additions, deletions, or changes thereto are required. Areas to be reviewed will include, but are not limited to, student yield rates, square footage costs, square footage allocations by grade level, administrative costs of fee collection, and any changes in the legislation affecting developer fees collected under the authority of Chapters 886 and 887, Statutes of 1986.

This agreement is hereby approved and ratified by the Governing Boards of the following districts for implementation effective **July 1, 2021** and shall remain in force and in effect up to and including **June 30, 2022**.

Capay Joint Union Elementary School District:

Hamilton Unified School District:

  
Becky Gruenwald, Board President

\_\_\_\_\_  
Hubert "Wendell" Lower, Board President

2/25/2021  
Date Approved

\_\_\_\_\_  
Date Approved

## HAMILTON UNIFIED SCHOOL DISTRICT

<b>Agenda Item Number: 13c</b>	<b>Date: 4/28/2021</b>
<b>Agenda Item Description:</b> Approve Public Disclosure of Proposed Collective Bargaining Agreement.	
<b>Background:</b> The District has reached tentative agreement with the Hamilton Teachers Association (HTA) for fiscal year 2020-2021. The agreement includes a change in compensation and Government Code Section 3547.5 requires that the public is made aware of the costs associated with a tentative collective bargaining agreement before it becomes binding on the District. The law established the attached document, known as Assembly Bill (AB) 1200, as the vehicle to details these costs, and substantiates that the District can meet the financial obligation of the CBA, including certification to this affect by both Superintendent Jeremy Powell and Chief Business Official, Kristen Hamman. The agreement and accompanying AB 1200 calculations effectively covers all certificated employees except <b>certificated managers, certificated administrators, and the Superintendent.</b>	
<b>Status:</b> Pending board approval.	
<b>Fiscal Impact:</b> Provides the actual ongoing District cost of a 1% raise for <b>Certificated employees</b>	
<b>Educational Impact:</b> n/a	
<b>Recommendation:</b> Recommend approval of Public Disclosure of Proposed Collective Bargaining Agreement.	



**FORM FOR PUBLIC DISCLOSURE  
OF PROPOSED  
COLLECTIVE BARGAINING AGREEMENT  
(AB-1200, Statutes 1991, Chapter 1213)**

***Hamilton Unified School District***

Government Code Section 3547.5: Before a public school employer enters into a written agreement with an exclusive representative covering matters within the scope of representation, the major provisions of the agreement including but not limited to, the costs that would be incurred by the public school employer under the agreement for the current and subsequent fiscal years, shall be disclosed at a public meeting of the public school employer.

Intent of Legislation: To ensure that members of the public are informed of the major provisions of a collective bargaining agreement before it becomes binding on the school district/COE.

**MAJOR PROVISIONS OF PROPOSED AGREEMENT  
WITH THE  
**California Teachers Association** BARGAINING UNIT**

To be acted upon by the Governing Board at its meeting on 04/28/21

**A. PERIOD OF AGREEMENT:**  
The proposed bargaining agreement covers the period beginning 07/01/20  
and ending 06/30/22  
for the following fiscal years 

2020-21	2021-22
---------	---------

**B. TOTAL COST INCREASE OF PROPOSED AGREEMENT (SALARIES & BENEFITS)**  
The total cost increase for salaries and employee benefits in the proposed agreement:

1.	Current-Year Costs Before Agreement	<b>3,924,052</b>
2.	Current-Year Costs After Agreement	<b>4,046,195</b>
3.	Total Cost Increase	<b>122,143</b>
4.	Percentage Increase	<b>3.1%</b>
5.	Cost of 1 % Increase	<b>37,190</b>

**C. PERCENTAGE SALARY INCREASE FOR AVERAGE REPRESENTED EMPLOYEE**  
The total percentage increase in salary, including annual step and column movement on the salary schedule, for the average represented employee under this proposed agreement-.

1.	Salary increase (% Increase To Existing Salary Schedule)	<b>3.50%</b>
2.	Step & Column (Average % Increase Over Prior-Year Salary Schedule)	<b>N/A</b>
3.	TOTAL PERCENTAGE INCREASE FOR THE AVERAGE REPRESENTED EMPLOYEE	<b>3.50%</b>

**FORM FOR PUBLIC DISCLOSURE  
OF PROPOSED  
COLLECTIVE BARGAINING AGREEMENT  
(AB-1200, Statutes 1991, Chapter 1213)**

***Hamilton Unified School District***

**D. PERCENTAGE BENEFIT INCREASE FOR AVERAGE REPRESENTED EMPLOYEE FOR BOTH STATUTORY AND COUNTY-PROVIDED EMPLOYEE BENEFITS INCLUDED IN THIS PROPOSED AGREEMENT:**

1.	Cost of Benefits Before Agreement	<b>11,370</b> /employee
2.	Cost of Benefits After Agreement	<b>11,370</b> /employee
3.	Percentage Increase in Cost	

**E. IMPACT OF PROPOSED AGREEMENT ON DISTRICT RESERVES**

State-Recommended Minimum Reserve Level (after implementation of Proposed Agreement)

1.	Based On Total Expenditures in the General Fund of:	<b>\$ 9,331,409.00</b>
2.	Percentage Reserve Level Required for District:	<b>4%</b>
3.	Amount of required minimum Reserve:	<b>\$ 373,256.36</b>

**District UNRESTRICTED Reserves sufficient to meet the minimum recommended level AFTER IMPLEMENTATION OF PROPOSED AGREEMENT:**

**GENERAL FUND RESERVES (Fund 01 Unrestricted ONLY)**

4.	Designated for Economic Uncertainties (Account 9710)	
5.	Unappropriated Amount (Accounts 9790)	<b>\$ 1,180,256.00</b>
6.	<b>Total Reserves</b>	<b>\$ 1,180,256.00</b>
	<b>Board Designated Reserves for Salary/Benefits (9780)</b>	<b>\$ -</b>

**SPECIAL RESERVE FUND 17 (Fund 17 ONLY)**

7.	Unappropriated Amount (Account 9790)	<b>\$ 395,463.00</b>
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**TOTAL DISTRICT RESERVES**

8.	General Fund & Special Reserve Fund:	<b>\$ 1,575,719.00</b>
9.	Percentage of General Fund Expenditures/Uses	<b>16.89%</b>
	Difference between District Reserves and Minimum State Requirement	<b>\$1,202,463</b>

**FORM FOR PUBLIC DISCLOSURE  
OF PROPOSED  
COLLECTIVE BARGAINING AGREEMENT  
(AB-1200, Statutes 1991, Chapter 1213)**

**Hamilton Unified School District**

**F. SOURCE OF FUNDING FOR PROPOSED AGREEMENT**

The following source(s) of funding have been identified to fund the proposed agreement

The District will use LCFF funds.

**G. FINANCIAL IMPACT OF PROPOSED AGREEMENT IN FUTURE FISCAL YEARS**

The following assumptions were used to determine that resources will be available to fund these obligations in future fiscal years (including any compensation/noncompensation provisions specified below that have been agreed upon if the proposed agreement is part of a multi-year contract):

The District will use the increase in LCFF projections to fund the current and future years.

**H. NARRATIVE OF AGREEMENT**

The HUSD and the HTA have reached a tentative agreement for a 1% increase on the salary schedule for 2020-21 and a guaranteed minimum increase of 2.5% with further negotiations on the salary schedule for 2021-22.

**CERTIFICATION**

***To be signed by the District Superintendent AND Chief Business Official when submitted for Public Disclosure and by the Board President after formal action by the Governing Board on the proposed agreement.***

<b><i>The information provided in this document summarizes the financial implications of the proposed agreement and is submitted to the Governing Board for public disclosure in accordance with the requirements of AB-1200 and GC 3547.5.</i></b>	
<b><u><i>We hereby certify that the costs incurred by the HUSD under this agreement can be met by the HUSD during the term of the agreement.</i></u></b>	
<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <p style="text-align: center;"><b><i>Hamilton Unified School District Superintendent</i></b> <i>(signature)</i></p>	<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <p style="text-align: center;"><b><i>Date</i></b></p>
<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <p style="text-align: center;"><b><i>Chief Business Official</i></b> <i>(signature)</i></p> <p style="padding: 5px;"><b><i>After public disclosure of the major provisions contained in this Summary, the Governing Board, at its meeting on April 28th, 2021, took action to approve the proposed Agreement with the HTA Bargaining Unit.</i></b></p>	<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <p style="text-align: center;"><b><i>Date</i></b></p>
<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <p style="text-align: center;"><b><i>President, Governing Board</i></b> <i>(signature)</i></p>	<hr style="border: none; border-top: 1px solid black; margin-bottom: 5px;"/> <p style="text-align: center;"><b><i>Date</i></b></p>

## HAMILTON UNIFIED SCHOOL DISTRICT

<b>Agenda Item Number: 13d</b>	<b>Date: 4/28/2021</b>
<b>Agenda Item Description:</b> Approval of Tentative Agreement to negotiated terms in collective bargaining agreement between the District and HTA for the 2020-21 school year.	
<b>Background:</b>  Hamilton Teachers Association (HTA) and HUSD have engaged in ongoing and positive negotiations throughout the 2020-2021 school year. Through this collaborative process, the District and HTA have agreed upon multiple tentative agreements as set forth in the following document.	
<b>Status:</b> Pending Board Approval	
<b>Fiscal Impact:</b> This agreement would provide a 1% retroactive raise (from the beginning of the 2020-2021 school year) to all Certificated Staff for the current school year and also provides a 2.5% raise for all Certificated Staff for the 2021-2022 school year. The final raise amount for the 2021-2022 school year will be determined upon final negotiations.	
<b>Educational Impact:</b> n/a	
<b>Recommendation:</b> Recommend approval the HUSD and HTA Tentative Agreement including a 1% salary increase for the 2020-2021 school year and 2.5% salary increase for the 2021-2022 school year.	

**TENTATIVE AGREEMENT BETWEEN  
HAMILTON UNIFIED SCHOOL DISTRICT AND  
HAMILTON TEACHERS' ASSOCIATION  
FOR THE 2020-21 AND 2021-22 SCHOOL YEARS  
April 22, 2021**

---

The Parties have reached agreement on the following terms of the collective bargaining agreement with provisions of the 2020-2021 negotiated Agreement remaining in full force and effect except as follows:

**Article XII: Work Hours/Work Year**

12.2.2 Work Day:

- 30 minutes duty-free lunch with 5 minute transition

12.3 Preparation Period

- 50 Minutes daily

**Article XIV: Class Size**

The District will continue to adhere to the current collective bargaining agreement and language within it, with the following noted agreements between the Parties:

14.1

- Conceptually, the Parties agree that 24:1 ratio of pupils to classroom teachers is desirable. As options are evaluated, the District and the Association will consider this objective and agree to meet and confer if issues arise regarding implementation.

14.5.2

- The maximum class size for K-3 will be as follows:
  - Kindergarten 28:1
  - First Grade 28:1
  - Second Grade 28:1
  - Third Grade 28:1
  - Combination Classes, if necessary 27:1

14.5.4

- Should the class size average reported on P-2 on the Class Size Penalty Report exceed 27:1, that teacher would receive a one-time payment of \$1,000.00 to be paid in the June pay period.

**Article XV: Teaching Conditions**

Staff who are required to quarantine due to COVID-19 exposure should be allowed to continue their teaching responsibilities via zoom if possible. This privilege has been provided to other staff members (certificated, classified and Administrative).

The District is unable to allow all unit members to work remotely if supervision of students is required due to our lack of substitutes and staffing. If required to quarantine or ill with COVID-19, unit members may continue to teach from home until their quarantine is completed.

The District will continue to follow recommendations and guidance from the California Department of Public Health and Glenn County Public Health for both the 2020-2021 and 2021-2022 school years. This guidance currently includes distancing of no less than 3 feet spacing between student desks and 6 feet between students and staff. If this guidance changes, the District requests the right to follow any updated guidelines.

**Article XXI: Salary Regulations**

The Parties agree to the following changes to the Salary Article of the collective bargaining agreement:

- Salary increase:
  - 2020-2021 salary increase of 1.0% retroactive to beginning of the 2020-2021 school year
  - 2021-2022 salary increase of 2.5% guaranteed minimum. The Parties agree to reopen this salary percentage amount during future negotiations.

**Articles XV: Teaching Conditions; XXI: Salary Regulations; and XXII Evaluations**

Effective January 1, 2021-June 30, 2021, HUSD will cover up to 30 days paid sick leave for COVID-19 Positive or COVID-19 quarantine when required by local County Health Departments, with the following conditions:

- District will allow for a 1 day post COVID-19 vaccine leave to be included in the above agreement.
- HTA member reach out to site administrator (as would on regular sick day) to notify need for sub or Distance Learning support.
- The District would also like to request, when possible, COVID-19 vaccine be taken on a Thursday or Friday.

Effective January 1, 2021-May 14, 2021 Certificated Staff members may time-card up to 20 hours for COVID related work beyond the contract day.

**OTHER NEGOTIATION TOPICS:**


Student Health checks in am/pm by Admin and/or Support Staff:

- The District supports continuing daily health checks for all students, staff, and visitors arriving to campus.

Dated: \_\_\_\_\_

Dated: 4/22/21 \_\_\_\_\_

\_\_\_\_\_  
Hamilton Unified School District

  
\_\_\_\_\_  
Hamilton Teachers' Association

## HAMILTON UNIFIED SCHOOL DISTRICT

<b>Agenda Item Number: 13e</b>	<b>Date: 4/28/2021</b>
<b>Agenda Item Description:</b> 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.	
<b>Background:</b>  This memorandum of understanding (“MOU”) is agreed to between the Hamilton Unified School District (“District”) and the California School Employees Association and its Hamilton Chapter No. 623 (“CSEA”) (together collectively “Parties”) concerning the impacts and effects of resumed District operations under post-COVID 19 conditions and was developed as a result of CSEA’s June 18, 2020 Demand to Bargain and the negotiations that have since transpired between the Parties.	
<b>Status:</b> Pending Board Approval	
<b>Fiscal Impact:</b> n/a	
<b>Educational Impact:</b> n/a	
<b>Recommendation:</b> Recommend approval the MOU between the District and CSEA concerning the impacts and effects of resumed District operations under post-COVID-19 conditions.	

**MEMORANDUM OF UNDERSTANDING  
BETWEEN THE  
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS HAMILTON  
CHAPTER NO. 623 (“CSEA”)  
TO THE  
HAMILTON UNIFIED SCHOOL DISTRICT (“DISTRICT”)  
REGARDING RETURN IMPACTS AND EFFECTS**

This memorandum of understanding (“MOU”) is agreed to between the Hamilton Unified School District (“District”) and the California School Employees Association and its Hamilton Chapter No. 623 (“CSEA”) (together collectively “Parties”) concerning the impacts and effects of resumed District operations under post-COVID 19 conditions and was developed as a result of CSEA’s June 18, 2020 Demand to Bargain and the negotiations that have since transpired between the Parties.

The Parties both recognize the importance of maintaining safe facilities and operations, for the benefit of the students and communities served by the District and its teachers and staff. The Parties recognize the importance of prudent measures to prevent District employees, students, their families, or other people using District facilities from being exposed to or infected with COVID-19. Care should be taken to identify potential exposure and prevent the spread of the disease. The Parties further agree that continuity of District operations should be maintained, and provisions should be made for District employees who are impacted by the pandemic.

To these ends, the Parties agree as follows:

**1. Safety:**

**a) Reporting Unsafe Conditions**

In the interest of protecting community and workplace health, any employee may report, any unsafe condition in the working environment via writing, or email communication, email to the maintenance department or their supervisor. Notice will be returned to employee stating what has been done to make the condition safe or, if no action will be taken, the reason(s) why.

All employees shall have the right, without retaliation, to refuse to perform work reasonably considered to be unsafe, by notifying their supervisor of such refusal and the basis, therefore. Employees may be directed to complete alternate work or work under modified conditions as directed until conditions are made safe for the completion of the original assignment, provided modification sufficiently addresses safety concern(s).

**b) Health Guidelines**

The District shall follow all CDPH guidelines and orders, as well as the “Hamilton Unified School District Return to School Framework: Supplemental Handbook for Reopening of Schools & Safety Plan” (Appendix A). Should a conflict ever arise between current CDPH



guidelines and orders and those within Appendix A, the District will follow CDPH guidelines. The District will follow the Cal/OSHA Emergency Temporary Standards.

The District shall appropriate changes to physical layout to ensure physical distancing, including:

- i. Barriers for food service;
- ii. Barriers for administrative personnel who provide in-person services to the public daily; and
- iii. Limits on number of students in classrooms or other spaces.

**c) Handwashing Stations**

Multiple handwashing locations with signage (soap and water, not sanitizer) and enough time for employees to wash their hands at least every hour.

**d) Sanitization Supplies**

The provision of necessary supplies for preventive sanitation measures (such as soap and water, disposable towels or tissues, gloves, and hand sanitizer).

**e) Social Distancing**

The District agrees to maintain physical distancing standards in school facilities and vehicles, including but not limited to implementing plans incorporating the following components:

1. Plan to limit the number of people in all campus spaces to the number that can be reasonably accommodated while maintaining a minimum of six feet of distance between individuals, or current CDC recommended distance.
2. To the extent possible, and as recommended by the CDC, attempt to create smaller student and educator cohorts to minimize the mixing of student groups throughout the day.
3. In a circumstance where sufficient physical distancing is difficult or impossible, such as when students enter or exit a school bus in proximity to the bus driver, all individuals, including staff and students, must wear face coverings that cover the mouth and nose consistent with public health guidance. The Parties recognize that coverings are not a replacement for physical distancing, but they must be used to mitigate virus spread when physical distancing is not feasible.

4. In accordance with Cal/OSHA regulations and guidance, the District shall evaluate all workspaces to ensure that employees can maintain physical distancing of six feet apart.
5. Where possible, the District shall rearrange workspaces to incorporate a minimum of six feet between employees and students.
6. If physical distancing between workspaces or between employees and students/visitors is not possible, the District agrees to install physical barriers to separate workspaces.

**f) Personal Protective Equipment (“PPE”)**

- i. The District shall make every effort to provide sufficient protective equipment to comply with CDPH guidance for students and staff appropriate for each classification or duty, relevant to Cal/OSHA requirements. District will be provided with notice of unavailability of protective equipment being unavailable prior to work not being performed.
- ii. The District shall implement a plan for ongoing supply of protective equipment.
- iii. The District shall purchase a sufficient number of no-touch thermal scan thermometers for symptom screenings.
- iv. The District shall maintain adequate school-appropriate cleaning supplies to continuously disinfect the school site in accordance with CDPH guidance.
- v. The District shall ensure sufficient supplies of hand sanitizers, soap, hand washing stations, tissues, no-touch trash cans and paper towels.
- vi. The District agrees to provide other protective equipment, as appropriate for work assignments, including but not limited to as follows:
  1. For staff engaged in symptom screening:
    - A. Surgical masks, face shields and disposable gloves.
  2. For front office and food service staff:
    - A. Face coverings and disposable gloves.
  3. For custodial staff:
    - A. Surface cleaning:

- i. Masks, gloves appropriate for all cleaning and disinfecting.
  - B. Deep cleaning and disinfecting:
    - i. Appropriate PPE for COVID-19 disinfection (gloves, eye protection, and masks) in addition to PPE as required by product instructions.
- vii. The District agrees to adopt the CDE recommendations as limit to access by parents, students and other persons not on school staff, which state, at a minimum, face coverings should be worn:
  - 1. While waiting to enter the school campus.
  - 2. While on school grounds (except when eating or drinking).
  - 3. While leaving school.
  - 4. While on a school bus.

**2. Screening:**

- a) **Passive Screening.** Instruct parents to screen students before leaving for school (check temperature to ensure temperatures below 100.4 degrees Fahrenheit, observe for symptoms outlined by public health officials) and to keep students at home if they have symptoms consistent with COVID-19 or if they have had close contact with a person diagnosed with COVID-19.
- b) **Active Screening.** Engage in symptom screening as students enter campus and buses, consistent with public health guidance, which includes visual wellness checks and temperature checks with no-touch thermometers (check temperature to ensure temperatures below 100.4 degrees Fahrenheit), and ask all students about COVID-19 symptoms within the last 24 hours and whether anyone in their home has had COVID-19 symptoms or a positive test.

**3. Testing, tracing, and vaccines:**

- a) The District shall allow staff reasonable release time during working hours once every other month for the purpose of receiving a COVID test and shall reimburse the mileage incurred.
- b) The District shall provide documented plans for testing and contact tracing in the event on-site person(s) have tested positive for COVID-19.
- c) Pursuant to AB 685, the District shall notify bargaining unit employees who may have been exposed to COVID-19 at work within one (1) business day of the potential workplace exposure. CSEA President and CSEA Labor Relations Representative will also be notified.

- d) Pursuant to AB 685, the District shall notify CSEA of any bargaining unit member who has potentially been exposed to COVID-19 at work within one (1) business day of the potential workplace exposure.
- e) The District shall provide COVID testing at no expense to bargaining unit employees where a known exposure has occurred.
- f) CSEA agrees to cooperate with the District in conducting contact tracing of infected individuals.
- g) Should a Classified Staff member voluntarily choose to receive a COVID Vaccination the District shall allow staff reasonable release time during regular working hours to receive the vaccination, and shall reimburse staff for the mileage incurred.

**4. Leave:**

- a) **Workers' Compensation.** The District agrees to follow requirements as outlined by SB 1159.
- b) **COVID-Related Leave.** In the event a CSEA bargaining-unit employee is exposed to COVID-19 or is taken ill with Covid-19 or wishes to self-quarantine for reasonable cause (i.e. family members who are uniquely vulnerable), the employee may use available leaves.
- c) Effective January 1, 2021 through June 30, 2021, HUSD will cover up to 10 days of paid sick leave which will be utilized before any other leave for staff who are COVID Positive or are under COVID Quarantine when required by local County Health Departments. Should another bargaining unit receive an amount to excess of 10 days, CSEA will receive the same amount.
- d) Should California State Senate Bill No. 95 regarding 2021 COVID-19 Supplemental Paid Sick Leave provide additional leave beyond that contained in Section 4 Subsection C, bargaining unit members shall also be granted such leave, which is in effect from January 1, 2021 through September 30, 2021, unless otherwise extended. This leave provides up to 80 hours for full-time employees (or a prorated amount for part-time employees) when unable to work or telework as a result of COVID-19 when either caring for oneself, a family member, or a vaccine-related event.
- e) If required to quarantine or ill with COVID, unit members may continue to work from home until their quarantine is completed.

- f) The District agrees to protect and support staff who are at higher risk for severe illness (medical conditions that the CDC says may have increased risks) or who cannot safely distance from household contacts at higher risk, by providing options such as telework or negotiated change in classification, flex scheduled or duties, to the extent which is feasible and possible on a case by case basis. If reasonable accommodations are not practicable, the LEA should work with the employee to develop a flexible leave plan based upon their individual circumstances.
- g) Notwithstanding the term of this agreement below, the District will comply with HR 6201 through the date that the law expires. As of the signing of this MOU, HR 6201 expired on December 31, 2020.
- h) **CSEA Support for Full Funding.** CSEA will support efforts to maintain funding pursuant to Education Code §§ 41422 and 46392 in the event of a closure of any District facilities due to pandemic.

**5. Returning Personnel:**

- a) The District agrees to provide all classified employees working from home/telecommuting with all the equipment necessary to perform their assigned duties while telecommuting.
- b) While telecommuting (working from home) CSEA bargaining-unit employees are expected to be available during their normal designated working hours.

**6. Workload and Staffing Ratios:**

- a) The District and CSEA agree to set up a committee to address anticipated increased workload concerns to accommodate CDC guidelines and recommendations (e.g. installation of barriers or partitions, added cleaning schedule, added bus routes, increased extended care enrollment).

**7. Work Hours:**

- a) The Parties agree bargaining unit employees shall report to work at regularly assigned hours for the 2020-2021 year, whether it be through telecommuting, or in person per Article 9 of the collective bargaining agreement.

**8. Duties:**

- a) The District and CSEA acknowledge that California Education Code §45101(a) and §88001(a) requires that all classified positions have set duties. However, due to the current unforeseen and unprecedented nature for the current conditions CSEA and the District recognize that some CSEA bargaining unit positions may be asked to

temporarily perform duties not currently contained within their current job description.

b) The District agrees to develop and provide staff training or utilize state-provided training regarding the following topics:

1. Disinfecting frequency and tools/chemicals used in accordance with the Healthy Schools Act, CDPR guidance and Cal/OSHA regulations.
2. For staff who use hazardous chemicals for cleaning, specialized training is required.
3. Physical distancing of staff and students.
4. Symptom screening, including temperature checks.
5. Updates to the Injury and Illness Prevention Plan (“IIPP”).
6. State and local health standards/recommendations.

c) Effective January 1, 2021 through June 30, 2021, Classified Staff members may enter onto his/her time-card up to 20 hours of additional time for COVID related work beyond the contract day or work outside of their contracted position as approved by manager/supervisor. Should another bargaining unit receive an amount to excess of 20 hours, CSEA will receive the same amount.

9. **Information and Further Negotiation:** The District will share with CSEA all new information it receives from local health authorities about COVID-19 pandemic.

10. **Compliance with Further Governmental Orders:** The Parties recognize that the COVID-19 pandemic is evolving and so is governmental response. The Parties will comply with further state or federal legislation or orders as they affect the terms and conditions of employment of bargaining unit employees and will bargain as needed over the effects of such further directives.

11. **Duration of Agreement:** This agreement shall remain in effect through June 30, 2021.

12. **Violations of this Agreement-Expedited and Binding Arbitration:** Any alleged violation, misinterpretation, or misapplication of the terms of this MOU shall be subject to the grievance provisions of Article 7 of the CBA.

This agreement is hereby entered into by the Parties.

Dated: \_\_\_\_\_

By: \_\_\_\_\_  
For District

Dated: \_\_\_\_\_

By: \_\_\_\_\_  
For California School Employees Association

Dated: \_\_\_\_\_

By: \_\_\_\_\_  
For California School Employees Association

## HAMILTON UNIFIED SCHOOL DISTRICT

<b>Agenda Item Number: 13f</b>	<b>Date: 4/28/2021</b>
<b>Agenda Item Description:</b> District and CSEA present Articles they intend to negotiate for the 2021-22 school year consistent with Government Code Section 3547 “sunshining” requirements.	
<b>Background:</b> The California School Employees Association and its Hamilton Chapter 623 (“CSEA”) and the Hamilton Unified School District (“District”) are parties to a Collective Bargaining Agreement (CBA) which expired on June 30, 2020 but which remains in full effect until a new contract is reached.  Pursuant to the Educational Employment Relations Act (EERA), CSEA wishes to negotiate changes to the existing CBA. Specific proposals for all articles to be negotiated will be exchanged after a thorough good faith dialogue at the bargaining table.	
<b>Status:</b> Pending Board Approval	
<b>Fiscal Impact:</b> Potential depending on the outcome of Salary and Benefit negotiations.	
<b>Educational Impact:</b> n/a	
<b>Recommendation:</b> Recommend approval of District and CSEA intention to negotiate “Sunshine” requirements for the 2021-22 school year.	



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

The California School Employees Association and its Hamilton Chapter 623 (“CSEA”) and the Hamilton Unified School District (“District”) are parties to a Collective Bargaining Agreement (CBA) which expired on June 30, 2020 but which remains in full effect until a new contract is reached.

Pursuant to the Educational Employment Relations Act (EERA), CSEA wishes to negotiate changes to the existing CBA. Specific proposals for all articles to be negotiated will be exchanged after a thorough good faith dialogue at the bargaining table.

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**Article 1 Agreement:** CSEA hereby proposes a new contract term from 7/1/2020 – 6/30/2023 with subsequent year reopeners.

**Article 4 Organizational Rights:** CSEA hereby proposes to update the language regarding services fees to comply with changes to the law.

**Article 10 Pay and Allowances:** CSEA hereby proposes an increase to the classified salary schedule meant to satisfy statutory increases to the minimum wage and to maintain the relative positions between salary ranges.

**Article 11 Health and Welfare Benefits:** CSEA hereby proposes the District’s contribution to health benefits be increased by a fair and equitable amount.

**Appendix B Definitions 1.28:** CSEA hereby proposes bringing the probationary period into compliance with the Education Code 45113.



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Jeremy Powell, Ed. D.  
Superintendent

**HAMILTON UNIFIED SCHOOL DISTRICT (“DISTRICT”) SUNSHINE PROPOSAL TO  
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS  
HAMILTON CHAPTER NO. 623 (“CSEA”)**

**For the Successor Contract**

Pursuant to Government Code section 3547, the District hereby “sunshines” and submits the following initial proposals to the CSEA.

In preparation for successor contract negotiations with CSEA, the District has examined and reviewed all provisions of the current Collective Bargaining Agreement (CBA).

The District and CSEA, have a collective bargaining agreement that ended on June 30, 2020. The District would like to open on the following articles:

Article 10 Pay and Allowances

The District has an interest in providing fair and equitable total compensation for all unit members and an interest in maintaining the District’s long-term fiscal health and solvency.

The District reserves the right to reopen three additional Articles in addition to those set forth above in accordance with the sunshining requirements of Government Code section 3547, section (d).

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**BOARD OF TRUSTEES**

Hubert “Wendell” Lower, President | Rod Boone, Clerk  
Gabriel Leal, Trustee | Ray Odom, Trustee | Genaro Reyes, Trustee

## HAMILTON UNIFIED SCHOOL DISTRICT

<b>Agenda Item Number: 13g</b>	<b>Date: April 28, 2021</b>
<b>Agenda Item Description:</b> Purchase of a 2021 Ford Expedition XLT 4x4, 8 passenger vehicle with 19-20 Career Technical Education Incentive Grant (CTEIG) funds.	
<b>Background:</b> This vehicle will be used exclusively for CTE education and will be made available to all CTE programs at Hamilton High School. Examples include industry tours, SAE project visits, career development events and college tours. 4-wheel drive is a necessity due to travel conditions in winter months. The total cost is \$58,393.48.	
<b>Status:</b> Pending board approval.	
<b>Fiscal Impact:</b> This purchase does not affect our Unrestricted General Fund. This purchase will be made with CTEIG funds.	
<b>Educational Impact:</b> The effective management of the District's resources allows our students a safe, rigorous, and engaging educational experience that promotes student academic success, respect, and citizenship in a caring environment.	
<b>Recommendation:</b> Recommend board approve the purchase of a new vehicle with 19-20 CTEIG funds.	

CORNING FORD

Source: REPEAT	Salesperson: TROY SPADE
Price 54,325.00	Trade 0.00
Taxable A.M.O. 0.00	Payoff 0.00
Document Processing Charge 85.00	Net Trade 0.00
Emissions Testing Charge 0.00	Cash Down 0.00
Sales Tax 3,944.73	Deferred Down 0.00
Non-Tax A.M.O. 0.00	Rebate 0.00
Service Contract 0.00	Total Down 0.00
Subtotal 58,354.73	
DMV Fees 0.00	APR 0.00
State Emissions Certification or Exemption Fee 0.00	Term 1
California Tire Fee 8.75	Monthly Payment 58,393.48
Electronic Veh Reg or Transfer Charge 30.00	Final Payment of
Total Insurance 0.00	<i>58,393.48</i>
Total 58,393.48	<i>OUT THE DOOR</i>
Amount Financed 58,393.48	
Finance Charges 0.00	
Total of Payments 58,393.48	

\*\*\* BUYER \*\*\*

HAMILTON UNIFIED SCHOOL DISTRI  
620 CANAL STREET  
HAMILTON CITY, CA 95951

Date of Birth: \_\_\_\_\_  
Home Phone Number: (530) 826-2361  
Work Phone Number: \_\_\_\_\_  
County: GLENN  
Email: jlohse@hudschools.org

\*\*\* CO-BUYER \*\*\*

Date of Birth: \_\_\_\_\_  
Home Phone Number: \_\_\_\_\_  
Work Phone Number: \_\_\_\_\_  
County: \_\_\_\_\_  
Email: \_\_\_\_\_

\*\*\* PURCHASE \*\*\*

\*\*\* TRADE 1 \*\*\*

\*\*\* TRADE 2 \*\*\*

Stock Number 60221  
Year 2021  
Make FORD  
Model EXPEDITION  
Body Style UT  
Color ICONIC SILVER  
Trim STONE CLOTH  
Key 1 Number  
Key 2 Number  
Weight 1  
License  
Odometer 250  
VIN 1FMJK1JTXMEA11198  
Cylinders 6  
Vehicle Type NEW

\*\*\* BANK \*\*\*

NONE

CA

\*\*\* INSURANCE \*\*\*

Lithia Ford of Klamath Falls

(541) 273-7900 ext 106  
DEALER

Suggested Retail Price 57860 00

K1JH EXPEDITION XLT MAX 4X4  
2021 MODEL YEAR

JS ICONIC SILVER METALLIC  
JL MED STONE CLOTH SEATS

2021

INCLUDED ON THIS VEHICLE  
EQUIPMENT GROUP 200A

Expedition Max

XLT 4x4

OPTIONAL EQUIPMENT/OTHER  
.18" MACH ALUM WHL W/PNTD PKTS

99T .3.5L ECOBOOST V6 ENGINE NC

44U .10SPD AUTO TRANS W/SLCTSHFT NC

.P275/65R18 A/T OWL TIRES

536 HEAVY-DUTY TRAILER TOW PKG 795 00

62L .3.73 NON-LMTED SLIP REAR AXLE

47B FLR LNERS/CARPET MATS RWS 1&2 200 00

153 FRONT LICENSE PLATE BRACKET NC

TOTAL OPTIONS/OTHER 995 00

TOTAL VEHICLE & OPTIONS/OTHER 58855 00

DESTINATION & DELIVERY 1695 00

TOTAL FOR VEHICLE 60550 00

Expedition \* 54,325 -

FUEL CHARGE  
SHIPPING WEIGHT 5500 LBS.

TOTAL 60550 00

\* Fees

STK # 60221

## HAMILTON UNIFIED SCHOOL DISTRICT

<b>Agenda Item Number: 13h</b>	<b>Date: 4/28/2021</b>
<b>Agenda Item Description:</b> Approve HUSD Certificated Intervention Specialist Job Description.	
<b>Background:</b> COVID-19 funding apportioned to school districts to provide additional learning opportunities and support due to pandemic.	
<b>Status:</b> Review and approve job description.	
<b>Fiscal Impact:</b> Will be paid for with COVID-19 funding.	
<b>Educational Impact:</b> Will add certificated support for our students in core academic areas.	
<b>Recommendation:</b> Recommend approval of HUSD Certificated Interventional Specialist Job Description.	

**DRAFT**

**HAMILTON UNIFIED SCHOOL DISTRICT  
Job Description**

**JOB TITLE: Intervention Specialist**

<b>SALARY RANGE:</b> Col I/Step 1 – Col IV/Step 28+	<b>DIVISION:</b> Teacher - District
<b>DEPARTMENT:</b> Certificated Staff	<b>LOCATION:</b> Various School Sites
<b>REPORTS TO:</b> Site Administration and Superintendent	<b>WORK YEAR:</b> 184
<b>APPROVED BY:</b> Governing Board	<b>DATE:</b> April 28, 2021

**SUMMARY:**

The Intervention Specialist is a teacher who works specifically with students who require strategic and intensive intervention. The focus of the intervention specialist is to develop a student-centered system of intervention that effectively works to close the achievement gap. The goal of the intervention specialist is to ensure that the students are able to master grade level standards and curriculum by instructing students who have not met grade level standards. This position will be available to provide direct instruction to students 6 hours a day.

**ESSENTIAL DUTIES AND RESPONSIBILITIES:** (Any one position may not include all duties listed; the listed examples do not include all duties and responsibilities)

1. Instruct students within a small classroom environment and/or 1 on 1 situation both in the designated math room and in the main area of the center
2. Understands how to collaboratively plan with instructional staff to effectively analyze and use data to implement intervention programs
3. Uses technology for instructional planning, i.e. creating reports and using data to plan lessons
4. Continuously monitors progress of students receiving intervention services, in order to adjust instructional practice and student grouping
5. Maintains tracking system which indicates student appointment times, progress, and areas of improvement
6. Work with classroom teachers to provide data on specific goals and growth of students.
7. Analyze and interpret student data for the purpose of determining individual/group instructional needs
8. Analyze student work relative to content standards as a vehicle to improve instruction and achievement.
9. Develop lessons and activities appropriate to student needs Implement instructional support services for identified students including academic preventions/interventions
10. Collaborate with classroom teacher(s) to benefit student work and growth.
11. As needed, may work in a set and/or flexible schedule to benefit student and teacher needs.

**QUALIFICATION REQUIREMENTS:**

**Education:**

(Master’s degree preferred) Bachelor’s degree from an accredited college or university

**Credential:**

1. Clear California Multiple Subject or Single Subject Teaching Credential with English Learner Certification.
2. Minimum of three years of successful teaching experience at the elementary and/or secondary level.

**Knowledge, Skills, Abilities, and Personal Characteristics:**

Knowledge of the fundamental principles and accepted practices, current trends, literature and research related to the grade(s) and courses taught; knowledge of teaching strategies and classroom management;

knowledge of applicable laws, codes, regulations, policies and procedures; knowledge of record-keeping and report preparation techniques; ability to plan, organize, prioritize and manage time; ability to communicate effectively with students, parents, peers, administrators, and other district personnel, both individually and in a group; ability to observe, monitor, and evaluate student progress and behavior; ability to establish and maintain cooperative and effective working relationships with others; possess a positive attitude towards students, fellow staff and learning; knowledge of assessment tools. Work independently with little direction, operate a computer and job related equipment, maintain current knowledge of applicable curriculum and school instruction related regulations, establish and maintain a variety of accurate record keeping and filing systems, communicate effectively both orally and in writing, maintain consistent, punctual and regular attendance, demonstrate flexibility and responsiveness; Maintain consistent, punctual and regular attendance.

### **Health**

Physical and mental fitness to engage in teaching service as certified by a licensed physician, surgeon, or medical officer (CA Education Code Section 44893); evidence of freedom from active tuberculosis (CA Education Code Section 49406).

## **WORKING CONDITIONS**

### **Work Environment:**

Indoor classroom environment, occasionally outdoors; continuous contact with staff, students, and the public; may drive a vehicle to conduct work.

**Physical Characteristics:** (with or without the use of aids; consideration will be given to reasonable accommodation).

Ability to speak in an understandable voice with sufficient volume to be heard in normal conversation, on the telephone, and in addressing groups; physical, mental, and emotional stamina to endure long hours under sometimes stressful conditions; sufficient vision to read printed material; sufficient hearing to conduct in-person and telephone conversations; sufficient physical mobility to move about the district and drive a car.

This job description is not a complete statement of essential functions and responsibilities. The district retains the discretion to add or change typical duties of a position at any time.

Board Adopted: April 28, 2021



## HAMILTON UNIFIED SCHOOL DISTRICT

<b>Agenda Item Number: 13i</b>	<b>Date: 4/28/2021</b>
<b>Agenda Item Description:</b> Approve/Authorize 2021 High School Graduation and 8 <sup>th</sup> Grade Promotion Cermonies.	
<b>Background:</b> Due to the COVID-19 shutdown in 2020, Hamilton Unified was unable to provide a “traditional” graduation ceremony for our High School students and a “traditional” Promotion ceremony for our 8 <sup>th</sup> grade students.  Because of recent changes to Public Gathering restrictions released by the CDPH, Hamilton Unified will be able to provide a much more “traditional” graduation and promotion ceremony.  HUSD would like board approval to move forward with planning these ceremonies as we have traditionally done while also following CDPH guidelines.	
<b>Status:</b> Pending Board Approval	
<b>Fiscal Impact:</b> n/a	
<b>Educational Impact:</b> n/a	
<b>Recommendation:</b> Recommend board approve to move forward with planning the High School Graduation and 8 <sup>th</sup> Grade Promotion ceremonies as we have traditionally done while also following CDPH guidelines.	

## CSBA MANUAL MAINTENANCE SERVICE CHECKLIST – March 2021

District Name: Hamilton Unified School District

Contact Name: Tiffany Wilhelm      Phone: 530-826-3261 x-6011 Email: [twilhelm@hustschools.org](mailto:twilhelm@hustschools.org)

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
BP 0420.42	Charter School Renewal	New Law	
BP 3110	Transfer of Funds	New Law	
BP 3230	Federal Grant Funds	New Regulation	
AR 3230	Federal Grant Funds	New Regulation	
AR 3311.2	Lease-Leaseback Contracts	New Law	
AR 3311.3	Design-Build Contracts	New Law	
AR 3320	Claims and Actions Against the District	New Law	
BP 3452	Student Activity Funds	Regulatory Update	
BP 3515.3	District Police/Security Department	<b>OPTION 1:</b> <input type="checkbox"/> <b>OPTION 2:</b> <input type="checkbox"/> <b>AND</b> <b>OPTION 1:</b> <input type="checkbox"/> <b>OPTION 2:</b> <input type="checkbox"/>	
AR 3515.3	District Police/Security Department		
BP 3600	Consultants	New Law	
E 4112.9 4212.9 4312.9	Employee Notifications	New Law	
AR 4161.2 4261.1 4361.2	Personal Leaves	New Law	

## CSBA MANUAL MAINTENANCE SERVICE CHECKLIST – March 2021

District Name: Hamilton Unified School District

POLICY	TITLE	OPTIONS/BLANKS	ADOPT DATE
AR 4161.8 4261.8 4361.8	Family Care and Medical Leave	<b>OPTION 1:</b> <input checked="" type="checkbox"/> <b>OPTION 2:</b> <input type="checkbox"/> <b>OPTION 3:</b> <input type="checkbox"/> <b>OPTION 4:</b> <input type="checkbox"/> <b>AND</b> <b>OPTION 1:</b> <input checked="" type="checkbox"/> <b>OPTION 2:</b> <input type="checkbox"/>	
BP 6142.8	Comprehensive Health Education	Policy Update	
AR 6142.8	Comprehensive Health Education	Policy Update	
BP 7210	Facilities Financing	Policy Update	

## CSBA POLICY GUIDE SHEET March 2021

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

### **Board Policy 0420.42 - Charter School Renewal**

Policy updated to reflect **NEW LAW (SB 98, 2020)** which amends the criteria for renewal when the two consecutive years immediately preceding the renewal include the 2019-20 school year (i.e., renewals submitted in 2020-21 and 2021-22). Policy adds the requirement that the determination of a charter school's academic progress be based on all the state indicators in the California School Dashboard for which it receives performance levels, provided that the charter school has schoolwide performance levels on at least two measurements of academic performance per year and for at least two student subgroups. Policy also reflects action taken by the State Board of Education (SBE) in November 2020 to approve a list of valid and reliable indicators of academic progress and postsecondary outcomes that may be used to demonstrate a charter school's academic performance.

### **Board Policy 3110 - Transfer of Funds**

Policy updated to reflect **NEW LAW (SB 98, 2020)** which authorizes, for the 2020-21 and 2021-22 fiscal years if the state defers any payments owed to districts, the temporary transfer of up to 85 percent of the maximum amount held in any fund or account for the payment of obligations. Item #4 revised to clarify requirements for transfers from special reserve funds for capital outlay or other purposes into the general fund for general operating purposes of the district.

### **Board Policy 3230 - Federal Grant Funds**

Policy updated to reflect **NEW FEDERAL REGULATIONS (85 Fed. Reg. 49506)**, effective November 12, 2020, which clarify and renumber requirements for the use and accounting of federal grant funds pursuant to the Office of Management and Budget's Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (commonly called the "Uniform Guidance"). Policy reflects an amendment to the Uniform Guidance which extends the timeframe for submitting the final performance report from 90 to 120 calendar days after the ending date of the grant.

### **Administrative Regulation 3230 - Federal Grant Funds**

Regulation updated to reflect **NEW FEDERAL REGULATIONS (85 Fed. Reg. 49506)**, effective November 12, 2020, which clarify and renumber requirements for the use and accounting of federal grant funds pursuant to the Uniform Guidance. Regulation reflects amendments to the Uniform Guidance which (1) extend the timeframe for paying all obligations of federal funds from 90 to 120 calendar days after the end of the funding period; (2) require districts to give a preference to the purchase, acquisition, or use of goods, products, or materials from the United States as practicable; and (3) increase the threshold for "micro-purchases" and "small purchases" that qualify for simplified procurement procedures. Regulation also adds the requirement to provide for disciplinary actions to be applied when officers, employees, or representatives of the district violate conflict of interest standards. Section on "Personnel" revised to (1) add the district's responsibility to check employee records and ensure that the charges are accurate, allowable, and properly allocated and (2) clarify the documentation requirements for employees whose salary is paid with state or local funds but is used to meet a cost-sharing or matching requirement of the federal grant.

### **Administrative Regulation 3311.2 - Lease-Leaseback Contracts**

Regulation updated to (1) include the maximum term for the lease-leaseback contract as specified in law, (2) reflect the requirement for site and plan approval prior to entering into an agreement, (3) add optional language for a board resolution declaring the intent to enter into a lease-leaseback contract, and (4) move evaluation criteria into the list of items that must be included in the request for sealed proposals. Regulation also reflects **NEW LAW (AB 2311, 2020)** which requires districts to include in all bid documents and construction contracts a notice that the project is subject to state "skilled and trained workforce" requirements.

### **Administrative Regulation 3311.3 - Design-Build Contracts**

Regulation updated to reflect **NEW LAW (AB 2311, 2020)** which requires districts to include in all bid documents and construction contracts a notice that the project is subject to state "skilled and trained workforce" requirements. Regulation also adds a definition of "skilled and trained workforce," and describes the district's responsibilities if the contractor fails to demonstrate compliance with these requirements.

### **Administrative Regulation 3320 - Claims and Actions Against the District**

Regulation updated to add introductory information explaining the procedures that may be used to file a claim for money or damages against the district depending on the cause of action. Section on "Time Limitations" reorganized and clarified, especially with regard to the time limits for claims related to causes of actions which are excepted from the Government Claims Act, are not governed by any other claim presentation statute or regulation, and are addressed through procedures established by the district. Regulation also reflects **NEW LAW (SB 1473, 2020)** which allows a person to submit a claim, amendment to a claim, or application for a late claim by electronic means, if so authorized by a board resolution, in which case the subsequent notices provided by the district must be sent to the electronic address from which the claim was sent unless the claimant specifies an alternative electronic address for that purpose.

### **Board Policy 3452 - Student Activity Funds**

Policy updated to clarify that the policy does not apply to school-connected organizations that are not composed entirely of students or subject to the board's control and regulation. Section on "Fundraising" adds a reference to policy that addresses online fundraising, and addresses fundraising events that involve the sale of foods and/or beverages. Section on "Management and Reporting of Funds" updated to reflect Governmental Accounting Standards Board (GASB) Statement 84, which provides that, if the district has administrative or direct financial involvement with the student organization's assets, as defined, the student activity fund may be considered a governmental fund subject to specific accounting and financial reporting requirements.

### **Board Policy 3515.3 - District Police/Security Department**

Policy updated to reflect **NEW LAW (SB 98, 2020)** which encourages districts to redirect resources currently allocated to district police departments into student support services and professional development on cultural competency and restorative justice. Policy also updates the board's philosophical statement, adds optional language regarding staff training on appropriate contact with district police or security officers, and reflects **NEW LAW (AB 846, 2020)** which requires districts to review the job description that is used in recruitment and hiring and make changes that emphasize community-based policing and collaborative problem solving while de-emphasizing the paramilitary aspects of the job. Section on "Conduct of Officers" revised to prohibit discrimination based on protected characteristics, prohibit district officers from assisting with immigration enforcement at district schools, and reflect requirement for district police departments to adopt policy that provides a minimum standard on the use of force. Policy also reflects the district's eligibility to receive surplus military equipment if the board approves the acquisition of such equipment, and adds a section on "Records" which limits officers' access to or release of student records except when otherwise authorized or required by law.

### **Administrative Regulation 3515.3 - District Police/Security Department**

Regulation updated to reflect law which, effective July 1, 2021, extends the requirement to complete a specified course of training to include security officers who work 20 hours per week or less. Regulation also clarifies that the additional training requirements of Penal Code 832 apply to security officers who carry a firearm while performing their duties. Section on "Qualifications of Police Officers" adds the requirement to complete specialized training within two years of the first date of employment. New section on "Use of Force" reflects (1) **NEW LAW (AB 1196, 2020)** which prohibits a law enforcement agency from authorizing the use of carotid restraints or choke holds, and (2) the requirement for district police departments to adopt policy that provide a minimum standard on the use of force that includes specified components and is consistent with guidelines established by the Commission on Peace Officer Standards and Training.

### **Board Policy 3600 - Consultants**

Policy updated to reflect **NEW LAW (AB 2257, 2020)** which recodifies the three-part test established in Dynamex Operations West, Inc. v. Superior Court of Los Angeles to determine whether a person providing services for remuneration should be classified as an employee or an independent contractor, and **NEW LAWS (AB 2257 and AB 323, 2020)** which establish exceptions to the use of the three-part test. Requirement to afford equal opportunity for contracts revised to add ethnicity and reflect **NEW LAW (AB 3364, 2020)** which changes the term "military and veteran status" to "veteran or military status."

### **Exhibit 4112.9/4212.9/4312.9 - Employee Notifications**

Exhibit updated to add employee notifications related to (1) the rights of employees who are victims of crime or abuse; (2) potential exposure to COVID-19 at a district facility; (3) the right and procedure to access the district's injury and illness prevention program; (4) nondiscrimination on the basis of sex and contact information for the district's Title IX Coordinator; and (5) following an investigation of an alleged misconduct of a district police officer, the district's decision to impose discipline.

### **Administrative Regulation 4161.2/4261.2/4361.2 - Personal Leaves**

Regulation updated to reflect **NEW LAW (AB 2992, 2020)** which extends leave for employees who are victims of domestic violence, sexual assault, or stalking to include employees who are victims of a crime that caused physical injury, or mental injury with a threat of physical injury, and employees whose immediate family member is deceased as a direct result of a crime. Regulation also reflects provisions of AB 2992 which require districts to inform employees of their rights for such leave and authorize employees, when an unscheduled absence occurs, to submit documentation from a victim advocate or any other form of documentation that reasonably verifies that the crime or abuse occurred, including, but not limited to, a written statement signed by the employee or an individual acting on the employee's behalf.

### **Administrative Regulation 4161.8/4261.8/4361.8 - Family Care and Medical Leave**

Regulation updated to reflect **NEW LAW (SB 1383, 2020)** which, for purposes of leave under the California Family Rights Act, (1) revises the definition of "child" to include the child of a registered domestic partner; (2) includes an employee's grandparent, grandchild, sibling, and registered domestic partner as persons for whom an employee may take leave for a serious health condition; (3) repeals a provision of law which had limited any leave related to the birth or placement of the child to only one parent if a district employs both parents, thereby requiring the district to grant leave to each employee; (4) eliminates the district's authority to deny reinstatement, upon return from leave, for an employee who is among the highest paid 10 percent of district employees when the employee's absence would cause substantial and grievous economic injury to district operations; and (5) authorizes military family leave to attend to an exigency arising when the employee's registered domestic partner is on active duty or on call to active duty status in the National Guard or Reserves or is a member of the regular Armed Forces on deployment to a foreign country.

### **Board Policy 6142.8 - Comprehensive Health Education**

Policy updated to reflect the 2019 state curriculum framework for health education, including emphasis on the physical, mental, and social well-being of students and integration of health education with other content areas of the district's curriculum. Policy also reflects law which authorizes districts to provide age-appropriate comprehensive sexual health education prior to grade 7, and law which authorizes instruction in grades K-12 in sexual abuse and sexual assault awareness and prevention provided students are allowed to be excused from such instruction with the written request of the parent/guardian.

### **Administrative Regulation 6142.8 - Comprehensive Health Education**

Regulation updated to more directly reflect state content standards for injury prevention and safety and for personal and community health. Regulation also adds a new section on "High School Health Education" for districts that require a course in health education for graduation, which reflects law requiring that the course in health education include instruction in sexual harassment and violence and instruction in performing compression-only cardiopulmonary resuscitation. Section on "Students Excused from Health Instruction" expanded to address excusals from (1) comprehensive sexual health education and HIV prevention education; (2) instruction in sexual abuse and/or sexual assault awareness and prevention; (3) any exam, survey, or questionnaire which contains questions about the student's or family's personal beliefs or practices in sex,

family life, morality, or religion; and (4) anonymous, voluntary, and confidential tests, questionnaires, and surveys containing age-appropriate questions about students' attitudes concerning or practices relating to sex.

**Board Policy 7210 - Facilities Financing**

Policy updated to add state facilities funding from the Leroy F. Greene School Facilities Act as a method of funding facilities and to reflect **NEW LAW (SB 820, 2020)** which requires filing the audit of completed facilities projects with the California State Controller. Policy also adds the requirement to comply with law and board policy regarding debt issuance and management.

**HAMILTON UNIFIED SCHOOL DISTRICT  
REGULAR BOARD MEETING MINUTES  
Hamilton High School Library/Zoom/Facebook Live  
Wednesday, March 24, 2021**

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- 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/89019205775?pwd=bjFURUlvZzZlVTVFHOUNqNkJDMW5xQT09>

Meeting ID: 890 1920 5775

Passcode: board

Dial in:

+1 669 900 6833

Meeting ID: 890 1920 5775

Passcode: 136281

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**1.0 OPENING BUSINESS:**

- a. Call to order and roll call at 5:30 p.m.

Hubert "Wendell" Lower, President

Rod Boone, Clerk

Gabriel Leal

Genaro Reyes

Ray Odom

**2.0 IDENTIFY CLOSED SESSION ITEMS:**

- 3.0 PUBLIC COMMENT ON CLOSED SESSION ITEMS:** Public comment will be heard on any closed session items. The board may limit comments to no more than three minutes per speaker and 15 minutes per item. [None](#)

**4.0 ADJOURN TO CLOSED SESSION:** To consider qualified matters.

- a. Government Code Section 54957 (b), Personnel Issue. To consider the employment, evaluation, reassignment, resignation, dismissal, or discipline of a classified and certificated employees.
- b. Public Employee Performance Evaluation. Government Code section 54957, subdivision (b)(1). Superintendent.
- c. Government Code Section 54957.6, Labor Negotiations. To confer with the District's Labor Negotiator, Superintendent Jeremy Powell regarding HTA and CSEA negotiations.
- d. Government Code Section 54956.9, Subdivision (a), Existing litigation. Name of case: Crews v. Hamilton Unified School District, Glenn County Superior Court, Case No. 15CV01394.
- e. Conference with Real Property Negotiators. Property: Westermann property north of Hamilton High School, approximately located at 500 Sixth Street, Hamilton City, CA 95951 (APN: 032-230-015-000). Agency Negotiator: Jeremy Powell, Superintendent; Matt Juhl-Darlington, Attorney for District. Negotiating Parties: Westermann Family and Hamilton Unified School District. Under negotiation: Price and terms of payment.
- f. Conference with labor Negotiator Gov. Code sec. 54957.6, subd. (a). Agency designated representative: Dr. Jeremy Powell; Employee Organization: Hamilton Teachers Association.

*Report out action taken in closed session: District is excited to announce that the plans for the new High School Site Expansion project are moving forward as the District is under contract to purchase the Road 203 Property. This property acquisition will be completed at the close of escrow which is anticipated to occur on May 10, 2021. Thanks to community and stakeholders for support.*



**5.0 PUBLIC SESSION/FLAG SALUTE:** Lead by Mr. Lower

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

Motion to adopt the agenda by Mr. Boone 2<sup>nd</sup> by Mr. Leal.

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, Mr. Leal and Mr. Lower made comments.
- 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)
  - i. Dr. Powell reviewed his report.

**8.0 PRESENTATIONS:**

- a. None

**9.0 CORRESPONDENCE:**

- a. None

**10.0 INFORMATION ITEMS:**

- a. HUSD Enrollment History for 5 years (p. 13)
  - i. Dr. Powell reviewed
- b. Bond Status (Fund 21) Update (p. 15)
  - i. Dr. Powell reviewed
- c. HHS Site Expansion Permitting Status Update – Mike Cannon (p. 18)
  - i. Mike Cannon reviewed
- d. Remember that your Form 700 must be filed on or prior to April 1<sup>st</sup>
  - i. Dr. Powell reviewed

**11.0 DISCUSSION ITEMS:**

- a. LCAP/Strategic Planning (handout)
  - i. Dr. Powell reviewed
- b. COVID-19 Funding Update (p. 20)
  - i. Dr. Powell reviewed
- c. CSBA March 2021 Policies for 1<sup>st</sup> Reading and Review (p. 21)  
Dr. Powell reviewed the below policies  
Recommends striking Board Policy and Administrative Regulation 3513.3 as does not apply to HUSD  
Recommends Option 1 and Option for Administrative Regulation 4161.8
  - 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
- xv. Board Policy 6142.8 – Comprehensive Health Education
- xvi. Administrative Regulation 6142.8 – Comprehensive Health Education
- xvii. Board Policy 7210 – Facilities Financing

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.

Mr. Oseguera made public comments

**13.0 ACTION ITEMS:**

- a. Accept HUSD 2018-2019 and 2019-2020 Measure F Bond Building Fund Audit Reports (p. 154)

Motion to accept HUSD Measure F Audit Reports by Mr. Leal 2<sup>nd</sup> by Mr. Boone. Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- b. Approve HUSD 2021-2022 Option A Calendar Chosen by HULC (p. 199)

Motion to approve HUSD 2021-22 Calendar by Mr. Boone 2<sup>nd</sup> 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. Odom 2<sup>nd</sup> by Mr. Leal. Motion Carried 5-0

Leal: AYE	Lower: AYE
Boone: AYE	Reyes: AYE
Odom: AYE	

- a. Minutes from Regular Board Meeting on February 24, 2021 (p. 201)
- b. Minutes from Special Board Meeting on March 10, 2021 (p. 207)
- c. Warrants and Expenditures (p. 209)
- d. 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. None
- e. Personnel Actions as Presented:
  - i. New hires:

Kenneth Mason	Varsity Softball Coach	HHS
Luis Perez	Temporary English teacher (intern)	HES
Luke Widener	Long Term Substitute Teacher – Position ending June 2021	HUSD
Shannon Taylor	Temporary Preschool Teacher (Classified) Position ending June 2021	Preschool
Salvador Hernandez Campos	Adult Ed Computer Literacy Instructor	Adult Ed

- ii. Resignations/Retirement:  
None

**15.0 ADJOURNMENT:** *In memory of Velma Crosby at 6:56 p.m.*

X

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Rod Boone  
Board Clerk

X

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Jeremy Powell, Ed.D.  
Superintendent

**2020-21 Certification of Assurances**

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca20assurancetoc.asp>.

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [conappsupport@cde.ca.gov](mailto:conappsupport@cde.ca.gov), 916-319-0297

**Consolidated Application Certification Statement**

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Jeremy Powell
Authorized Representative's Signature	
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	08/14/2020

**\*\*\*Warning\*\*\***

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### 2020-21 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

**CDE Program Contact:**

Franco Rozic, Title I Monitoring and Support Office, [FRozic@cde.ca.gov](mailto:FRozic@cde.ca.gov), 916-319-0269

### Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Jeremy Powell
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	05/24/2020
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the Comment field. (Maximum 500 characters)	

**\*\*\*Warning\*\*\***

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## 2020-21 LCAP Federal Addendum Certification

**CDE Program Contact:**

Local Agency Systems Support Office, [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov), 916-323-5233

### Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

### Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

<b>County Office of Education (COE) / District</b>	09/24/2019
For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	
<b>Direct Funded Charter</b>	
Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Jeremy Powell
Authorized Representative's Title	Superintendent

**\*\*\*Warning\*\*\***

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## 2020-21 Application for Funding

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [conappsupport@cde.ca.gov](mailto:conappsupport@cde.ca.gov), 916-319-0297

**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	06/24/2020
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**District English Learner Advisory Committee Review**

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	Elia Ruiz
DELAC review date	06/04/2020
Meeting minutes web address <small>Please enter the web address of DELAC review meeting minutes (format <a href="http://SomeWebsiteName.xxx">http://SomeWebsiteName.xxx</a>). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.</small>	<a href="https://www.husdschools.org/">https://www.husdschools.org/</a>
DELAC comment <small>If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)</small>	

**Application for Categorical Programs**

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

<b>Title I, Part A (Basic Grant)</b> ESSA Sec. 1111et seq. SACS 3010	Yes
<b>Title II, Part A (Supporting Effective Instruction)</b> ESEA Sec. 2104 SACS 4035	Yes
<b>Title III English Learner</b> ESEA Sec. 3102 SACS 4203	Yes
<b>Title III Immigrant</b> ESEA Sec. 3102 SACS 4201	Yes

**\*\*\*Warning\*\*\***

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### 2020-21 Application for Funding

**CDE Program Contact:**

Consolidated Application Support Desk, Education Data Office, [conappsupport@cde.ca.gov](mailto:conappsupport@cde.ca.gov), 916-319-0297

<b>Title IV, Part A (Student and School Support)</b> ESSA Sec. 4101 SACS 4127	Yes
<b>Title V, Part B Subpart 2 Rural and Low-Income Grant</b> ESSA Sec. 5221 SACS 4126	Yes

**\*\*\*Warning\*\*\***

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**2020-21 Federal Transferability**

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Uses of Funds Authority governed by ESEA Section 5211.

**Note:** Funds utilized under Title V, Part B Alternative Uses of Funds Authority are not to be included on this form.

**CDE Program Contact:**

Lisa Fassett, Standards Implementation Support Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963  
 Kevin Donnelly, Rural Education and Student Support Office, [KDonnelly@cde.ca.gov](mailto:KDonnelly@cde.ca.gov), 916-319-0942

**Title II, Part A Transfers**

2020-21 Title II, Part A allocation	\$21,023
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	
Transferred to Title I, Part D	
Transferred to Title III English Learner	
Transferred to Title III Immigrant	
Transferred to Title IV, Part A	
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	
Total amount of Title II, Part A funds transferred out	\$0
2020-21 Title II, Part A allocation after transfers out	\$21,023

**Title IV, Part A Transfers**

2020-21 Title IV, Part A allocation	\$13,633
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	
Transferred to Title I, Part D	
Transferred to Title II, Part A	
Transferred to Title III English Learner	
Transferred to Title III Immigrant	
Transferred to Title V, Part B Subpart 1 Small, Rural School Achievement Grant	
Transferred to Title V, Part B Subpart 2 Rural and Low-Income Grant	
Total amount of Title IV, Part A funds transferred out	\$0
2020-21 Title IV, Part A allocation after transfers out	\$13,633

**\*\*\*Warning\*\*\***

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### 2020–21 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

**CDE Program Contact:**

Sylvia Hanna, Title I Policy, Program, and Support Office, [SHanna@cde.ca.gov](mailto:SHanna@cde.ca.gov), 916-319-0948  
 Rina DeRose, Title I Policy, Program, and Support Office, [RDeros@cde.ca.gov](mailto:RDeros@cde.ca.gov), 916-323-0472

2020–21 Title I, Part A LEA allocation (+)	\$161,579
Transferred-in amount (+)	\$0
Nonprofit private school equitable services proportional share amount (-)	\$0
2020–21 Title I, Part A LEA available allocation	\$161,579

**Required Reservations**

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$0
School parent and family engagement	\$1,819
LEA parent and family engagement	\$1,819
* Local neglected institutions Does the LEA have local institutions for neglected children?	No
Local neglected institutions reservation	
* Local delinquent institutions Does the LEA have local institutions for delinquent children?	No
Local delinquent institutions reservation	
Direct or indirect services to homeless children, regardless of their school of attendance	\$3,638

**Authorized Reservations**

Public school Choice transportation	\$8,000
Other authorized activities	
2020–21 Approved indirect cost rate	6.63%
Indirect cost reservation	\$10,047
Administrative reservation	\$14,190

**Reservation Summary**

Total LEA required and authorized reservations	\$37,694
School parent and family engagement reservation	\$1,819
Amount available for Title I, Part A school allocations	\$122,066

**\*\*\*Warning\*\*\***

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**2020-21 Title II, Part A LEA Allocations**

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title II, Part A Supporting Effective Instruction.

**CDE Program Contact:**

Arianna Bobadilla (Fiscal), Division Support Office, [ABobadilla@cde.ca.gov](mailto:ABobadilla@cde.ca.gov), 916-319-0208  
 Lisa Fassett (Program), Standards Implementation Support Office, [LFassett@cde.ca.gov](mailto:LFassett@cde.ca.gov), 916-323-4963

2020-21 Title II, Part A allocation	\$21,023
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
Allocation after transfers	\$21,023
Repayment of funds	
2020-21 Total allocation	\$21,023
Administrative and indirect costs	
Equitable services for nonprofit private schools	
2020-21 Title II, Part A adjusted allocation	\$21,023

**\*\*\*Warning\*\*\***

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### 2020-21 Title III English Learner Student Program Subgrant Budget

The purpose of this form is to provide a proposed budget for 2020-21 English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

**CDE Program Contact:**

Geoffrey Ndirangu, Language Policy and Leadership Office, [GNdirang@cde.ca.gov](mailto:GNdirang@cde.ca.gov), 916-323-5831

**Estimated Allocation Calculation**

Estimated English learner per student allocation	\$114.40
Estimated English learner student count	210
Estimated English learner student program allocation	\$24,024

**Note: \$10,000 minimum program eligibility criteria**

If the local educational agency's estimated English learner student program allocation is less than \$10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at <https://www.cde.ca.gov/sp/el/t3/elconsortium.asp>.

**Budget**

Professional development activities	\$7,000
Program and other authorized activities	\$7,000
English Proficiency and Academic Achievement	\$4,532
Parent, family, and community engagement	\$4,532
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	\$480
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$480
Total budget	\$24,024

**\*\*\*Warning\*\*\***

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### 2020-21 Title III English Learner LEA Allocations and Reservations

The purpose of this data collection is to show the total allocation amount available to the local educational agency (LEA) for Title III English Learner (EL) student program, and to report required reservations.

**CDE Program Contact:**

Caroline Takahashi, Language Policy and Leadership Office, [CTakahashi@cde.ca.gov](mailto:CTakahashi@cde.ca.gov), 916-323-5739  
 Geoffrey Ndirangu, Language Policy and Leadership Office, [GNdirang@cde.ca.gov](mailto:GNdirang@cde.ca.gov), 916-323-5831

**Total Allocation**

2020-21 Title III EL student program allocation	\$20,020
Transferred-in amount	\$0
Repayment of funds	
2020-21 Total allocation	\$20,020

**Allocation Reservations**

Professional development activities	\$8,720
Program and other authorized activities	\$10,700
English proficiency and academic achievement	\$0
Parent, family, and community engagement	\$0
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$600
Total allocation reservations	\$20,020

**\*\*\*Warning\*\*\***

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### 2020-21 Title III English Learner YTD Expenditure Report, 6 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2020 through December 31, 2020.

**CDE Program Contact:**

Caroline Takahashi, Language Policy and Leadership Office, [CTakahashi@cde.ca.gov](mailto:CTakahashi@cde.ca.gov), 916-323-5739  
 Geoffrey Ndirangu, Language Policy and Leadership Office, [GNdirang@cde.ca.gov](mailto:GNdirang@cde.ca.gov), 916-323-5831

**Required and authorized Title III English Learner (EL) student program activities**

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2020-21 Title III EL student program allocation	\$20,020
Transferred-in amount	\$0
2020-21 Total allocation	\$20,020
<b>Object Code - Activity</b>	
1000-1999 Certificated personnel salaries	\$0
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$0
4000-4999 Books and supplies	\$0
5000-5999 Services and other operating expenditures	\$4,742
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total year-to-date expenditures	\$4,742
2020-21 Unspent funds	\$15,278

**\*\*\*Warning\*\*\***

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### 2020-21 Title III Immigrant Student Program Subgrant Budget

The purpose of this form is to provide a proposed budget for 2020-21 Immigrant Student Program Subgrant funds only per the Title III Immigrant Student Program requirements (ESSA, Sections 3114, 3115, & 3116).

**CDE Program Contact:**

Geoffrey Ndirangu, Language Policy and Leadership Office, [GNdirang@cde.ca.gov](mailto:GNdirang@cde.ca.gov), 916-323-5831

**Estimated Allocation Calculation**

Estimated immigrant per student allocation	\$104.70
Estimated immigrant student count	25
Estimated immigrant student program allocation	\$2,618

**Note: Eligibility criteria**

A local educational agency which has 21 or more eligible immigrant students and has experienced a significant increase of one percent or more in eligible immigrant students enrollment in the current year, compared with the average of the two preceding fiscal years, is eligible to apply.

**Budget**

Authorized activities	\$2,514
Direct administrative costs (Amount should not exceed 2% of the estimated immigrant student program allocation)	\$52
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$52
Total budget	\$2,618

**\*\*\*Warning\*\*\***

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### 2020-21 Title III Immigrant LEA Allocations and Reservations

The purpose of this data collection is to show the total allocation amount available to the local educational agency (LEA) for Title III Immigrant student program and to report required reservations.

**CDE Program Contact:**

Caroline Takahashi, Language Policy and Leadership Office, [CTakahashi@cde.ca.gov](mailto:CTakahashi@cde.ca.gov), 916-323-5739  
 Geoffrey Ndirangu, Language Policy and Leadership Office, [GNdirang@cde.ca.gov](mailto:GNdirang@cde.ca.gov), 916-323-5831

**Total Allocation**

2020-21 Title III Immigrant student program allocation	\$3,141
Transferred-in amount	\$0
Repayment of funds	
2020-21 Total allocation	\$3,141

**Allocation Reservations**

Authorized activities	\$3,141
Direct administrative costs (amount should not exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total allocation reservations	\$3,141

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**2020-21 Title III Immigrant YTD Expenditure Report, 6 Months**

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2020 through December 31, 2020.

**CDE Program Contact:**

Caroline Takahashi, Language Policy and Leadership Office, [CTakahashi@cde.ca.gov](mailto:CTakahashi@cde.ca.gov), 916-323-5739  
 Geoffrey Ndirangu, Language Policy and Leadership Office, [GNdirang@cde.ca.gov](mailto:GNdirang@cde.ca.gov), 916-323-5831

**Authorized Title III Immigrant student program activities**

An eligible entity receiving funds under the Every Student Succeeds Act section 3114(d)(1) shall use the funds to pay for supplemental activities that provide enhanced instructional opportunities for immigrant children and youth.

Refer to the Program Information link above for authorized Immigrant student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2020-21 Title III immigrant student program allocation	\$3,141
Transferred-in amount	\$0
2020-21 Total allocation	\$3,141
<b>Object Code - Activity</b>	
1000-1999 Certificated personnel salaries	\$0
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$0
4000-4999 Books and supplies	\$1
5000-5999 Services and other operating expenditures	\$0
Direct administrative costs (amount should not exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total year-to-date expenditures	\$1
2020-21 Unspent funds	\$3,140

**\*\*\*Warning\*\*\***

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**2020-21 Title IV, Part A LEA Allocations**

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title IV, Part A and to report reservations.

**CDE Program Contact:**

Kevin Donnelly, Rural Education and Student Support Office , [KDonnelly@cde.ca.gov](mailto:KDonnelly@cde.ca.gov) , 916-319-0942

2020-21 Title IV, Part A LEA allocation	\$13,633
Transferred-in amount	\$0
Total funds transferred out of Title IV, Part A	\$0
2020-21 Title IV, Part A LEA available allocation	\$13,633
Indirect cost reservation	\$0
Administrative reservation	\$0
Equitable services for nonprofit private schools	\$0
2020-21 Title IV, Part A LEA adjusted allocation	\$13,633

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### 2020-21 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

**CDE Program Contact:**

Jonathan Feagle, Fiscal Oversight and Support Office, [JFeagle@cde.ca.gov](mailto:JFeagle@cde.ca.gov), 916-323-8515

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2020-21 Request for authorization	Yes
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	none known

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**2020-21 Consolidation of Administrative Funds**

A request by the local educational agency (LEA) to consolidate administrative funds for specific programs.

**CDE Program Contact:**

Jonathan Feagle, Fiscal Oversight and Support Office, [JFeagle@cde.ca.gov](mailto:JFeagle@cde.ca.gov), 916-323-8515

Title I, Part A Basic SACS Code 3010	No
Title I, Part C Migrant Education SACS Code 3060	No
Title I, Part D Delinquent SACS Code 3025	No
Title II, Part A Supporting Effective Instruction SACS Code 4035	No
Title III English Learner Students - 2% maximum SACS Code 4203	No
Title III Immigrant Students SACS Code 4201	No
Title IV, Part A Student Support - 2% maximum SACS Code 4127	No
Title IV, Part B 21st Century Community Learning Centers SACS Code 4124	No

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School Year: **2020-21**



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Hamilton Elementary School	11765626007447	02/04/2020	

## Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

HES will continue with implementation of the Multi-Tiered Support Systems (MTSS) for behavior, academics, and social success for all students. This is an integrated, comprehensive approach focusing on instruction, student centered learning, individualized student needs, and data to drive improvement efforts.

# Comprehensive Needs Assessment Components

## Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

## Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

California Healthy Kids Surveys was last administered in the fall of 2019 to our current 8th graders. The one area for growth fell under the category of Meaningful Participation. Students did not rate their participation in making school/class decisions highly. One possibility to improve this metric was to work on full implementation of Daily 5 Cafe structure for K-5 students, and the focus on providing opportunities for engaging in collaborative work at all levels in all content areas. This allows for choice and autonomous, self-directed students. Developing assessment capable learners in all areas is an area of focus.

The California School Staff Survey was administered to all district staff March 8, 2019 and again November, 2019.

The California School Parent Survey was administered the week of February 25 through March 1, 2019.

California Dashboard 2019

The above will be administered Spring of 2020 to 6th and 7th graders.

The FIA survey was taken by the MTSS leadership team indicating improvement in providing inclusive behavior and academic instruction, using data to drive decisions. These two areas have been areas of improvement for this school year. The MTSS leadership team is focusing on these two areas, specifically 3.1, 3.2 and 3.3, which centers on academic instruction within the classroom (Tier 1) and during intervention times (Tier 2) to mitigate learning loss caused by the COVID-19 pandemic.

## Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

HES utilizes an on-site coaching model with partnership with the New Teacher Center coaching model (NTC).

HES has identified teacher leaders through MTSS to facilitate Professional Learning Community (PLC) weekly meetings.

Administration visits classrooms, both in-person and zoom rooms (during the remote learning times), to collect data/snap shots and for observation purposes.

Observational notes/data collected by administration.

Bilingual Teachers participate in CIELO program, which is a lesson study model for Spanish/Science integration. This includes planning, teaching/observation then revisions and another instructional cycle.

## Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

## Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

STAR Reading and STAR Math are used as a screener to determine interventions for students. STAR Early Literacy is used for the K-1 students. Additionally EL student progress is monitored through a quarter ELD Benchmark test and through monitoring sheets. Student progress is shared at weekly PLC meetings. RTI is conducted with identified students during intervention periods and during targeted RTI periods at the 6-8 levels. Individual student needs are also supported by our paraprofessionals as informed by SST process to meet SMART goal needs. Illuminate is the platform that will be housing assessments and student academic data.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Student data from curriculum embedded formative assessments will be examined regularly through the PLC process during selected Professional Development Friday afternoons. Data is collected for Admin review and comments, and also shared out at MTSS leadership meetings twice a month.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

As of 2021; 20 teachers had full credential, No teachers were miss-assigned. No teaching positions were vacant. (SARC 2021-21)

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All classes have access to the most current SBE-adopted instructional materials. This includes our Dual Immersion classes.

Professional development is on-going and focused on first instruction, student engagement, and formative/summative assessments.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Staff development will focus on three areas of need. First, PBIS supports for high needs students, using SWIS behavior data, Fast Bridge and data from DNA. Second, the improvement of instructional practices through the reflective continuous improvement cycle through the PLC model of collaboration. SEL supports provided through daily class meetings K-8 with Second Step.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Instructional coaches are being trained in using the NTC model. Attention to UDL is a needed support to improve first instruction for opportunities to differentiate instruction.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Weekly PLC time is used for content or grade alike work. Additionally the district has minimum days on Fridays for staff development and teacher collaboration within the PLC structure.

## Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Core curriculum has new adoptions, and Science has recently adopted Stemscopes, a NGSS K-8 with vertical alignment with the high school. Standards based report cards are in place K-5 to inform parents and students of mastery levels.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Asynchronous (as appropriate due to COVID-19) and synchronous instruction to meet the mandated instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Teachers use recommended pacing from the adopted curriculum and with input from their PLC work. Interventions times allow for students to move in and out of interventions as necessary.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

HES follows the CDE adoption cycles to the extent possible. Math, ELA, History/Social Studies have been adopted. NGSS Curriculum was piloted countywide 2019-20 and was adopted for this year.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Curriculum is SBE adopted.

## Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Extensive intervention times include: after school program through Boys&Girls Club. All students, including our EL students, have access to designated ELD and intervention support from teachers. Targeted RTI with clear entry/exit points to build skills for K-8 students in place

Evidence-based educational practices to raise student achievement

Academic Parent Teacher Teams partner with parents to support student success. Response to Interventions are in place to support students who are at-risk academically and needing supports in ELA/SPA and Math.

## Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

HES has an on-site, full time Social Worker/Family Services Coordinator. Additionally HES utilizes Academic Parent Teacher Teams to assist parents in helping their children with academics. PTO is also active and supports parent outreach. HES also runs monthly informational parent lunch meetings.



Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

HES has an active School Site Council, and English Learner Advisory Committee. Both groups have standing meeting times. Additionally there is a monthly parent lunch and morning coffee with the principal where topics related to school improvement can be discussed.

### Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Renaissance Learning services/DNA for data collection/monitoring  
Professional Development/time for coaching  
Funding additional for teaching positions to assist in reduced class sizes .  
Service personnel  
Dual Immersion support

Fiscal support (EPC)

Title I  
Title II  
Title III  
Title IV  
SUMS Grant  
Low Performing Students Grant  
VPA Grant  
GEAR UP Grant

## **Stakeholder Involvement**

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

### **Involvement Process for the SPSA and Annual Review and Update**

Prior to the COVID-19 pandemic, HES consulted with parents through monthly Parent Luncheons, morning Coffee with the Principal, ELAC/DELAC meetings. Since March 2020, we have not been able to meet in person with families. To address parent communication, we began a monthly newsletter, send by mail, to communicate with families. In addition the SSC meets 5 times a year to discuss current issues and approve funding/program initiatives. Parents can zoom or meet in person. Staff meets bi- monthly in addition to weekly professional learning community grade similar pod meetings. HES maintains various committees on site to steer improvement and resource allocation: Dual Immersion Steering Committee, PTO, MTSS Leadership meetings.

## **Resource Inequities**

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Computer lab is outdated and in disrepair.

Library is small and outdated.

Dual Immersion program needs additional support and resources.



# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	0.24%	0.72%		1	3
African American	0.25%	%	0%	1		0
Asian	1.25%	0.96%	1.2%	5	4	5
Filipino	%	%	0%			0
Hispanic/Latino	93.02%	96.39%	94.24%	373	400	393
Pacific Islander	%	%	0%			0
White	1.00%	1.69%	2.4%	4	7	10
Multiple/No Response	4.49%	0.72%	0%	18	3	6
	<b>Total Enrollment</b>			401	415	417

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	53	62	50
Grade 1	37	41	47
Grade 2	47	39	42
Grade3	41	47	40
Grade 4	58	42	47
Grade 5	36	60	40
Grade 6	47	41	60
Grade 7	37	48	43
Grade 8	45	35	48
<b>Total Enrollment</b>	401	415	417

### Conclusions based on this data:

1. Enrollment is increasing.
2. Although there are other significant subgroups for CAASPP testing, the largest subgroup is Hispanic.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	136	151	156	33.9%	36.4%	37.4%
Fluent English Proficient (FEP)	119	121	107	29.7%	29.2%	25.7%
Reclassified Fluent English Proficient (RFEP)	38	21	13	22.9%	15.4%	8.6%

### Conclusions based on this data:

1. The number of EL students has increased from 2017-18.
2. RFEP numbers show a lower percentage than previous years, but this could be as a result of the new ELPAC assessment.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	57	42	48	57	41	47	57	41	47	100	97.6	97.9
Grade 4	34	62	42	34	60	41	34	60	41	100	96.8	97.6
Grade 5	51	36	57	49	35	57	49	35	57	96.1	97.2	100
Grade 6	38	51	42	37	49	39	37	49	39	97.4	96.1	92.9
Grade 7	46	35	46	46	35	45	46	35	45	100	100	97.8
Grade 8	49	47	33	48	45	33	48	45	33	98	95.7	100
All Grades	275	273	268	271	265	262	271	265	262	98.5	97.1	97.8

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2371.	2404.	2379.	3.51	14.63	8.51	21.05	31.71	17.02	29.82	21.95	29.79	45.61	31.71	44.68
Grade 4	2400.	2408.	2419.	0.00	6.67	7.32	20.59	20.00	24.39	11.76	20.00	21.95	67.65	53.33	46.34
Grade 5	2460.	2480.	2468.	8.16	5.71	8.77	32.65	34.29	26.32	22.45	37.14	26.32	36.73	22.86	38.60
Grade 6	2507.	2493.	2500.	5.41	12.24	0.00	35.14	24.49	33.33	40.54	32.65	38.46	18.92	30.61	28.21
Grade 7	2532.	2539.	2536.	13.04	2.86	13.33	30.43	45.71	33.33	32.61	37.14	26.67	23.91	14.29	26.67
Grade 8	2527.	2561.	2555.	2.08	11.11	12.12	39.58	42.22	45.45	25.00	26.67	21.21	33.33	20.00	21.21
All Grades	N/A	N/A	N/A	5.54	9.06	8.40	29.89	31.70	29.01	27.31	28.30	27.48	37.27	30.94	35.11

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.02	14.63	10.64	38.60	46.34	46.81	54.39	39.02	42.55
Grade 4	2.94	10.00	7.32	50.00	38.33	41.46	47.06	51.67	51.22
Grade 5	12.24	2.86	14.04	40.82	60.00	49.12	46.94	37.14	36.84
Grade 6	5.41	16.33	7.69	54.05	38.78	58.97	40.54	44.90	33.33
Grade 7	17.39	17.14	20.00	45.65	54.29	48.89	36.96	28.57	31.11
Grade 8	16.67	15.56	15.15	37.50	57.78	51.52	45.83	26.67	33.33
All Grades	10.70	12.83	12.60	43.54	47.92	49.24	45.76	39.25	38.17

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.77	17.07	8.70	36.84	46.34	54.35	54.39	36.59	36.96
Grade 4	2.94	10.00	4.88	44.12	46.67	48.78	52.94	43.33	46.34
Grade 5	16.33	14.29	19.30	44.90	71.43	50.88	38.78	14.29	29.82
Grade 6	16.22	14.29	10.26	59.46	48.98	64.10	24.32	36.73	25.64
Grade 7	23.91	20.00	33.33	54.35	62.86	40.00	21.74	17.14	26.67
Grade 8	14.58	26.67	33.33	54.17	53.33	42.42	31.25	20.00	24.24
All Grades	14.02	16.60	18.01	48.34	53.58	50.19	37.64	29.81	31.80

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.51	14.63	12.77	73.68	60.98	59.57	22.81	24.39	27.66
Grade 4	0.00	5.00	9.76	58.82	65.00	58.54	41.18	30.00	31.71
Grade 5	14.29	8.57	15.79	53.06	68.57	52.63	32.65	22.86	31.58
Grade 6	13.51	10.20	0.00	62.16	55.10	84.62	24.32	34.69	15.38
Grade 7	4.35	5.71	2.22	63.04	68.57	73.33	32.61	25.71	24.44
Grade 8	8.33	17.78	15.15	66.67	51.11	69.70	25.00	31.11	15.15
All Grades	7.38	10.19	9.54	63.47	61.13	65.27	29.15	28.68	25.19

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	3.51	19.51	6.38	50.88	56.10	48.94	45.61	24.39	44.68
Grade 4	5.88	11.67	4.88	55.88	43.33	51.22	38.24	45.00	43.90
Grade 5	16.33	17.14	14.04	38.78	57.14	54.39	44.90	25.71	31.58
Grade 6	21.62	20.41	7.69	59.46	53.06	56.41	18.92	26.53	35.90
Grade 7	26.09	28.57	24.44	56.52	54.29	48.89	17.39	17.14	26.67
Grade 8	14.58	26.67	27.27	54.17	60.00	54.55	31.25	13.33	18.18
All Grades	14.39	20.00	13.74	52.03	53.21	52.29	33.58	26.79	33.97

**Conclusions based on this data:**

1. Reading continues to be an area for growth. Although the percentage of students in the % Below Standard category continues to decline, this ELA sub-area continues to be greatest need districtwide.
2. Communicating in writing continues to be an area of growth for HES students. There is, however, a noted improvement in the 7th and 8th graders writing performance at the above standard level..
3. Although Research and Inquiry had relatively high percentages above or at or near standard in 2017-18, above standard scores did decline at the 3rd and 4th grade levels.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	57	42	47	57	42	46	57	42	46	100	100	97.9
Grade 4	34	62	42	34	60	41	34	60	41	100	96.8	97.6
Grade 5	51	36	57	49	36	57	49	36	57	96.1	100	100
Grade 6	38	51	42	37	49	42	37	49	42	97.4	96.1	100
Grade 7	46	35	46	46	35	46	46	35	46	100	100	100
Grade 8	49	47	32	49	47	32	49	47	32	100	100	100
All Grades	275	273	266	272	269	264	272	269	264	98.9	98.5	99.2

\* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2385.	2400.	2370.	7.02	7.14	2.17	19.30	30.95	13.04	26.32	28.57	36.96	47.37	33.33	47.83
Grade 4	2404.	2408.	2422.	0.00	0.00	0.00	5.88	20.00	14.63	38.24	25.00	41.46	55.88	55.00	43.90
Grade 5	2443.	2451.	2453.	4.08	2.78	5.26	16.33	5.56	12.28	24.49	36.11	35.09	55.10	55.56	47.37
Grade 6	2453.	2457.	2450.	2.70	2.04	0.00	5.41	12.24	2.38	32.43	34.69	47.62	59.46	51.02	50.00
Grade 7	2494.	2475.	2477.	4.35	5.71	0.00	19.57	14.29	15.22	32.61	28.57	36.96	43.48	51.43	47.83
Grade 8	2475.	2515.	2516.	2.04	6.38	6.25	10.20	19.15	25.00	26.53	31.91	25.00	61.22	42.55	43.75
All Grades	N/A	N/A	N/A	3.68	3.72	2.27	13.60	17.47	13.26	29.41	30.48	37.50	53.31	48.33	46.97

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	15.79	14.29	8.70	26.32	45.24	26.09	57.89	40.48	65.22
Grade 4	0.00	5.00	4.88	17.65	23.33	31.71	82.35	71.67	63.41
Grade 5	6.12	5.56	5.26	30.61	25.00	35.09	63.27	69.44	59.65
Grade 6	5.41	4.08	0.00	21.62	34.69	30.95	72.97	61.22	69.05
Grade 7	10.87	8.57	6.52	41.30	25.71	32.61	47.83	65.71	60.87
Grade 8	4.08	10.64	12.50	22.45	38.30	34.38	73.47	51.06	53.13
All Grades	7.72	7.81	6.06	27.21	31.97	31.82	65.07	60.22	62.12

<b>Problem Solving &amp; Modeling/Data Analysis</b>									
<b>Using appropriate tools and strategies to solve real world and mathematical problems</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	5.26	11.90	6.52	52.63	52.38	43.48	42.11	35.71	50.00
<b>Grade 4</b>	0.00	8.33	4.88	23.53	38.33	46.34	76.47	53.33	48.78
<b>Grade 5</b>	6.12	5.56	8.77	40.82	36.11	43.86	53.06	58.33	47.37
<b>Grade 6</b>	2.70	4.08	0.00	32.43	42.86	38.10	64.86	53.06	61.90
<b>Grade 7</b>	6.52	5.71	8.70	43.48	48.57	43.48	50.00	45.71	47.83
<b>Grade 8</b>	4.08	10.64	6.25	36.73	53.19	50.00	59.18	36.17	43.75
<b>All Grades</b>	4.41	7.81	6.06	39.71	44.98	43.94	55.88	47.21	50.00

<b>Communicating Reasoning</b>									
<b>Demonstrating ability to support mathematical conclusions</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>	<b>16-17</b>	<b>17-18</b>	<b>18-19</b>
<b>Grade 3</b>	12.28	16.67	6.52	43.86	50.00	41.30	43.86	33.33	52.17
<b>Grade 4</b>	0.00	6.67	4.88	29.41	31.67	53.66	70.59	61.67	41.46
<b>Grade 5</b>	6.12	5.56	7.02	36.73	41.67	40.35	57.14	52.78	52.63
<b>Grade 6</b>	5.41	8.16	0.00	43.24	34.69	47.62	51.35	57.14	52.38
<b>Grade 7</b>	10.87	8.57	0.00	56.52	54.29	56.52	32.61	37.14	43.48
<b>Grade 8</b>	4.08	10.64	9.38	38.78	55.32	53.13	57.14	34.04	37.50
<b>All Grades</b>	6.99	9.29	4.55	41.91	43.49	48.11	51.10	47.21	47.35

**Conclusions based on this data:**

1. Although in 18-19 the 8th graders had an increased percentage of above standards level, concepts and procedures continues to be an area for growth.
2. Math concepts continue to be challenging for our HES students, however, the overall percentage of students not meeting standards did slightly decrease showing some growth.



# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1442.1	1441.9	1452.0	1463.3	1419.1	1391.7	27	39
Grade 1	1449.6	1458.9	1463.9	1467.6	1435.0	1449.7	22	15
Grade 2	1494.7	1460.2	1499.8	1465.9	1489.3	1453.9	16	18
Grade 3	1483.3	1499.8	1493.9	1503.4	1472.2	1495.7	17	17
Grade 4	1476.0	1537.9	1475.0	1558.5	1476.4	1516.9	16	17
Grade 5	*	1527.2	*	1526.7	*	1527.2	*	16
Grade 6	*	1498.5	*	1504.5	*	1491.9	*	15
Grade 7	*	*	*	*	*	*	*	5
Grade 8	*	*	*	*	*	*	*	*
All Grades							121	144

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	40.74	10.26	*	64.10	*	23.08	*	2.56	27	39
1	*	6.67	*	46.67	*	40.00	*	6.67	22	15
2	*	5.56	*	27.78	*	55.56		11.11	16	18
3	*	11.76	*	52.94	*	29.41	*	5.88	17	17
4	*	47.06	*	11.76	*	35.29	*	5.88	16	17
5		12.50	*	43.75	*	43.75	*	0.00	*	16
6		6.67	*	40.00	*	33.33	*	20.00	*	15
7	*	*		*		*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*
All Grades	26.45	13.19	32.23	43.06	23.97	36.11	17.36	7.64	121	144

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	48.15	30.77	40.74	58.97	*	7.69	*	2.56	27	39
<b>1</b>	*	33.33	*	26.67	*	33.33	*	6.67	22	15
<b>2</b>	81.25	22.22	*	50.00	81.25	16.67	*	11.11	16	18
<b>3</b>	*	41.18	*	41.18	*	11.76	*	5.88	17	17
<b>4</b>	*	64.71	*	23.53	*	5.88	*	5.88	16	17
<b>5</b>	*	43.75	*	50.00	*	6.25	*	0.00	*	16
<b>6</b>	*	40.00	*	33.33	*	6.67		20.00	*	15
<b>7</b>	*	*		*		*	*	*	*	*
<b>8</b>	*	*	*	*		*	*	*	*	*
<b>All Grades</b>	44.63	36.11	38.02	44.44	*	11.81	10.74	7.64	121	144

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	*	5.13	*	28.21	*	58.97	*	7.69	27	39
<b>1</b>	*	6.67	*	26.67	*	60.00	*	6.67	22	15
<b>2</b>	*	5.56	*	11.11	*	38.89	*	44.44	16	18
<b>3</b>		0.00	*	35.29	*	47.06	64.71	17.65	17	17
<b>4</b>	*	23.53		23.53	*	29.41	*	23.53	16	17
<b>5</b>		6.25	*	18.75	*	56.25	*	18.75	*	16
<b>6</b>		0.00	*	0.00	*	60.00	*	40.00	*	15
<b>7</b>	*	*		*		*	*	*	*	*
<b>8</b>	*	*		*	*	*	*	*	*	*
<b>All Grades</b>	19.01	6.25	18.18	20.83	28.10	51.39	34.71	21.53	121	144

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	59.26	17.95	*	79.49	*	2.56	27	39
1	54.55	53.33	*	40.00	*	6.67	22	15
2	*	16.67	*	61.11		22.22	16	18
3	*	11.76	*	70.59	*	17.65	17	17
4	*	41.18	68.75	47.06	*	11.76	16	17
5	*	6.25	*	81.25	*	12.50	*	16
6		6.67	*	46.67	*	46.67	*	15
All Grades	38.84	20.14	49.59	63.19	11.57	16.67	121	144

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	44.44	48.72	48.15	46.15	*	5.13	27	39
1	50.00	20.00	*	73.33	*	6.67	22	15
2	81.25	22.22	*	66.67	*	11.11	16	18
3	*	64.71	*	35.29	*	0.00	17	17
4	*	64.71	*	35.29	*	0.00	16	17
5	*	100.00	*	0.00	*	0.00	*	16
6	*	66.67	*	13.33		20.00	*	15
All Grades	59.50	54.17	29.75	39.58	10.74	6.25	121	144

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	0.00	66.67	94.87	*	5.13	27	39
1	*	6.67	*	73.33	*	20.00	22	15
2	*	5.56	*	38.89	*	55.56	16	18
3		0.00	*	58.82	64.71	41.18	17	17
4	*	11.76	*	52.94	*	35.29	16	17
5		6.25	*	75.00	*	18.75	*	16
6		0.00	*	6.67	*	93.33	*	15
All Grades	16.53	3.47	42.98	60.42	40.50	36.11	121	144

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
<b>K</b>	48.15	43.59	*	33.33	*	23.08	27	39
<b>1</b>	*	6.67	63.64	80.00	*	13.33	22	15
<b>2</b>	*	5.56	75.00	66.67	*	27.78	16	18
<b>3</b>	*	23.53	*	64.71	*	11.76	17	17
<b>4</b>	*	23.53	68.75	58.82	*	17.65	16	17
<b>5</b>	*	12.50	*	68.75	*	18.75	*	16
<b>6</b>	*	20.00	*	53.33	*	26.67	*	15
<b>All Grades</b>	23.14	22.22	58.68	56.94	18.18	20.83	121	144

**Conclusions based on this data:**

1. Due to change in cut scores for scoring, we are unable to ascertain progress or lack of progress accurately.

# School and Student Performance Data

## Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>415</b>	<b>90.6</b>	<b>36.4</b>	<b>0.2</b>

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	151	36.4
Foster Youth	1	0.2
Homeless	27	6.5
Socioeconomically Disadvantaged	376	90.6
Students with Disabilities	55	13.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
American Indian	1	0.2
Asian	4	1.0
Hispanic	400	96.4
White	7	1.7





### Conclusions based on this data:

1. Our school is comprised of a large Hispanic population at almost 97%.
2. Our school has a high socio-economically disadvantaged population at 90.6%.
3. With high % of need--homeless population and socio-disadvantaged populations--additional SEL supports/counseling are areas of need

# School and Student Performance Data

## Overall Performance

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457"><b>English Language Arts</b></p>  <p data-bbox="289 506 376 537">Orange</p>	<p data-bbox="673 426 950 457"><b>Chronic Absenteeism</b></p>  <p data-bbox="766 506 854 537">Yellow</p>	<p data-bbox="1177 426 1388 457"><b>Suspension Rate</b></p>  <p data-bbox="1247 506 1334 537">Green</p>
<p data-bbox="251 625 414 657"><b>Mathematics</b></p>  <p data-bbox="289 705 376 737">Orange</p>		

#### Conclusions based on this data:

1. Suspension rates have declined considerably in the last three years.
2. Chronic Absenteeism is an area of concern.
3. Concentration on academic performance continues to be an area of growth.

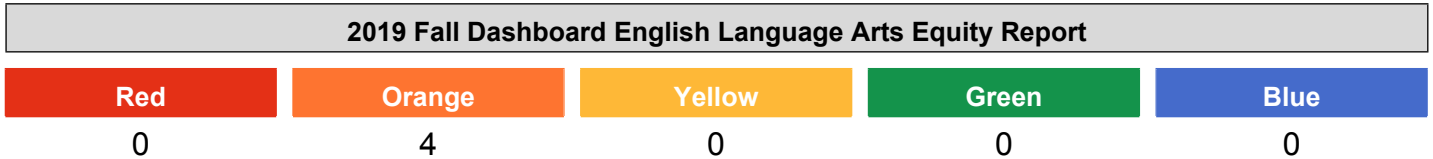
# School and Student Performance Data

## Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 31.4 points below standard Declined -5.3 points 261	<p><b>English Learners</b></p>  Orange 52.8 points below standard Declined Significantly -16.3 points 138	<p><b>Foster Youth</b></p>  No Performance Color 0 Students
<p><b>Homeless</b></p>  No Performance Color 52 points below standard Maintained ++1.3 points 14	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 33.8 points below standard Declined -6.1 points 240	<p><b>Students with Disabilities</b></p>  Orange 117.5 points below standard Increased ++8.6 points 41

**2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 31.1 points below standard Declined -7 points 254	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

**2019 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
105.4 points below standard Declined -5.6 points 64	7.4 points below standard Maintained -2.5 points 74	23.1 points below standard Increased ++9.2 points 91

**Conclusions based on this data:**

1. The Reclassified English Learners did not outperform the English Only students as they did in 17-18.
2. All subgroups have a negative DFS, but the EO population made an increase.
3. Although still with a large distance from met, with students with disabilities had an increase in their performance.



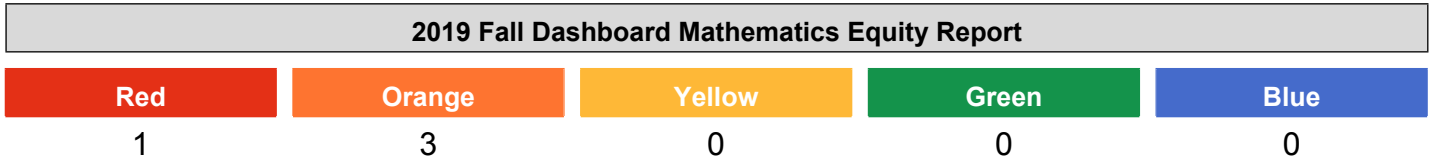
# School and Student Performance Data

## Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:







This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p><b>All Students</b></p>  Orange 74.2 points below standard Declined -3.5 points 261	<p><b>English Learners</b></p>  Orange 87.8 points below standard Declined -4.7 points 138	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>  No Performance Color 101.2 points below standard Increased ++5.8 points 14	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 76.7 points below standard Declined -3.3 points 240	<p><b>Students with Disabilities</b></p>  Red 145.4 points below standard Maintained -2.1 points 41

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	
Hispanic	Two or More Races	Pacific Islander	White
 Orange 73.3 points below standard Maintained -2.8 points 254			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

### 2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
119.2 points below standard Increased ++8.6 points 64	60.6 points below standard Maintained ++0.2 points 74	68.4 points below standard Maintained ++1.8 points 91

**Conclusions based on this data:**

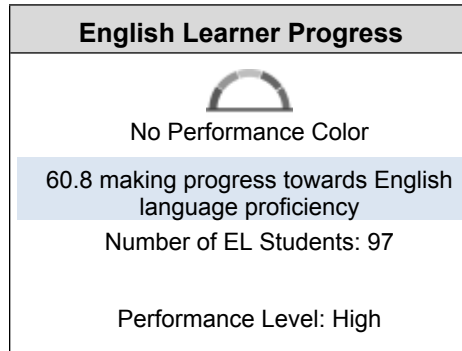
1. The Reclassified English Learners outscore the EO students.
2. The current ELs continue to struggle.
3. Students with disabilities maintained score, but have the lowest scores of all sub groups.

# School and Student Performance Data

## Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10.3	28.8	2.0	58.7

#### Conclusions based on this data:

1. English Learner Progress indicates continued growth.
2. Students with decrease indicate the need for attention with progress monitoring.

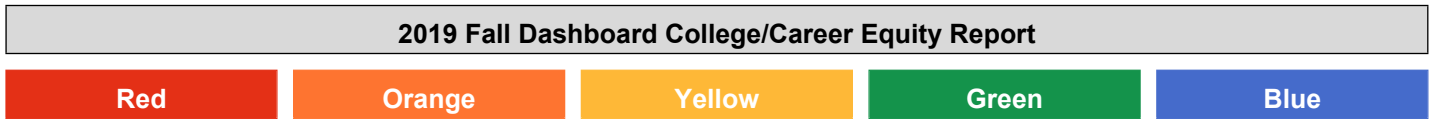
# School and Student Performance Data

## Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	3	1	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p>  Yellow 6 Maintained +0.2 432	<p><b>English Learners</b></p>  Orange 6.9 Increased +1.5 160	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p><b>Homeless</b></p>  Green 2.9 Declined -9.6 34	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 6.5 Maintained +0.3 399	<p><b>Students with Disabilities</b></p>  Yellow 5 Increased +0.9 60

**2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 6 Maintained +0.3 414	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10

**Conclusions based on this data:**

1. Our Social Worker/Family Services Coordinator continues to work to bring these numbers down, as indicated, there is an increase in the EL attendance.
2. 19-20 data shows 6% Chronic Absenteeism rate vs. 20-21 data at 7% indicating an increase in Chronic Absenteeism.

# School and Student Performance Data

## Academic Engagement Graduation Rate

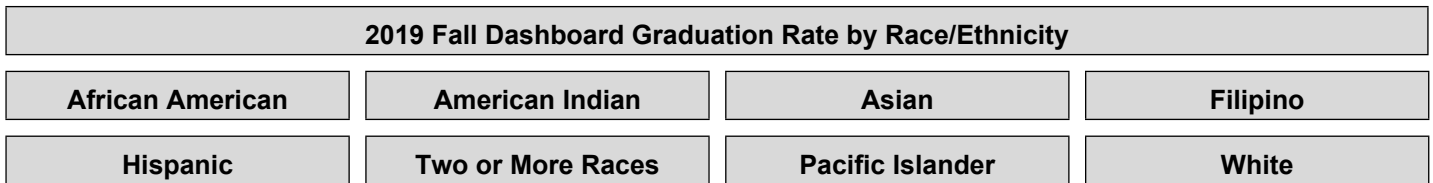
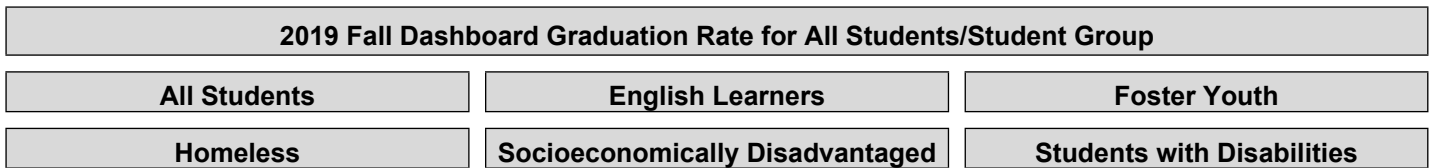
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

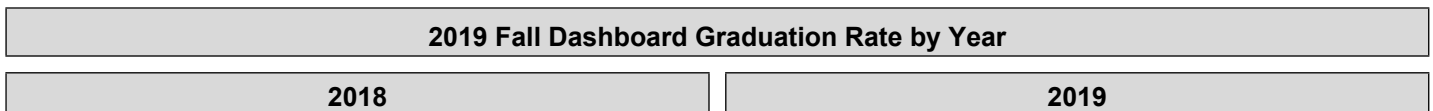
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

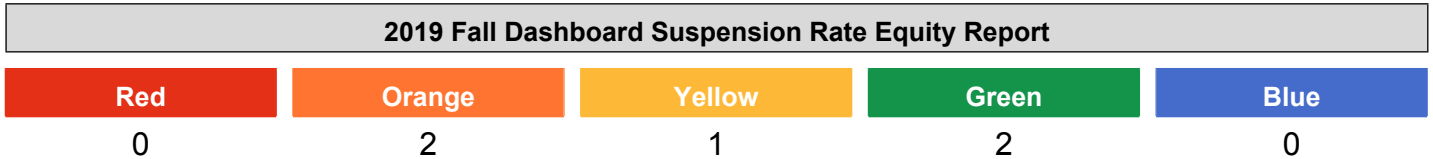
# School and Student Performance Data

## Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



This section provides number of student groups in each color.








This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p>  Green 2.5 Declined Significantly -1.4 441	<p><b>English Learners</b></p>  Orange 1.8 Increased +1.2 163	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not 2
<p><b>Homeless</b></p>  Yellow 5.3 Declined -5.2 38	<p><b>Socioeconomically Disadvantaged</b></p>  Green 2.5 Declined Significantly -1.2 405	<p><b>Students with Disabilities</b></p>  Orange 10 Declined -2 60



### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
	 No Performance Color Less than 11 Students - Data 1	 No Performance Color Less than 11 Students - Data 4	
Hispanic	Two or More Races	Pacific Islander	White
 Green <span style="background-color: #d9e1f2; padding: 2px;">2.4</span> Declined Significantly -1.1 423	 No Performance Color Less than 11 Students - Data 3		 No Performance Color Less than 11 Students - Data 10

This section provides a view of the percentage of students who were suspended.

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.9	2.5

**Conclusions based on this data:**

1. HES has greatly decreased suspension rates, well below the State rates (6.8%). MTSS work has increased staff skill level with meeting the needs of students.
2. Suspension of students with disabilities continues to be an area of challenge.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

HUSD will increase student performance (for all subgroups) on State and Local achievement metrics: Priorities 4,8

## Goal 1

Hamilton Elementary will increase student achievement for all students by providing quality first instruction, intervention, support and enrichment through our multi-tiered support systems.

## Identified Need

Students continue to struggle on CAASPP assessments (ELA and Math), and because of this continued challenge it is necessary to look carefully at our first instruction (the best prevention of urgent intervention needs). Continuing to follow the same instructional practices will continue to result in similar outcomes, and as such, this year our focus is on socio-emotional supports and engaging students in learning opportunities that provide multiple entry points and access for all.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	18-19 -5.9 Distance From Met	19-20 increase by 3 points (-2.9 DFM) (20-21 no data/COVID)
CAASPP ELA	18-19-3.9 Distance From Met	19-20 increase by 3 points (-.9 DFM) (20-21 no data/COVID)
SWIS data	18-19 9.69 % 6+ ODR (Office Discipline Referrals)	19-20 7.69% 6 + ODR (20-21 no valid data/COVID)
STAR/Renaissance data--Early Literacy	20-21 Urgent Intervention 33.3%	20-21 decrease by 5% or more

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Targeted focus on student engagement through quality interactions and using assessments to drive instruction. Universal screener in place to inform instructional needs and student progress (STAR and added ELevate for EL progress--12/21).

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8,108	Other
13,950	Title III
11,017	Other
13,950	Title III

**Strategy/Activity 2**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional development on language objectives and integration of core content with ELD standards with Dr. Claudia Rodriguez-Mojica. Professional development centered on trauma-improved practices and strategies to engage students (Rainbow Walker and County presentations), Quality Teaching for English Learners (QTEL summer institute) and NTC/Coaching (Tehama County collaborative).

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,200	Title II Part A: Improving Teacher Quality
5,000	Title III

**Strategy/Activity 3**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

PLC time to set SMART goals using student achievement data to reflect on first instruction and intervention.

PLC leadership to establish and maintain focus on the 4 critical questions.

PLC leadership team weekly meetings supported by instructional leaders.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students requiring Tier 2 and 3 interventions

Strategy/Activity

Teachers will use intervention times to meet the needs of students requiring small group or more individualized support in both ELA and Math. 19-20 had Reading Specialist to support Tier 2/3 reading interventions.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

75,023

Title I

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All

Strategy/Activity

Teachers to be supported during PLC by County leads in 20-21 and 21-22.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0

None Specified

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All

### Strategy/Activity

Paraprofessional/yard supervisor are used to support student safety and learning in the classroom. School social worker to be assigned to HES and title 1 funds allocated to certificated will be used to support this work in 21-22.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
50,000	Title I
25,000	CARES Act

## Annual Review

### SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Suspension rates decreased (Rainbow Walker and PBIS/MTSS supports). Student needs requiring urgent interventions too great for Reading Specialist---Tier 1 work is needed overall. Reading specialist not continued for 20-21 school year, but a program is purchased for 21-22 out of CAREs act funding.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

PLC time and attention to first instruction changed in March of 19-20 due to COVID. Behaviors required more paraprofessional support which took help/support from classrooms. Additional Paraprofessionals on board and for 21-22 school year out of CAREs act funding.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

PLC time needs to refocus on data and informed decisions to improve first instruction. Supports from county will be put in place to support teachers in looking at essential standards and data to provide more targeted instruction. Activity 5.

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

HUSD will provide high quality classroom instruction to promote college and career readiness.

## Goal 2

All students will develop the necessary mathematical, language and literacy proficiency that prepare them for college or post-secondary career choices as evidence by an increase on the CAASPP and CAST (Science).

## Identified Need

Given that our students continue to have challenges meeting the ELA and Math proficiency standards, we are committed to ensure that teachers have updated and standards aligned curriculum as well as the training to support teaching and learning in both our English only classroom and Dual Immersion classrooms.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC (ELA)	18-19 -5.9 DFM	20-21 increase by 3 points (-2.9 DFM)
SBAC (Math)	18-19 -3.9 DFM	20-21 increase by 3 points (-9 DFM)
Renaissance Learning Screener (Reading)	20-21 42.5% (Urgent Intervention Needed)	21-22 decrease urgent intervention % by 5%
Renaissance Learning Screener (Early Literacy)	20-21 33.6% (Urgent Intervention Needed)	21-22 decrease urgent intervention % by 5%
Renaissance Learning Screener (Math)	20-21 27.5% (Urgent Intervention Needed)	21-22 decrease urgent intervention % by 5%
CAST		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

### Strategy/Activity

Teachers receive training and use NGSS materials to develop their understanding for this new shift in teaching. Experiments purchased with GEAR up funds for hands-on science activities for 7th and 8th graders.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000	LCFF - Base
1,000	Other

### Strategy/Activity 2

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Kindergarten students

#### Strategy/Activity

Kindergarten teachers will shift from the use of curriculum for U of O in mathematics, to Every Day Math to be in alignment with 1-5. ESGI purchased to support Kinder skills progress monitoring (this to be the last year as DNA will replace). STAR Math assessment should be taken by K-1 (CBM) for progress monitoring.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,500	LCFF - Base
796.00	Title I

### Strategy/Activity 3

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

EL students

#### Strategy/Activity

ELD teacher will provide instruction with the support of ELD Benchmark at the K-5 level. Newcomers at the 6-8 level will be placed in a classroom with emergent learners, and intermediate and above will be in a class to specifically target the needs of long term English learners. Title 1 monies will be used to fund ELD/DI coordinator 21-22 (currently allocated to certificated classroom staff for intervention work.)

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

25,000	LCFF - Base
25,000	Title I

**Strategy/Activity 4**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

K-5 Students

Strategy/Activity

Teachers will continue the use of Standards-based report cards in alignment with standards-based lessons and identify essential standards and create Benchmark assessments to monitor progress three times a year school wide and discuss data to inform instruction.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

**Strategy/Activity 5**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

K-2 Dual Immersion Students

Strategy/Activity

Provide decodable readers (Adelante) to support Spanish Language Acquisition.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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470	Title III
-----	-----------

**Strategy/Activity 6**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Students screened as "urgent intervention" needed (ELA, Math, and Early Literacy)

Strategy/Activity

Intervention will be targeted to meet the needs of urgent intervention groups with use of Renaissance Learning Platform resources.

**Proposed Expenditures for this Strategy/Activity**



List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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**Strategy/Activity 7**

**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

Middle School (6-8)

**Strategy/Activity**

.Planners for all 6-8 students.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

586.00	Title I
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**Annual Review**

**SPSA Year Reviewed: 2019-20**

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

**ANALYSIS**

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

SBAC and CAST not taken during 19-20 due to COVID-19. Renaissance Learning indicates need for improved Tier 1 interventions and appropriate Tier 2/Tier 3 responses in place.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Tk-2 does not take SBAC. Interventions and resources from 18-19, 19-20 not indicating effectiveness or implementation. Additional instructional support to bridge essential standards and first instruction needed for 21-22.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Adding the Renaissance Learning as measurement for Tk-8 with data analysis as a regular part of PLC, reading intervention plan for 20-21, use of advisement for targeted RTI for both ELA and Math. See Activity 4,

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

HUSD will improve stakeholder participation in the learning process. Priorities 3,5,6

## Goal 3

The number of parents/community members involved in outreach programs and access to parent portal will be increased.

## Identified Need

Although we have many opportunities for parent involvement, our numbers continue to be low in terms of participating in our stakeholder meetings, although attendance to community, cultural events has increased. We will leverage the community events to the best of our ability, adjusting times of meetings to meet the needs of parents, to improve our home/school connection.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parents Portal Access Increased (K-5)	321	increase by 20%
Attendance at parent outreach programs		
Newsletters to parents	6 months	Every month
Zoom/parent participation		

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

## Strategy/Activity 1

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All

### Strategy/Activity

Continued efforts to train parents on parent portal. Make trainings available during school events (Back to School, parent conferences, events, etc.)

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

## Strategy/Activity 2

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Parents with teachers facilitating APTT groups

Strategy/Activity

Increase parent participation at APTT (academic parent teacher team) meetings by changing start times to after 5:00 pm. and continuing to stipend participating teachers

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

3,000.00

LCFF - Supplemental

## Strategy/Activity 3

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All parents of all students

Strategy/Activity

Translation services and parent outreach with newsletters

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

1000.00

LCFF - Base

500.00

Title I

## Strategy/Activity 4

### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Immigrant students

Strategy/Activity

Parent Resources (videos and newsletters) to support our immigrant population/families.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,500

Source(s)

Title III Immigrant Education Program

## Annual Review

### SPSA Year Reviewed: 2019-20

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

### ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to COVID-19, parent outreach has had to change in form and is challenging to assess effectiveness as the school years are not comparable

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Newsletters and zooms have replaced in-person interactions. Districtwide parent/family case manager replaced with a schoolwide coordinator of social programs. Paraprofessionals used to translate and support our Spanish speaking families . Adding additional resources for our immigrant families for support.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Newsletters will continue to be in place (see Activity 4), and zoom calls will continue to be an option for parents in the upcoming school year (see Activity 5).

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

## Goal 4

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

# Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

## LEA/LCAP Goal

## Goal 5

## Identified Need

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

### Strategy/Activity 1

#### Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$208,603
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$269,600.00

## Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$151,905.00
Title II Part A: Improving Teacher Quality	\$4,200.00
Title III	\$33,370.00
Title III Immigrant Education Program	\$3,500.00

Subtotal of additional federal funds included for this school: \$192,975.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
	\$0.00
CARES Act	\$25,000.00
LCFF - Base	\$28,500.00
LCFF - Supplemental	\$3,000.00
None Specified	\$0.00
Other	\$20,125.00

Subtotal of state or local funds included for this school: \$76,625.00

Total of federal, state, and/or local funds for this school: \$269,600.00



# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 3 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Kathy Thomas	Principal
Dianna Camarena	Other School Staff
Maggie Sawyer	Other School Staff
Maribel Hernandez	Classroom Teacher
Jennifer Firth	Classroom Teacher
Maggie Sawyer	Classroom Teacher
Ariel Ellis	Other School Staff
Ana Lozano	Parent or Community Member
Rocio Jauregui	Parent or Community Member
Teresa Alvarado	Parent or Community Member
Fabiola Mata	Parent or Community Member
Maria Guerra	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

# Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

**Signature**

**Committee or Advisory Group Name**

	English Learner Advisory Committee
	Special Education Advisory Committee
	Other: MTSS Leadership Team

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 3/23/2021.

Attested:

Principal, Kathryn Thomas on 3/23/2021
SSC Chairperson, Ana Lozano on 4/12/2021

# Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

**The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.**

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov).

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

### **Purpose**

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

### **Description**

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

## **Stakeholder Involvement**

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

*[This section meets the requirements for TSI and ATSI.]*

*[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]*

## **Resource Inequities**

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

*[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]*

# Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

*[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]*

## Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

*[Completing this section fully addresses all relevant federal planning requirements]*

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

*[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]*

*[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]*

## Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

*[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]*

*[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]*

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

*[This section meets the requirements for CSI.]*

*[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]*

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

*[This section meets the requirements for CSI, TSI, and ATSI.]*

*[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*

## **Annual Review**

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

## Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

*[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]*

## Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

*From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.*

## Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

*[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]*



# Appendix A: Plan Requirements

## Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

### Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
  - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
    1. The comprehensive needs assessment of the entire school shall:
      - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
      - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
        - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
        - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
        - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
        - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
        - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
  - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

### Requirements for the Plan

- II. The SPSA shall include the following:
  - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
    - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    - b. use methods and instructional strategies that:
      - i. strengthen the academic program in the school,
      - ii. increase the amount and quality of learning time, and
      - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
      - i. strategies to improve students' skills outside the academic subject areas;
      - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
      - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
      - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
      - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
  2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
  3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - 1. Ensure that those students' difficulties are identified on a timely basis; and
  - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at [SISO@cde.ca.gov](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

### Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

## **Single School Districts and Charter Schools Identified for School Improvement**

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

## Appendix C: Select State and Federal Programs

**For a list of active programs, please see the following links:**

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

# Recommendations and Assurances

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

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

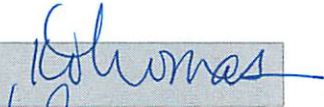

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Special Education Advisory Committee
	Other: MTSS Leadership Team

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Principal, Kathryn Thomas on	3/23/2021	
SSC Chairperson, Ana Lozano on		

# School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 3 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Kathy Thomas	Principal
Dianna Camarena	Other School Staff
Maggie Sawyer	Other School Staff
Maribel Hernandez	Classroom Teacher
Jennifer Firth	Classroom Teacher
Maggie Sawyer	Classroom Teacher
Ariel Ellis	Other School Staff
Ana Lozano	Parent or Community Member
Rocio Jauregui	Parent or Community Member
Teresa Alvarado	Parent or Community Member
Fabiola Mata	Parent or Community Member
Maria Guerra	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.



**Hamilton High School  
School Site Council  
Agenda  
March 23, 2021  
HHS Zoom Meeting – 3:30pm**

- I. Call to Order: (time) \_\_\_\_\_
- II. Approve agenda: \_\_\_\_\_
- III. Approve Minutes of Previous Meeting: \_\_\_\_\_

Public Comment: Public invite of items not listed/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 (3) minutes duration. The SSC is prohibited by California state law from taking any action on any item presented if it is not listed on the Agenda.

- IV. Non-Agenda Items:
  - 1.
  - 2.
  - 3.
- V. **Items:**
  - 1. Review SPSA (School Plan for Student Achievement)
  - 2. Testing
    - a. Dates
    - b. Window
  - 3. Looking ahead to next year
    - a. Schedules/classes
    - b. Safety protocols
  - 4. Student/Sports Activities
- VI. Other/Announcements
- VII. Adjourn

**Hamilton High School  
School Site Council  
Minutes  
March 23, 2021  
HHS Zoom Meeting – 3:30pm**

- I. Call to Order: (time) 3:35pm
- II. Approve agenda: **1<sup>st</sup>. Rios, 2<sup>nd</sup>: P. Campos**
- III. Approve Minutes of Previous Meeting: **1<sup>st</sup>: Pricila Corona, 2<sup>nd</sup>: Gonzalez**
  - a. **Present: teachers/staff: Hernandez, Martin, Hansen, Reyes, Gonzalez, Rios, Widener, and Johnson. Students: Kem Gonzalez, Pricila Corona, and Priscila Campos.**

Public Comment: Public invite of items not listed/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 (3) minutes duration. The SSC is prohibited by California state law from taking any action on any item presented if it is not listed on the Agenda.

- IV. Non-Agenda Items:
  1. **Quarter ending tomorrow, March 24<sup>th</sup>. Teacher finalizing grades and inputting student work.**
  2. **HHS Open House is cancelled this year for obvious reasons, COVID restrictions. We were hoping to have a virtual one but didn't happen. Hoping next year is different and can do it like years past.**
  - 3.
- V. **Items:**
  1. Review SPSA (School Plan for Student Achievement): **Maria gave a review. Always thinking of students first. Mr. Oseguera also gave input.**
  2. Testing
    - a. Dates: **Dates for AP testing will be set for the first or second week in May. (For AP English Lit, AP US History, AP Spanish, and AP Calculus)**
    - b. Window: **CAASPP testing window will open on March 29<sup>th</sup>.**
  3. Looking ahead to next year
    - a. Schedules/classes: **Maria and Kelly continue to work on the class scheduling for next year. Looking forward to having**

**students back full time. Making sure the classes don't have a lot of students so we can be safe.**

b. **Safety protocols: We will continue to have same safety protocols, sanitizing after each class leaves the classroom, wearing masks, and being generally safe.**

4. **Student/Sports Activities: Continue with sports, following all safety protocols from the county and state. Sports happening at the moment are Football and Volleyball with other sports starting workouts.**

VI. **Other/Announcements:**

1. **Football Homecoming spirit week will be next week, March 29<sup>th</sup> to April 1<sup>st</sup>. Homecoming is looking a little different this year. Our kings and queens will be voted on by the student body and the ceremony will be on Thursday, March 31<sup>st</sup> where the King and Queen will be crowned. We are trying to avoid a large crowd at the football game due to COVID Restrictions.**

2. **Our Spring Break starts April 2<sup>nd</sup> to April 11<sup>th</sup>, 2021. Student return back on April 12<sup>th</sup> to finish off 4<sup>th</sup> quarter.**

VII. **Adjourn: 4:15pm**

## HES School Site Council Minutes

2/9/2021

6:10 PM

**Item 1:** Welcome and introductions

**Item 2:** Establish Quorum

Parents present: Rocio Jauregui, Teresa Alvarado, Ana Lozano,

Staff present: Kathy Thomas, Jenny Firth, Maggie Sawyer, Dianna Camarena. Ariel Ellis

**Item 3:** verification of posting of agenda 2/5/2021

**Item 4: Public comment:**

Jenny Firth shared work with Equity by Design and her desire to engage students in creating art for campus with murals to represent student voices.

**Item 5:** Approval of Minutes

Ana motioned, they were seconded, and the minutes were approved

**Item 6:** In-person am/pm sessions

Teresa Alvarado talked about drop off going well but pick-up has been difficult when siblings are getting out at different times. Kathy Thomas explained the situation with dismissal and HES is looking at making adjustments to make this smoother.

**Item 7: Title I/funding update**

Mrs. Thomas recapped about funding with Jeremy Powell's presentation last meeting. Title I money: teachers requested a Wolf mascot (costume), and PBIS incentives for the younger grades. Maggie Sawyer explained the "Wolf" bucks that students would receive, gift card, blue tooth speaker, and headset. PBIS incentives are funded by PTO as Title I money would not be able to be used for these kinds of prizes. However, Title 1 could be used to support the Brag Tags (as they are certificate/awards for behavior—not a drawing) and these could be used for Tk-5. The Blue Wolf Mascot costs around \$300-\$500 and could be used with Title 1 funding. A paraprofessional could be the "mascot." There are rubber bracelets that also can be used to reward students for behaviors (69 cents). Ana Lozano (parent) suggested looking into getting incentives also in Spanish.

**Item 8:** Title 1/funding for HES support

Kathy Thomas discussed how funding can be used for resources for HES to support teachers and students as do many other schools. For example, crosswalk guides, coordinators, etc. With Title 1 funds used, we can ensure that HES has resources that are needed to support our needs. Jenny Firth asked what would need to be done to propose this use of funding. This will be further discussed at our next meeting.

**Item 9:** SARC (School Accountability Report Card)

This is a document that is presented to the SSC and to the Board. It is a document that has data from our school and is public. Jenny Firth asked if this report was typically written by the principal or the superintendent or both. Kathy explained that the principal is usually the one who writes up the report. This will be an action item this evening. The SPSA (school plan for student achievement) will be coming for SSC review next month.

**Action Items:**

**Item 10: SAFETY PLAN**

No changes have been made to this plan from last year, except for the tip line which is now in place. We will continue to advertise for the tip line use. The Safety Plan is posted on the website for parents/staff. It was added that a school-based counselor does come to the school 2 times a week.

**Item 11: SARC approval**

**Item 12: Approve Safety Plan Goals**

Rocio made motion. Ariel seconded. All in Favor. Motion carried.

**Item 13: Title 1 Fun Expenditures: PBIS**

Teresa motioned not to exceed \$600 total. Ana seconded. All in favor. Motion carried.

Meeting adjourned at 7:06 PM



**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**

**Tuesday, March 23 @ 6:00 p.m.**

**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 PBIS and expenditures update - Thomas**

**Item 7 FIA: Academic Support Plan - Thomas**

**Item 8 Chronic Absenteeism- Camarena**



Item 9            SPSA presentation- *Thomas*

Item 10           Expanding staff training: Title 1 expenditure- *Thomas*

**ACTION ITEMS**

Item 11           SPSA approval (link to budget items)

**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 30<sup>th</sup>.

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 bylaws**
- **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.

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
001391/00	ABSOLUTE HEATING & AIR INC	510664349										
210059	PO-000435	03/04/2021	I-210005-1;CAFE HS HVAC	4	01-8150-0-0000-8100-5630-000-000-00000	NN	P			0.00		1,915.00
			TOTAL PAYMENT AMOUNT									1,915.00
001075/00	AT&T											
	PO-000403	03/12/2021	MAR ELEM;16159521	1	01-0000-0-0000-2700-5990-000-000-00000	NN	P			0.00		114.15
	PO-000403	03/12/2021	MAR HS/DIST;16158077	1	01-0000-0-0000-2700-5990-000-000-00000	NN	P			0.00		191.38
			TOTAL PAYMENT AMOUNT									305.53
000233/00	CALIFORNIA DEPARTMENT OF ED											
	PV-000076	03/01/2021	INV#C-065678;FY19-20 REFUND	12	6105-0-0000-0000-9650-000-000-00000	NN						123.00
			TOTAL PAYMENT AMOUNT									123.00
000234/00	CAROLINA BIOLOGICAL SPLY CO											
	210457	PO-021497	02/25/2021	USE 4300	2	01-9812-0-1110-1000-4400-100-000-00000	NN	C		241.90		0.00
	210457	PO-021497	03/12/2021	51327433RI	1	01-9812-0-1110-1000-4300-000-000-00000	NN	P		4,154.54		4,154.54
			TOTAL PAYMENT AMOUNT									4,154.54
000156/00	CASBO											
	210412	PO-021465	02/19/2021	JT HR SUMMIT 3/19	1	01-0000-0-0000-7300-5200-000-000-00000	NN	F		89.00		89.00
			TOTAL PAYMENT AMOUNT									89.00
000424/00	DELL MARKETING	742616805										
	210348	PO-021413	01/25/2021	10459156008	1	01-9150-0-0000-2420-4300-000-000-00000	NN	F		747.43		747.43
			TOTAL PAYMENT AMOUNT									747.43
000460/00	FLORA FRESH											
	210405	PO-021450	03/15/2021	00949262	1	11-6391-0-4110-1000-4300-000-023-00000	NN	P		480.48		480.48
			TOTAL PAYMENT AMOUNT									480.48



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	03/16/2021	00146942	1	11-6391-0-4110-1000-4300-000-023-00000	NN	P	338.11	338.11
					TOTAL PAYMENT AMOUNT	338.11	*		338.11
000162/00	GRAINGER								
	PO-000409	02/25/2021	9817749790	3	01-3210-0-1110-1000-4300-000-000-00000	NN	P	0.00	654.78
					TOTAL PAYMENT AMOUNT	654.78	*		654.78
001431/00	JANICE LOHSE								
	PV-000075	02/25/2021	MILEAGE; P/U SUPPLIES IN SAC	11	6391-0-4110-1000-4300-000-023-00000	NN			117.49
					TOTAL PAYMENT AMOUNT	117.49	*		117.49
001138/00	JOHNNY ON THE SPOT		464458679						
210082	PO-021139	02/25/2021	CLOSE BAL; MOVE TO 21-427	1	01-3210-0-1110-1000-5890-800-000-00000	N1	C	1,011.10	0.00
210360	PO-021427	03/16/2021	I14081;3/16-4/12-ELEM	1	01-3210-0-1110-1000-5890-800-000-00000	N1	P	379.35	379.35
210360	PO-021427	03/16/2021	I14077;3/16-4/12-HS	2	01-3210-0-1110-1000-5890-100-000-00000	N1	P	192.90	192.90
					TOTAL PAYMENT AMOUNT	572.25	*		572.25
001398/00	MCHUTCHISON								
210404	PO-021448	02/11/2021	MSO139080-SHORT PAY ERROR	1	01-0350-0-6000-1000-4300-100-053-00000	NN	P	0.96	0.96
210404	PO-021448	03/12/2021	MSIO128347	1	01-0350-0-6000-1000-4300-100-053-00000	NN	P	234.24	234.24
					TOTAL PAYMENT AMOUNT	235.20	*		235.20
000592/00	MISSION UNIFORM & LINEN								
	PO-000405	03/18/2021	514400586	1	13-5310-0-0000-3700-4300-000-000-00000	NN	P	0.00	84.68
					TOTAL PAYMENT AMOUNT	84.68	*		84.68
000309/00	OFFICE DEPOT INC								
210158	PO-021216	02/25/2021	CLOSE BAL	1	01-7420-0-1110-1000-4300-100-000-00000	NN	C	9.43	0.00
					TOTAL PAYMENT AMOUNT	0.00	*		0.00

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	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount

000418/00	PITNEY BOWES GLOBAL FINCL INC	201344287							
	PO-000443	03/06/2021	JAN-APR 2021;3104608250	1	01-0000-0-1110-1000-5620-800-000-00000	NN	P	0.00	159.57
			TOTAL PAYMENT AMOUNT						159.57

000134/00	QUILL CORPORATION								
	210163	PO-021227	02/19/2021	10062547	1	01-0000-0-1110-1000-4300-100-607-00000	NN	F	56.62
			TOTAL PAYMENT AMOUNT						56.62

001382/00	U S BANK CORPORATE								
	PV-000074	02/25/2021	PO#21-437 RECUT		01-3550-0-3800-1000-4300-100-000-00000	NN			233.70
			TOTAL PAYMENT AMOUNT						233.70

000147/00	VALLEY TRUCK & TRACTOR CO	941613367							
	210061	PO-000450	03/09/2021	1064850-JDEERE 5310 REPAIR	2	01-8150-0-0000-8100-5630-000-000-00000	NN	P	5,068.11
			TOTAL PAYMENT AMOUNT						5,068.11

001462/00	WIZARD CLEANING	822765674							
	210339	PO-021402	03/01/2021	FEB 2021-2691	1	01-3210-0-1110-1000-5890-000-000-00000	NY	P	2,800.00
			TOTAL PAYMENT AMOUNT						2,800.00

TOTAL BATCH PAYMENT 18,135.49 \*\*\* 0.00 18,135.49

TOTAL DISTRICT PAYMENT 18,135.49 \*\*\*\* 0.00 18,135.49

TOTAL FOR ALL DISTRICTS: 18,135.49 \*\*\*\* 0.00 18,135.49

Number of checks to be printed: 18, not counting voids due to stub overflows. 18,135.49  
 Number of zero dollar checks: 1, will be skipped.

Printed: 03/18/2021 23:32:04

<i>Chris Jones</i>	3/18/21
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

000008/00	CALIFORNIA'S VALUED TRUST H/W								
PO-000444	03/19/2021	APRIL 2021	1	01-0000-0-0000-0000-9571-000-000-00000	NN P			0.00	32,111.87
PO-000444	03/19/2021	APRIL 2021	2	01-0000-0-0000-0000-9572-000-000-00000	NN P			0.00	61,175.11
PO-000444	03/19/2021	APRIL 2021	3	01-0000-0-0000-0000-9573-000-000-00000	NN P			0.00	3,833.05
TOTAL PAYMENT AMOUNT									97,120.03 *

002047/00	DANNIS WOLIVER KELLEY		943172834						
PO-000423	03/19/2021	JANAURY 2021 ATTORNEY BILL	1	01-0000-0-0000-7110-5815-000-000-00000	NE P			0.00	3,527.50
PO-000423	03/19/2021	JANUARY 2021 ATTORNEY BILL	2	21-0000-0-0000-8500-5815-000-000-00000	NE P			0.00	14,973.00
TOTAL PAYMENT AMOUNT									18,500.50 *

000522/00	LESLIE ANDERSON-MILLS		573472011						
PO-000433	03/19/2021	APRIL 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	03/19/2021	MARCH 2021	1	01-0000-0-0000-0000-9573-000-000-00000	NN P			0.00	300.84
TOTAL PAYMENT AMOUNT									300.84 *

TOTAL BATCH PAYMENT				116,713.04 ***		0.00		116,713.04
TOTAL DISTRICT PAYMENT				116,713.04 ****		0.00		116,713.04
TOTAL FOR ALL DISTRICTS:				116,713.04 ****		0.00		116,713.04

Number of checks to be printed: 4, not counting voids due to stub overflows. 116,713.04

<i>John T...</i>	3/19/21
Prepared by	Date
Authorized by	Date

Vendor/Addr	Remit name	Req Reference	Date	Description	Tax ID num	Deposit type	ABA num	Account num	EE	ES	E-Term	E-ExtRef		
						Fd Res	Y Goal	Func Obj	Sit	BdR	DD	T9MPS	Liq Amt	Net Amount
000010/00	ALHAMBRA & SIERRA SPRINGS													
210045	PO-000406	03/27/2021	MAR	DIST 9858589 032721		1	01-0000-0-0000-2700-4300-000-0000-00000	NN P					0.00	23.78
210045	PO-000406	03/27/2021	MAR	HS 9858589 032721		2	01-0000-0-0000-2700-4300-100-000-00000	NN P					0.00	35.67
210045	PO-000406	03/27/2021	MAR	ELEM 9858589 032721		3	01-0000-0-0000-2700-4300-800-000-00000	NN P					0.00	90.92
210045	PO-000406	03/27/2021	MAR	ELLAB 9858589 032721		4	01-0000-0-3200-1000-4300-300-000-00000	NN P					0.00	10.49
210045	PO-000406	03/27/2021	MAR	MAINT 9858589 032721		5	01-8150-0-0000-8100-4300-000-000-00000	NN P					0.00	20.05
210045	PO-000406	03/27/2021	MAR	ADULTED 9858589 032721		6	11-6391-0-4110-1000-4300-000-000-00000	NN P					0.00	45.00
				TOTAL PAYMENT AMOUNT										225.91
														225.91
000153/00	CALIFORNIA ASSN FFA													
210479	PO-021527	04/01/2021	101405;	HAMILTON HS		1	01-7010-0-3800-1000-5200-000-000-00000	NN F					500.00	500.00
				TOTAL PAYMENT AMOUNT										500.00
														500.00
000053/00	CALIFORNIA WATER SERVICE CO				000000000									
210052	PO-000422	03/24/2021	APR	3624177777		1	01-0000-0-0000-8100-5590-000-000-00000	NN P					0.00	28.49
210052	PO-000422	03/24/2021	APR	7314177777		1	01-0000-0-0000-8100-5590-000-000-00000	NN P					0.00	94.16
210052	PO-000422	03/24/2021	APR	7314177777 HS		2	01-0000-0-0000-8100-5590-100-000-00000	NN P					0.00	141.22
210052	PO-000422	03/24/2021	APR	0669843652 ELEM		3	01-0000-0-0000-8100-5590-800-000-00000	NN P					0.00	902.44
210052	PO-000422	03/24/2021	APR	4328876467 ELEM		3	01-0000-0-0000-8100-5590-800-000-00000	NN P					0.00	415.45
210052	PO-000422	03/24/2021	APR	6314177777 ELLAB		4	01-0000-0-0000-8100-5590-300-000-00000	NN P					0.00	115.93
				TOTAL PAYMENT AMOUNT										1,697.69
														1,697.69
000334/00	CALSTRS-JEM													
	PO-000428	04/01/2021	167449;	JAN-MAR QTR 3		1	01-0000-0-0000-2700-5890-000-000-00000	NN P					0.00	126.00
				TOTAL PAYMENT AMOUNT										126.00
														126.00
000234/00	CAROLINA BIOLOGICAL SPLY CO													
210457	PO-021497	03/31/2021	51345685RI			1	01-9812-0-1110-1000-4300-000-000-00000	NN P					43.33	43.33
210457	PO-021497	03/24/2021	51338775RI			1	01-9812-0-1110-1000-4300-000-000-00000	NN P					152.05	152.05
210454	PO-021500	03/17/2021	51332119RI			1	01-0000-0-1110-1000-4300-100-605-00000	NN F					1,618.77	1,618.77
				TOTAL PAYMENT AMOUNT										1,814.15
														1,814.15
000047/00	CENGAGE LEARNING				592124491									
210080	PO-021158	02/25/2021	CLOSE BAL;	NO TAX DUE		1	01-7420-0-1110-1000-4100-100-000-00000	NN C					130.50	0.00
				TOTAL PAYMENT AMOUNT										0.00
														0.00

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Reg Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount
002012/00	CHEF STORE	000000000							
PO-000438	04/01/2021	MARCH 2021;565054	3	01-3210-0-1110-1000-4300-000-000-000000	NN P			0.00	396.28
PO-000438	04/01/2021	MARCH 2021;565054	1	13-5310-0-0000-3700-4300-000-000-000000	NN P			0.00	67.22
PO-000438	04/01/2021	MARCH 2021;565054	2	13-5310-0-0000-3700-4700-000-000-000000	NN P			0.00	137.73
TOTAL PAYMENT AMOUNT									601.23 *
001498/00	CHRISTY WHITE ASSOCIATES	272956198							
PO-000446	03/24/2021	16735;18-19&19-20 BOND	1	01-0000-0-0000-7191-5810-000-000-000000	NN P			0.00	5,000.00
TOTAL PAYMENT AMOUNT									5,000.00 *
000764/00	DANIELSON CO								
PO-000425	02/25/2021	CLOSE BAL;FUNDS EXPIRED	7	01-3215-0-1110-1000-4300-000-000-000000	NN C			0.00	0.00
PO-000425	03/16/2021	245537	8	01-3210-0-1110-1000-4300-000-000-000000	NN P			0.00	200.20
PO-000425	03/23/2021	246031	8	01-3210-0-1110-1000-4300-000-000-000000	NN P			0.00	200.20
PO-000425	03/23/2021	246031	1	13-5310-0-0000-3700-4300-000-000-000000	NN P			0.00	19.63
PO-000425	03/02/2021	244455	1	13-5310-0-0000-3700-4300-000-000-000000	NN P			0.00	32.04
PO-000425	03/23/2021	246031	2	13-5310-0-0000-3700-4700-000-000-000000	NN P			0.00	2,121.50
PO-000425	03/02/2021	244455	2	13-5310-0-0000-3700-4700-000-000-000000	NN P			0.00	1,772.68
PO-000425	03/16/2021	245537	2	13-5310-0-0000-3700-4700-000-000-000000	NN P			0.00	2,552.23
PO-000425	03/09/2021	245012	2	13-5310-0-0000-3700-4700-000-000-000000	NN P			0.00	1,824.72
PO-000425	03/09/2021	245012	4	13-5320-0-0000-3700-4700-000-049-000000	NN P			0.00	326.34
PO-000425	03/23/2021	246031	4	13-5320-0-0000-3700-4700-000-049-000000	NN P			0.00	207.73
PO-000425	03/02/2021	244455	4	13-5320-0-0000-3700-4700-000-049-000000	NN P			0.00	361.96
PO-000425	03/16/2021	245537	4	13-5320-0-0000-3700-4700-000-049-000000	NN P			0.00	415.25
TOTAL PAYMENT AMOUNT									10,034.48 *
000424/00	DELL MARKETING	742616805							
210443	PO-021506	04/03/2021	10477487886	1	01-9150-0-0000-2420-4300-000-000-000000	NN F		47.78	47.78
210471	PO-021524	03/30/2021	10477487894	1	01-3212-0-1110-1000-4300-800-000-000000	NN F		581.82	581.82
TOTAL PAYMENT AMOUNT									629.60 *
000632/00	GIGAKOM	500026417							
210252	PO-021321	03/17/2021	TOO45VA-3	1	01-9150-0-0000-2420-5890-000-000-000000	NN P		1,788.56	1,788.56
210252	PO-021321	03/19/2021	TOO45VA-4	1	01-9150-0-0000-2420-5890-000-000-000000	NN P		973.01	973.01
TOTAL PAYMENT AMOUNT									2,761.57 *

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
000338/00	GLENN COUNTY OFFICE OF ED	946002753							
210461	PO-021519 03/23/2021	6487-APRIL ENG/SPAN ELEM	1	01-3010-0-1110-1000-5890-800-000-00000	NN P			48.26	48.26
		TOTAL PAYMENT AMOUNT						48.26 *	48.26
000162/00	GRAINGER								
	PO-000409 03/17/2021	9839417087	1	01-8150-0-0000-8100-4300-000-000-00000	NN P			0.00	253.28
	PO-000409 03/16/2021	860698554	1	01-8150-0-0000-8100-4300-000-000-00000	NN P			0.00	11.48
	PO-000409 03/16/2021	860698554	1	01-8150-0-0000-8100-4300-000-000-00000	NN P			0.00	504.04
		TOTAL PAYMENT AMOUNT						768.80 *	768.80
000061/00	GUY RENTS INC								
210472	PO-021521 03/23/2021	813326-1 TILLER/TRACTOR	1	01-8150-0-0000-8100-4400-000-000-00000	NN F			530.89	530.89
		TOTAL PAYMENT AMOUNT						530.89 *	530.89
000892/00	GYMVALET	000000000							
210466	PO-021516 03/24/2021	PO#21-516-GYMVALET	1	01-0000-0-1110-1000-4300-100-609-00000	NN F			225.41	241.76
		TOTAL PAYMENT AMOUNT						241.76 *	241.76
000072/00	HILLYARD INC								
	PO-000412 03/24/2021	604275821	5	01-3210-0-1110-1000-4300-000-000-00000	NN P			0.00	69.04
		TOTAL PAYMENT AMOUNT						69.04 *	69.04
000801/00	HUNT & SONS INC	942209320							
	PO-000400 03/30/2021	800752	1	01-0000-0-0000-3600-4392-000-000-00000	NN P			0.00	1,681.80
		TOTAL PAYMENT AMOUNT						1,681.80 *	1,681.80
002077/00	IN TENTS EVENTS	844486166							
210340	PO-021401 03/18/2021	3983-MARCH HS;SCREEN TENT	3	01-3210-0-1110-1000-5890-100-000-00000	N1 P			600.00	600.00
210340	PO-021401 03/18/2021	3983-MARCH ELEM;SCREEN TENTS	4	01-3210-0-1110-1000-5890-800-000-00000	N1 P			1,200.00	1,200.00
		TOTAL PAYMENT AMOUNT						1,800.00 *	1,800.00

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	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount
001283/00	JOHN'S TIRE & MUFFLER SERVICE	825167211							
PO-000410	03/29/2021	12089	1	01-8150-0-0000-8100-5630-000-000-000000	NY P		0.00	21.70	
			TOTAL PAYMENT AMOUNT					21.70 *	21.70
001251/00	K-12 SPECIALTIES INC	000000000							
210050	PO-000420	04/01/2021	73465;ULV FOGGER	4	01-3212-0-0000-8100-4400-000-000-000000	NN P		0.00	460.74
210050	PO-000420	04/01/2021	FUNDS EXPIRED	2	01-3215-0-1110-1000-4300-000-000-000000	NN C		0.00	0.00
210050	PO-000420	04/01/2021	73465;ULV FOGGER	5	01-3210-0-0000-8100-4400-000-000-000000	NN F		0.00	85.44
			TOTAL PAYMENT AMOUNT					546.18 *	546.18
000308/00	KEITH DIETLE	557828633							
210477	PO-021526	03/22/2021	CPR/FIRST AID CLASS	1	11-6391-0-4110-1000-5890-000-028-000000	NY P		270.00	270.00
210477	PO-021526	03/26/2021	CPR/FIRST AID CLASS	1	11-6391-0-4110-1000-5890-000-028-000000	NY P		150.00	150.00
			TOTAL PAYMENT AMOUNT					420.00 *	420.00
000217/00	KELLY LANGAN								
PV-000077	03/24/2021	REIMB DRIVERS ED FUEL	01-0000-0-1110-1000-4392-100-020-000000	NN				50.15	50.15
			TOTAL PAYMENT AMOUNT					50.15 *	50.15
001261/00	LAMINATING & BINDING SOLUTIONS	000000000							
210437	PO-021488	03/01/2021	262162-HS LAMINATOR	1	01-0000-0-1110-1000-4400-100-605-000000	NN F		1,319.17	1,319.16
			TOTAL PAYMENT AMOUNT					1,319.16 *	1,319.16
000125/00	MCGRAW-HILL SCHOOL EDUCATION								
210083	PO-021141	02/25/2021	CLOSE BAL;OVERSTATED	1	01-0001-0-1110-1000-4100-800-000-000000	NN C		638.97	0.00
210083	PO-021141	02/25/2021	CLOSE BAL;OVERSTATED	2	01-1400-0-1110-1000-4100-800-000-000000	NN C		638.97	0.00
			TOTAL PAYMENT AMOUNT					0.00 *	0.00
000592/00	MISSION UNIFORM & LINEN								
PO-000405	04/01/2021	514484850	1	13-5310-0-0000-3700-4300-000-000-000000	NN P		0.00	84.68	84.68
			TOTAL PAYMENT AMOUNT					84.68 *	84.68

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
000524/00	MJB WELDING SUPPLY								
210120	PO-021200	03/23/2021	013344712-REPAIRS	4	01-0350-0-6000-1000-5890-100-053-00000	NN P		124.00	154.17
210473	PO-021522	03/23/2021	013344712-REPAIRS maint	1	01-8150-0-0000-8100-4300-000-000-00000	NN F		77.63	77.63
TOTAL PAYMENT AMOUNT								231.80 *	231.80
000012/00	NAPA AUTO PARTS								
	PO-000418	03/24/2021	750132	1	01-8150-0-0000-8100-4300-000-000-00000	NN P		0.00	100.27
	PO-000418	03/26/2021	750369	1	01-8150-0-0000-8100-4300-000-000-00000	NN P		0.00	72.11
TOTAL PAYMENT AMOUNT								172.38 *	172.38
000309/00	OFFICE DEPOT INC								
210065	PO-021161	03/03/2021	CLOSE BAL;SEE QUILL	1	01-0000-0-3200-1000-4300-300-000-00000	NN C		10.00	0.00
210291	PO-021356	03/12/2021	160057179001	2	11-6391-0-4110-1000-4300-000-027-00000	NN P		0.00	17.47
210291	PO-021356	03/12/2021	160083128001	2	11-6391-0-4110-1000-4300-000-027-00000	NN P		0.00	40.61
210421	PO-021468	03/12/2021	157600053002	1	01-0000-0-1110-1000-4300-100-000-00000	NN P		72.92	72.92
210384	PO-021474	03/24/2021	157630031002	1	01-0000-0-1110-1000-4300-800-000-00000	NN F		3.82	4.10
210414	PO-021483	03/11/2021	156676488002	1	01-0000-0-1110-1000-4300-800-000-00000	NN F		13.94	13.94
210453	PO-021501	03/17/2021	163867705001	1	01-0000-0-1110-1000-4300-100-605-00000	NN P		22.51	22.51
210453	PO-021501	03/17/2021	163861517001	1	01-0000-0-1110-1000-4300-100-605-00000	NN P		75.47	75.47
210453	PO-021501	03/17/2021	163867701001	1	01-0000-0-1110-1000-4300-100-605-00000	NN P		421.35	421.35
210453	PO-021501	03/17/2021	163867706001	1	01-0000-0-1110-1000-4300-100-605-00000	NN P		21.64	21.64
210453	PO-021501	03/17/2021	163867707001	1	01-0000-0-1110-1000-4300-100-605-00000	NN F		49.31	49.31
TOTAL PAYMENT AMOUNT								739.32 *	739.32
000027/00	ORLAND HARDWARE								
	PO-000417	03/01/2021	460153	1	01-8150-0-0000-8100-4300-000-000-00000	NN P		0.00	40.66
	PO-000417	03/02/2021	460290	1	01-8150-0-0000-8100-4300-000-000-00000	NN P		0.00	94.26
	PO-000417	03/03/2021	460411	1	01-8150-0-0000-8100-4300-000-000-00000	NN P		0.00	108.84
	PO-000417	03/08/2021	460829	1	01-8150-0-0000-8100-4300-000-000-00000	NN P		0.00	41.67
	PO-000417	03/09/2021	460982	1	01-8150-0-0000-8100-4300-000-000-00000	NN P		0.00	95.83
	PO-000417	03/09/2021	460983	1	01-8150-0-0000-8100-4300-000-000-00000	NN P		0.00	5.02
	PO-000417	03/10/2021	461103	1	01-8150-0-0000-8100-4300-000-000-00000	NN P		0.00	36.83
	PO-000417	03/16/2021	461569	1	01-8150-0-0000-8100-4300-000-000-00000	NN P		0.00	11.62
	PO-000417	03/17/2021	461732	1	01-8150-0-0000-8100-4300-000-000-00000	NN P		0.00	55.04
	PO-000417	03/25/2021	462355	1	01-8150-0-0000-8100-4300-000-000-00000	NN P		0.00	65.67
210118	PO-021190	03/26/2021	462530	4	01-0350-0-6000-1000-4300-100-053-00000	NN P		66.84	66.84
210118	PO-021190	03/12/2021	461267	5	01-7010-0-3800-1000-4300-100-000-00000	NN P		0.00	224.89
TOTAL PAYMENT AMOUNT								847.17 *	847.17



Vendor/Addr	Remit name	Description	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date			Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount
000084/00	PG&E									
PO-000416	03/26/2021	MARCH DIST;9921774729-6		1	01-0000-0-0000-8100-5590-000-000-00000	NN P			0.00	3,408.11
PO-000416	03/26/2021	MARCH HS;9921774729-6		2	01-0000-0-0000-8100-5590-100-000-00000	NN P			0.00	5,112.15
TOTAL PAYMENT AMOUNT										8,520.26 *
000507/00	PITNEY BOWES-RESERVE ACCT INC	841386389								
210460	PO-021520	03/26/2021	REFILL POSTAGE METER	1	01-0000-0-0000-2700-5990-800-000-00000	NN F			1,800.00	1,800.00
210460	PO-021520	03/26/2021	REFILL POSTAGE METER	2	01-0000-0-1110-1000-5990-800-000-00000	NN F			1,200.00	1,200.00
TOTAL PAYMENT AMOUNT										3,000.00 *
000763/00	PROPACIFIC FRESH									
PO-000407	03/15/2021	6851518		1	13-5310-0-0000-3700-4700-000-000-00000	NN P			0.00	614.56
PO-000407	03/22/2021	6853188		1	13-5310-0-0000-3700-4700-000-000-00000	NN P			0.00	843.78
PO-000407	03/24/2021	6853768		1	13-5310-0-0000-3700-4700-000-000-00000	NN P			0.00	141.00
PO-000407	03/08/2021	6849983		1	13-5310-0-0000-3700-4700-000-000-00000	NN P			0.00	1,033.86
PO-000407	03/08/2021	6849983		3	13-5320-0-0000-3700-4700-000-049-00000	NN P			0.00	143.91
PO-000407	03/24/2021	6853768		3	13-5320-0-0000-3700-4700-000-049-00000	NN P			0.00	28.20
PO-000407	03/22/2021	6853188		3	13-5320-0-0000-3700-4700-000-049-00000	NN P			0.00	141.72
PO-000407	03/15/2021	6851518		3	13-5320-0-0000-3700-4700-000-049-00000	NN P			0.00	125.06
PO-000407	03/15/2021	6851518		2	13-5310-0-0000-3700-4300-000-000-00000	NN P			0.00	109.75
TOTAL PAYMENT AMOUNT										3,181.84 *
000134/00	QUILL CORPORATION									
PO-021125	03/20/2021	15460633		2	01-0000-0-0000-7300-4300-000-000-00000	NN P			0.00	52.72
PO-021125	03/20/2021	15527002		2	01-0000-0-0000-7300-4300-000-000-00000	NN P			0.00	38.61
PO-021125	03/20/2021	15553144		2	01-0000-0-0000-7300-4300-000-000-00000	NN P			0.00	18.25
PO-021125	03/20/2021	15553144		1	01-0000-0-0000-2700-4300-000-000-00000	NN P			0.00	18.24
PO-021125	03/03/2021	15019743		3	01-0000-0-1110-1000-4300-000-000-00000	NN P			0.00	548.95
PO-021125	03/03/2021	15019743		4	01-0000-0-1110-1000-4300-100-000-00000	NN P			0.00	823.42
PO-021125	03/03/2021	15019803		5	01-3210-0-1110-1000-4300-000-000-00000	NN P			0.00	39.15
PO-021125	03/03/2021	15014118		5	01-3210-0-1110-1000-4300-000-000-00000	NN P			0.00	542.86
210469	PO-021518	03/25/2021	15593856	1	01-0000-0-1110-1000-4300-100-610-00000	NN P			49.86	49.86
210469	PO-021518	03/26/2021	15601183	1	01-0000-0-1110-1000-4300-100-610-00000	NN F			3.06	2.73
PO-000078	03/03/2021	15428744-see 21-161			01-0000-0-3200-1000-4300-300-000-00000	NN				26.03
TOTAL PAYMENT AMOUNT										2,160.82 *

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
001510/00	RAY MORGAN COMPANY										
210046	PO-000413	03/22/2021	APRIL DIST;3267691	1	01-0000-0-0000-2700-5620-000-000-00000	NN	P			0.00	166.44
210046	PO-000413	03/22/2021	APRIL HS;3267691	2	01-0000-0-1110-1000-5620-100-000-00000	NN	P			0.00	370.12
210046	PO-000413	03/22/2021	APRIL ELEM;3267691	3	01-0000-0-1110-1000-5620-800-000-00000	NN	P			0.00	995.19
210046	PO-000413	03/22/2021	APRIL ELLA;3267691	4	01-0000-0-3200-1000-5620-300-000-00000	NN	P			0.00	104.03
210046	PO-000413	03/22/2021	APRIL DIST USE COLOR;3267691	7	01-0000-0-0000-2700-4300-000-000-00000	NN	P			0.00	115.63
210046	PO-000413	03/22/2021	APRIL DIST USE B&W;3267691	7	01-0000-0-0000-2700-4300-000-000-00000	NN	P			0.00	32.31
210046	PO-000413	03/22/2021	APRIL HS USE B&W;3267691	8	01-0000-0-1110-1000-4300-100-000-00000	NN	P			0.00	151.16
210046	PO-000413	03/22/2021	APRIL ELEM USE B&W;3267691	9	01-0000-0-1110-1000-4300-800-000-00000	NN	P			0.00	175.71
210046	PO-000413	03/22/2021	APRIL ELLAB USE B&W;3267691	10	01-0000-0-3200-1000-4300-300-000-00000	NN	P			0.00	7.37
210046	PO-000413	03/22/2021	APRIL ADULT ED;3267691	5	11-6391-0-4110-1000-5620-000-000-00000	NN	P			0.00	202.58
210046	PO-000413	03/22/2021	APRIL ADULT ED USE B&W;3267691	11	11-6391-0-4110-1000-4300-000-000-00000	NN	P			0.00	18.36
210046	PO-000413	03/22/2021	APRIL PRESCH;3267691	6	12-6105-0-1110-1000-5620-000-000-00000	NN	P			0.00	104.02
210046	PO-000413	03/22/2021	APRIL PRESCH USE B&W;3267691	12	12-6105-0-1110-1000-4300-000-000-00000	NN	P			0.00	7.38
TOTAL PAYMENT AMOUNT											2,450.30 *
000350/00	SCHOOL LIFE COM 000000000										
210439	PO-021525	03/31/2021	INV-200042682	1	01-3010-0-1110-1000-4300-800-000-00000	NN	F			322.89	340.98
TOTAL PAYMENT AMOUNT											340.98 *
000543/00	US SPECIALTY COATINGS										
210055	PO-000427	03/16/2021	201045	1	01-8150-0-0000-8100-4300-000-000-00000	YN	P			0.00	468.00
TOTAL PAYMENT AMOUNT											468.00 *
TOTAL USE TAX AMOUNT											33.93
000485/00	VOLTAGE SPECIALISTS 204425558										
	PO-000437	04/02/2021	14618-ALARM POWER SUPPLY	1	01-8150-0-0000-8100-5630-000-000-00000	NY	P			0.00	1,232.00
TOTAL PAYMENT AMOUNT											1,232.00 *
000377/00	WASTE MANAGEMENT										
210044	PO-000402	04/01/2021	40238215004-RECYC BIN	3	01-0000-0-0000-8100-5590-800-000-00000	NN	P			0.00	88.67
210044	PO-000402	04/01/2021	40238905009-RECYC BIN	1	01-0000-0-0000-8100-5590-000-000-00000	NN	P			0.00	90.14
210044	PO-000402	04/01/2021	40238285009-RECYC BIN	3	01-0000-0-0000-8100-5590-800-000-00000	NN	P			0.00	8.51
TOTAL PAYMENT AMOUNT											187.32 *

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
001462/00	WIZARD CLEANING	822765674							
210339 PO-021402	04/01/2021	2720;MARCH SERVICES	2	01-3212-0-1110-1000-5890-000-000-00000	NY P			2,800.00	2,800.00
210339 PO-021402	04/01/2021	FUNDS EXPIRED	1	01-3210-0-1110-1000-5890-000-000-00000	NY C			9,100.00	0.00
TOTAL PAYMENT AMOUNT								2,800.00 *	2,800.00

TOTAL BATCH PAYMENT	57,305.24 ***	0.00	57,305.24
TOTAL USE TAX AMOUNT			33.93
TOTAL DISTRICT PAYMENT	57,305.24 ****	0.00	57,305.24
TOTAL USE TAX AMOUNT			33.93
TOTAL FOR ALL DISTRICTS:	57,305.24 ****	0.00	57,305.24
TOTAL USE TAX AMOUNT			33.93

Number of checks to be printed: 37, not counting voids due to stub overflows.  
 Number of zero dollar checks: 2, will be skipped. 57,305.24

Printed: 04/15/2021 22:45:21

<i>Chris Harris</i>	<i>4/6/21</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
000762/00	CRYSTAL CREAMERY								
210060	PO-000445	01/25/2021	19045702	1	13-5310-0-0000-3700-4700-000-000-000000	NN	P	0.00	279.14
210060	PO-000445	02/01/2021	19060984	1	13-5310-0-0000-3700-4700-000-000-000000	NN	P	0.00	282.54
210060	PO-000445	02/04/2021	19060792	1	13-5310-0-0000-3700-4700-000-000-000000	NN	P	0.00	188.36
210060	PO-000445	02/08/2021	19080122	1	13-5310-0-0000-3700-4700-000-000-000000	NN	P	0.00	235.45
210060	PO-000445	02/11/2021	19080172	1	13-5310-0-0000-3700-4700-000-000-000000	NN	P	0.00	282.54
210060	PO-000445	02/15/2021	19089870	1	13-5310-0-0000-3700-4700-000-000-000000	NN	P	0.00	211.91
210060	PO-000445	02/18/2021	19089888	1	13-5310-0-0000-3700-4700-000-000-000000	NN	P	0.00	211.91
210060	PO-000445	02/22/2021	19111844	1	13-5310-0-0000-3700-4700-000-000-000000	NN	P	0.00	282.54
210060	PO-000445	03/01/2021	19127886	1	13-5310-0-0000-3700-4700-000-000-000000	NN	P	0.00	283.74
210060	PO-000445	03/04/2021	19127986	1	13-5310-0-0000-3700-4700-000-000-000000	NN	P	0.00	425.61
210060	PO-000445	03/09/2021	19148498	1	13-5310-0-0000-3700-4700-000-000-000000	NN	P	0.00	283.74
210060	PO-000445	03/11/2021	19148489	1	13-5310-0-0000-3700-4700-000-000-000000	NN	P	0.00	283.74
210060	PO-000445	03/13/2021	19148491	1	13-5310-0-0000-3700-4700-000-000-000000	NN	P	0.00	141.87
210060	PO-000445	03/15/2021	19169135	1	13-5310-0-0000-3700-4700-000-000-000000	NN	P	0.00	317.62
210060	PO-000445	03/18/2021	19169137	1	13-5310-0-0000-3700-4700-000-000-000000	NN	P	0.00	141.87
210060	PO-000445	03/22/2021	19186979	1	13-5310-0-0000-3700-4700-000-000-000000	NN	P	0.00	141.87
210060	PO-000445	01/25/2021	19045702	2	13-5320-0-0000-3700-4700-000-049-000000	NN	P	0.00	139.36
210060	PO-000445	02/01/2021	19060984	2	13-5320-0-0000-3700-4700-000-049-000000	NN	P	0.00	141.06
210060	PO-000445	02/04/2021	19060792	2	13-5320-0-0000-3700-4700-000-049-000000	NN	P	0.00	94.04
210060	PO-000445	02/08/2021	19080122	2	13-5320-0-0000-3700-4700-000-049-000000	NN	P	0.00	117.55
210060	PO-000445	02/11/2021	19080172	2	13-5320-0-0000-3700-4700-000-049-000000	NN	P	0.00	141.06
210060	PO-000445	02/15/2021	19089870	2	13-5320-0-0000-3700-4700-000-049-000000	NN	P	0.00	105.79
210060	PO-000445	02/18/2021	19089888	2	13-5320-0-0000-3700-4700-000-049-000000	NN	P	0.00	105.79
210060	PO-000445	02/22/2021	19111844	2	13-5320-0-0000-3700-4700-000-049-000000	NN	P	0.00	141.06
210060	PO-000445	03/01/2021	19127886	2	13-5320-0-0000-3700-4700-000-049-000000	NN	P	0.00	141.66
210060	PO-000445	03/04/2021	19127986	2	13-5320-0-0000-3700-4700-000-049-000000	NN	P	0.00	212.49
210060	PO-000445	03/09/2021	19148498	2	13-5320-0-0000-3700-4700-000-049-000000	NN	P	0.00	141.66
210060	PO-000445	03/11/2021	19148489	2	13-5320-0-0000-3700-4700-000-049-000000	NN	P	0.00	141.66
210060	PO-000445	03/13/2021	19148491	2	13-5320-0-0000-3700-4700-000-049-000000	NN	P	0.00	70.83
210060	PO-000445	03/15/2021	19169135	2	13-5320-0-0000-3700-4700-000-049-000000	NN	P	0.00	158.57
210060	PO-000445	03/18/2021	19169137	2	13-5320-0-0000-3700-4700-000-049-000000	NN	P	0.00	70.83
210060	PO-000445	03/22/2021	19186979	2	13-5320-0-0000-3700-4700-000-049-000000	NN	P	0.00	70.83
TOTAL PAYMENT AMOUNT								5,988.69 *	5,988.69

002062/00 PAULA GARCIA KRAUSS 680822309

PV-000079	03/03/2021	REIMB MILEAGE;VACINE	01-3212-0-1110-1000-5200-100-000-000000	NN				63.73	
TOTAL PAYMENT AMOUNT								63.73 *	63.73

Vendor/Addr	Remit name	Tax ID num	Deposit type	ABA num	Account num	EE ES	E-Term	E-ExtRef	
Req Reference	Date	Description	Fd Res	Y Goal	Func Obj	Sit Bdr DD	T9MPS	Liq Amt	Net Amount
001382/00	U S BANK CORPORATE								
CM-000016	03/22/2021	21-463 HEFFLEY REFUND			01-0000-0-1110-1000-4300-800-000-00000	N			-17.78
210031	PO-021110	03/22/2021 JP ZOOM	2	01-0000-0-0000-7150-4300-000-000-00000	NN P		0.00		14.99
210031	PO-021110	03/22/2021 DIST MTG SUPPLIES	3	01-0000-0-1110-1000-4300-000-000-00000	NN P		0.00		388.38
210148	PO-021205	03/22/2021 AG FUEL	1	01-7010-0-3800-1000-4392-100-000-00000	NN P		424.62		424.62
210417	PO-021480	03/22/2021 B CARTER ELEM SUPPLIES	1	01-0000-0-1110-1000-4300-800-000-00000	NN P		58.09		58.09
210415	PO-021481	03/22/2021 ME ALVAREZ SUPPLIES	1	01-0000-0-1110-1000-4300-800-000-00000	NN F		148.97		148.97
210413	PO-021482	03/22/2021 M LLAMAS SUPPLIES	1	01-0000-0-1110-1000-4300-800-000-00000	NN F		47.12		47.12
210401	PO-021485	03/22/2021 TECH SUPPLIES	2	01-9150-0-0000-2420-4300-000-000-00000	NN F		32.51		34.94
210401	PO-021485	03/22/2021 FUND EXPIRED	1	01-3210-0-1110-1000-4300-800-000-00000	NN C		21.68		0.00
210401	PO-021485	03/22/2021 PAW STENCIL-DISTANCE MARK	3	01-3212-0-1110-1000-4300-800-000-00000	NN F		19.24		19.24
210435	PO-021486	03/03/2021 SANITIZE WIPES	2	01-7420-0-1110-1000-4300-800-000-00000	YN F		1,520.27		1,437.50
210435	PO-021486	03/03/2021 SANITIZE WIPES	1	01-3212-0-1110-1000-4300-100-000-00000	YN F		1,858.11		1,712.50
210434	PO-021489	03/22/2021 WOLF MASCOT ELEM	1	01-3010-0-1110-1000-4300-800-000-00000	YN F		263.46		245.65
210442	PO-021494	03/22/2021 A JOHNSON ELEM SUPPLIES	1	01-9812-0-1110-1000-4300-800-000-00000	NN P		951.13		951.13
PV-000080	03/22/2021	MARCH 2021;4246044555628555		01-0000-0-0000-8100-4392-000-000-00000	NN				357.92
		TOTAL PAYMENT AMOUNT					5,823.27 *		5,823.27
		TOTAL USE TAX AMOUNT							246.19

TOTAL BATCH PAYMENT	11,875.69 ***	0.00	11,875.69
TOTAL USE TAX AMOUNT			246.19
TOTAL DISTRICT PAYMENT	11,875.69 ****	0.00	11,875.69
TOTAL USE TAX AMOUNT			246.19
TOTAL FOR ALL DISTRICTS:	11,875.69 ****	0.00	11,875.69
TOTAL USE TAX AMOUNT			246.19

Number of checks to be printed: 3, not counting voids due to stub overflows. 11,875.69

Printed: 04/15/2021 22:45:30

<i>Chris Lurie</i>	4/12/21
Prepared by	Date
Authorized by	Date